



KLAMATH
Community College

2022-23

Instructional Program Review

Business Administration

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1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

The Business program has been offered since the beginning of Klamath Community College, listed as “Business & Management – Business Services” in 2002 when KCC became accredited and was no longer under Portland Community College. Data collected from KCC’s Institutional Research (2/6/23) on total graduates from the start of this program include 430 AAS degrees awarded and over 425 certificates and pathway certificates awarded. The 2004-2005 catalog lists Accounting, Management, Marketing/Sales, Quality Improvement, and Information Technology as options within this degree. As trends and student needs have shifted over the next two decades, the program has been updated and revised to remain current and competitive. Business Technology and Accounting have long since branched off to become their own separate program degrees, leaving the Business Administration program to currently include Management and Marketing Emphasis options. Increased focus on technology and soft skills have significantly contributed to ongoing program revisions, and the Strategic Planning process has been used to initiate and support these revisions in as transparent a manner as possible. In addition to goals and recommendations from the previous Program Review, a Program Viability Study was also completed in 2018. A summary of recommendations and goals from each are included below. Additional details on the Strategic Planning process, including progress notes on each goal, is provided in the Appendix 7.A. Strategic Plan Progress Notes of this document.

Business Administration Program Review (2018) Section 6D. New Goals

- Access
 - Research and implement an open educational resource in at least one additional program course.
 - This goal was added to the Strategic Plan 2.0 and has been met and exceeded. At this time, at least nine program courses have been completely revised to include use of OER’s to reduce and in most cases eliminate the cost of the course textbook.
 - Monitor and evaluate student completion timelines to determine if additional scheduling changes are necessary.
 - All program [curriculum maps](#) were updated to reflect more efficient scheduling and a tighter program timeline. This continues to be monitored and tracked carefully.
- Excellence
 - Evaluate Program Advisory Committee membership and make revisions as needed to assure relevancy and connection to program needs.
 - This goal was added to the Strategic Plan 2.0 and has been met. Previous membership included representatives from all area high school business programs, an Oregon Tech business faculty, representation from WorkSource/OED, SBDC, the Store Director from Fred Meyer, and a local business owner. Though the involvement from high school partners was helpful in building relationships, the meetings felt too “education heavy” and it was agreed that more industry representation was needed. The decision was made to have a lead from the high

school business programs participate, who would then share updates with the remaining high school partners. Oregon Tech was also removed from the committee as other options exist for program connections related to transfer students and processes. The current Business Program Advisory Committee consists of the following members who actively participate in program review activities:

- Jillian Stork, Express Employment Professionals (Owner)
 - Kat Rutledge, Small Business Development Center (Director)
 - April Hill, Oregon Employment Department/WorkSource (Employment Specialist)
 - Janet Buckalew, Edward Jones Financial (Financial Advisor)
 - Jenelle Hess, Mazama High School (Business Faculty)
 - Kim Cappel, Eagle Ridge (Director)
 - Jackie Lancaster, Eagle Ridge (Business Faculty)
 - Wendy Rohrbacker, Pacific Crest Federal Credit Union (Operations)
 - Catherine Maffei-Higdon, Jimmy Johns (Manager) and current program student
 - Bethany Osborn, Integral Youth Development Center (Operations Manager) and current program student
 - Travis Worden, KCC Career Center
 - Beth Stiller, KCC CTE Systems Navigator
- Host student focus group in Spring Term to solicit feedback from program graduates.
 - This goal has been met through the development of the Business Program Graduate Focus Group that has been offered each spring term for the previous four years (excluding the year that COVID-19 impacted our spring term operations). A list is generated of all program graduates, including those from Accounting and Business Technology, and each student is invited to participate in a focus group with lunch provided and hosted by a neutral facilitator. In 2022, HIM graduates were also invited, resulting in a group of 18 graduates from four programs. Students unable to attend were invited to respond to the questions through an emailed survey and all results were tabulated and shared with Program Leads (individual responses are kept anonymous). The 2022 focus group offered an additional program benefit as students from the CAS 247 course (Business Technology) took on the role of planning this event in addition to participating in the actual focus group. Program faculty are anticipating the same involvement in 2023. Feedback from this annual activity is invaluable in regard to course content and advising/support strategies, and students reported that they felt valued that their feedback was solicited. It was also an effective way to demonstrate to these students the value of a focus group and how to host one.
 - Coordinate with KCC marketing/webmaster to enhance the Business Administration program's website and include student success stories and other relevant highlights.
 - Extensive coordination took place with KCC marketing starting in Spring 2021 to select and video interview successful program graduates. These interviews took

place at the workplaces and were intended to represent the array of occupations that Business Administration graduates pursue. Additional stories and photos were taken of current students representing diverse student populations with the intent of using all materials on the program webpage and to promote the program through social media, etc. Unfortunately, staffing changes in KCC Marketing resulted in minimal use of these materials. Conversations continue in this area as Program faculty believe that student stories are most effective in encouraging individuals to enroll and complete their degrees. Three students were featured in a Business Program promotional video created by current KCC Marketing staff, in addition to a video introduction of the Badger Venture Student Innovation and Entrepreneurship Competition that is co-sponsored by the KCC Business Administration Program. Both videos are active on the KCC website. Material for the website is kept current and relevant with the help of the KCC Webmaster.

- Prosperity
 - Coordinate with Oregon Tech and the KCC Computer Engineering Technology program to finalize transfer agreement that combines business management and computer program coursework.
 - Business faculty have worked closely with the Program Lead for Cybersecurity to create a transfer plan that includes completion of the Business Management Certificate in addition to the Cybersecurity degree for most efficient transfer into the related Oregon Tech program.
 - Coordinate with Eastern Oregon University to update the articulation agreement and transfer guidelines.
 - Conversations continue with EOU as they experience staff changes in these areas. A copy of the Oregon Tech transfer guide was shared in early 2021 with EOU in the hope that they would create a comparable document; they have just submitted a draft for our review in February 2023. This work is ongoing and became one of the goals added to the Strategic Plan 2.0 for this program.
- Community
 - Create a list of program-related employers and pursue direct contacts and worksite visits to encourage employment opportunities for students.
 - Due to the significance of training and employment opportunities for program graduates, this goal was added to the Strategic Plan 2.0. Upon creation of the fully staffed KCC Career Center, however, the decision was made at a higher level to move BUS 280 Cooperative Work Experience and the TEX 280 Seminar to the Career Center staff. While Program faculty completely support the decision, it did remove Program faculty from being directly involved in student placement. To maintain that connection, program faculty work closely with graduating students to evaluate worksite options before they are enrolled in the course and begin working directly with their Career Center faculty and also maintain a very close working relationship with KCC Career Center staff. Any employer contacts made by Program faculty are immediately shared with KCC Career Center staff, and those staff are invited in to face-to-face BUS courses throughout the school year to encourage early consideration of workplace training opportunities.

- Coordinate with WorkSource Klamath to identify and secure at least three additional cooperative work experience sites for business students.
 - April Hill, Employment Specialist with OED/WorkSource is a member of the Business Program Advisory Committee; Program Faculty maintain a close working relationship with April to identify interested employers and appropriate new work experience opportunities. This information is immediately shared with the KCC Career Center and is frequently a topic of discussion during Advisory Committee meetings when April gives her update on local/state labor market information. The manager of Express Professionals, a local staffing office, serves as Chair for the Advisory Committee and also provides regular updates on local opportunities and employer challenges.

Section Q15. Additional Committee Recommendations

- Continue to review downward trend in cost margin data and analysis.
 - CMA reports are evaluated as soon as they are available each year, with strong focus on keeping costs as low as possible. Very limited requests are made each year during the Budget Process (less than \$1800 is requested separate from faculty and adjunct faculty staffing needs for the 2023-2024 year). Program enrollment is tracked carefully, and dedicated advising by Program faculty is used to encourage successful program completion. The Program Lead also regularly checks in with the CTE Dean on overall program efficiency.
- Keep monitoring completion rates, working with Institutional Research for data.
 - Completion rates are monitored, though additional work needs to be completed in this area to create a more systematic approach to tracking and evaluating this data. The introduction of HyFlex course scheduling options beginning in Spring 2022 is believed to have benefit in impacting completion rates as well as students entering the program in a term other than fall will likely not have to “wait” for their required courses in the format they desire.
- Work more closely with Career Community and Small Business Development Center for student connections.
 - Program faculty work very closely with the KCC Career Center and SBDC in a variety of areas, and students interested in pursuing business ventures are assisted in their direct connection to the SBDC for additional information. Staff from the SBDC are regular presenters in the BUS 101 Intro to Business course, and the Small Business Administration (www.sba.gov) is referenced repeatedly throughout many of the program courses as an additional resource. The Career Community structure has shifted over the past few years with changing department representatives, etc., so Program Faculty work very closely with Student Services, TRIO, and the Veterans staff to co-advise and support students in their degree completion. Additional KCC resources such as the Benefits Navigator and counselor are also referenced throughout several BUS courses, and frequent student referrals are made to both by the Program faculty.

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- Continue seeking accurate data on employment after graduation.
 - Program faculty have worked closely with the Career Center staff to develop a graduate survey; this survey is currently being processed for the first time, and may be revised again after the first round of survey results. All graduate placement information obtained by Program faculty is tracked and saved, and student follow up is maintained when possible. Unfortunately, this continues to be more of an informal process due to the number of program graduates and lack of access to contact information after graduation. This remains a campus-wide work-in-progress challenge.
- Narrow list of electives to better align with Career Communities.
 - Program electives are evaluated on a regular basis and though Business Program students have access to an extensive list of electives, they are advised to select the most appropriate ones within the Business Program. The value in keeping the “open” list of program electives is that students who transfer into this program from other programs will be able to use more of their coursework toward their degree. For example, an Education student or an Auto student who has completed two or three program courses before they change their minds and move to the Business Program will often be able to use those courses as program electives. It is believed by the Program Lead that this better uses the work already completed by the student while also not adding significant additional completion time to their new program. The elective options in the Business Administration Marketing Emphasis were revised substantially in 2022; please see Section 2D below for more information.

Program Viability Study (2018)

- Streamline program course sections per year to reduce overall adjunct faculty and program costs, thus improving the program CMA.
 - As previously noted, [Curriculum Maps](#) were updated and are annually revised to reflect the most efficient scheduling of courses. The introduction of hyflex scheduling is also expected to improve enrollment without adding additional sections. Rather than schedule a face-to-face option in addition to an online option, one single hyflex course can be scheduled in a term, allowing students to complete it in either format. Winter 2023 represents the third term that hyflex courses have been offered in the Business Program and enrollment in these courses has increased substantially. In addition, students who miss a course do not need to wait until it is offered in the desired format if hyflex options are available, thus also impacting program completion times.
- Increase student completion of certificates by making certain that students are enrolled in certificates at same time they declare this program degree, thus allowing for improved tracking and advising, and increase opportunity for auto awarding certificates when completed.
 - This continues to be directly related to advising, both when the students first enroll in the program through Student Services and then as they work with their Business Program Advisor. The Business Program Advisor immediately follows up with the Student Services representative assigned to the Career Community to add in any missing

certificates as they are noted during initial advising sessions. Ongoing conversations have taken place over the years with the supervisor in Student Services regarding training reminders related to adding in these certificates at the time of enrollment.

Strategic Plan 2.0 (2018-2021)

Initiative 1: Prosperity

- Improve student prosperity by streamlining and/or increasing articulation agreements with transfer universities to encourage and support timely degree completion.
 - Ongoing work takes place related to articulation agreements with the primary transfer schools, especially in regard to the new AST-Business degree option. The Program Lead is currently working with articulation staff at Oregon Tech on updates and also directly participated in a visit last year to SOU with other KCC faculty and staff to meet and review articulation agreements. Substantial work was completed by Business Faculty at the state level to assist in developing the AST-Business degree, though the popularity of that degree is still being assessed. Working closely with transfer schools has been an ongoing process and likely will continue as needs change on both sides. As common course numbering is adopted, additional revisions will need to take place as well.
- Improve timeliness of student degree completion and number of certificates/degrees awarded by coordinating directly with Program Leads and advisors in related programs (Business Technology, Accounting, and tentatively Culinary).
 - Faculty in Business, Accounting, and Business Technology communicate frequently about student factors and scheduling of courses that work for each of these separate degree programs. A combined schedule that shows all program coursework for each and the term it is offered in which format (online, face-to-face, and hyflex) is updated each year and shared with all KCC advisors. A copy of the most recent example is included in the Appendix 7.A. Strategic Plan Progress Notes of this document. Faculty work closely together when students want to complete certificates in one of the other areas and assist in advising to make this process as seamless as possible. Course substitutions and waivers are used when appropriate to streamline and support the student completion.

Initiative 2: Access

- Improve student access by reducing the cost barrier and enhancing student use of Open Educational Resources (OER) textbooks in primary program courses.
 - As noted above, at least nine current Business Program courses use OER's that typically eliminate the cost of the textbook and at a minimum, significantly reduce the cost to a "Low Cost" designation. Coordination has taken place with KCC IS and now the KCC Bookstore directly to make internal copies of these free textbooks and have them available to students at slightly above the cost of the actual printing (under \$10). The use of OER's also allows the embedding of the required textbook content directly into the course modules, thus enhancing the student experience and increasing their immediate access to the textbook. This eliminates the challenge of waiting for students to purchase the books at the start of the term. Use of OER's has an additional benefit

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related to dual credit as these textbooks are also shared with high school business faculty, thus ensuring that the same content is used at the high school level (if the high school faculty chooses to adopt the textbook). Student feedback is solicited in several classes and as part of the Business Graduate Focus Group each year to make certain that students understand the value in these resources and understand how to access them. It is anticipated that other courses will implement OER's as more become available and student feedback continues to be positive.

Initiative 3: Excellence

- Enhance program quality and outcomes through increased use of student and industry feedback, analysis of comparable programs statewide, and more targeted Program Advisory Committee membership.
 - An update on this goal has been shared above related to use of student feedback (Business Graduate Focus Groups) and industry feedback through the realignment of the Business Program Advisory Committee. Comparison of the KCC Business Program to programs offered by other community colleges throughout Oregon is ongoing as programs often change their requirements. KCC's program is comparable in many ways to other programs, though we tend to have higher General Education requirements and more elective opportunities. In addition, our AAS degree has served as both a terminal degree and a transfer degree for the length of its existence, which typically requires that we have more transfer courses built in and additional "or" opportunities.

Initiative 4: Community

- Increase community partnerships and student success by increasing CWE opportunities and enhancing relationships with local employers.
 - An update on this goal has been noted above. Additional information can be provided if necessary.

Initiative 5: Planning

- *Note: though each strategic goal fell most appropriately into other categories during this time period, extensive planning has been required for success in this strategic planning process.*

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒ Yes

☒ No

Please see details regarding these goals in the previous section and in the Progress Notes/Successes located in the [Appendix 7.A. Strategic Plan Progress Notes](#). While successes have been identified for each, most also remain ongoing.

Regarding Initiative 1: Prosperity, articulations with our transfer institutions are evaluated on an annual basis and work will continue as faculty partner with other Oregon universities and also have conversations around the new AST-Business degree option.

Regarding Initiative 2: Access, the goal has been met and greatly exceeded in regard to the number of business courses that now use free OER's, though the work is ongoing to include more courses and also to continually monitor the balance between access and quality textbooks.

Regarding Initiative 3: Excellence, these goals have been fully met, though ongoing use of student feedback will continue to be sought for overall program effectiveness and improvement.

Regarding Initiative 4: Community, this goal was met as much as possible prior to the shift of BUS 280 to the Career Center. Ongoing coordination and networking will continue to take place by Program faculty.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

TWO-YEAR ASSOCIATE OF APPLIED SCIENCE DEGREE

The Business Administration AAS degree is offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. Technical core coursework in accounting, management, personal finance, business law, and computer applications is required, in addition to selection of either the emphasis in business management or the emphasis in marketing. All coursework required in this degree is available both in the traditional classroom and also online through distance education. Please note that schedules will vary based on which option you select.

The first year of the AAS degree program offers technical specialty coursework and completion of prerequisites. The second year covers a broad range of skills, including those necessary for diversification and upward mobility within the occupational area.

BUSINESS MANAGEMENT EMPHASIS

An emphasis in business management is most appropriate for students interested in general business management or ownership; it can lead to promotional opportunities for students already employed in a business occupation or with substantial background in that industry or management. This AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in business or a closely related area.

MARKETING EMPHASIS

Coursework in marketing is most beneficial for students who are specifically interested in marketing-related occupations such as sales, advertising, retail management, purchasing, e-commerce, or other

marketing functions. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in marketing.

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

In addition to the program description provided above, please note that program certificates provide additional opportunities for students outside of the Business Administration degree.

Business Administration Business Management Certificate

Business Administration certificates are offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in a related area.

A one-year certificate of completion can provide the foundation necessary for entry-level business occupations and can also be the first stage of completion for a student who then wants to continue on and complete the AAS. This certificate can also provide supplemental education for students in other programs who desire to graduate with general business knowledge as well.

Program coursework focuses on the fundamental areas of business, including management, accounting, marketing, business law, and use of computers in business operations. Theory and current trends are explored, and numerous opportunities exist for practical application of concepts to actual organizational situations. Business ethics and workplace dynamics are addressed throughout this program with strong focus on professional communication and interpersonal skills. The Business Management Certificate is particularly appropriate for students in other degree programs who also desire to pursue a self-employment venture. Examples include students from the Auto/Diesel program, Welding, Education, Accounting, and the Cosmetology program. Students transferring on to other institutions in other degree areas can also benefit from completing this certificate coursework, such as students in the KCC Cybersecurity degree who are transferring to Oregon Tech. Their transfer degree requires a series of management courses that are offered through this certificate. The student completes the Business Management Certificate along with their Cybersecurity degree for most seamless transfer and then also leaves KCC with an additional certificate completed. A win-win for everyone!

Business Administration Marketing and Sales Certificate

Students with a particular interest in marketing may benefit from completing this certificate first, or adding it to their AAS degree in, for example, Digital Media. Coursework in marketing is most beneficial for students who are specifically interested in marketing-related occupations such as sales, advertising, retail management, purchasing, or other marketing functions. While the AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in marketing, this one-year certificate of completion is also available. This certificate can provide the foundation necessary

for entry level marketing occupations, and can also be the first stage of completion for a student who then desires to continue on and complete the AAS.

An additional Pathway Certificate in Retail Management was deactivated several years ago. This was a statewide certificate that was created at the request of the Western Association of Food Chains (WAFC) and offered at several community colleges in Oregon. The Program Lead for Business Administration was intensely involved at the state level to help create consistent coursework and promote this certificate to large employers with a presence in Klamath Falls. This was also an attractive option for those who received supportive funding through WorkSource programs, such as dislocated workers.

Unfortunately, there were several factors that led to the deactivation of this certificate. In spite of repeated attempts at contact and promotion, the Program Lead was unable to secure the support of local employers (primarily Albertson's, Fred Meyer, WalMart, and Holiday Market) who appreciated the certificate but did not give special consideration to students who earned it and applied to them for employment. This certificate was efficient in that only one additional course had to be created and offered for completion of this certificate (BUS 272 Financial Analysis and Budgeting), though it consistently suffered from low enrollment since it was only an elective in the AAS Business Administration degree. With these considerations in place, and after repeated attempts at gaining additional support at the state level, the decision was made to no longer offer this certificate. The Program Lead was extremely concerned about students spending time, energy, and money to complete this certificate and then to find little if any local benefit. It was deactivated in 2019 and removed from the next catalog. Though this was a disappointment at the time, KCC's removal of this certificate option seemed to start a trend as other community colleges followed suit. Today there are only three colleges in Oregon offering this certificate.

Business Administration First-Line Supervisor Fundamentals Career Pathway Certificate

The Career Pathway Certificate in First-Line Supervisor Fundamentals (13 credits) is a great "teaser" for working professionals who desire to complete some college coursework to move up into supervisory or management opportunities within their current workplaces. It provides students with foundational skills in human relations, computer technology applications, business and professional communications, and general management principles.

With this industry-driven certificate, those who wish to enter occupations in retail, food service, banking, and related areas can enhance their employability by completing this coursework; individuals already working in these occupational areas can complete this certificate to enhance their promotional opportunities or increase their professional development.

The First-Line Supervisor Fundamentals Certificate is also the first step toward completing higher-level certificates and degrees; it reflects coursework in the AAS in Business Administration. As with the entire degree, this certificate is also available both in the classroom and fully online.

The program lead believes that this program description accurately reflects the intent of the Business Administration program. The Technical Core is dynamic and represents primary workforce skills as

identified by the Business Advisory Committee, local labor market information, and general comparison to other community colleges; it is reevaluated at a minimum of every three years. The Management Emphasis coursework reflects a balance of required workplace knowledge and also courses that are consistently identified by the primary transfer universities as being necessary courses; this is reevaluated every year. The Marketing Emphasis is primarily focused on workplace application as transfer requirements vary extensively in that degree area. Courses are reviewed by the Program Advisory Committee and changes are made to keep the degree content relevant and current. BUS 261 Consumer Behavior was added in 2017, for example, primarily due to Advisory Committee feedback. Additional content in the BUS 233 Social Media Marketing was added primarily due to feedback from the Advisory Committee and also through conversation with the Digital Media dean and faculty.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Occupation Profiles

Please see the [Appendix 7.B.1 Procurement Clerks \(433061\)](#) and the [APPENDIX 7.B.2. Labor Market Information -- First-Line Supervisors of Non-Retail Sales Workers \(411012\)](#)

In addition to the general statewide examples noted above, a review of all positions available through the Oregon Employment Department for Klamath Falls (accessed through Worksource, Job Seekers Services on 2/23/23) show a total of 365 jobs available. Examples of open positions that could apply directly to this degree program and that have been posted since 2/10/23 include Sales Associate (no wage provided), Public Relations Administrative Assistant (\$18.89-25.39/hr), Retail Associate (no wage provided), Customer Service Specialist (\$16.00-17.00/hr), Head Cashier (no wage provided), Pharmacy Service Associate (no wage provided), Customer Service Representative/Bank Teller (no wage provided), Employment Coach (\$18.34-22.74/hr), Office Manager (\$20.04-26.93/hr), Commodity Program Clerk (\$16.30-21.90/hr), Store Manager (no wage provided), Area Supervisor (no wage provided), Retail Associate (no wage provided), Adventures and Activities Coordinator (no wage provided), Shift Manager (2 positions, no wage provided), Assistant Manager (2 positions, no wage provided), and Case Manager (\$17.50/hr). Please note these are just examples of relevant local job openings; students with certificates or degrees in Business Administration apply for and work in almost all industries. Additional information on local job openings can be provided as needed.

Median Annual Salary

United States: \$63,000	Oregon State: \$74,751	Klamath Region: \$72,780
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Prospective Jobs

Sales representative	Food service manager	First-Line supervisor
Customer service representative	Teller	General operations manager

2019-2029 Employment Projection

14.5% Growth

Entry Level Educational Requirements:

Certificate

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒ Yes

☐ No

Workplace requirements have shifted in many industries in the past five years, in great part as employers have struggled to find employees. For example, during a conversation with management from a local grocery retailer in late 2021, Business faculty were told that they had stopped requiring any college education, as it limited the pool of job applicants. On the other hand, an increasing demand for Certificate or Associate-level coursework has been identified across several of the industry opportunities that are typically pursued by students graduating with an AAS Business Administration degree (based on data provided by April Hill, WorkSource). A very common trend observed by the Program Lead is that many students are completing their degrees to move up in their current workplaces. In some cases, the employers are even willing to assist with the educational costs. There are several recent graduate examples of this, such as a DJ who completed his AAS to move into the Manager position at the Klamath County Fairgrounds. Saige completed her degree and has been promoted twice at the local credit union that she works for. Two current students are completing their AAS degrees to pursue franchise opportunities with Dutch Bros. Rachel used her degree to move up another level in her financial institution. Extensive additional examples can be provided.

Staff from WorkSource, Express Professionals, and the SBDC are involved directly on the Business Program Advisory Committee and provide labor market updates at every meeting. Trends that are shared by local employers over the past two years include an increased interest in computer application

skills, an increase in team skills, and a very strong interest in soft skills such as communication, problem solving, etc. As data related to these employment trends is shared and reviewed, Business faculty carefully enhance the current program curriculum in an attempt to address them. For example, BUS 285 Human Relations in Organizations has become a more frequently recommended course to meet the Social Science requirement for non-transferring students and to meet an elective requirement for those who are transferring on to a university. This course is built around developing and improving workplace skills in communication, working with others, dealing with conflict, monitoring personal emotional intelligence, and personal decision-making strategies, and is intended to help address concerns regarding soft skills deficiencies. The Program Lead has refused to consider eliminating CAS 133 Intro to Computing Skills as a degree requirement in order to help support the need for graduates to have enhanced technology skills. Additional content on project management has been embedded into BUS 206 Management Fundamentals so students get exposure to project management tools and resources, especially if they do not choose to take BUS 229 Project Management Fundamentals.

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

Labor market information has been selected and provided for Procurement Clerks and First-Line Supervisors of Non-Retail Sales Workers as examples of employment options for students completing certificates or degrees in Business Administration. Examples of current local job openings has also been provided in the previous section; additional examples can be easily provided as needed.

Business program graduates seek employment across a wide array of industries, so it is difficult to state an accurate range here. Based on conversations with the Business Program Advisory Committee members, local employers, and faculty at Oregon Tech, the demand in general for business graduates is still sound and growing. As of this writing, for example, this program has the largest enrollment of any CTE program at KCC. Each student in this program is carefully advised to make certain that they are on track for the next step of their academic career, and all students are connected very early with the KCC Career Center to begin researching and preparing for career opportunities.

Program decisions may need to be made in the future in regard to adding or inactivating emphasis areas in the degree. For example, the Program Lead has expressed concern about the employment opportunities related to the AAS Business Administration Marketing Emphasis as marketing positions requiring only an Associate can be limited in Klamath Falls. Students pursuing this Emphasis area are carefully advised and coached to make certain that they have clear plans in place; almost without exception, those plans include transfer into the university level, which is strongly recommended for students interested in professional marketing positions. Requests have been made to the Program Lead to explore Hospitality as a potential Emphasis; labor market information indicates this is not a viable direction due to the traditional low wage of entry-level positions. The Program Lead is currently working on developing an Emphasis in Human Resources as industry feedback has indicated a need for students trained in HR practices for many of the current available positions.

Keeping in mind that this degree also serves as a popular transfer degree for the business programs at KCC's primary university partners, it is believed that this demand will continue to exist and, in many cases to grow. The Program Lead works closely with those universities to develop more student-user friendly transfer tools that can assist new students in making the early decision to use their degree as a transfer degree. Eastern Oregon University, for example has just updated their transfer guide to look similar to the very user-friendly one that Oregon Tech has had for years. EOU also reaches out frequently to interested students and offers early advising opportunities, again similar to Oregon Tech. The Program Lead is currently working with KCC Institutional Research department to track where program graduates transfer to; it is believed that this information will prove to be very helpful in regard to future program planning.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

Program changes are made very cautiously in this program. Too many changes create confusion for students and other advisors, especially those in Student Services, TRIO, and the Veterans' departments. However, a hesitancy to make changes is not effective either, especially as labor market needs shift and transfer schools alter their degree requirements. With this in mind, a summary of the changes is included below.

In regard to overall degree changes, removal of the Retail Management Certificate was a significant revision to this program in 2019. As noted in an earlier section of this report, there was little support by local employers for this certificate; after exploring other possible options at the state level and with the Western Association for Food Chains (WAFC), the Program Lead felt that the most appropriate action was to request that certificate be deactivated. Several other community colleges followed suit, and according to information on the WAFC website www.wafc.com accessed on 2/6/2023, the only Oregon community colleges offering this certificate are Blue Mountain, Clackamas, and Umpqua Community Colleges.

The course title for BUS 238 Sales was revised on 1/11/2018 to BUS 238 Sales and Sales Management. This more accurately reflected the content of the course and was changed in an attempt to improve transferability to Oregon Tech. Unfortunately, the faculty who teaches the course at Oregon Tech has extensive background in managing sales teams and felt that the KCC course could not offer the same depth. This continues to be reviewed and discussed as part of regular course transfer conversations.

BUS 229 Project Management Fundamentals and BUS 229L were approved as new courses for this program in 2019. Feedback on employability skills from the Program Advisory Committee and a desire to offer an industry-recognized certification within this program led to the creation of this course; the Program Lead chose to enroll in and complete this course the first time it was offered to make certain it had been designed in a manner most effective for Business program students. At this time, the Program Lead is in communication with the BUS 229 faculty to discuss restructuring options to make this course more directly relevant not only to program students but also local professionals.

Klamath Community College Instructional Program Review:

The Business Management Certificate was revised in 2019 to require both BUS 101 Intro to Business and BUS 111 Intro to Accounting; prior to this revision, students had a choice. In addition, BUS 250 Small Business Management was moved from the Certificate to the AAS only. This change was made to better accommodate student learning and application as that course is best taken at the end of the degree program. Students completing it as part of the Certificate requirements would be taking it too early in their degree if they continued on to complete the AAS. It remained an elective for students completing the Business Management Certificate.

Approved in late 2019, BUS 124 Leadership Skills in Action was revised and added as an elective to the Business Administration program. This course was previously instructed by the Program Lead and was listed as CGS 124; it had been developed originally as a training course for student leaders. Updating the course to a BUS option moved the course to the most relevant program; CGS 124 was left as an option if CGS leadership chose to offer it again. This change was made in coordination with CGS leadership.

The most significant program changes took place in Spring 2022. Business Faculty had worked closely with HECC and the assigned statewide committee to create the AST – Business transfer degree. This transfer degree was intended to enhance the current options for students planning to transfer to a university in Oregon and included a transfer map of the best plan for each Oregon university. There was substantial debate concerning this new degree among other community colleges, many of whom currently had the ASOT – Business transfer degree and others, like KCC, who had worked carefully to design their degree program to serve as both a terminal and transfer degree with annually updated articulation agreements in place with the transfer schools. After much internal consideration, it was agreed that KCC should offer this degree option, though it was also acknowledged that it may not be a popular option for students who prefer an actual program degree at KCC and also closely follow the articulation agreement with their transfer school. This degree appeared for the first time in the 2022-2023 catalog.

As part of developing this degree, the Program Lead also reevaluated the current Business Administration AAS to determine if revisions were now necessary. Based on this assessment, and with full review by the Program Advisory Committee, the following degree revisions were proposed and approved:

- Removal of WRI 122 as a required course (students now complete WRI 121 and either WRI 227 or BUS 214 Business Communications). WRI 122 was not required in the new AST-Business degree, though some universities still require that course as part of their degree program. Students transferring to those universities from KCC or who are interested in additional writing skills complete WRI 122 as a program elective.
- Addition of ECO 201 Principles of Economics: Micro and ECO 202 Principles of Economics: Macro to the Social Science recommended options. The AST-Business degree requires both economics courses to be completed, so students in the Business Administration degree can still meet that requirement through careful advising.
- TEX 280 CWE Seminar was added to the Technical Core of the program. This had previously only been required in the Management Emphasis.

Klamath Community College Instructional Program Review:

- CIS 243 E-Commerce was redesigned by the Digital Media faculty and was now added as an Emphasis requirement for Marketing. It is also a recommended elective in the Management Emphasis.
- Marketing Emphasis Recommended Electives were updated to include more relevant courses including several CIS courses that make up the Digital Media Pathway Certificate. Careful advising and course selection will now allow Business Administration Marketing students to also complete the requirements for the Digital Media Certificate as well, thus enhancing the student's employability options.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

As of February 2023, there is one full-time faculty (Linda Williamson) in this program with two primary adjunct faculty (Patti McMann and Dennis Oden). Several other faculty instruct courses required in this degree, such as Lacey Hammond (accounting) and Cathy Saunders (computer skills), in addition to a variety of General Education faculty across campus. Several required courses are also instructed by adjunct faculty in other areas (such as Corri Ellis who instructs ECO 201 and 202) and by staff from the KCC Career Center (Michelle Horne and Amy Fox are the primary faculty for TEX 280 and BUS 280). Troy Lanning, Program Lead for Cybersecurity, created and instructed the BUS 229 Project Management Fundamentals course at the request of Business Faculty.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

INSTRUCTOR CONTACT LIST BY CMA

TAUGHT A COURSE IN BUSINESS BETWEEN FALL 2021 AND WINTER 2023

FIRST NAME	LAST NAME	EMAIL ADDRESS
Lauren	Aspell	aspell@klamathcc.edu
Amy	Fox	fox@klamathcc.edu
Michelle	Horne	horne@klamathcc.edu
Patricia	McMann	patti.mcmann@faculty.klamathcc.edu
Dennis	Oden	dennis.oden@faculty.klamathcc.edu
Linda	Williamson	williamson@klamathcc.edu

3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

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ID	Instructor Name	Taught DC	Taught RG	Sub Group	Original Hire Date	School	Degree	Major
525646	Aspell, Lauren	N	Y	ADMFT	9/1/2017	Oregon State University	Bachelor of Arts	
562699	Fox, Amy	N	Y	ADMFT	4/6/2022			
519317	Horne, Michelle	N	Y	ADMFT	9/1/2017	Oregon Institute Of Technology	Bachelor of Science	
526899	McMann, Patricia	N	Y	ADJCR	6/28/2005	So. Oregon University	Masters in Business Administration	Business Admin
500483	Oden, Dennis	N	Y	ADJCR	4/7/2007	SO. Oregon University	Bachelor of Science	Business
524402	Williamson, Linda	N	Y	F9MO	9/13/2004	SO Oregon University	Bachelor of Science	Business Administration
524402	Williamson, Linda	N	Y	F9MO	9/13/2004	SO Oregon University	Master of Science	Management

Amy Fox has a Bachelor of Science degree from Oregon State University.

Dennis Oden also has a J.D.

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

Linda Williamson, Program Lead and fulltime faculty, currently instructs Introduction to Business, Management Fundamentals, Principles of Marketing, Consumer Behavior, and Human Relations in Organizations. This faculty has participated in meetings and/or training sessions provided by American Marketing Association, Academy of Management, and Project Management Institute in the previous five years. Unfortunately, a planned professional conference was scheduled during the pandemic, resulting in cancellation of that in-person event. During that time, this faculty also began accessing LinkedIn Learning to participate in trainings on a variety of topics related to Business course content and professional growth. Examples include:

- Learning to Be Approachable
- Being the Best You: Self-Improvement Modeling
- Learn Emotional Intelligence, the Key Determiner of Success
- The Gentle Art of Asking Instead of Telling
- Mastering Self-Motivation

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- The Secret: What Great Leaders Know and Do
- The Practices of High-Performing Employees
- Essentials of Team Collaboration
- Your Brain at Work
- The Leader's Guide to Mindfulness
- Ken Blanchard on Servant Leadership
- 15 Secrets Successful People Know about Time Management
- Emotional Intelligence for Project Managers
- The Six Morning Habits of High Performers

Additional workshops related to using OER's, including one on Equity and Open Education, were completed through coordination with Amy Hofer, Statewide Open Education Program Director. The faculty also completed several workshops offered by the KCC CTL on course design and instructional strategies, in addition to participating in trainings offered by the KCC Faculty Senate. Through participation in the annual Badger Venture Student competition, this faculty attended workshops at InventOR in Portland on encouraging student innovations and entrepreneurship. This faculty also participated in several learning opportunities offered through the Small Business Development Center and Klamath Idea, such as the Idea Talks, and intends to participate in the Academy of Management Teaching and Learning Conference in Boston in August 2023.

In order to assess the relevance of the content of the BUS 229 Project Management Fundamentals course and to be able to complement it in other business courses, this faculty also audited this course when it was first offered in winter 2021, attending all sessions and fully participating in all graded work and discussion.

Patti McMann currently instructs Social Media Marketing, Retailing, Sales and Sales Management, Leadership Skills in Action, Customer Service Fundamentals, Business Communications, and Small Business Management. Patti dedicates substantial time listening to podcasts and reading business articles to keep current on content changes in these areas, and completed the following certificate-based trainings on LinkedIn Learning.

- Social Media Marketing Strategy and Optimization
- Social Media Marketing for Small Business
- Social Media Marketing with Facebook and Twitter
- Persuading Others
- The Ten Essentials of Influence and Persuasion

This adjunct faculty has also worked extremely closely with the KCC CTL on course redesign and learning strategies. Additional information on any professional development for this adjunct faculty can be provided as needed.

Dennis Oden currently instructs Human Resource Management and Business Law (he also teaches within the Criminal Justice and Ag programs). To maintain his credentials, Dennis is required to complete

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training each year, and attempts to select training that will directly benefit his instruction at KCC. His most recent trainings include the following.

- Alternative Dispute Resolution
- Document Automation
- Business Law/Business Transactions
- Criminal Law
- Family Law
- Ethics of Contract Review
- What Criminal Clients Can Expect Inside
- Environmental and Natural Resources Law
- Current Labor and Employment Landscape

Additional information on any professional development for this adjunct faculty can be provided as needed.

Amy Fox from the KCC Career Center instructs the Cooperative Work Experience course currently for this program; other Career Center staff have instructed it in the past. Amy has completed recent training in De-Escalation and Conflict and in CTE Programs, in addition to training on Canvas. She has also completed the following LinkedIn Learning training sessions.

- Developing Career Plans
- Working with Staffing Agencies, Recruiters, Headhunters, and Career Coaches
- Helping Students Become Career Ready

Michelle Horne from the KCC Career Center has also instructed the Cooperative Work Experience course, in addition to CWE Seminar which focuses on writing resumes, cover letters, and interview practice. She has recently completed her Global Career Development Certification and Credential, in addition to extensive courses on LinkedIn.

- The Power of Introverts
- Mastering Organizational Chaos
- Unconscious Bias
- Find a Job in the Hidden Market
- Microsoft Teams Essential Training
- The Five Conversations that Deliver Accountability and Performance
- Becoming a Courageous Female Leader
- Working with High-Conflict People as a Manager
- Leadership Tips, Tactics, and Advice

She has also completed training in Canvas related to course design.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

Current faculty in this program have the qualifications and professional development to meet the program instructional needs and are consistently willing to gain new knowledge and skills as needed to remain current in their topic areas and confident in use of the KCC instructional tools. For example, it was noted in [Section 3A.IV](#) during the previous program review process that the primary program faculty (Williamson, McMann, and Oden) had indicated the need for ongoing instruction and skill development related to classroom technology, online course development, and effective classroom strategies. Each of these faculty have worked closely with the KCC CTL and participated in campus training related to these areas and are now confident in their delivery of online coursework.

The Program Lead consistently encourages both adjunct faculty to pursue additional professional development including attending conferences and workshops. They are both aware of the process to request funding from the Faculty Senate for these conferences and workshops, and have indicated their tentative intent to pursue this in the upcoming year. Materials created by the KCC CTL are regularly shared and reviewed, and teaching strategies are one of the regular agenda items at the Business faculty meetings which are typically held once a year.

It is also acknowledged that these longtime adjunct faculty may choose to leave KCC at some point. With this in mind, it is the intent of the Program Lead to remain in contact with other potential adjunct faculty especially in the event of new courses that would need to be developed and taught.

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

KCC provides a lovely campus with professionally arranged classrooms and meeting rooms that fully meet the instructional needs of this program.

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

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☐No

☐Somewhat

KCC provides outstanding instructional technology, training, and support for all faculty including adjunct faculty who teach off-site. Any challenges with technology are addressed immediately by the KCC Information Systems staff that are located within the buildings. The addition of hyflex instructional design created the need for additional training that was provided by KCC CTL and continues to be supported by both that department and also KCC IS. Classroom technology including the computer, DVD player, Sharelink system, whiteboard, document camera, and capabilities for Zoom and/or recordings are perfectly suited for this program's instructional needs.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

The move to Canvas several years ago was incredibly well-planned and has proven to have been an incredibly effective decision. The availability of IS Support throughout each building is helpful, in particular with Zoom components and when accessing newer technology. The Center for Teaching and Learning offers almost instant support as needed for training and ongoing instructional design needs.

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

The Program Lead met with the KCC Librarian in January 2023 to review current LRC holdings and discuss relevance of materials available for students. These holdings are extensive and represent the very broad array of business-related topics. In addition to books, magazines, and online resources, additional assistance is also provided by the KCC LRC to support student research, class projects, and related areas of interest. During the conversation with the librarian, it was noted that fewer students are accessing the LRC as there is more interest in online and hyflex course opportunities. This led to a decision by the Program Lead to develop a LibGuide, an online page supported by the LRC that includes materials and resources specific to Business program students. Once this guide is developed, use of it can be embedded in courses throughout the Business program to drive more students directly to this resource. The Program Lead has adopted this as a strategic goal and the librarian noted that she is excited to help. Once this is developed, the model could be used for other KCC programs as well.

Consortium

The library belongs to the Sage Library System, which consists of over 70 libraries including public and academic libraries. Students are able to interlibrary loan materials from all of these libraries.

Electronic Database Resources:

Main

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1. Business Searching Interface
2. Small Business Reference Center
3. Regional Business News
4. Regional Business News Plus
5. Business Source Premier
6. Films on Demand – Business & Economics
7. Films on Demand – Archival Films & Newsreels – 21st Century – Business & Economics
8. Films on Demand – Archival Films & Newsreels – Jazz Age & Depression – Business & Economics
9. Films on Demand – Archival Films & Newsreels – Late 20th Century – Business & Economics
10. Films on Demand – Archival Films & Newsreels – Postwar – Business & Economics
11. Films on Demand – Archival Films & Newsreels – World War II – Business & Economics
12. Films on Demand – Careers & Job Search – Career Fields – Business, Management & Administration
13. Films on Demand – Criminal Justice & Law – Legal Studies – Business Law, Civil Law & Intellectual Property
14. Films on Demand – English – Speech & Communication – Business Communication
15. Films on Demand – History – Biography – Business Persons & Entrepreneurs
16. Films on Demand – Mathematics – Applied Mathematics – Business & Consumer Math
17. Films on Demand – Technology & Society – Technology Applications – Business
18. Gale Business: Entrepreneurship
19. Gale Business: Insights
20. Gale OneFile: Business
21. Gale OneFile: Economics and Theory

Generic/Supplementary/Supportive

1. Credo Reference
2. DOAJ – Directory of Open Access Journals
3. Legal Information Reference Center
4. Readers' Guide Full Text Mega (H.W. Wilson)
5. CQ Researcher
6. Gale OneFile: Computer Science
7. EBSCO LearningExpress
8. ProQuest Ebook Central

Reserves

Prerequisites

1. College Success (3 copies)
2. Technology for Success: Microsoft Office 365 & Office 2019
3. Understanding Rhetoric: A Graphic Guide to Writing (2nd ed.) – Losh, Elizabeth M. (Elizabeth Matthews), (author); Alexander, Jonathan (author); Cannon, Kevin (illustrator); & Cannon, Zander (illustrator) (2 copies)
4. Conspiracy Theories in American History: An Encyclopedia – Knight, Peter (2 volumes)
5. Conspiracies and Secret Societies: The Complete Dossier – Steiger, Brad & Hansen Steiger, Sherry
6. They Say I Say (5th ed.) – Graff, Gerald; Birkenstein, Cathy (2 copies)
7. Rules for Writers (9th ed.) – Hacker, Diana; Sommers, Nancy I.; & Huster, Kimberli
8. Effective Business Communication (Version 3.0) – McLean, Scott

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9. Practical Strategies for Technical Communication – Markel, Mike (3 copies)
10. Practical Strategies for Technical Communication (2nd ed.) – Markel, Mike
11. A Survey of Mathematics with Applications – Angel, Allen R.; Abbott, Christine D.; & Runde, Dennis C. (2 copies)
12. College Algebra: Building Concepts and Connections (2nd ed.) – Narasimhan, Revathi (2 copies)
13. Psychology: Contemporary Perspectives – Okami, Paul (2 copies)
14. Technology in Action: Complete (16th ed.) – Evans, Alan; Martin, Kendall; and Poatsy, Mary Anne
15. Database Systems: Design, Implementation, and Management (12th ed.) – Coronel, Carlos; Morris, Steven
16. Principles of Environmental Science: Inquiry and Applications (10th ed.) – Cunningham, William P.; Cunningham, Mary Ann; O'Reilly, Catherine M.

Core + Electives

1. Introduction to Business – OpenStax
2. International Business: The Challenge of Global Competition (12th ed.) – Ball, Donald A.; Geringer, J. Michael; Minor, Michael S.; McNett, Jeanne M. (2 copies)
3. Principles of Management – OpenStax
4. MGMT: Principles of Management (Student Edition 7) – Williams, Chuck (2 copies)
5. Effective Business Communication (Version 3.0) – Scott McLean
6. Human Resource Management: Essential Perspectives (6th ed) – Mathis, Robert L.; Jackson, John H. (2 copies)
7. Business Law Today: Text & Summarized Cases: Diverse, Ethical, Online, and Global Environment (10th ed.) – Miller, Roger LeRoy (2 copies)
8. QuickBooks Online: Academic Year 2022-2023: Comprehensive – Hartley, Patricia, MBA
9. The Art and Science of Project Management (3rd ed.) – Warbuton, Roger; Vijay Kanabar
10. Project Management: A Systems Approach to Planning, Scheduling, and Controlling (13th ed.) – Kerzner, Harold
11. Social Media Marketing (4th ed.) – Tuten, Tracy L.
12. The Power of Selling (Version 2.0) – Richmond, Kimberly
13. Retailing: Integrated Retail Management: With Update 2020: The Pandemic's Lasting Impact on Retailing (3rd ed.) – Ogden, Denise T.; Ogden, James R. (Doc)
14. Consumer Behavior (Student Edition 7) – Babin, Barry J.; Harris, Eric G.
15. Consumer Behavior (Student Edition 9) – Babin, Barry J.; Harris, Eric G.
16. Microsoft Office 365: New Perspectives: Excel 2019 Comprehensive – Carey, Patrick
17. Managing Stress: Principles and Strategies for Health and Well-Being (9th ed.) – Seaward, Brian Luke
18. Questions and Answers: A Guide to Fitness and Wellness (5th ed.) – Liguori, Gary; and Carroll, Sandra
19. Questions and Answers: A Guide to Fitness and Wellness (6th ed.) – Liguori, Gary; and Carroll, Sandra (TO BE ADDED)
20. Elementary Statistics (12th ed.) – Triola, Mario F. (2 copies)

Titles in KCC's library that specifically cover business topics are listed in [APPENDIX 7.C. KCC's Library's Business Collection](#)

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

Data provided by leadership in the Tutoring Center includes the following statistics. Please note that these numbers also include students from the Accounting program.

Tutoring Center Business Statistics		
Fall 2020 - Fall 2022		
BUS	101	10
BUS	111	122
BUS	171	2
BUS	177	45
BUS	178	2
BUS	206	5
BUS	211	144
BUS	212	36
BUS	213	102
BUS	214	10
BUS	218	25
BUS	223	7
BUS	226	2
BUS	228	57
BUS	245	1
BUS	250	17
BUS	280	6
BUS	285	6
Totals:		599

Other Subjects Tutored For Business Students		
Fall 2020 - Fall 2022		
Accounting/Business/Computers		42
Math/Nursing/Science		136
Literature/Speech/Writing		54
Other		34
Totals:		266

Business students seek out tutoring assistance primarily for accounting coursework through the Tutoring Center (BUS 111, 177, 211, 213, and 228), and for assistance with computer skills coursework through the Room 815 open lab offered by Cathy Saunders. Business faculty for all courses are dedicated to

providing additional time as needed for students who need assistance with business coursework; this is accomplished through scheduled in-person or Zoom meetings and occasional phone calls. Aside from accounting, a significant amount of Business program tutoring appears to be done directly by these Business faculty.

E-tutoring is always encouraged, though unfortunately no data was provided to support how many Business students access this resource. Per VP Jennings on 2/14/23, bilingual tutors will be available 24/7 through Tutor Me, which will be an enormous support for our many bilingual students. In addition, she noted that the Tutoring Center will be hiring bilingual tutors as well. It is assumed that more bilingual Business students will be directly accessing those in-person tutors for assistance with coursework in the future.

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

Data on student use of the Testing Center Services was not provided, so this response is limited. Business program faculty currently use the Testing Center for quizzes and tests in face-to-face classes; proctoring is required for a limited number of online course options. Several Business faculty use the Testing Center as an option for students who wish to complete the quizzes by word-processing; other students complete the quizzes by hand in the classroom or online through Canvas. The availability of Canvas resources for even the face-to-face classes has diminished some of the need for use of the Testing Center at this time. Business faculty tend to find the Testing Center staff pleasant, helpful, and very supportive of the student learning process.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Business faculty supported and advised two different business clubs on campus for over 12 years, first as Students in Free Enterprise (SIFE) and then as Phi Beta Lambda (PBL, the college level version of Future Business Leaders of America). These were competitive clubs, resulting in student travel each year to state and national competitions. Over time, student interest remained strong but availability and time to commit to competitive practice declined and the clubs ended. There have been conversations in the past with interested students about starting another business club, though none at this time have followed through with the Student Life process of creating a club. The Badger Venture Student Innovation and Entrepreneurship Competition was created four years ago and is another engaging opportunity for students throughout the Business and other programs on campus.

Advising for Business program students is very hands-on; all program students are advised by the Program Lead (as of Feb 2023, there are 68 advisees assigned to this Program Lead). Advising begins with conversations about student goals and career plans, and takes place each term as part of creation of the next term's schedule. Advisees are shown how to access and review their own Advising Worksheet/Degree Audit so they can "own" their education and be fully informed for these conversations. Several students check in throughout the term with the Program Lead for additional support or questions, and close coordination takes place with Student Services, TRIO, and the Veterans

Services personnel. The Program Lead has worked very directly with the new director of TRIO, coordinating on Business student schedules and meeting in person to co-advise when it is most beneficial to the student. This close advising relationship allows for immediate referral to additional support services such as tutoring, counseling, and the Career Center. For example, eight advisees have been referred directly for counseling assistance since the start of Winter 2023. KCC resource personnel are invited in to classes for presentation on a regular basis; examples of these resources include the SBDC, Career Center, Benefits Navigator, and Student Life officers.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYFLEX).

Canvas is used for all courses taught in the Business program regardless of the format. Many of the faculty have added an array of resources for online students to their face-to-face course shells as well. For example, the Program Lead has fully copied all online resources into the course content for face-to-face classes including Introduction to Business, Management Fundamentals, Principles of Marketing, and Human Relations in Organizations. With the rich foundation of resources (that include weekly module agendas, overviews, outcomes, step-by-step guidelines for each week's assignments, and videos created by the faculty that fully review each chapter), it was relatively easy to shift to a hyflex delivery of each of those courses.

The Program Lead and both adjunct faculty have worked closely with the CTL for assistance in course design and improving the overall user experience of the course. The Program Lead has specifically requested that different online courses be evaluated by the Deans each year and has requested review of select adjunct online courses as well. Feedback from these evaluations is reviewed by the Business faculty team for learning purposes.

Business faculty also seek out student feedback when significant changes are made to the courses in Canvas, such as when OER's were selected and embedded into the course modules. Feedback questions to the students centered around accessibility, application, relevance, and the overall comfort level with these textbook options. An assignment is embedded directly into the Principles of Marketing course that asks students to research use of OER's and discuss the advantages and disadvantages of these resources has led to effective suggestions for their use and improved marketing of Business courses that use OER's.

Business faculty are pleased overall with Canvas and the support that is available, both on campus and through the Canvas Support Line. They are excited about new features and look forward to ongoing training on additional Canvas learning tools in the future.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

Klamath Community College Instructional Program Review:

ADV_REQ_CDE	Course	Number of assessments
BUS101	Intro to Business	2
BUS206	Management Fundamentals	3
BUS214	Business Communication	1
BUS223	Principles of Marketing	2
BUS224	Human Resource Management	2
BUS226	Business Law I	4
BUS238	Sales & Sales Management	2
BUS249	Retailing	1
BUS250	Small Business Management	4
BUS261	Consumer Behavior	1
BUS280	Coop Wk Exp: Business	3
BUS285	Human Relations in Organizations	3
TEX280	Coop Wk Exp: Seminar	3

4A.I. COURSE LEARNING OUTCOMES (CLO)

Course Code Key	
	Has Plan Submitted
	Has Result Submitted
	Has Plan And Result Submitted

CLOs			
Course Code	Term Year	Instructor	
<u>BUS 101 01</u>	FA2017	Williamson, Linda 524402	Assessment goals were met, no changes at this time.
<u>BUS 101 01</u>	FA2021	Williamson, Linda 524402	Assessment goals were met, though an additional self-assessment tool may be added to better assess overall student learning.
<u>BUS 214 01</u> <u>DE</u>	SP2021	McMann, Patricia 526899	Assessment goals were met, though additional "real world" practice items have been added to assignments for future classes to reinforce outcomes.
<u>BUS 224 01</u>	WI2018	Oden, Dennis 500483	Assessment goals were exceeded, though a plan to introduce the

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			outcome earlier in the course will be implemented for next term.
<u>BUS 224 01 DE</u>	WI2021	Oden, Dennis 500483	Assessment goals were met, though an additional focus on providing information early in the course will be implemented.
<u>BUS 226 01 DE</u>	WI2022	Oden, Dennis 500483	Assessment goals were met, no course revisions will be made at this time.
<u>BUS 249 01 DE</u>	SP2019	McClung, Abbie 526640	Assessment goals were met, faculty has strong assessment tool in place but will adjust grading rubric to be more rigorous next time.
<u>BUS 250 01</u>	WI2020	McMann, Patricia 526899	There appears to be an error on this submission; results are not available.
<u>BUS 250 01 DE</u>	WI2018	McMann, Patricia 526899	Assessment results at 75%, not fully met; faculty will incorporate additional resources and check in more frequently throughout the term.
<u>BUS 261 01 DE</u>	WI2022	Williamson, Linda 524402	Assessment goals met, no adjustments will be made at this time as a new textbook will be incorporated next year and the entire course will be updated.
<u>BUS 280 01</u>	WI2022	Lee, Sherrie 525246	Assessment goals were met, no changes to the course at this time.
<u>BUS 280 01</u>	WI2022	Lee, Sherrie 525246	This appears to be a duplicate entry.
<u>BUS 285 01</u>	WI2018	Williamson, Linda 524402	Assessment goals were met, additional focus on outcomes earlier in course will be implemented.
<u>BUS 285 01</u>	WI2020	Williamson, Linda 524402	Assessment results were completed, though they are not reflected correctly here. The outcome was met, no additional course changes at this time.

<u>BUS 285 01 DE</u>	WI2020	Williamson, Linda 524402	Assessment results were completed, though they are not reflected correctly here. Additional content regarding teamwork will be incorporated into the next DE section of this course.
<u>TEX 280 01 DE</u>	WI2022	Horne, Michelle 519317	Assessment goals were met, though the faculty noted that adjusting due dates would be beneficial for next time.
<u>TEX 280 02 DE</u>	WI2021	Horne, Michelle 519317	Assessment results not available.

4.A2 INSTITUTIONAL LEARNING OUTCOMES (ILOS)

ILOS			
Course Code	Term Year	Instructor	
<u>BUS 206 01</u>	SP2022	Williamson, Linda 524402	Assessment results were completed but are not showing correctly here. The goals were met, no additional changes at this time.
<u>BUS 206 01 DE</u>	FA2021	Williamson, Linda 524402	Assessment goals were met, though faculty intends to increase focus on team skills in this DE course and will connect with CTL for resources.
<u>TEX 280 01</u>	SP2019	McMann, Patricia 526899	Assessment goals were met, though additional supportive resources will be added.

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

There is strong evidence to support that student proficiency is being met though review of the CLOS in the Business courses. Standard outcomes are set at a minimum of 80% and plan results are reviewed carefully to note trends or areas needing improvement. The Program Lead on occasion has assisted with submission of plan details and results for the program adjunct faculty, which allows for assurance that those faculty understand the need for and value of assessment. An overview of assessment results is provided above, though additional information is available as needed.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

The Advisory Committee reviews program outcomes and course content on a regular basis; the most recent review was in February 2023. A link to the 2022-23 catalog was sent out to all committee members when the new catalog was available for review, and general discussion was held at the following meeting in Fall 2022. Throughout the 2020-21 and 2021-22 meetings, a component of almost every agenda was dedicated to discussing the skills that Business graduates should have in very specific areas to be most employable. For example, the October 27, 2021 meeting included discussion of the skills that Business graduates should have “in using social media tools, website design, e-commerce, and related areas.” This conversation was particularly helpful as connections were being explored between the Business Administration Marketing Emphasis and the KCC Digital Media and Design coursework. As new courses are developed or courses are revised, the CCOGS are shared with the Advisory Committee for feedback and suggestions as to relevance of the outcomes.

These discussions have allowed the Program Lead to share what is currently covered in the courses being discussed and to identify areas of skills and content that should be included based on the feedback provided by the Advisory Committee. With that said, the individual CCOGS for every Business course have not been reviewed in-depth in the previous four years. This will be added as an ongoing agenda item beginning in Spring 2023 and a regular process of CCOG review will be back in place.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

Several courses have had revisions and/or updates to the course content that still fit into the current outcomes for those courses. For example, feedback related to practical business environment writing examples was shared with Patti McMann for inclusion into the BUS 214 Business Communication curriculum, specific social media tools were recommended to be added to BUS 233 Social Media Marketing, and additional content on project management tools was recommended to be added to BUS 206 Management Fundamentals. BUS 285 Human Relations in Organizations was discussed at length in regard to content and outcomes, and additional coursework related to stress management and career readiness was recommended. Each of these recommendations were accommodated without revision of the actual course outcomes.

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Examples of changes made in instruction based on CLO assessments are included above, though additional information can be provided as needed. The Program Lead would like to note that there are significant concerns with how assessment plans and results are being recorded in the “system” and reflected on these assessment reports. Repeated attempts to get this information corrected have not been successful and a conversation with Dean Stickles and VP Jennings has taken place regarding these concerns.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

Business Administration Business Management

1. Apply concepts, methods, and tools of management in an ethical manner to typical business operations.
2. Explain the primary components of general business law, including the court system, contracts, principal/agent law, common business structures, and human resources activities as they relate to standard business operations.
3. Analyze general accounting practices and apply them to the managerial accounting process.
4. Demonstrate the ability to work effectively with others in a team environment.
5. Explain marketing concepts as they relate to the primary functions and competitive advantage of a business or organization.
6. Use technology and software applications effectively for common business operations.
7. Create components of a standard business plan, including financial, marketing, and other common business functions related to development and operation of a business entity.
8. Use professional conduct that is appropriate for chosen technical area.

Business Administration - Marketing & Sales

1. Apply concepts, methods, and tools of management in an ethical manner to typical business operations.
2. Explain the primary components of general business law, including the court system, contracts, principal/agent law, common business structures, and human resources activities as they relate to standard business operations.
3. Analyze general accounting practices and apply them to the managerial accounting process.
4. Demonstrate the ability to work effectively with others in a team environment.
5. Explain marketing concepts as they relate to the primary functions and competitive advantage of a business or organization.
6. Use technology and software applications effectively for common business operations.
7. Apply social media tools and strategies to business operations and general marketing strategies.
8. Analyze the primary components of the retail mix as they relate to best practices in the retail and service industry.
9. Demonstrate personal selling strategies using techniques that are considered effective in a particular industry.

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Course Code Key	
	Has Plan Submitted
	Has Result Submitted
	Has Plan And Result Submitted

PLOs			
Course Code	Term Year	Instructor	
<u>BUS 206 01</u>	SP2020	Williamson, Linda 524402	Assessment goals have been successfully met, though the faculty will add additional content and tentatively a self-assessment to better instruct and evaluate this outcome.
<u>BUS 206 01</u>	SP2022	Williamson, Linda 524402	Assessment goals were met, though it was noted that the student question related to this PLO was missing from the student evaluation so a comparison to student perception was not available.
<u>BUS 206 01 DE</u>	FA2018	Williamson, Linda 524402	Assessment goals were fully met, updates to rubric and addition of more practical tools will be made to this course.

<u>BUS 206 01 DE</u>	SP2021	Williamson, Linda 524402	Assessment goals were met, though the faculty will revise the PLO to be more specific as student perception of meeting this outcome varied.
<u>BUS 223 01</u>	SP2021	Williamson, Linda 524402	Assessment goals were met, though the faculty will include a weekly review of this outcome in future classes.
<u>BUS 223 01</u>	SP2022	Williamson, Linda 524402	Assessment goals were met, no changes will be made at this time, though unfortunately the student perception was not available as that question did not show on the student evaluation.
<u>BUS 223 01 DE</u>	FA2019	Williamson, Linda 524402	Assessment goals were met, though additional "big picture" content will be included earlier in future classes.

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<u>BUS 226 01</u>	FA2017	Oden, Dennis 500483	Assessment goals were met, no changes will be made at this time.
<u>BUS 226 01</u>	FA2020	Oden, Dennis 500483	Assessment results not available at this time.
<u>BUS 226 01</u>	FA2020	Oden, Dennis 500483	Assessment results not available at this time.
<u>BUS 226 01 DE</u>	WI2018	Oden, Dennis 500483	Assessment goals were met, though the faculty will organize the content in a different manner next time.
<u>BUS 238 01</u>	WI2020	McMann, Patricia 526899	Assessment results were completed though are not showing here. The goals were met, no course revisions at this time though the faculty will continue to incorporate updated content.
<u>BUS 238 01 DE</u>	WI2021	McMann, Patricia 526899	Assessment goals were met, additional resources will be added as needed.
<u>BUS 249 01 DE</u>	SP2022	McMann, Patricia 526899	Assessment goals were met, though the faculty will continue to enhance content and resources to support student learning. Student perception was not available as that question was missing from the student course evaluation.
<u>BUS 250 01</u>	WI2019	McMann, Patricia 526899	Assessment goals were met, though the faculty will continue to coordinate with the Program Lead and Accounting faculty to make certain that necessary skills are in place before students take this course.
<u>BUS 250 01 DE</u>	WI2021	McMann, Patricia 526899	Assessment goals were met, no course changes are needed at this time.
<u>BUS 280 01</u>	SP2019	Williamson, Linda 524402	Assessment goals were met, accurate assessment tools are in place.

<u>BUS 280 01</u>	SP2021	Horne, Michelle 519317	Assessment goals were met, though the employability rubric will be added as part of the assessment of student learning in this course.
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4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

PLOs have consistently demonstrated student proficiency. Expectations are set at a minimum of 80-85% and assessment methods are carefully selected and tracked. There is added coordination required for the PLOS in this program as two are assessed in courses outside of the Business courses for this CMA: BUS 213 Managerial Accounting and CAS 170 Spreadsheets. These PLOS were developed with those faculty to make them appropriate for their assessment needs as well. General review of assessment data from CLOS and PLOS is discussed during Business faculty meetings; if any trends are identified, then solutions are proposed.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Examples of changes made in instruction are noted above. Additional information can be provided if needed.

4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

The Program Lead is pleased to note that enrollment for Fall 2022 in the Business Administration program was at 51 students, up significantly from Spring 2022 and comparable to the previous fall. In addition, as of 2/17/23, there are 62 students in the AAS Business Administration Management Emphasis, with 5 in the Business Administration Marketing Emphasis. This does not include other students in the AGS degree or other program degrees who are completing Business Management Certificates to enhance their overall career opportunities. Though enrollment is always a concern, the Program Lead is excited about this current trend and has a new strategic goal in place to work more closely with high school students interested in pursuing the Business program at KCC. Currently the high school students cannot show in an actual program, so faculty advisors must rely heavily on the Dual Credit staff for assistance. Connecting with those high school students and directly assisting in advising them on course selection each term until they graduate from high school has proven to be an effective strategy of relationship-building early on. The Program Lead works closely with KCC Dual Credit and Student Services whenever possible, and initiated a “Mazama Senior Day” event in January 2023 as a form of outreach to connect with students interested in pursuing a degree at KCC. Sixty-eight seniors and four teachers/assistants participated in a half-day event of engaging activities around college life

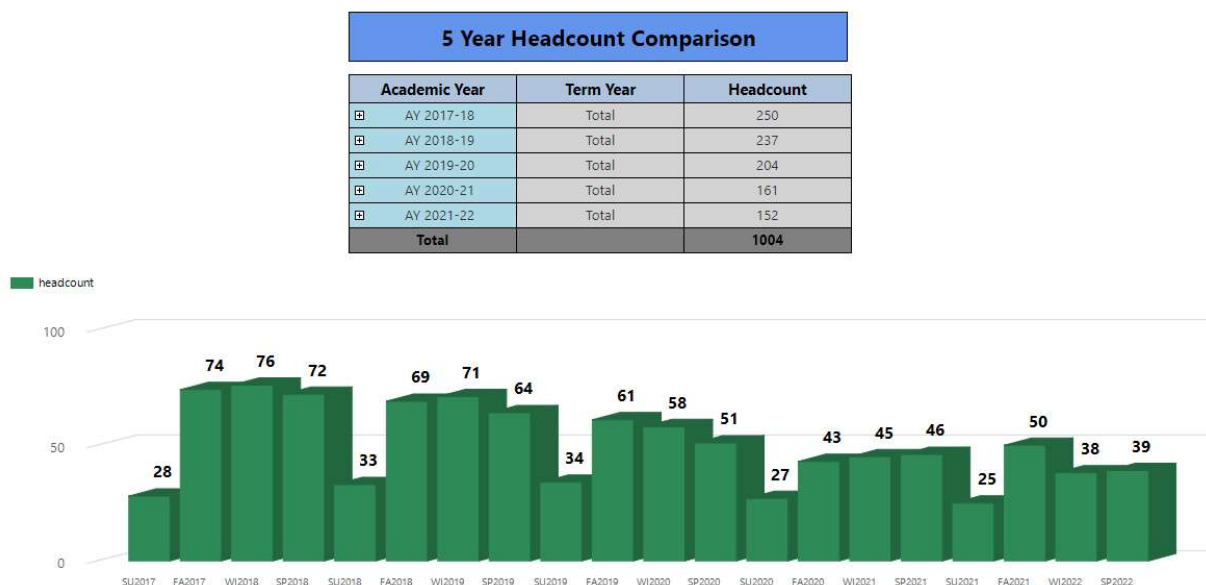
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and career readiness. This is planned to become an annual event with the hope of involving other high schools as well, and is an updated version of the previous Business Skills Academy that was held for many years.

As part of the work in this area, the Program Lead has coordinated with KCC Institutional Research to determine which high schools tend to send the most students to the KCC Business Administration program. That data is currently being collected and should provide additional insight into relationships with the high school partners to increase enrollment opportunities.

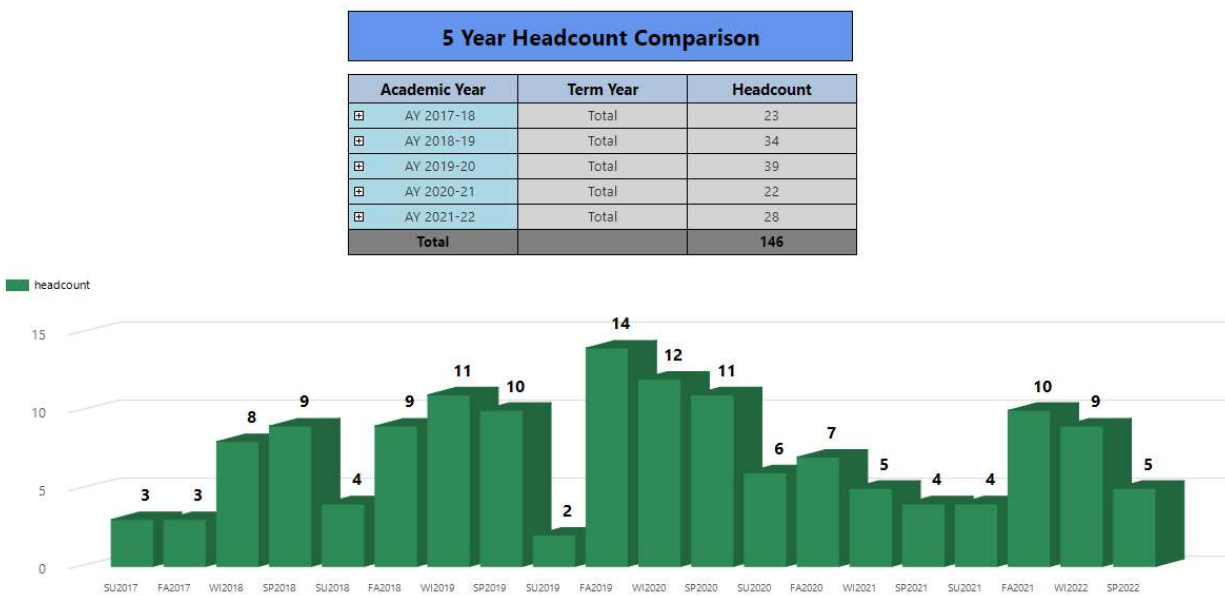
Another common trend witnessed by the faculty but not reflected in the data is for new KCC students to take BUS 101 Intro to Business to investigate business opportunities and interests. The Program Lead identifies AGS students almost every term in this course and works closely with them to assist in career discussions and academic advising; this often leads to the students selecting Business Administration, Accounting, or Business Technology as their program degree.

Business Administration Business Management



Business Administration - Marketing & Sales

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4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

The Program Lead works closely with all advisees to remain on track with graduation. A common trend at this time is that many students are attending less than fulltime, which unfortunately extends the time to complete their degree. Each advising session begins with a review of the student's Degree Audit/Advising Worksheet, which clearly shows the number of remaining courses/credits, and then a complete plan is created to show the student when they will tentatively complete. Opportunities such as the 15-to-Finish incentive are very effective in encouraging students to remain on track.

Graduation rates are always a concern, as is the fact that students who drop out or take a term off can easily drop off the advisor's radar. The current system of tracking advisees only shows those currently attending, so students who take a term or two off are no longer on the advisee list to trigger follow up; this must be maintained and tracked by hand. While the Program Lead understands that this relates to workload tracking as well, it also increases the chance that contact with those students will be lost and appreciates that Student Services reaches out after a period of time to students who have not enrolled after having previously attended.

Business Administration Business Management

Klamath Community College Instructional Program Review:



Business Administration - Marketing & Sales



4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

Please see section above as all plans relate to both the Management and Marketing Emphasis options. The Program Lead expects fewer graduates from the Marketing Emphasis as fewer employment opportunities exist for this option; most students are intending to transfer into the university level and are advised very carefully to make certain they are aware of the most appropriate opportunities. A new connection with the Digital Media program was introduced in the 2022-23 catalog and the Program Lead is hopeful that this option will encourage additional student interest and related employment opportunities.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

The Business program has very clear transfer agreements with the lead transfer institutions – Oregon Tech, Southern Oregon University, and Eastern Oregon University – and students transfer well. The Program Lead works directly with faculty at each of these institutions to discuss course equivalencies and strategies for seamless transfer. Follow up with recent transfer students to Oregon Tech and EOU has been very positive in terms of how their coursework articulated. The Program Lead is working with KCC Institutional Research to determine exactly where the program graduates transfer to; unfortunately, that data has been just recently collected but has not yet been reviewed. This data

should prove to be helpful in establishing trends and also in communicating with the transfer universities. For example, Oregon Tech has expressed concern in the past two years that fewer students are transferring into their programs (as of 2/10/23, only four Business Administration students are in the pipeline for Badger to Owl). It is hopeful that this data will clearly show where those students are transferring to.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

As noted previously, transfer from the high school level is particularly important to the Business program enrollment. Significant work has been done in the previous years (prior to the pandemic) to create transfer guides for students at Mazama and Eagle Ridge; the intent of these color-coded guides is to clearly show the dual credit that a student could take at their high school and how that would directly transfer in to the KCC Business program. Unfortunately, the high school faculty were less available during the pandemic and work on this slowed. In the meantime, the Program Lead is working closely with KCC Dual Credit staff to create an improved tracking system to identify high school students interested in the KCC Business program so the Program Lead can assist with course selection prior to their high school graduation. With carefully selected coursework, a high school student could complete a certificate or even an AAS by the time they graduate from high school. This was proven this past year as a young woman from Crater High School and another young woman from Klamath Union High School both earned their AAS Business Administration degrees on the same weekend that they graduated from high school. Both of these students also had a GPA of 4.0 and have continued on, one to Oregon Tech and one to George Fox.

Careful advising and course selection is vital so the student completes the most effective blend of dual credit and KCC coursework that will be needed for the Business program. The Program Lead is willing to help in whatever way possible and visits often with the KCC Dual Credit staff.

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

The Program Lead has developed relationships with business faculty at Mazama, Eagle Ridge, Lost River, and Crater High School to try and enhance the opportunities for students to work toward a Business degree at KCC. Faculty from Mazama and Eagle Ridge participate directly on the Program Advisory Committee as well. The Program Lead believes that there is stronger support at this time for high school students to begin working early toward a Business degree (or any degree at KCC) due in part to the popularity of Oregon Promise and increased support from high school faculty and advisors. In the previous 3-4 years, and due in part to the challenges created by the pandemic, Business faculty saw more high school students taking general education courses at KCC and then leaving for the university experience. There appears to be a trend now for more students to complete their AAS before transfer.

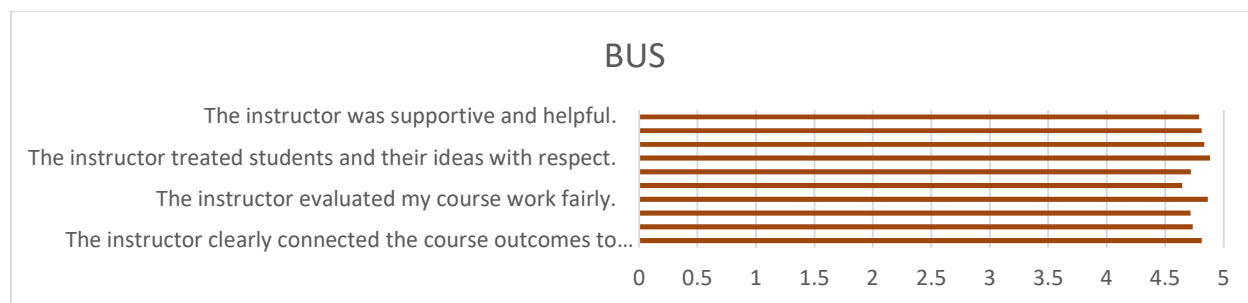
An added component of more young students in Business courses involves a careful review of the content. For example, of the nine very young students participating face-to-face in BUS 101 Winter 2023, there is limited work experience reflected; this leads to on-the-spot revisions of course curriculum that was based on students having work experience to connect to the course content.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

[HTTPS://MYKCC.KLAMATHCC.EDU/ICS/FACULTY_CRM/COURSE_EVALUATIONS.JNZ](https://mykcc.klamathcc.edu/ics/faculty_crm/course_evaluations.jnz)

BUS: 883 surveys were sent, and 586 responses were received. Which gives us a 66% response rate.



Course Assessed	Outcome Assessed	Term Assessed
BUS 101: Intro to Business	Summarize the elements of the business environment and related impact on performance.	FA2017
BUS 101: Intro to Business	Use collaboration skills to work effectively in a group setting.	FA2021
BUS 224: Human Resource Management	Explain the forms of sexual harassment and how to avoid being the victim or perpetrator of them.	WI2018
BUS 226: Business Law I	Define the scope of business law, legal environment, governmental regulation and jurisdiction.	WI2022
BUS 249: Retailing	Conduct retail site analysis related to target market, competitive advantage, layout, and merchandising.	SP2019
BUS 250: Small Business Management	Correlate the importance of using a business plan in all aspects of startup and expansion decision-making processes.	WI2020
BUS 250: Small Business Management	Identify the responsibilities and duties related to managing a small business.	WI2018
BUS 261: Consumer Behavior	Describe the processes that consumers use when making decisions to purchase products or services.	WI2022

BUS 280: Coop Wk Exp: Business	Explain the rules of debits and credits as applied to assets, liabilities, and owner's equity.	WI2022
BUS 285: Human Relations in Organizations	Evaluate effectiveness of individual behavior regarding leadership, conflict management, and decision-making within an organization.	WI2020
BUS 285: Human Relations in Organizations	Examine typical workplace scenarios involving human behavior and determine the most effective techniques to apply in those scenarios.	WI2018
TEX 280: Coop Wk Exp: Seminar	Create a professional and effective resume, cover letter, thank-you letter, and reference list.	WI2021
TEX 280: Coop Wk Exp: Seminar	Prepare a persuasive resume showing the student's abilities and previous experience.	WI2022

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Course evaluations are carefully reviewed each term and examples are shared in Business faculty meetings. Student feedback is given in many forms and is taken very seriously; this has resulted in changes to scheduling of quizzes, use of OER content, team activities, and the flow of course content. Students in one course noted concern about grading not being completed in a timely manner; the Program Lead immediately reached out to the adjunct faculty to see if additional support was needed to address the concern. Additional tutoring support has also been requested in the past due to feedback on course evaluations, in addition to advising recommendations related to scheduling of computer skills courses. All program faculty have worked closely with the CTL to incorporate instructional methods that better meet the needs of students at KCC, and also recognize that this will be an ongoing process especially as student needs change. The CTL has been an excellent resource of data and best practices to assist in these areas.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Examples of changes made to courses based on student evaluation data and feedback include more frequent reminders of specific content throughout the term in BUS 101, revision of quizzes to include short answer and multiple-choice questions in BUS 206 and BUS 223, and increased time on teamwork practice in BUS 285. Faculty have received feedback from students completing all coursework online that they missed more direct face-to-face time with their instructors; this led to the creation of chapter

videos across several courses, Zoom meeting options, and more frequent use of video announcements in the online courses. Feedback on these components has been very positive. Students are encouraged to suggest resources in business courses; for example, a YouTube video was recommended by a student in BUS 101 and has now become part of the regular content on marketing strategies. Students in BUS 206 Management Fundamentals are asked to identify effective tools and resources that they are familiar with; this has resulted in reading list recommendations, articles, and TEDTalks videos being incorporated into the course content.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Unfortunately, actual job placement data is not yet available. The Program Lead maintains tracking of all graduate data that she is aware of and is hopeful that a more campus-wide tracking system will be available at some point. Examples of these graduate positions include banking, credit unions, retail management, not-for-profit organizations, restaurants, school districts, fairgrounds, and medical facilities. At least three graduates are current business owners, one continued on to earn his chiropractic license and has his own practice, one is a massage therapist, and one returned to a different timber mill than he had worked at before, this time in a supervisory lead role.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Academic Year	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Tuition	\$ 113,069	\$ 137,855	\$ 146,645	\$ 129,160	\$ 118,441
Enrollment	441	472	496	457	417
Cost In Progress	\$ 134,790	\$ 123,995	\$ 102,507	\$ 127,541	\$ 144,239
Margin In Progress	\$ (21,722)	\$ 13,859	\$ 44,138	\$ 1,619	\$ (25,798)
FTE	28.92	31.34	31.81	28.30	25.47

The Program Lead is pleased to note that the AY 2021-22 showed a significant improvement over AY 2020-21:

- Tuition: \$121,820
- Enrollment: 438
- Cost in Progress: \$129,253
- Margin in Progress: \$(7,433)
- FTE: 27.65

Enrollment in classes for Fall 2022 and Winter 2023 has been up from last year and it is believed that the hyflex course structure has greatly helped with these numbers. For example, BUS 101 is always offered

in the fall as a face-to-face course with around 12-15 students. This year 15 students enrolled in a hyflex course, with an additional online course enrollment of 28. The positive enrollment trend has seemed to continue into Winter 2023 where, for example, BUS 285 has an enrollment of 31. This course typically has around 15 students. The Program Lead is cautiously optimistic about these numbers.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

An overview of the previous Annual Program Viability Study (completed in November 2018) includes the following recommended actions and updates:

- Streamline program course sections per year to reduce overall adjunct faculty costs
 - Program [curriculum maps](#) were updated to reflect the most effective scheduling of courses; coordination continues to take place with the Accounting Program Lead as the accounting course scheduling directly impacts students in this program. In addition, the introduction of hyflex course scheduling is believed to be a very effective tool for increasing enrollment and decreasing the number of low-enrollment sections. Since this model was just introduced in Spring 2022, there are only anecdotal observations at this point, though the trends appear very positive.
- Increase student completion of certificates by making certain that students are enrolled in certificates at the same time as AAS
 - New program advisees are tracked carefully and Student Services is contacted immediately regarding missing certificates. Ongoing conversation takes place with leadership in that area as this seems to be an ongoing challenge.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

Business Program faculty are committed to being as cost-effective as possible in regard to the resources supplied by KCC. This applies to student expenses as well, which has led in great part to the department decision to use OER's whenever possible to eliminate or reduce the cost of course textbooks. Minimal requests are made each year during the Annual Budget Presentation, typically including Contracted Services (meals for Advisory Committee meetings and food for events such as Badger Venture and activities for high school students, which are typically shared with Student Affairs and the Career Center), Membership (Academy of Management and Project Management Institute annual memberships provide an array of resources for the program courses), and minimal Marketing, Supplies, and Travel (state meetings are attended by Zoom whenever possible to reduce travel expenses). There have been no budgetary challenges to date for this program.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

After the review of program data and observations, and after conversations with other program faculty (including adjunct faculty) the Program Lead believes that the following represent the primary strengths of the Business Administration program.

- Program reputation (“Excellence” and “Community”)
 - Regular feedback from staff and faculty indicates that this program is viewed as a high-quality program with solid outcomes. Several program graduates are employed at KCC across several departments! The Program Advisory Committee consistently gives feedback that they are pleased with the program outcomes and with the reputation that the program holds within the community. Feedback from students tends to be very positive, primarily based on the Graduate Focus Group results and informal conversations with students during and after program completion. Feedback from primary transfer partners (including high school partners) tends to be very positive.
- Student advising and support (“Access” and “Prosperity”)
 - Advising is taken extremely seriously in this program, as is student feedback. The Program Lead and faculty want students to truly feel this is “their” program, and frequently take advantage of opportunities to share feedback about faculty, courses, methods of instruction, and overall program relevance to career plans. Every advisee is contacted at least once each term, and encouraged to remain in contact as needed. The Program Lead and advisor empowers students to “own” their degree and make the best decisions, while supporting their plans with options available at the college. Course substitution and waiver requests are used when appropriate to honor the work students have completed in other areas, and advisee relationships are typically very positive. The use of OER’s in the program is frequently noted by the students as being a strong support, as well as the frequent references to the array of support services provided by KCC.
- Faculty’s willingness and commitment (“Access”)
 - This program was one of the first to be available fully online at KCC. Program faculty also quickly embraced Canvas and worked directly with the CTL for added instruction and support on the most effective student learning tools. Faculty also quickly accepted the “HyFlex” model of instruction, recognizing the benefit to both the students and program outcomes. Faculty coordinated with KCC Information Systems and the KCC Bookstore to create a plan for in-house printing of OER’s when appropriate to provide other options for students when OER’s were still new to KCC. An additional experiment is taking place Winter 2023, in which a program adjunct faculty who is unable to come to campus is offering a HyFlex option using Zoom and online as the two modalities. If student response is positive, additional courses for this faculty will be scheduled in this manner in the future. Program faculty are deeply committed to KCC and students in this program.
- Student transfer options and placement (“Prosperity”)
 - Clear transfer guidelines have been developed with primary transfer institutions and are shared during advising sessions to assist students in making the most efficient transfer

decisions early on. Program faculty maintain healthy relationships with faculty at these transfer institutions. Though actual placement data is not available, the informally collected data on graduates shows placement across many industries and these graduates indicate that they are pleased with their experience at KCC.

6B. DESCRIBE PROGRAM WEAKNESSES.

There are always areas of concern and weaknesses in this program, some based on actual data and others related to lack of data that represent college-wide concerns. Program enrollment, retention, graduation status, and IPEDS reports are monitored each term, and the CMA data is assessed each year as soon as it is available. As noted earlier, lack of placement data and graduate contact information remains a significant gap that the Program Lead recognizes is being addressed at the college-wide level. In regard to program marketing, the Program Lead has worked closely with KCC Marketing for years to identify a “niche” or branding of the Business Administration program and the most appropriate program resources; that work continues and will be hopefully addressed as KCC determines their college-wide “niche” as well. This focus was noted by Dr. Gutierrez during the Business Administration Budget Presentation in February 2023.

As each of these weaknesses represent areas that are continually a work-in-progress, the Program Lead is focusing on the areas below to be addressed through updated Strategic Plan Goals.

- Lack of ability to track and communicate with high school students interested in pursuing a certificate or AAS in Business Administration
- Insufficient resources specific to the Business Administration program, in particular for online students (especially those out of the area who are unable to travel to campus and directly access the LRC)
- The need for additional hyflex options, in addition to more training on “best practices” to ensure effective course delivery
- A concern around the student perception of “equity” throughout the Business program courses

6C. DESCRIBE SUPPORT NEEDED.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

Support needed to address these program weaknesses likely include the following.

- Consistent support from KCC Marketing in regard to program “branding” and promotion, website updates, graduate profiles, and creation of program materials
- Ongoing support from the KCC Career Center staff in regard to graduate surveys and collection of data

Klamath Community College Instructional Program Review:

- Ongoing support from KCC Dual Credit to coordinate advising strategies for high school students interested in the Business Administration program
- Support from the KCC Librarian in creating additional learning resources specific to the Business program, beginning with development of a Business Program Libguide

During the Program Budget Presentation in February 2023, another area of support that was noted was the addition of resources for our Spanish-speaking students, especially those completing coursework online. That request was immediately addressed by VP Jennings through identification of 24/7 online tutoring support and the decision to hire bilingual staff for the Tutoring Center. This is just one example of the many ways that Klamath Community College works very quickly to address needs of students as quickly as possible and Business program faculty are grateful.

New Program Goals to address program weaknesses have been developed as part of the program's updated Strategic Plan goals.

- Goal 1 (Student Success): Improve access and coordination with high school students who want to complete certificates or AAS in Business Administration program while still in high school
- Goal 2 (Advanced Planning and Strategy): Explore and identify opportunities to offer additional program resources and support for student completing the AAS Business Administration degree or certificates online, in particular for students living outside of the Klamath Basin
- Goal 3 (Future-Focused Education and Services): Improve access and successful course completion by development of "HyFlex" options for all primary program courses
- Goal 4 (Student Success): Access and improve course curriculum in primary program courses using an "equity" lens to make certain the content is reflective of our diverse student population

A copy of the 3.0 Strategic Plan Worksheet (updated 2/23/23) is included in the [Appendix 7.A. Strategic Plan Progress Notes](#). This worksheet includes all specific actions and measurable metrics that are identified with each of these updated strategic goals. Additional information can be provided as needed.

APPENDIX 7.A. STRATEGIC PLAN PROGRESS NOTES

Department Plan With Notes

Business Administration

Mission Statement

The Business Administration Department provides instruction, training, and connections with local employers in fields related to management, marketing, human relations, and e-commerce. The Department seeks to enhance student professionalism, team skills, and familiarity with software applications that are essential to workforce success. The Department also prepares students for successful transfer to university-level business programs, for entry into business ownership, or for advancement in their current careers. By assisting students in developing or enhancing professional behavior, ethics, and civic responsibilities to meet or exceed workplace expectations, the Department promotes student success.

Goal	Goal Title	Initiative	Explanation
1	Improve student access by reducing the cost barrier and enhancing student use of Open Educational Resources (OER) textbooks in primary program courses.	Access	Research on OER use indicates that student success can be impacted in a positive manner when OER's are used as all students have direct and immediate access to course textbooks and resources. Increased use of OER's can also significantly impact overall costs for the student's education as they are available at no charge or at a very lost cost to the students.
Measurable Target			
1) Decrease in drops/withdraws from courses using OER's (other factors may impact as well) and 2) Student feedback: minimum of 80% of graduating students state positive response to OER use (surveyed through program focus group Spring 2019)			
Action Items			
<ul style="list-style-type: none"> • Research and adopt a minimum of two additional OER's in a required program course. • Work closely with program adjunct faculty to research and tentatively implement OER's as appropriate, and assist in securing necessary faculty resources to support OER use when needed. • Coordinate closely with the KCC Bookstore and KCC Marketing to communicate use of OER's to program students. 			

Progress Notes

Extensive research is taking place not only regarding textbooks for my courses but also for those taught by adjunct faculty in my program. I have participated in another OER workshop, talked with different OER providers, had lengthy conversations with Cengage regarding their "Cengage Unlimited" option, and am currently talking with Flatworld about other low cost resources. (5/17/2019)

OER's will also be a topic of conversation at the upcoming annual Business Program Graduate Focus Group to be held on Friday, May 24. (5/17/2019)

Three primary program courses (BUS 101, BUS 206, and BUS 223) were redesigned for fall 2019 with OER's. In addition, work was completed with the KCC Bookstore to make print copies and binders available at under \$10 for students who still wished to have a hard copy and preferred to purchase in place of downloading one. (It was actually determined in working with KCC IS that printing/selling in-house was substantially less expensive than students downloading the text materials on campus.) (12/2/2019)

At this point (Spring term 2021) all of my BUS courses have been converted over to using OER's with one exception: BUS 261 Consumer Behavior. No appropriate OER currently exists for that course. In addition, I have worked with adjunct faculty and additional remaining courses are being converted over as appropriate materials are available. This will be an ongoing process, but I believe this goal has been successfully met at this time. (4/29/2021)

Successes

Work in progress. (2/27/2019)

OER's have been implemented for BUS 101, BUS 150, BUS 206, and BUS 223. BUS 285 already used an OER and my only remaining course is BUS 261 for which an effective OER does not yet exist. Though I will continue to monitor and make changes as needed, I believe this goal has been successfully completed! (5/20/2020)

Status

In Progress

Goal	Goal Title	Initiative	Explanation
2	Enhance program quality and outcomes through increased use of student and industry feedback, analysis of comparable programs statewide, and more targeted Program Advisory Committee membership.	Excellence	It is an ongoing goal to offer a high-quality program that meets or exceeds college program and student metrics of success, and feedback from primary stakeholders is vital. In addition to talking with students and businesses, it is also important to

		evaluate our program as compared to similar programs around the state. This will allow us to identify gaps and potential opportunities for program revisions and updates.
Measurable Target		
The result of this goal will be updates/revisions to the overall program processed through the internal college approval process by Fall 2019. Targeted marketing of this program with highlights of these updates is intended to lead to an increase in program enrollment and successful program completers by Spring 2020.		
Action Items		
<ul style="list-style-type: none"> • Evaluate current Program Advisory Committee membership and make revisions as needed to support deep and knowledgeable program review. • Host focus group for Business Administration program students and graduates to gain additional insight regarding program reputation and potential improvements. • Research comparable Business Administration programs throughout other community colleges in Oregon and evaluate "best practices" opportunities for program revision. 		
Progress Notes		
<p>Advisory Committee feedback so far this year has resulted in changes to the program requirements for the Business Management Certificate and creation of a Project Management course that will tentatively become part of a new Career Pathway Certificate next year. These changes are reflected in the 2019-2020 catalog. (5/17/2019)</p> <p>Business Program Advisory Committee membership was revised to include additional employer representation for 2019-2020. (12/2/2019)</p> <p>This goal continues to be ongoing, though recent program changes have been made related directly to industry and student feedback. The Project Management Fundamentals course was developed though the decision was made to offer it in Winter 2021. This course will appear in the 2020-21 catalog and degree requirements. (5/20/2020)</p> <p>Additional feedback from the Business Program Advisory Committee this year has resulted in shifting of course content and addition of increased focus in targeted areas. This will continue to be an ongoing goal. (4/29/2021)</p>		
Successes		
<p>Student Focus Group held in May 2018; currently reviewing comparable programs; held first "targeted" Program Advisory Committee meeting in October 2018 (2/27/2019)</p> <p>Program Advisory Committee meeting held in October 2018 included updated membership -</p>		

great feedback! (2/27/2019)

Student Focus Group held in May 2018, facilitated by Erica Dow - very useful feedback!
(2/27/2019)

Work in progress.... (2/27/2019)

Catalog changes are being requested for the 2022-23 catalog to reflect updates in the Marketing Emphasis of the AAS Business Administration program and general program electives. A new course in Project Management was added and first offered in 2021. These updates reflect feedback from the Advisory Committee, current students, other program leads, and local industry, and are being completed in coordination with changes to the Digital Media degree. Though updating the program will be ongoing, I believe this goal has been met at this time. (2/4/2022)

Status

In Progress

Goal	Goal Title	Initiative	Explanation
3	Improve student prosperity by streamlining and/or increasing articulation agreements with transfer universities to encourage and support timely degree completion.	Prosperity	Student transfer is most effective when clear guides and agreements exist and are used in the advising process. We want students to have an effective plan from the beginning of their program so they can remain focused and complete in a timely manner.
Measurable Target			
1) Completed transfer agreement in place for KCC Bus Admin/Computer Engineering to Oregon Tech. 2) Revised transfer guide for SOU in place and shared with KCC advisors. 3) Updated EOU transfer agreement in place and shared with KCC advisors.			
Action Items			
<ul style="list-style-type: none"> • Coordinate with Oregon Tech and KCC Computer Engineering program lead to evaluate and finalize plans for transfer agreement that combines business management and computer program coursework. • Work with Department Chair from SOU to streamline transfer guidelines for business students. • Coordinate with EOU regarding an updated articulation agreement and transfer guidelines. 			
Progress Notes			

Kathy Hewitt and I met with a representative from EOU last term to discuss any barriers and/or challenges for transfer students. I have also worked closely with Linfield on actual student transfers so see where any barriers exist. (5/17/2019)

Work was completed with SOU in late Nov to create updated transfer guides. A request has been submitted to Dean Stickles to add those guides to the articulation information on the KCC website. (12/2/2019)

This continues to be an ongoing goal. A meeting was held with Hallie Neupert, Management Chair at OIT, in early February to discuss articulations and address any related concerns. Additional conversations have continued with SOU and EOU, and I am remaining connected to the Oregon Business Chairs committee that is working on updating transfer guides for all Oregon universities. Work is also taking place with Eagle Ridge and Mazama High School to create a transfer guide to be used as part of their dual credit options...once those are in place, I will connect with the remaining high school business programs as well. (5/20/2020)

This will remain another ongoing goal, though I can report that we have worked closely with SOU and converted their advising forms over to a more student-friendly version that will be available as soon as they are reviewed and signed off on by our school leadership. This is a huge win-win for SOU transfer students! We are also working closely with EOU again to encourage them to make the same move; a follow up meeting is scheduled for early May 2021. (4/29/2021)

Successes

Work in progress. (2/27/2019)

In coordination with CET Lead Pete Brandsness and VP Jennings - decision to not move forward in this direction (2/27/2019)

Work in progress. (2/27/2019)

Work in progress. (2/27/2019)

Though this work will be ongoing, recent updates with Oregon Tech, SOU, EOU, and Oregon State are being added and work is also almost complete on the MTM Business Transfer degree. This degree will be published in the 2022-23 catalog. (2/4/2022)

Status

In Progress

Goal	Goal Title	Initiative	Explanation
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4	Increase community partnerships and student success by increasing CWE opportunities and enhancing relationships with local employers.	Community	This goal impacts student prosperity and community partnerships by increasing student opportunities and paths to employment.
Measurable Target			
1) To increase student awareness, guest speakers will be added to a minimum of three BUS program courses. 2) Increase in CWE sites by a minimum of three additional sites. 3) Minimum of five targeted local employer visits with related follow up.			
Action Items			
<ul style="list-style-type: none"> • Increase student awareness of career opportunities and job search assistance by bringing relevant resources and guest speakers from WorkSource and similar organizations directly into select BUS courses. • Coordinate with WorkSource and applicable KCC staff regarding additional CWE sites. • Create list of program-related employers and pursue direct contact and worksite visits to inform about KCC Business program content and attempt to create paths to employment opportunities. 			
Progress Notes			
An additional site was created at PCFCU and it is hopeful this will result in an offer of employment at the end of spring term 2019. Local employers and WorkSource have been in as guest speakers in face-to-face classes this year. (5/17/2019)			
The student placed in BUS 280 at PCFCU was hired a few months after her CWE was completed. I am also working with the Running Y to create potential sites at that location. (12/2/2019)			
A new opportunity was created with a local nonprofit organization and it will be re-evaluated at the end of spring term 2020. At this time, all CWE projects and courses have been moved to the KCC Career Center, so this goal will likely shift a bit. (5/20/2020)			
We have continued to work closely with the Career Center to develop relationships with employers interested in business CWE students. This term we have one student working "behind the scenes" at his dental office to learn the management components (he is actually pursuing a dental career and hopes to have his own practice) and another student at Pacific Crest Federal Credit Union (this employer has consistently hired our students through their CWE projects!). (4/29/2021)			
The BUS 280 activity has been moved to the KCC Career Center per the decision by VP Jennings. Bus Admin faculty will continue to have initial conversations with students about their CWE projects and will work closely with Career Center staff on student placement and assessment, in addition to continuing to network with local industry. With this in place, this			

<p>goal has been met to the extent possible at this time. (2/4/2022)</p>			
Successes			
<p>Work in progress. (2/27/2019)</p> <p>The BUS 280 activity has been moved to the KCC Career Center per the decision by VP Jennings. Bus Admin faculty will continue to have initial conversations with students about their CWE projects and will work closely with Career Center staff on student placement and assessment, in addition to continuing to network with local industry. With this in place, this goal has been met to the extent possible at this time. (2/4/2022)</p>			
Status			
In Progress			
Goal	Goal Title	Initiative	Explanation
A	<p>Improve physical and mental well-being of department faculty. (This was one of the categories for the Departmental Goals - "Improve well-being")</p>	Excellence	Faculty are most effective when they have a healthy perspective toward their workplace.
Measurable Target			
<p>The result may be intangible except as measured through campus-wide satisfaction surveys and observation of a general improvement in faculty relations and morale.</p>			
Action Items			
<ul style="list-style-type: none"> • Encourage and support other faculty members to participate in wellness initiatives and healthy activities on campus. • Visibly support campus activities such as wellness clubs, walking groups, and others as they are promoted throughout the year. • Encourage additional adjunct faculty interactions through Faculty Senate, professional development, and social opportunities as appropriate. 			
Progress Notes			
(No Progress Notes)			
Successes			

Work in progress. (2/27/2019)	
Status	
In Progress	

Goal	Goal Title	Initiative	Explanation
B	Improve timeliness of student degree completion and number of certificates/degrees awarded by coordinating directly with Program Leads and advisors in related programs (Business Technology, Accounting, and tentatively Culinary).	Prosperity	As Program Leads for these related programs, we know it is an advantage for us to work as closely as possible in advising and supporting our students. Students often want, for example, an AAS in Business Admin and a Certificate in Accounting. With effective advising, this can happen with limited impact on financial aid.
Measurable Target			
Improvement in timeliness of degree completion (unable to state a specific target here as it is based on cooperation across other departments).			
Action Items			
<ul style="list-style-type: none"> • Meet with related faculty at least once each term to review cross-program coordination and promotion. • Meet with related faculty advisors as needed to identify and address any barriers that can be inhibiting timely degree completion. • Fully participate in campus-wide initiatives related to encouraging timely completion of degrees ("15 to Finish", etc.). 			
Progress Notes			
<p>Kathy Hewitt and I have worked closely with the KCC Registrar to make certain there is clarity about adding additional certificates and connect on this very frequently. As part of the Guided Pathways work, we will also be looking at common courses that a student could take their first term that would allow for more smooth movement between the different business options. (5/17/2019)</p> <p>Additional conversations have taken place in the Career Communities meetings to streamline the ability for a student to complete a certificate in a related "community" degree, resulting in additional certificate completions. For example, at least three CET students at this time are also completing Business Management Certificates to add to their professional skills and support transfer opportunities before these students graduate from KCC. (12/2/2019)</p> <p>Curriculum maps for the Business Administration certificates and AAS have been fully re-</p>			

designed for the 20-21 school year so that the pathway and one-year certs can be completed first (pending appropriate advising). In addition, ongoing coordination has taken place with the Cybersecurity Program Lead as many of those degree students need some business management courses to transfer to OIT. We have established a plan for those interested students to complete the Business Management Certificate along with their Cybersecurity degree and have at least three grads so far. (5/20/2020)

Though this will be an ongoing commitment in this program, I believe we have achieved a level of success at this time with our current strategies. Related to this, I have actively worked with KCC Marketing on numerous approaches over this past term to promote our program with the hope of impacting enrollment in upcoming terms. (4/29/2021)

Successes

Work in progress. (2/27/2019)

We will continue working closely to enhance these opportunities for students, with particular focus on coordinating between Bus Admin and the new Accounting Program Lead. Conversations are taking place on a regular basis to address any perceived barriers in process or curriculum and I believe that this goal has been successfully addressed at this time. (2/4/2022)

Status

In Progress

Strategic Plan 3.0

Department Name

Academics - Business Administration

Descriptive Mission Statement (you may copy previous years' if applicable)

The Business Administration Department provides instruction, training, and connections with local employers in fields related to management, marketing, human relations, and e-commerce. The Department seeks to enhance student professionalism, team skills, and familiarity with software applications that are essential to workforce success. The Department also prepares students for successful transfer to university-level business programs, for entry into business ownership, or for advancement in their current careers. By assisting students in developing or enhancing professional behavior, ethics, and civic responsibilities to meet or exceed workplace expectations, the Department promotes student success.

Umbrella Goal 1

About this Umbrella Goal (Narrative)

Improve access and coordination with high school students who want to complete certificates or AAS in Business Administration program while still in high school completing their high school requirements.

Which 3.0 Strategic Initiative does it best match? (refer to new initiatives handout, choose only one)

Student Success. KCC will adapt or develop services, practices and technologies to provide an inclusive, engaging and supportive college experience to promote student success and completion.

What potential actions or projects will you do towards this umbrella goal?

To meet this goal, I will complete the following actions:

1. Work closely with KCC Dual Credit staff and administration to create advising guides and resources to be shared with high school students.
2. Create system that allows Bus Admin faculty to directly advise high school students desiring to complete program requirements and to track these students as part of program enrollment.
3. Work closely with high school business faculty to facilitate student advising and encourage support of college course/program completion.

How will you know you have made progress (measurable metrics)?

1. Creation of a system that allows for tracking of these students with a goal of 3 additional students each year.
2. Consistent planning process in place with KCC Dual Credit with a goal of meeting at least once each term.
3. Participation of high school faculty in conversation and activities throughout the year with a minimum of participation at spring Business Program Advisory Committee meeting.

Umbrella Goal 2

About this Umbrella Goal (Narrative)

Explore and identify opportunities to offer additional program resources and support for students completing the AAS Business Admin degree or certificates online, in particular for students living outside of the Klamath Basin.

Which 3.0 Strategic Initiative does it best match? (refer to new initiatives handout, choose only one)

Klamath Community College Instructional Program Review:

Advanced planning and strategy. Recognizing that our students will be the flexible and mobile workforce of the future, KCC will adapt its planning and data analysis to be responsive to regional, national, and global changes.

What potential actions or projects will you do towards this umbrella goal?

To meet this goal, I will complete the following actions:

1. Work closely with KCC LRC Director and staff to assess program resources that are helpful for students but not currently accessible in a user-friendly format for online students.
2. Research similar program resources at other community colleges to identify additional examples of support.
3. Select and develop program resources targeted for online student access and incorporate use of those resources into current program courses.

How will you know you have made progress (measurable metrics)?

1. Successful creation of at least two program resources that are readily available for online students.
2. Incorporate assignments in a minimum of three current program courses that require use of those specific program resources.
3. Solicit feedback from students in each course for the first year regarding access of those resources and make revisions as necessary.

Umbrella Goal 3

About this Umbrella Goal (Narrative)

Improve access and successful course completion by development of “high flex” options for primary program courses.

Which 3.0 Strategic Initiative does it best match? (refer to new initiatives handout, choose only one)

Future-focused education and services. KCC will offer a portfolio of adaptive, innovative, and accessible education and training programs.

What potential actions or projects will you do towards this umbrella goal?

To meet this goal, I will complete the following actions:

1. Meet with other faculty who are currently using this method to identify “best practices” for my own course development.
2. Research tools and resources through CTL to support this type of course structure.
3. Implement and offer courses in appropriate terms based on program map scheduling.

How will you know you have made progress (measurable metrics)?

1. Creation of a “tool kit” of “best practices” and strategies to use for my dept courses and in support of other faculty who may want assistance in the future.
2. Selection and scheduling of minimum of three courses to be offered in this format.
3. Satisfactory feedback from students regarding course design (feedback will be solicited each time a course is offered in this format during the first two years to aid in ongoing improvement).

Umbrella Goal 4

About this Umbrella Goal (Narrative)

Assess and improve course curriculum in primary program courses using an “equity” lens to make certain the content is reflective of our diverse student population.

Which 3.0 Strategic Initiative does it best match? (refer to new initiatives handout, choose only one)

Student Success. KCC will adapt or develop services, practices and technologies to provide an inclusive, engaging and supportive college experience to promote student success and completion.

What potential actions or projects will you do towards this umbrella goal?

To meet this goal, I will complete the following actions:

1. Complete a professional development learning course to gain foundational knowledge in offering courses that are viewed as inclusive to our student population.
2. Coordinate with CTL for additional resources and “best practices” related to equity in course development.
3. Assess and revise program courses to reflect appropriate equity-based activities and content.

How will you know you have made progress (measurable metrics)?

1. Completion of minimum of one course and identification of “best practices.”
2. Assessment of minimum of three business program courses based on “equity” standards.
3. Revisions made to curriculum for those courses based on “equity” standards and including student feedback regarding relevance.

APPENDIX 7.C.1 PROCUREMENT CLERKS (433061)

Median Hourly Wage \$22.94

2020 Employment 574

Job Openings per Year 52

10-Year Growth 1.2%

Description

Compile information and records to draw up purchase orders for procurement of materials and services.

**Job Openings Listed with the Oregon Employment Department
for Procurement Clerks**

No Employment Department job listings were found for this occupation.

**State of Oregon Licenses & Certifications
for Procurement Clerks**

No statewide license is required for this occupation.

**Wage Range 2022
for Procurement Clerks**

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$17.57	\$18.88	\$22.94	\$24.69	\$30.08	\$22.65	\$47,108
Central Oregon	\$15.13	\$17.64	\$18.96	\$23.83	\$24.77	\$20.07	\$41,735

Klamath Community College Instructional Program Review:

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Eastern Oregon	\$18.61	\$19.05	\$22.94	\$23.94	\$28.42	\$22.74	\$47,303
Rogue Valley	\$17.00	\$18.08	\$19.05	\$22.98	\$25.56	\$20.63	\$42,904
South Central	\$14.59	\$18.47	\$18.80	\$21.86	\$22.94	\$19.69	\$40,959
Southwestern Oregon	\$17.64	\$18.47	\$22.94	\$23.35	\$26.23	\$21.97	\$45,715

**Employment Outlook
for Procurement Clerks**

**Statewide
Employment Analysis**

Employment in this occupation in 2020 was similar to most occupations across the state. The total number of job openings is projected to be similar to job openings for most occupations in Oregon through 2030.

This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2030.

Reasonable employment opportunities exist.

**Area Employment Projections
for Procurement Clerks**

Klamath Community College Instructional Program Review:

Area	2020 Employment	2030 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	574	581	7	1.2%	1	51	52
Central Oregon	28	30	2	7.1%	0	3	3
Eastern Oregon	12	11	-1	-8.3%	0	0	0
Lane	38	42	4	10.5%	0	3	3
Mid-Valley	95	98	3	3.2%	0	9	9
Northwest Oregon	25	25	0	0.0%	0	3	3
Portland Tri- County	296	294	-2	-0.7%	0	26	26
South Central	13	12	-1	-7.7%	0	1	1
Southwestern Oregon	9	9	0	0.0%	0	0	0

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.

[Data Sources and Limitations](#)

Industries of Employment for Procurement Clerks

Klamath Community College Instructional Program Review:

Industry	Employment
Total All Industries	574
Manufacturing	69
Wholesale Trade	102
Merchant Wholesalers, Durable Goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	16
Retail Trade	84
Nonstore Retailers	31
Electronic Shopping and Mail Order Houses	31
Finance and Insurance	33
Management of Companies and Enterprises	48
Management of Companies and Enterprises	48
Management of Companies and Enterprises	48
Administrative and Support Services	24
Educational Services	12
Educational Services	12
Health Care and Social Assistance	31

Klamath Community College Instructional Program Review:

Hospitals	19
General Medical and Surgical Hospitals	16
Other Services (except Government)	13
Total Federal Government Employment	83
Federal Government, Excluding Post Office, Education and Hospitals	83
State Government, Excluding Education and Hospitals	33
State Government, Excluding Education and Hospitals	33
Local Government, Excluding Education and Hospitals	16
Local Government, Excluding Education and Hospitals	16

Occupational employment in some industries may not be displayed due to confidentiality.

Educational Requirements

for Procurement Clerks

The typical entry level education for this occupation is a High school diploma or equivalent. Those with a Bachelor's degree have a competitive advantage in the labor market.

Knowledge, Skills, Abilities, and Work Activities

Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

Klamath Community College Instructional Program Review:

- **English Language:** Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Administrative:** Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- **Customer and Personal Service:** Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Economics and Accounting:** Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.
- **Mathematics:** Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Skills

Examples of the skills needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- **Speaking:** Talking to others.
- **Reading Comprehension:** Reading work-related information.
- **Active Listening:** Listening to others, not interrupting, and asking good questions.
- **Critical Thinking:** Thinking about the pros and cons of different ways to solve a problem.
- **Social Perceptiveness:** Understanding people's reactions.

Abilities

Examples of the abilities needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- **Oral Expression:** Communicating by speaking.
- **Oral Comprehension:** Listening and understanding what people say.
- **Written Comprehension:** Reading and understanding what is written.
- **Near Vision:** Seeing details up close.
- **Written Expression:** Communicating by writing.

Detailed Work Activities

Examples of the detailed work activities involved with this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- Maintain operational records.
- Order materials, supplies, or equipment.

Klamath Community College Instructional Program Review:

- Send information, materials or documentation.
- Calculate costs of goods or services.
- Analyze financial information.

APPENDIX 7.C.2. LABOR MARKET INFORMATION -- FIRST-LINE SUPERVISORS OF NON-RETAIL SALES WORKERS (411012)

Median Hourly Wage \$32.12

2020 Employment 4,239

Job Openings per Year 353

10-Year Growth 0.7%

Description

Directly supervise and coordinate activities of sales workers other than retail sales workers. May perform duties, such as budgeting, accounting, and personnel work, in addition to supervisory duties.

State of Oregon Licenses & Certifications for First-Line Supervisors of Non-Retail Sales Workers

No statewide license is required for this occupation.

Wage Range 2022

for First-Line Supervisors of Non-Retail Sales Workers

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$21.81	\$24.80	\$32.12	\$41.50	\$52.09	\$37.33	\$77,650
Central Oregon	\$22.65	\$25.13	\$31.33	\$47.08	\$50.35	\$36.31	\$75,523
East Cascades	\$22.65	\$24.76	\$31.20	\$44.59	\$50.00	\$35.42	\$73,662
Eastern Oregon	\$19.01	\$23.07	\$29.82	\$39.21	\$77.53	\$35.53	\$73,904
Rogue Valley	\$18.66	\$23.30	\$31.20	\$40.13	\$51.12	\$33.91	\$70,533
South Central	\$22.17	\$29.43	\$37.28	\$39.68	\$46.93	\$35.01	\$72,815
South Coast	\$19.20	\$23.55	\$31.20	\$31.20	\$31.20	\$28.38	\$59,042

Klamath Community College Instructional Program Review:

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Southwestern Oregon	\$19.43	\$24.46	\$31.20	\$31.20	\$49.09	\$31.38	\$65,281

Employment Outlook

for First-Line Supervisors of Non-Retail Sales Workers

Statewide Employment Analysis Employment in this occupation in 2020 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2030. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2030.

Reasonable employment opportunities exist.

Area Employment Projections

for First-Line Supervisors of Non-Retail Sales Workers

Area	2020 Employment	2030 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,239	4,270	31	0.7%	3	350	353
Central Oregon	202	218	16	7.9%	2	17	19
East Cascades	301	313	12	4.0%	1	25	26
Eastern Oregon	124	124	0	0.0%	0	10	10

Klamath Community College Instructional Program Review:

Area	2020 Employment	2030 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Rogue Valley	162	162	0	0.0%	0	13	13
South Central	78	72	-6	-7.7%	-1	6	5
Southwestern Oregon	92	88	-4	-4.3%	0	8	8

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.

Industry	Employment
Total All Industries	4,239
Manufacturing	110
Wholesale Trade	911
Merchant Wholesalers, Durable Goods	539
Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	83
Merchant Wholesalers, Nondurable Goods (4244 and 4248 only)	173
Merchant Wholesalers, Nondurable Goods (4241, 4247, and 4249 only)	39

Klamath Community College Instructional Program Review:

Industry	Employment
Motor Vehicle and Parts Dealers	18
Automobile Dealers	18
Electronics and Appliance Stores	287
Electronics and Appliance Stores	287
Information	140
Broadcasting (except Internet)	11
Radio and Television Broadcasting	11
Telecommunications	58
Finance and Insurance	741
Credit Intermediation and Related Activities	568
Insurance Carriers	22
Agencies, Brokerages, and Other Insurance Related Activities	112
Real Estate and Rental and Leasing	91
Rental and Leasing Services	81
Advertising, Public Relations, and Related Services	47

Klamath Community College Instructional Program Review:

Industry	Employment
Management of Companies and Enterprises	43
Management of Companies and Enterprises	43
Administrative and Support and Waste Management and Remediation Services	119
Administrative and Support Services	119
Employment Services	27
Business Support Services	53
Health Care and Social Assistance	28

Educational Requirements

for First-Line Supervisors of Non-Retail Sales Workers

The typical entry level education for this occupation is a High school diploma or equivalent. Those with a Associate's degree have a competitive advantage in the labor market.

Knowledge, Skills, Abilities, and Work Activities

Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- **Customer and Personal Service:** Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Administration and Management:** Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Klamath Community College Instructional Program Review:

- **English Language:** Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Personnel and Human Resources:** Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Skills

Examples of the skills needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- **Active Listening:** Listening to others, not interrupting, and asking good questions.
- **Management of Personnel Resources:** Selecting and managing the best workers for a job.
- **Monitoring:** Keeping track of how well people and/or groups are doing in order to make improvements.
- **Speaking:** Talking to others.
- **Coordination:** Changing what is done based on other people's actions.

more

Abilities

Examples of the abilities needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- **Oral Comprehension:** Listening and understanding what people say.
- **Oral Expression:** Communicating by speaking.
- **Speech Recognition:** Recognizing spoken words.
- **Speech Clarity:** Speaking clearly.
- **Inductive Reasoning:** Making general rules or coming up with answers from lots of detailed information.

more

Detailed Work Activities

Examples of the detailed work activities involved with this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).

- Contact current or potential customers to promote products or services.
- Establish operational policies.
- Gather customer or product information to determine customer needs.
- Prepare financial documents, reports, or budgets.

Klamath Community College Instructional Program Review:

- Supervise sales or support personnel.

APPENDIX 7.D. KCC'S LIBRARY'S BUSINESS COLLECTION

Core

1. Bloomberg Businessweek
2. Forbes
3. Entrepreneur
4. Harvard Business Review
5. Wobblies! : a graphic history of the Industrial Workers of the World
6. Steve Jobs : genius by design
7. Delivering happiness : a path to profits, passion, and purpose
8. Power and society
9. Qualitative inquiry & research design : choosing among five approaches
10. Micromotives and macrobehavior
11. Steck-Vaughn social studies : test preparation for the 2014 GED test : student book
12. Evaluation theory, models, and applications
13. Case study research : design and methods
14. How to lie with statistics
15. Statistics workbook for dummies
16. Essentials of statistics for the behavioral sciences
17. Survey methodology
18. The wealth of nations Adam Smith ; introduction by Alan B. Krueger ; edited, with notes and marginal summary, by Edwin Cannan
19. The wealth of nations
20. An introduction to economic reasoning
21. Economics in one lesson
22. The little book of economics : how the economy works in the real world
23. Basic economics : a common sense guide to the economy
24. Naked economics : undressing the dismal science
25. All the devils are here : the hidden history of the financial crisis
26. Reinventing the bazaar : a natural history of markets
27. Capitalism and freedom
28. Free to choose : a personal statement
29. Burn the business plan : what great entrepreneurs really do
30. Freakonomics : a rogue economist explores the hidden side of everything
31. Superfreakonomics : global cooling, patriotic prostitutes, and why suicide bombers should buy life insurance
32. Misbehaving : the making of behavioral economics
33. Economics for life : 101 lessons you can use every day
34. Applied economics : thinking beyond stage one
35. The worldly philosophers : the lives, times, and ideas of the great economic thinkers
36. New ideas from dead economists : an introduction to modern economic thought
37. The human tide : how population shaped the modern world
38. Freedomnomics : why the free market works and other half-baked theories don't
39. Common sense economics : what everyone should know about wealth and prosperity
40. Hughes, the private diaries, memos and letters : the definitive biography of the first American billionaire
41. Beyond Tallulah : how Sam Wyly became America's boldest big-time entrepreneur
42. The rich and the rest of us : a poverty manifesto

Klamath Community College Instructional Program Review:

43. Before the industrial revolution : European society and economy, 1000-1700
44. The Europeans : a geography of people, culture, and environment
45. The wealth and poverty of nations : why some are so rich and some so poor
46. Making sense of the Industrial Revolution
47. One billion customers : lessons from the front lines of doing business in China
48. False economy : a surprising economic history of the world
49. The undercover economist : exposing why the rich are rich, the poor are poor--and why you can never buy a decent used car!
50. The end of growth : adapting to our new economic reality
51. The age of sustainable development
52. Automating inequality : how high-tech tools profile, police, and punish the poor
53. This changes everything : capitalism vs. the climate
54. The other Greeks : the family farm and the agrarian roots of western civilization
55. Food politics : what everyone needs to know
56. Financial management in agriculture
57. Of forest and fields : Mexican labor in the Pacific Northwest
58. Water, peace, and war : confronting the global water crisis
59. Water in plain sight : hope for a thirsty world
60. Cadillac desert : the American West and its disappearing water (2 copies)
61. Reefer madness : sex, drugs, and cheap labor in the American black market
62. Spectacular support centers : best practices for small to mid-sized help desks and technical support centers
63. Technical support essentials : advice you can use to succeed in technical support
64. Creating a business plan : expert solutions to everyday challenges
65. Measure what matters : how Google, Bono, and the Gates Foundation rock the world with OKRs
66. Thinking strategically : expert solutions to everyday challenges
67. Creating a business plan : expert solutions to everyday challenges
68. Competition demystified : a radically simplified approach to business strategy
69. Business model generation : a handbook for visionaries, game changers, and challengers
70. So you need to write a business plan!
71. Social networking for business : choosing the right tools and resources to fit your needs
72. The executive's guide to enterprise social media strategy : how social networks are radically transforming your business
73. Adaptive coaching : the art and practice of a client-centered approach to performance improvement
74. The Sage handbook of management learning, education, and development
75. Management
76. The guru guide : the best ideas of the top management thinkers
77. Foundations of management : basics and best practices
78. Introduction to business
79. Foundations of business
80. Topgrading : how to hire, coach and keep A players
81. The one minute manager
82. Peopleware : productive projects and teams
83. Rework (2 copies)
84. Foundations of management : basics and best practices
85. The CEO next door : the 4 behaviors that transform ordinary people into world-class leaders
86. It's the manager : Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success
87. Radical candor : be a kick-ass boss without losing your humanity

Klamath Community College Instructional Program Review:

88. The effective executive (2 copies)
89. Resolving conflicts at work : ten strategies for everyone on the job
90. An intimate history of humanity
91. Managing crises : expert solutions to everyday challenges
92. Delegating work : expert solutions to everyday challenges (2 copies)
93. Making ideas happen : overcoming the obstacles between vision and reality
94. Beyond HR : the new science of human capital
95. The innovator's dilemma : the revolutionary book that will change the way you do business
96. The innovator's solution : creating and sustaining successful growth
97. How to grow leaders : the seven key principles of effective leadership development
98. Dare to lead : brave work, tough conversations, whole hearts
99. Positive leadership : strategies for extraordinary performance
100. 5-D leadership : key dimensions for leading in the real world
101. The leadership gap : what gets between you and your greatness
102. The essential guide to leadership : [eight unique perspectives on becoming a stronger leader]
103. Nuance : why some leaders succeed and others fail
104. Let your leadership speak : how to lead and be heard
105. Forged in crisis : the power of courageous leadership in turbulent times
106. The leadership equation : leadership, management, and the Myers-Briggs : balancing style = leadership enhancement
107. Leading people : expert solutions to everyday challenges
108. Entreleadership : 20 years of practical business wisdom from the trenches
109. Chief joy officer : how great leaders elevate human energy and eliminate fear
110. Start with why : how great leaders inspire everyone to take action
111. Leadership step by step : become the person others follow
112. Open leadership : how social technology can transform the way you lead
113. Tribal leadership : leveraging natural groups to build a thriving organization
114. Work rules! : insights from inside Google that will transform how you live and lead
115. Good to great : why some companies make the leap ... and others don't
116. Good to great : why some companies make the leap ... and others don't
117. The encyclopedia of leadership : a practical guide to popular leadership theories and techniques
118. The leadership challenge
119. Leadership is dead : how influence is reviving it
120. Tribal leadership : leveraging natural groups to build a thriving organization
121. Love works : seven timeless principles for effective leaders
122. The 21 irrefutable laws of leadership : follow them and people will follow you
123. Leadership gold : lessons learned from a lifetime of leading
124. Personal Computer Support Specialist
125. The new geography of jobs
126. In business as in life--you don't get what you deserve, you get what you negotiate
127. Fish! sticks : a remarkable way to adapt to changing times and keep your work fresh
128. The alliance : managing talent in the networked age
129. Coaching for performance : GROWing human potential and purpose : the principles and practice of coaching and leadership
130. Business process management : practical guidelines to successful implementations
131. The HR scorecard : linking people, strategy, and performance
132. The advantage : why organizational health trumps everything else in business
133. The fifth discipline : the art and practice of the learning organization
134. Do the KIND thing : think boundlessly, work purposefully, live passionately

Klamath Community College Instructional Program Review:

135. Lean in : for graduates
136. Lean in : women, work, and the will to lead
137. The female economy : the millinery and dressmaking trades, 1860-1930
138. The radium girls : the dark story of America's shining women
139. Maid : hard work, low pay, and a mother's will to survive
140. Protest and popular culture : women in the U.S. labor movement, 1894-1917
141. Incorporating women : a history of women and business in the United States
142. International business : the challenge of global competition
143. The hard thing about hard things : building a business when there are no easy answers
144. Traction : how any startup can achieve explosive customer growth
145. The \$100 startup : reinvent the way you make a living, do what you love, and create a new future
146. Successful business planning for entrepreneurs
147. The lean startup
148. Zero to one : notes on startups, or how to build the future
149. Crush it! : why now is the time to cash in on your passion
150. The five most important questions you will ever ask about your organization
151. Business English – Guffey, Mary Ellen & Seefer, Carolyn M.
152. Writing That Works: Communicating Effectively on the Job – Oliu, Walter E.; Brusaw, Charles T.; & Alred, Gerald J.
153. Giving Presentations: Expert Solutions to Everyday Challenges – Harvard Business School Publishing Corporation
154. Small Business: An Entrepreneur's Business Plan – Ryan, J D.
155. Marketing A Love Story: How to Matter to Your Customers – Jiwa, Bernadette
156. Business Ethics Now – Ghillyer, Andrew
157. Foundations of Business – Pride, William M.; Hughes, Robert J.; & Kapoor, Jack R.
158. International Business: The Challenge of Global Competition – Ball, Donald A.
159. Introduction to Business – Madura, Jeff
160. Harvard Business Review
161. The Speed of Trust: The One Thing That Changes Everything – Covey, Stephen M. R. & Merrill, Rebecca R.
162. Writing for Business: Expert Solutions to Everyday Challenges – Harvard Business School Publishing Corporation
163. Business Etiquette for Dummies – Fox, Sue
164. The Greatest Salesman in the World – Mandino, Og
165. Essentials of Business Communication – Guffey, Mary Ellen, & Loewy, Dana
166. Small Business Management: Launching & Growing Entrepreneurial Ventures – Longenecker, Justin Gooderl
167. In Business as in Life--You Don't Get What You Deserve, You Get What You Negotiate – Karrass, Chester Louis
168. Customer Experience Strategy: The Complete Guide from Innovation to Execution – Arussy, Lior
169. 10 Steps to Successful Business Writing – Appleman, Jack E.
170. Dynamic Business Presentations [Videorecording]
171. Think and Grow Rich: The Landmark Bestseller--Now Revised and Updated for the 21st Century – Hill, Napoleon
172. So You Need to Write A Business Plan! – Osteryoung, Jerome S. & Denslow, Diane L.

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173. Poke the Box: When Was the Last Time You Did Something for the First Time? – Godin, Seth
174. The Presentation Secrets of Steve Jobs: How to be Insanely Great in Front of Any Audience – Gallo, Carmine
175. Business Mathematics the Easy Way – Goozner, Claman
176. Making Ideas Happen: Overcoming the Obstacles Between Vision and Reality – Belsky, Scott
177. Excuse Me: The Survival Guide to Modern Business Etiquette – Thomas, Rosanne J.
178. The Guru Guide: The Best Ideas of the Top Management Thinkers – Boyett, Joseph H. & Boyett, Jimmie T.
179. The Deadline: A Novel About Project Management – Demarco, Tom
180. American Indian Business: Principles and Practices – Kennedy, Deanna M. (Editor)
181. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers – Osterwalder, Alexander; Pigneur, Yves; & Clark, Tim
182. Business Process Management: Practical Guidelines to Successful Implementations – Jeston, John & Nelis, Johan
183. How to Write A Great Business Plan for Your Small Business in 60 Minutes or Less – Fullen, Sharon L. & Podmoroff, Dianna
184. The Essential Guide to Leadership: [Eight Unique Perspectives on Becoming A Stronger Leader]
185. Leadership Gold: Lessons Learned from A Lifetime Of Leading – Maxwell, John C.
186. Successful Business Planning for Entrepreneurs – Moorman, Jerry W. & Halloran, James W.
187. E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do about It - Gerber, Michael E.
188. Creating A Business Plan: Expert Solutions to Everyday Challenges – Harvard Business School
189. How the Mighty Fall: And Why Some Companies Never Give In – Collins, James C.
190. Traction: Get A Grip on Your Business – Wickman, Gino
191. Quickbooks Pro 2014 – Conlon, Trisha
192. Presentation Zen Design: Simple Ideas on Presentation Design and Delivery – Reynolds, Garr
193. Burn the Business Plan: What Great Entrepreneurs Really Do – Schramm, Carl J.
194. Small Business Financial Management Kit for Dummies – Tracy, Tager C. & Tracy, John A.
195. Social Networking for Business: Choosing the Right Tools and Resources to Fit Your Needs – Shah, Rawn
196. Driving Results through Social Networks: How Top Organizations Leverage Networks for Performance and Growth – Cross, Robert L. & Thomas, Robert J.
197. Forbes
198. The Undercover Economist Strikes Back: How to Run-Or Ruin-An Economy – Harford, Tim
199. The \$100 Startup: Reinvent the Way You Make A Living, Do What You Love, And Create A New Future – Guillebeau, Chris
200. Creating A Mentoring Culture: The Organization's Guide – Zachary, Lois J.
201. The Alliance: Managing Talent in the Networked Age – Hoffman, Reid; Casnocha, Ben; & Yeh, Chris
202. Quickbooks Desktop 2019 Comprehensive – Conlon, Trisha
203. The Riddle: Where Ideas Come from and How to Have Better Ones – Razeghi, Andrew
204. Entrepreneur
205. Writing That Works: How to Communicate Effectively in Business: E-Mail, Letters, Memos, Presentations, Plans, Reports, Proposals, Resumes, Speeches – Roman, Kenneth & Raphaelson, Joel

Klamath Community College Instructional Program Review:

206. Effective Methods of Teaching Business Education – Rader, M. H. (Martha H.); Bailey, Glenn A.; & Kurth, Linda A. (Editors); National Business Education Association
207. The Hard Thing about Hard Things: Building A Business When There Are No Easy Answers – Horowitz, Ben
208. Winning with the P&G 99: 99 Principles and Practices of Proctor & Gamble's Success – Decker, Charles L.
209. Jab, Jab, Jab, Right Hook: How to Tell Your Story in A Noisy Social World – Vaynerchuk, Gary
210. Coaching People: Expert Solutions to Everyday Challenges – Mcmanus, Patty; Harvard Business School Press
211. The Millionaire Fastlane: Crack the Code to Wealth and Live Rich for A Lifetime – Demarco, M. J.
212. Complexity Theory and the Management of Networks: Proceedings of the Workshop on Organisational Networks as Distributed Systems of Knowledge – Andriani, Pierpaolo; Passiante, Giuseppina; & Workshop On Organisational Networks As Distributed Systems Of Knowledge
213. Hospitality Suite: A Screenplay – Rueff, Roger
214. The Small Scale Cheese Business: The Complete Guide to Running A Successful Farmstead Creamery – Caldwell, Gianacis
215. The Sales Acceleration Formula: Using Data, Technology, And Inbound Selling to Go From \$0 To \$100 Million – Roberge, Mark
216. Guerrilla Marketing: Easy and Inexpensive Strategies for Making Big Profits from Your Small Business – Levinson, Jay Conrad; Levinson, Jeannie; & Levinson, Amy
217. Competition Demystified: A Radically Simplified Approach to Business Strategy – Greenwald, Bruce C. & Kahn, Judd
218. English For Careers: Business, Professional, And Technical – Smith, Leila R. & Moran, Barbara
219. Perfect Phrases for Esl: Everyday Business Life – Gast, Natalie
220. Style: Ten Lessons in Clarity and Grace – Williams, Joseph M.
221. Computerized Accounting with Quickbooks 2015: 2017-2018 Update – Williams, Gayle
222. Uncommon Wisdom: Live A Joyful Life with Financial Success – Feltenstein, Tom
223. Jeffrey Gitomer's Little Red Book of Selling: 12.5 Principles of Sales Greatness: How to Make Sales Forever – Gitomer, Jeffrey H.
224. Great at Work: How Top Performers Do Less, Work Better, And Achieve More – Hansen, Morten T.
225. Purple Cow: Transform Your Business by Being Remarkable – Godin, Seth
226. Delivering World-Class Technical Support – Khandpur, Navtej & Laub, Lori
227. The Start-Up of You: Adapt to The Future, Invest in Yourself, and Transform Your Career – Hoffman, Reid & Casnocha, Ben
228. The Innovator's Solution: Creating and Sustaining Successful Growth – Christensen, Clayton M. & Raynor, Michael E.
229. A History of Business in Medieval Europe, 1200-1550 – Hunt, Edwin S. & Murray, James M.
230. The Complete 5-Ingredient Cookbook: 175 Easy Recipes for Busy People – Browning, Denise
231. Zero to One: Notes on Startups, or How to Build the Future – Thiel, Peter A. & Masters, Blake
232. Permission Marketing: Turning Strangers into Friends, and Friends into Customers – Godin, Seth
233. The Organic Farmer's Business Handbook: A Complete Guide to Managing Finances, Crops, And Staff--And Making A Profit – Wiswall, Richard
234. The Effective Executive – Drucker, Peter F.

Klamath Community College Instructional Program Review:

235. McGraw-Hill's Taxation of Individuals and Business Entities – Spilker, Brian C. (Brian Clark), & Ayers, Benjamin Campbell
236. The Big Nine: How the Tech Titans and Their Thinking Machines Could Warp Humanity – Webb, Amy
237. Entreleadership: 20 Years of Practical Business Wisdom from the Trenches – Ramsey, Dave
238. Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with Okrs – Doerr, John E.
239. Small Giants: Companies That Choose to Be Great Instead of Big – Burlingham, Bo
240. The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business – Christensen, Clayton M.
241. The Advantage: Why Organizational Health Trumps Everything Else in Business – Lencioni, Patrick
242. Excellence Every Day: Make the Daily Choice-- Inspire Your Employees and Amaze Your Customers – Arussy, Lior
243. Crush It!: Why Now is the Time to Cash in on Your Passion – Vaynerchuk, Gary
244. How Women Rise: Break The 12 Habits Holding You Back from Your Next Raise, Promotion, Or Job – Helgesen, Sally & Goldsmith, Marshall
245. The Starbucks Experience: 5 Principles for Turning Ordinary into Extraordinary – Michelli, Joseph A.
246. The Social Media Bible: Tactics, Tools, & Strategies for Business Success – Safko, Lon
247. The Lean Startup – Ries, Eric
248. Work Rules!: Insights From Inside Google That Will Transform How You Live And Lead – Bock, Laszlo
249. Document-Based Cases for Technical Communication – Munger, Roger
250. Incorporating Women: A History of Women and Business in the United States – Kwolek-Folland, Angel
251. Engage!: The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in The New Web – Solis, Brian
252. Slide:Ology: The Art and Science of Creating Great Presentations – Duarte, Nancy
253. Calculator Simulation – Pasewark, William Robert; South-Western Educational Publishing
254. The Talent Management Handbook: Creating A Sustainable Competitive Advantage by Selecting, Developing, and Promoting the Best People – Berger, Lance A. & Berger, Dorothy R.
255. Running Meetings: Expert Solutions to Everyday Challenges – Harvard Business School Press
256. Built to Last: Successful Habits of Visionary Companies – Collins, James C. (James Charles) & Porras, Jerry I.
257. Thrive: The Third Metric to Redefining Success and Creating A Life of Well-Being, Wisdom, And Wonder – Huffington, Arianna Stassinopoulos
258. Good to Great: Why Some Companies Make the Leap ... and Others Don't – Collins, James C.
259. The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism – Frank, Thomas
260. New Perspectives on Microsoft Excel 2013: Introductory – Parsons, June Jamrich; Oja, Dan; Ageloff, Roy; Carey, Patrick; & Desjardins, Carol A.
261. The Power of Habit: Why We Do What We Do in Life and Business – Duhigg, Charles
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274. The Market Gardener: A Successful Grower's Handbook for Small-Scale Organic Farming – Fortier, Jean-Martin
275. Slow Death by Rubber Duck: The Secret Danger of Everyday Things – Smith, Rick; Lourie, Bruce; & Dopp, Sarah
276. Social Media Strategies for Professionals and Their Firms: The Guide to Establishing Credibility and Accelerating Relationships – Golden, Michelle
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281. Failing Forward: Turning Mistakes into Stepping-Stones for Success – Maxwell, John C.
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283. Delivering Happiness: Path to Profits, Passion, and Purpose – Hsieh, Tony (author); Ten Pas, Rob (illustrator); & Blake, Corey (author)
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286. The Dark Net: Inside the Digital Underworld – Bartlett, Jamie
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295. Managing Oneself – Drucker, Peter F. (Peter Ferdinand)
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300. The World According to Monsanto: Pollution, Corruption, and the Control of the World's Food Supply – Robin, Marie-Monique
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302. The Winona Laduke Reader: A Collection of Essential Writings – LaDuke, Winona
303. The Office: Procedures and Technology – Oliverio, Mary Ellen; Pasewark, William Robert; & White, Bonnie Roe
304. Do the KIND Thing: Think Boundlessly, Work Purposefully, Live Passionately – Lubetzky, Daniel
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306. Accounting Demystified – Haber, Jeffry R.
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319. Delegating Work: Expert Solutions to Everyday Challenges – Harvard Business School Publishing Corporation
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338. Reinventing Comics: [How Imagination and Technology are Revolutionizing an Art Form] – Mccloud, Scott
339. Responsive Web Design by Example Beginner's Guide: Build Powerful and Engaging Responsive Websites with Ease – Firdaus, Thoriq
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347. First Fruit: The Creation of The Flav'r Sav'r Tomato and the Birth of Genetically Engineered Food – Martineau, Belinda
348. The Little Book of Economics: How the Economy Works in the Real World – Ip, Greg
349. The Lobbying Manual: A Complete Guide to Federal Lobbying Law and Practice – Luneburg, William V.; Susman, Thomas M.; Gordon, Rebecca H.; Reid, Harry (editors); American Bar Association Section of Administrative Law and Regulatory Practice
350. How to Win in Washington: Very Practical Advice about Lobbying, the Grassroots, and the Media – Wittenberg, Ernest, & Wittenberg, Elisabeth
351. Survey of Accounting – Warren, Carl S.
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359. Perfect Phrases For ESL: Conversation Skills: Hundreds of Ready-To-Use Phrases That Help You Express Your Thoughts, Ideas, and Feelings in English Conversations of All Types – Engelhardt, Diane
360. New Perspectives Microsoft® Office 365 & Excel 2016: Comprehensive – Parsons, June Jamrich; Oja, Dan; Carey, Patrick; Desjardins, Carol A.
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369. Dictionary of Legal Terms: A Simplified Guide to the Language of Law – Gifis, Steven H.
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395. Principles of Information Security – Whitman, Michael E., & Mattord, Herbert J.
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416. Crucial Conversations: Tools for Talking When Stakes Are High – Patterson, Kerry; Grenny, Joseph; Switzler, Al; Mcmillan, Ron; & Covey, Stephen R.

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- 628. The rise of advertising in the United States : a history of innovation to 1960
- 629. Advertising
- 630. Damn good advice (for people with talent!) : how to unleash your creative potential by America's master communicator
- 631. The digital creative's survival guide
- 632. Meet Mr. Product. the graphic art of the advertising character Volume 1
- 633. The ascent of money : a financial history of the world
- 634. Lords of finance : the bankers who broke the world
- 635. Understanding finance : expert solutions to everyday challenges
- 636. Effective fundraising for nonprofits : real-world strategies that work
- 637. The only grant-writing book you'll ever need
- 638. The millionaire fastlane : crack the code to wealth and live rich for a lifetime
- 639. Personal finance (2 copies)
- 640. The 9 steps to financial freedom
- 641. Personal finance : an integrated planning approach
- 642. Money : the true story of a made-up thing
- 643. The creature from Jekyll Island : a second look at the Federal Reserve
- 644. The lost bank : the story of Washington Mutual--the biggest bank failure in American history
- 645. DEBT : THE FIRST 5,000 YEARS
- 646. The history of consumer credit : doctrines and practice
- 647. How the mighty fall : and why some companies never give in
- 648. Essentials of corporate finance
- 649. Beyond greed and fear : understanding behavioral finance and the psychology of investing
- 650. The clash of the cultures : investment vs. speculation
- 651. When genius failed : the rise and fall of Long-Term Capital Management
- 652. Understanding health insurance : a guide to billing and reimbursement
- 653. Workbook to accompany Understanding health insurance : a guide to billing and reimbursement
- 654. McGraw-Hill's taxation of individuals and business entities
- 655. Payroll accounting
- 656. Greek endgame : from austerity to growth or Grexit?
- 657. Race talk and the conspiracy of silence : understanding and facilitating difficult dialogues on race
- 658. The tipping point : how little things can make a big difference
- 659. Made to stick : why some ideas survive and others die
- 660. Working in groups : communication principles and strategies
- 661. Dealing with people you can't stand : how to bring out the best in people at their worst
- 662. Braving the wilderness : the quest for true belonging and the courage to stand alone
- 663. Human relations : personal and professional development
- 664. The art of talking to anyone : essential people skills for success in any situation
- 665. Persuading people : expert solutions to everyday challenges
- 666. Servant leadership : a journey into the nature of legitimate power and greatness
- 667. Leadership 101
- 668. Introduction to leadership : concepts and practice
- 669. Leadership : theory and practice
- 670. The wayfinders : why ancient wisdom matters in the modern world
- 671. The myth of individualism : how social forces shape our lives
- 672. The evolution of cooperation
- 673. Guns, germs, and steel : the fates of human societies
- 674. Obedience to authority : an experimental view

Klamath Community College Instructional Program Review:

- 675. The armchair economist : economics and everyday life
- 676. The human swarm : how our societies arise, thrive, and fall
- 677. The divide : American injustice in the age of the wealth gap
- 678. Dream teams : working together without falling apart
- 679. In mixed company : communicating in small groups and teams
- 680. Communicating in small groups : principles and practices
- 681. Theory U : leading from the future as it emerges : the social technology of presencing
- 682. Irresistible : the rise of addictive technology and the business of keeping us hooked
- 683. Digital minimalism : choosing a focused life in a noisy world
- 684. The death of expertise : the campaign against established knowledge and why it matters
- 685. Alone together : why we expect more from technology and less from each other
- 686. Here comes everybody : the power of organizing without organizations
- 687. The good drone : how social movements democratize surveillance
- 688. Reclaiming Indigenous planning
- 689. How to change the world
- 690. The great degeneration : how institutions decay and economies die
- 691. Survey research methods
- 692. The American dream : in history, politics, and fiction
- 693. Zombie politics and culture in the age of casino capitalism
- 694. The meritocracy myth
- 695. The creative community builder's handbook : how to transform communities using local assets,
art, and culture
- 696. Who cooked Adam Smith's dinner? : a story about women and economics
- 697. Love, money & parenting : how economics explains the way we raise our kids
- 698. The almanac of American philanthropy
- 699. The ABCs of evaluation : timeless techniques for program and project managers
- 700. Beyond change management : advanced strategies for today's transformational leaders
- 701. CV handbook : a curriculum vitae owner's manual
- 702. Grant writing : practical strategies for scholars and professionals
- 703. Getting funded : the complete guide to writing grant proposals
- 704. Bridges out of poverty : strategies for professionals and communities
- 705. Endangered biodiversity and economic development
- 706. Small group discussions for analysis
- 707. Effective communication in teams
- 708. The Four factors of effective leadership
- 709. Joy at work video seminar
- 710. Grow! ten strategies for achieving your leadership potential
- 711. Dolores : Rebel. Activist. Feminist. Mother
- 712. Team leadership skills practice
- 713. Survey savvy planning & conducting a successful survey
- 714. Leadership video motivation from today's top success coaches [videorecordings], Vols. 1-6
- 715. Money
- 716. Small change, big business the women's bank of Bangladesh 10 years later
- 717. The Women's bank of Bangladesh
- 718. Careful with credit

APPENDIX 7D. CURRICULUM MAPS FOR THE BUSINESS DEPARTMENT

2022-2023

Revised 11-29-22

Term

FACE to FACE

Fall

BUS 101 HFX
BUS 111
BUS 211 HFX
BUS 226

Winter

BUS 101 HFX
BUS 211 HFX
BUS 212 HFX
BUS 218
BUS 224
BUS 229/L
BUS 250
BUS 285
CAS 245/L HFX

Spring

BUS 111
BUS 177
BUS 206 HFX
BUS 213 HFX
BUS 223 HFX
BUS 228
CAS 170
CAS 247/L HFX
CIS 275/L

Summer

college now 2-3pm

BUS 111 FA
BUS 211 WI
BUS 213 SP

every term

BUS 280.01 Business
BUS 280.02 Accounting
BUS 280.03 Bus Tech
TEX 280

Term

DE

Fall

BUS 177 DE
BUS 178 DE
BUS 206 DE
BUS 212 DE
BUS 218 DE

BUS 223 DE
BUS 233 DE
CAS 121/122 DE
CAS 170 DE
CIS 206 DE
CIS 243 DE
ECO 201 DE
OST 131 DE

Winter

BUS 111 DE
BUS 124 DE
BUS 213 DE
BUS 214 DE
BUS 226 DE
BUS 228 DE
BUS 238 DE
BUS 261 DE
BUS 285 DE
CAS 121 DE
CAS 170 DE
CAS 216 DE
CIS 206 DE
ECO 202 DE
TEX 280 DE

Spring

BUS 101 DE
BUS 111 DE
BUS 178 DE
BUS 214 DE
BUS 224 DE
BUS 226 DE
BUS 249 DE
CAS 121/122 DE
CIS 206 DE
CIS 243 DE
CIS 275 DE
ECO 201 DE
OST 120 DE
OST 131 DE

Summer

BUS 101 DE
BUS 111 DE
BUS 124 DE
BUS 150 DE
BUS 203 DE (odd)
BUS 211 DE
BUS 214 DE
BUS 218 DE
BUS 250 DE
BUS 285 DE
CAS 170 DE
ECO 201 DE
ECO 202 DE

Accounting

Business Technology

Advising Notes

Marketing Emphasis

BUS 223 → F2F, DE each yr

BUS 238 → DE only

BUS 233 → DE only

BUS 249 → DE only

BUS 261 → DE only

CIS 243 → DE only

Klamath Community College Instructional Program Review:

Term	Fall	Winter	Spring	Summer
Military				
Proposal	BUS 212 DE ECO 201 DE	BUS 226 DE ECO 202 DE	BUS 214 DE BUS 226 DE	BUS 211 DE ECO 202 DE

*OST 120 is part of tech core of Bus Tech AAS but hasn't been taught since winter 2013

*CAS 060 is not currently offered

*Accounting 4 cr classes will be 2 days/week, 2 hrs/day.

8. INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				

Klamath Community College Instructional Program Review:

Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.
Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	Highly Developed	Developed	Emerging	Initial

