KLAMATH
Community College

2022-23

Instructional Program Review
Business Technology

Cathy Saunders

Klamath Community College Instructional Program Review:

<div style="background-color:#7a2e3a; color:white; padding:4px;">

CONTENTS

</div>

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.

Department Plan with Notes
Business Office - Academic program

Mission Statement

The Administrative Office Professional department gives students training in skills required for success in a professional environment. The Department promotes office skills, software expertise and professionalism, assisting students in developing and enhancing foundational skills to achieve successful careers.

Goal	Goal Title	Initiative	Explanation
1	Increase student enrollment in the Business Technology program by 5% by strategic plan 2.0 expiration date.	Prosperity	The program goal is to recruit students to pursue a career in business technology.

Measurable Target
Business Technology program enrollment will grow by 5% over the time period of the strategic plan 2.0 resulting in a viable CTE program.

Action Items
- Hire and train CAS/BUS faculty   - Flyer produced and delivered to Lead of Business Technology by January 7, 2019. By January 18, 2019, all students in CAS 133 will receive the flyer and a small presentation surrounding the Business Technology degree.   - Schedule CAS/BUS classes to meet student needs   - work with other's who enroll students in programs - i.e. enrollment services, TRiO

Progress Notes
Need at least one adjunct CAS faculty hired and trained in 2019 (12/21/2018) Met with Marketing in August 2018 for brainstorming session. communications team has revamped the outreach materials for the program - Flyer October 2018 (12/21/2018)

Completed for fall 2018 schedule (12/21/2018)

Met with Elisabeth Early career community leader enrollment services Oct 2018 and Dec 2018. Presented to TRiO September 2018 (12/21/2018)

An increase in enrollment reported on 2019 CMA. From headcount of 9 Summer 2017 to 36 in Spring 2018. (5/10/2019)

Researching options for changing pathway certificate and AOP certificate. Collecting information from other Oregon Community Colleges. Adding certificate to Accounting and HIM degrees seems to be an option that would increase enrollment. (12/2/2019)

1. Use CAS 133 courses to market/recruit students for Business Technology Program. As of May 2020, student assignment in the CAS 133 course is to build a PowerPoint presentation about Business Technology program. Attached file of presentation requirements. 2. Educate KCC employees about Business Technology program. Cathy gave a presentation to the Career Center employees in March 2020. Presentation is attached. 3. Increase student accessibility to successful completion of certificate required courses. Completed May 2020 and updated for catalog 2020-2021 Removed WRI 121 and BUS 285 from Pathway Certificate Removed: MTH 65, BUS 280 and TEX 280 from Certificate Curriculum council approved the removal of WRI 121, but Academic council (Jamie and Jeanne) decided to leave WRI 121 as a requirement (5/21/2020)

Additional CAS faculty hired full time schedule beginning Fall 2019 (5/22/2020) AS Program graduate hired as Admin Assistant for TRiO program; Program student/TA featured in advertisement in Spring 20 course schedule; Program student hired pt in Community Ed dept; Program student/TA hired as tutor for LRC. CAS and accounting classes (5/22/2020) AS (5/22/2020)

Current course enrolled 7 students, last year 1 student. AS (4/20/2021)

Continued with goal of student success and retention by a. Developed instructor-led demonstration videos for specific project assignments and b. Accommodated student schedules for quarantines and parents with children out of school. AS (4/20/2021)

Successes

	Goal has been met. (5/10/2019)		
	Status		
	Completed		

Goal	**Goal Title**	**Initiative**	**Explanation**
2	Improve student access to program courses by lowering the cost of course materials to under $120 per course.	Access	Students will use free or low-cost materials for the lecture content in CAS courses. Students will use a publisher subscription for CAS labs and have access to a free educational license for Microsoft Office 365.

Measurable Target

Reduce financial barriers preventing students from successfully completing a degree.

Action Items

- Evaluating effectiveness and increasing use of Open Educational Resources in appropriate courses
- Use an unlimited subscription from a major publisher in at least one course
- Discontinue the use of printed textbooks in CAS courses

Progress Notes

Ongoing - Met with Learning Resources Center Specialist and may join a OER task force. Nov 2018. Discussed OER use with members of Statewide Consortium Oct 2018 (12/21/2018)

Completed Fall 2018 CAS 170 (12/21/2018)

Plan to implement Cengage Unlimited for a cost of $119 for two terms of use and will be used for all CAS lab courses. Will be attending the OER symposium in May 2019 to learn more about implementing OER resources into courses. (5/10/2019)

Completed Fall 2019 (12/2/2019)

Completed. CAS 133, CAS 133 L, CAS 170, CAS 216 use Cengage Unlimited access code for digital course materials, Cost $119 per term. CAS 245, CAS 245L, CAS 247, CAS 247L, OST 131, CAS 122, CS 122 use low cost, no cost

	resources for the course. (5/21/2020) Collaborated and shared OER curriculum with Eagle Ridge HS business technology program to help facilitate dual credit. (4/20/2021)		

Successes

Completed for all CAS/OST courses (12/21/2018)

CAS 133, CAS 133 L, CAS 170, CAS 216 use Cengage Unlimited access code for digital course materials, Cost $119 per term. CS CAS 245, CAS 245L, CAS 247, CAS 247L, OST 131, CAS 122, CS 122 use low cost, no cost resources for the course. CS Collaborated and shared OER curriculum with Eagle Ridge HS business technology program to help facilitate dual credit. (4/20/2021)

Status

Completed

Goal	Goal Title	Initiative	Explanation
3	Develop a Business Technology Program Review	Planning	AAS Business Technology has been identified by the Executive Cabinet to develop a program review. The program review recommendations will be used to create a sustainability action plan.

Measurable Target

Develop a sustainability action plan for AAS Business Technology

Action Items

- Participate in program viability group meetings
- Obtain help from the Dean and Assessment/Curriculum Coordinator develop a sustainability action plan
- Complete the Business Technology Program Review

Progress Notes

Completed Fall 2018 (12/21/2018)

Three Action items were proposed at the conclusion of the program review. 1. Use CAS 133 courses to market/recruit students for Business Technology Program. As of May 2020, student assignment in the CAS 133 course is to build a PowerPoint presentation about Business Technology program. Attached file of presentation requirements.

2. Redesign Business Technology Career Pathway Certificate. Completed May 2020 and updated for catalog 2020-2021 Removed WRI 121 and BUS 285 from Pathway Certificate Removed: MTH 65, BUS 280 and TEX 280 from Certificate Curriculum council approved the removal of WRI 121, but Academic council (Jamie and Jeanne) decided to leave WRI 121 as a requirement

3. Improve student access to program courses by lowering the cost of materials to under $120 per course. Completed 2019-2020 academic year. See Goal 2 of strategic plan for details. (5/21/2020)

Revised content in CAS 133 lecture and lab courses to aim for higher success rate (A, B, C's) (4/20/2021)

Successes
Completed Fall 2018 (12/21/2018)

Status
Completed

Goal	Goal Title	Initiative	Explanation
4	Redesign Business Technology Administrative Office Professional career pathway certificate.	Access	

Measurable Target
Increase number of students completing pathway certificate capturing first-time full-time students.

Action Items
The certificate will have three courses being offered in the fall and two courses offered in the winter. Any student completing this course sequence will petition to graduate and receive completer status for this pathway.

Progress Notes
Met with Dean Nov 2018. Research Oregon CC certificates Dec 2018 (12/21/2018) In progress. Did some research, but missed the catalog deadline. Will have to

continue this goal next academic year. (5/10/2019)

Currently researching options (12/2/2019)

Completed May 2020 and updated for catalog 2020-2021 Removed WRI 121 and BUS 285 from Pathway Certificate Removed: MTH 65, BUS 280 and TEX 280 from Certificate (5/21/2020)

Structured certificate as an add on to related programs (Accounting, HIM). AS (4/20/2021)

Worked with Jennifer Briscoe to develop the Medical Administrative Assistant Career Pathway. The first catalog year is2020-2021. Currently two students enrolled in the certificate. The certificate courses are six computer applications(CAS) courses and six health/medical courses. (4/23/2021)

Successes

Goal was completed May 2020 with redesigned Certificates. and added to catalog. It is also structured as an add on to the Accounting and HIM programs. AS (4/20/2021)

Status

Completed

Goal	Goal Title	Initiative	Explanation
A	**Improve physical and mental well-being of department faculty. (This was one of the categories for the Departmental Goals - "Improve well-being")**	Excellence	Faculty are most effective when they have a healthy perspective toward their workplace.

Measurable Target

The result may be intangible except as measured through campus-wide satisfaction surveys and observation of a general improvement in faculty relations and morale.

Action Items

- Increase the number of full-time faculty, specifically in the general education computing course (CAS 133 and CAS 133 Lab, CAS 60, and CAS 170)

- Encourage and support other faculty members to participate in wellness initiatives and healthy activities on campus. (KCC Wellness Center)
- 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
Cabinet approved a full-time faculty position for General Computing, currently have the position posted for hire. An additional faculty may bring stability and support to the CAS courses and Business Technology Program (5/10/2019) Working with Kathy Hewitt on healthy options for snacking in our hallway. (12/2/2019) Cathy Saunders and Kathy Hewitt were losing weight and sharing healthy snacks, salads etc. lost several pounds each. Then the virus hit. Cathy and has been shopping and checking in on Kathy Hewitt during the quarantine. (5/21/2020) Adapted classes to all distance ed for Spring 2020 term. Adjusted face to face classes in following terms to comply with KCC Covid protocols. AS (4/20/2021)
Successes
Additional faculty has been hired for CAS courses and Business Technology program. (Fall 2019) Staff have developed and follow a plan for healthy food options. Adopted and followed KCC Covid protocols with online and face to face classes. (4/20/2021)
Status
Completed

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

☒Yes
☐No

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Business Technology – Administrative Office Professional (Associate of Applied Science) – 90 Credits

This program options allow students to meet their career goals whether related to job-entry preparation, job advancement, or college transfer. The program provides a strong foundation of technology skills and courses in business. The program includes industry standard computer programs. The Administrative Office Professional AAS degree is offered to students seeking employment as professional administrative assistants. This program is designed for students who seek immediate employment in the wide-open field of administrative professionals; training is applicable for both first-time job seekers and experienced employees who would like to advance in their careers. The program allows students to meet their career goals whether related to job-entry preparation, job advancement, or college transfer.

Market driven and industry validated, the newly revamped Administrative Office Professional (AOP) state-wide degree program reflects the evolving responsibilities of administrative assistants. Office professionals are increasingly self-directed and technically proficient. The AOP program emphasizes software skills, project management, Internet communications and research, meeting and event preparation, customer service and public relations, the abilities to think logically and to demonstrate problem-solving techniques, and the need to successfully interact with a variety of personalities.

Business Technology Administrative Office Professional Certificate – 45 Credits

This program provides a strong foundation of basic skills in office administration. Emphasis is placed on critical thinking and interpersonal skills. Course work includes related instruction requirements, industry-standard computer programs, and specific business and office administration courses.

Business Technology Administrative Office Professional Office Support Specialist Career Pathway Certificate – 17 Credits

The Office Support Specialist Career Pathway Certificate allows students to gain the knowledge, attitudes, and office skills needed for employment in entry-level administrative assistant/office support specialist roles. Students completing this certificate gain a competitive advantage when applying for positions in a wide variety of settings including small businesses, schools, and government agencies.

For students who plan to continue their education, credits earned transfer to the Administrative Office Professional Certificate and the Administrative Office Professional Associate of Applied Science degree. This alignment allows students to build on program completion while pursuing additional educational goals.

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

The program description accurately reflects the goals of the program by providing students with a broad base of education through general education courses such as math, writing, social sciences, and arts and letters. The technical core of the program focuses on specific computer applications (CAS) and business courses (BUS) needed for the workforce (see below).

	TECHNICAL CORE:
BUS101	Introduction to Business
BUS 111/211	Principles of Accounting I
BUS 206	Management Fundamentals
BUS 224	Human Resources
BUS 226	Business Law
BUS 228	Computerized Accounting
BUS 285	Human Relations
BUS 280	Cooperative Work Experience
TEX 280	Cooperative Work Experience-Seminar
OST 131	10-Key Calculators
CAS 170	Spreadsheets
	TECHNICAL SPECIALITY
CAS 122	Advanced Keyboarding
CAS 216	Word Processing
CAS 245/Lab	Office Systems and Procedures (with lab)
CAS 247/Lab	Advanced Business Projects (with lab)
OST 120	Business Editing

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

See: Appendix 7.1 for Labor Market Information

Area Employment Analysis
Employment in this occupation in 2021 was much larger than most occupations in the region. The total number of job openings is projected to be much larger than most occupations in the region through 2031. This occupation is expected to grow at a much slower rate than the regional average growth rate for all occupations through 2031.
Educational Requirements
The typical entry level education for this occupation is a High school diploma or equivalent. Those with a Postsecondary training (non-degree) have a competitive advantage in the labor market.

1.C Labor Market Analysis

(Source: State of Oregon Employment Department)

State of Oregon
Employment Department
Quality Information, Informed Choices

Search

🏠 Tools ▾ Regional Info ▾ Data Publications Press Release

Occupation Profiles

First-Line Supervisors of Office and Administrative Support Workers (431011)
Oregon (All Counties)

Median Hourly Wage	2020 Employment	Job Openings per Year	10-Year Growth
$30.47	14,360	1,438	4.6%

Area	2020 Employment	2030 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,360	15,015	655	4.6%	66	1,372	1,438
Columbia Basin	251	271	20	8.0%	2	25	27
East Cascades	1,118	1,203	85	7.6%	9	107	116
Portland Tri-County	7,284	7,632	348	4.8%	35	696	731
Rogue Valley	1,088	1,141	53	4.9%	5	104	109

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

January 4, 2023
The second largest sector of Professional and business services was **administrative** services with 8,060 firms that employed 98,558 workers. This sector includes more than 25 industries.

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

☐Yes

☒No

Replacement openings for office and administrative support positions appear to greatly outpace growth openings.

Occupational Openings, 2021-2031, Oregon
Replacement Openings vs. Growth Openings

- Service
- Professional and Related
- Office and Administrative Support
- Sales and Related
- Management, Business, and Financial
- Transportation and Material Moving
- Health Care
- Production
- Construction and Extraction
- Installation, Maintenance, and Repair
- Farming, Fishing, and Forestry
- Nonclassifiable

0   200,000   400,000   600,000

■ Replacement Openings
■ Growth Openings

Source: Oregon Employment Department

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?

There is steady market demand.

No matter the organization, there are certain support—a.k.a., administrative—tasks that need to be done to keep the business afloat. Almost every job will require some element of administrative work such as answering phones, sending emails, scheduling meetings, or updating files. But the people whose focus is on completing these types of tasks are administrative workers, but often have different job titles.

Job titles that are often used interchangeably with an Administrative Assistant are: Executive Assistant.

- Administrative Coordinator.
- Administrative Specialist.
- Office Coordinator.
- Human Resources Assistant.
- Office Assistant.
- Support Specialist
- Office Manager

Source: https://www.themuse.com/advice/administrative-jobs-careers-list-tips

Example of Receptionist Information for Employment Department

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

Redesign Business Technology Career Pathway Certificate – (Action Item 2 -2018 Program Review)
Redesign Business Technology Career Pathway Certificate. Completed May 2020 and updated for catalog 2020-2021 Removed WRI 121 and BUS 285 from Pathway Certificate Removed: MTH 65, BUS 280 and TEX 280 from Certificate Curriculum council approved the removal of WRI 121, but Academic council (Jamie and Jeanne) decided to leave WRI 121 as a requirement.

Klamath Community College Instructional Program Review:

Improve student access to program courses by lowering the cost of course materials to under $120 per course – (Action Item 2 - 2018 Program Review)

Since the last program review in 2018, the Business Technology has worked diligently on lowering the course materials cost for the general education computing and program courses, thus, reducing financial barriers preventing students from successfully completing a degree. Course materials can be quite expensive given that much of the course content is technical and requires several software programs. Below is a listing of courses and required course materials and cost.

	Course	Course Materials	Cost
OST 131	10-Key Calculators	Open Educational Resource	No Cost
CAS 121	Beginning Keyboarding	Typing.com	No Cost
CAS 122	Advanced Keyboarding	Keyboarding Online Access	$49
CAS 133/Lab	Intro to Computing	Cengage Unlimited	$124 for both lecture and lab
CAS 170	Spreadsheets	Cengage Unlimited	$124
CAS 216	Word Processing	Cengage Unlimited	$124
CAS 245/Lab	Office Systems and Procedures (with lab)	Linked in Learning Various Resources (see example below)	No Cost
CAS 247/Lab	Advanced Business Projects (with lab)	Linked in Learning Various Resources	No Cost

Example of Open Education Resource is CAS 245 course:

Saylor.org Academy: Word Processing

College-Wide Free Resources

The computer application courses use two college wide resources that are free to KCC students.

Microsoft Office 365 - students are eligible for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. The CAS 247 course also uses Microsoft Forms and Planner, included in the free suite.

LinkedIn Learning - Provides video courses taught by industry experts in software, creative, and business skills. It is a subsidiary of LinkedIn. All the courses on LinkedIn fall into four categories: Business, Creative, Technology and Certifications. Upon completion of a Linkedin Learning course, the student earns a LinkedIn Learning certificate.

The certificates play a good role in your career growth and open doors for more career opportunities. Aside from career advancement, this certificate shows your professional education, skills, and interests,

adding value to your professional profile. LinkedIn Learning certificates can be included in your resume or portfolio.

Example: Linkedin Learning Certificate of Completion

Cross Discipline/Program Collaboration

Medical Administrative Assistant Career Pathway Certificate

The recent addition of the Medical Administrative Assistant Career Pathway Certificate has been a real boost to computer applications (CAS) course enrollment. The certificate is managed by the Health Information Management Lead, Jennfier Briscoe. The certificate includes six Business Technology courses, which equates to approximately 200 hours of content/instruction.

Certified Medical Administrative Assistant as a Certified Medical Administrative Assistant (also called a Medical Office Secretary or Medical Office Assistant), you'll keep health care offices running efficiently and effectively.

Students develop skills in medical office procedures and tasks, along with medical terminology, keyboarding, editing and formatting, office software applications, office computations, records management, medical insurance and billing, medical legal and ethical issues, electronic health records, oral and written communication, critical thinking, team building, and problem solving.

Business Administration First Line Supervisor Fundamentals Career Pathway Certificate

Students seeking the Business Technology Administrative Office Professional AAS are meet all the requirements for the First Line Supervisor Certificate.

Program Requirements

Number of credit hours necessary for completion: **13**

Technical Core

- BUS 206 - Management Fundamentals *3.00 credits* or
- BUS 206M - Management Fundamentals *5.00 credits*
- BUS 214 - Business Communication *3.00 credits*
- BUS 285 - Human Relations in Organizations *3.00 credits*
- CAS 133 - Intro to Computing Skills *3.00 credits*
- CAS 133L - Intro to Computing Skills Lab *1.00 credit*

Instructional Modalities – Keeping Current

All BUS/CAS courses are currently offered as distance education every year to accommodate the needs of students who work. Every program course and general computing courses are now fully developed in Canvas.

For the first time, two courses (CAS 245 and CAS 245L) were offered in winter term 2023 as HyFlex. Two courses (CAS 247 and CAS 247L) were offered in spring term 2023 as HyFlex.

Note: Curriculum development funds have been requested to revise CAS courses from Office 2019 to Office 2021 – Much of the course content is outdated and the software the college provides the students at no cost is Office 365, which sports the latest program features. Also, the KCC campus computers will be updating all computers to Office 2021 (summer 2023).

General Computing Developmental Computing Course – moved to Center for Teaching and Learning

The Business Technology faculty discovered (since the 2018 program review) via email from the Center of Teaching and Learning, that they now manage the CAS 60 course – Computer Applications Fundamentals. The course was previously included the Business Technology program. The course is listed in the current catalog.

3. RESOURCES

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

As of April 2023, there is one full-time faculty (Cathy Saunders) and one part time faculty (Ann Strunk) who represent the Business Technology program and general computing courses. Ann Stunk, was full-time faculty (2019-2022), and retire in June 2022. Unfortunately, the three years that the program had two full-time faculty were hindered by COVID and family leave.

Several other faculty instruct courses required in this degree, such as Lacey Hammond (accounting) and Linda Williamson (business administration), 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 Business Law who instructs BUS 226) and by staff from the KCC Career Center (Michelle Horne and Amy Fox are the primary faculty for TEX 280 and BUS 280).

Also, the HIM Lead, Jennifer Briscoe and the Business Technology Lead, Cathy Saunders, work together and share student's enrolled in the Medical Administrative Assistant Career Pathway Certificate.

Klamath Community College Instructional Program Review:

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

FIRST NAME	LAST NAME	EMAIL ADDRESS	Degree
Lauren	Aspell	aspell@klamathcc.edu	Bachelor of Arts
Amy	Fox	fox@klamathcc.edu	
Michelle	Horne	horne@klamathcc.edu	Bachelor of Science
Cathy	Saunders	saunders@klamathcc.edu	Master of Arts – Business Education
Ann	Strunk	Ann.Strunk@klamathcc.edu	Master of Arts

ID	Instructor Name	Taught DC	Taught RG	Sub Group	Orginal 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	
525246	Lee, Sherrie	N	Y	ADMFT	11/9/2020			
524418	Saunders, Cathy	N	Y	F9MO	1/3/1997	OREGON STATE UNIVERSITY	Bachelor of Science	Business Admin
524418	Saunders, Cathy	N	Y	F9MO	1/3/1997	SO Oregon University	Master of Science	Education
512515	Strunk, Ann	Y	Y	ADJCR	10/22/2012	Southern Oregon University	Master of Arts	Teaching

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

The business Technology faculty bring a variety of depth and breadth of formalized educational experience and work experience to the program. The minimum degree requirement for program faculty is an associate's degree.

One hundred percent of the program faculty exceed the minimum requirement, both the full-time and part-time instructors have Master's degrees.

Faculty in the Business Technology program are ideally required to have a minimum of a Master's degree in their field, though other combinations of education and experience can be considered.

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?

Career Center Faculty

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

Klamath Community College Instructional Program Review:

- 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.

Business Technology Faculty
On-site
Several departments offer training, including: a variety of technology and instructional training including phone, e-mail, in-class technology, and many training resources from the Center for Teaching and Learning.
In-service training for faculty is held each September. Orientation includes TRiO program and the LRC, testing and tutoring services available on campus and many more.
Faculty Senate
The faculty senate offers over $20,000 in funding to support both full- and part-faculty with external professional development opportunities. Both the Business Technology instructors are actively involved in the Senate. Faculty Senate examples include:
Teaching Circle: Offers an opportunity to work with colleagues to enhance and improve your teaching in a supportive and collegial environment.
20-Minute Mentor Commons: An on-demand digital library of targeted faculty development that offers solutions to common classroom challenges—in just 20 minutes! A subscription gives your entire campus access to all 20-Minute Mentor programs and tracks your usage.

Off-site
Annual Computer Conference
Attended by: Cathy Saunders, Program Lead
Topics Covered:
Focus on the solutions and best practices that could benefit students and instructors in areas such as:

- Student engagement in a Computing classroom

Klamath Community College Instructional Program Review:

- The impact technology has on teaching effectiveness in a Computing course
- Gauging student outcomes using various tools and techniques
- The latest information from Microsoft on their plans for their products in the education market
- Latest in IT industry certifications
- Innovative ways to introduce Computer Science as cross-curricula

Since COVID, the computer conference has been virtual. Many strategies and advancements are implemented from the conference. A great example is multiple attempts have been added to projects. This allows students to fix errors made in the project and resubmit. The ability to correctly fix software errors is as important as completing the task correctly on the first attempt.

Open Educational Resource Symposium 2019
Coordinator: Amy Hofer, Statewide Open Education Program Director
Attended by: Cathy Saunders, Program Lead
Symposium Outcomes:
- Understand different ways to integrate open educational resources and practices into your courses
- Understand the application of inclusive strategies using OER
- Use materials in your class that you remixed, found, or created today to move forward in your practice
- Share ideas with your colleagues

The Cengage Computing Experience 2019
Attended by: Cathy Saunders, Program Lead and Ann Stunk, Adjunct Faculty
Topics Covered:
- Student engagement in the Computing classroom
- The use of technology for teaching effectiveness in the Computing course
- Gauging student outcomes using various tools and techniques.
- Latest information from Microsoft on their plans for their products in the education market

The Cengage Computing Experience 2020
Program Lead was registered and eager to attend, but the conference was cancelled due to COVID restrictions.

Information Technology Symposiums (Attend in 2019 and 2021)
Attended by: Cathy Saunders, Program Lead
The symposium provided an opportunity to meet other instructors from across the country who share their passion for teaching and education. We exchanged ideas about improving our students' experience, networked with colleagues in our course area, and learned about digital technology for your classroom.
Topics Covered:
Small group of CIT instructors from across the country, allowing for lively, engaging, and productive discussions.
- The new Office 2021 Release (happening October 5th) and what that means for you.

Klamath Community College Instructional Program Review:

- How to increase student engagement/motivation for this course
- Shape the future of course learning tools and resources.

Seizing Success Through Balance: The Empowered Educator Online Conference
Attended by: Cathy Saunders, Program Lead

Topics Covered:

- Course based assessment
- Program assessment
- Teaching and learning:
  - Teaching in Online Environments
  - Teaching an Online Course
  - Teaching and learning challenges

Certificate of Engagement

Cathy Saunders

For active participation in

Seizing Success Through Balance: The Empowered Educator Online Conference

April 5, 2022 - April 6, 2022

Linkedin Learning
Attended by: Cathy Saunders, Program Lead

Course Completion:

- Become an Administrative Professional
- Business Writing Principles
- Leading Productive Meetings
- Administrative Professional Tips
- Connecting and Collaborating in a Virtual or Hybrid Workplace
- Business Etiquette: Phone, Email and Text
- Tips for Better Writing
- Event Planning and Foundations
- Microsoft Planner Essentials Training

Certificates of Completion Example

Klamath Community College Instructional Program Review:

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

☐Yes

☒No

☐Somewhat

Decline in Business Technology Faculty

The faculty composition has declined since the 2018 program review. As of May 2018, there was one full-time faculty and four part time faculty who represent the Business Technology program. The Business Technology program's two instructors consistently manage and teach over thirty sections annually and over 800 students.

An ongoing challenge is to hire faculty that are qualified to teach computer concepts, Microsoft Office programs, office systems and procedures, keyboarding and meet the needs of our general education population. Introduction to Computing Skills (CAS 133) is a challenging course to teach because of the vast range of student skills. Also, many new students enroll and have both lecture and lab courses.

Also, the need for adjunct instructors who are willing to teach on campus courses and program courses. (Not just CAS 133 DE). The average annual campus sections taught is approximately 15 and can go as high as 20 sections annually and is too many for one full-time instructor.

The plan to address this is to share Dawn Jones, HIM full-time faculty. Dawn is scheduled to teach CAS 133 lecture and lab for Fall 2023.

Below are the enrollment numbers since 2017.

1.C 5-year cost margin analysis

Business Technology

Academic Year	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Tuition	$ 19,706	$ 14,926	$ 13,828	$ 16,258	$ 23,674
Enrollment	83	68	75	68	98
Cost In Progress	$ 22,029	$ 19,440	$ 35,618	$ 41,363	$ 44,450
Margin In Progress	$ (2,323)	$ (4,514)	$ (21,790)	$ (25,105)	$ (20,776)
FTE	5.78	3.58	3.71	4.01	5.72

General Education Computer Science

Academic Year	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Tuition	$ 207,776	$ 222,026	$ 251,776	$ 185,074	$ 160,624
Enrollment	915	858	1003	726	733
Cost In Progress	$ 138,787	$ 109,538	$ 181,839	$ 180,204	$ 158,437
Margin In Progress	$ 68,988	$ 112,488	$ 69,937	$ 4,870	$ 2,187
FTE	59.14	54.16	60.89	45.23	41.86

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

Business Technology Computer Classroom (Room 815)

Student Workstation 0 Screen Capture - NetSupport

NetSupport is used extensively in the Business Technology computer classroom

NetSupport Manager is capable of monitoring systems and viewing all connected workstations in real time simultaneously. In summary, it can be used to monitor computing activity and, additionally, to watch, share, and control the screen, mouse, keyboard of any connected computer.

Dual Monitors

All workstations in the Business Technology classroom have dual monitors.

Dual monitor setups allow students to compare different documents easily. They can also watch training and tutorials while repeating the steps on their second screen. Organized workspace: They provide larger screen real-estate which makes it more pleasant for the students to work on and reduce distractions.

Standard Classroom Instructional Technology

See Appendix for standard classroom and synchronous classroom instructional technology

Document Camera – OKIOCAM Document Camera and Webcam for Teachers

A document camera is effectively used for the keyboarding courses. The camera allows the instructor to show students correct and yes, incorrect keyboarding techniques.

ScreenPal - Record video and audio

A premier education subscription is purchased each year and it is used to create content videos and individual student videos when needed. An example of use would be a short video showing a student how to correctly create an Excel chart.

Product Features: Capture any part of your screen, webcam, or both to record as many videos as you. Add music, audio narration, captions, and more. Trim the start and end of your recording. Save to your computer (as MP4, AVI or FLV file), or upload directly to YouTube or ScreenPal.

Cengage Unlimited

The materials required for many CAS courses and any others using Cengage products are included in ONE Cengage Unlimited subscription. Students get access to ALL Cengage online textbooks, platforms, study tools and more—in one place.

- **MindTap** from Cengage Learning represents a new approach to a highly personalized, online learning platform. A cloud-based learning solution, MindTap combines all of your learning tools - readings, multimedia, activities and assessments into a singular Learning Path that guides you through the curriculum.
- **SAM** (Skills Assessment Manager) from Cengage Learning is an online program designed to help students learn to use Microsoft Office and understand other computer concepts. Students do work in the **SAM** program by completing projects in the Office environment.

How SAM is used in CAS courses:

Due Thursday	Due Sunday	Due Tuesday
• Learning Assignment • **SAM Training**	• Apply Task applied in SAM Training • **SAM End of Module Project.**	• Assessment (Testing) Show what you learned • **SAM Project A/B**
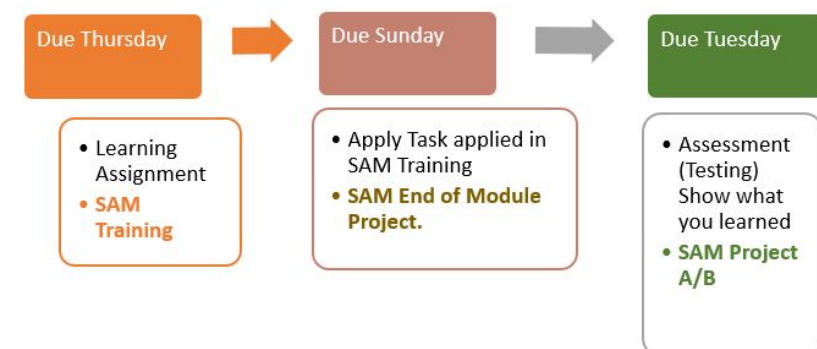
Assignment Type	Learning Objective	Assignment Explanation	Grading Criteria (each assignment)
Learn It SAM Training (SAM-Skills Assessment Manager)	*Concepts/Skills Introduced - Build your knowledge with readings, videos, activities, and video quizzes*	Learn Office tasks. Read each task completely before attempting it. Same tasks contain multiple steps. Each task has three modes - Observe (watch/listen) Practice (Try the task) and Apply (Completes the Task for graded Point)	**20 Points** MindTap Auto Graded: Points Are Added to Course Gradebook and MindTap Gradebook
Apply It End of Module Projects – (EOM)	*Concepts/Skills Introduced - Build your knowledge with readings, videos, activities, and video quizzes*	Learn Office Features and Functions. Three attempts allowed.	**25 Points** MindTap Auto Graded with Rubric, points vary by task - Points Are Added to Course Gradebook and MindTap Gradebook.
Know It SAM Projects (A, B)	*Concepts/Skills Tested - Measured Proficiency of knowledge and skills*	Complete Office tasks. Three attempts allowed	**35 Points** MindTap Auto Graded with Rubric, points vary by task - Points Are Added to Course Gradebook and MindTap Gradebook.

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

☒Yes
☐No
☐Somewhat

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

☐Yes
☒No
☐Somewhat

Academically, the facilities available to instructors are state of the art. However, to provide greater learning opportunities and an equitable student experience, new technologies are needed.

A request in the Business Technology budget presentation (February 2023) in the short-term financials section was to equip the Business Technology lab with improved hardware and software for delivery to hyflex courses.

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

☒Yes
☐No
☐Somewhat

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

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

See Appendix 8.2: Standard classroom and synchronous classroom instructional technology.
The library offers students access to approximately 2,000 scholarly, full-text, electronic health occupations journals which index more than ten million articles. The library maintains holdings of print monographs and serials in criminal justice and related occupational subjects, which include copies of textbooks in its reserve collection. This print and electronic collection is continuously developed as dictated by professional library best practices in collection development.
The KCC Library is a member of the Sage Library Consortium, providing students access to the holdings of 77-member libraries in Eastern and Central Oregon.
The library also provides access to computer workstations, scanners, and quiet study areas. As of Fall Term 2017, the library houses over 7,000 shelved books and videos, 15 periodicals, and one newspaper.

The library supports the program by offering holdings that are extensive and represent a 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.

The program lead occasionally uses Films on Demand and the EBSCO Learning Express Library in the CAS 245 and CAS 247 courses.

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

Currently, there is not a Business/Accounting/Computer tutor in the tutor center. Therefore, most of the tutoring for the CAS courses is an open lab in the Business Technology classroom, room 815 and through phone or zoom meetings. Currently, the program has two teaching assistance (tutors) who help students.

Laurel Shawhan: Remote Assistant. Laurel has a KCC email and zoom account and uses both for student communication. Below is the helpful information that is posted on CAS course Home Pages.

- **Need Help? Email Laurel to...**
- Ask Questions
- Ask for Help
- Schedule a Zoom Meeting by emailing Laurel
- Grading Questions/Explanation
- Other Reasons

Grace Taylor: Campus Teaching Assistant/Tutor. Grace assists in the class and in open labs.   Below is the helpful information that is posted on CAS course Home Pages.

Welcome!! Open Computer Lab - Room 815

Monday	Tuesday	Wednesday	Thursday
			Open Lab 10:15 am - 1 pm Room 815 TA-Grace
		Open Lab 11:30 - 1:00 pm Room 815 TA-Grace	
			Open Lab 5 pm - 7 pm Room 815 TA-Laurel

Teaching Assistant (TA): Grace - Room 815 Computer Lab

Teaching Assistant (Evening/Distance Ed): Laurel- Email: 571285@faculty.klamathcc.edu
https://klamathcc.zoom.us/j/3397385373?pwd=UVoya1p1QSs1eW00ZzdYOFVJY05qdz09

Open Lab Time for All Students

The Open Learning Lab is the dedicated drop-in computer lab at KCC for all students regardless of degree or major. We offer dual screen monitors and Teaching Assistant to help you succeed. We are available Monday through Thursday in building 8 room 815 and Look forward to seeing you here.

Data provided by leadership in the Tutoring Center includes the following statistics.

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.

The testing center is occasionally used for quizzes and tests in face-to-face classes; proctoring is required for a limited number of online course options. Data on student use of the Testing Center Services was not provided, so this response is limited.

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

Advising
Advising for Business Technology program students is very hands-on; all program students are advised by the 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.
For additional support or questions, a 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 student schedules and meeting in person to review student options.
This close advising relationship allows for immediate referral to additional support services such as tutoring, counseling, and the Career Center.
Campus Supports

- Marketing has provided support by creating short videos to advertise the Business Technology Program and help increase enrollment.
- CTL has been there to offer support and guidance. Ian completed multiple integrations with Canvas and Cengage. Edis has been there to offer guidance and provided the document camera, while Debbie is quick to resolve support tickets, and Rochelle is always willing to help with anything that comes up.

- Annette Jones has been incredibly helpful in scheduling open labs, solving problems and answering questions.

- Michelle and Lauren have offered their support with the accounting advisory committee. They also continue to identify opportunities for student employment and help students prepare to apply for these positions.
- Student Services has been patient and helpful as I work to improve at advising. Elizabeth Early has truly been a pleasure to work with. The rest of the team is also wonderful, but Elizabeth has been my go-to contact.

- Kelly Kline has taken the time to help me better understand how dual credit works and how I can best support dual credit instructor. She is readily available to solve problems and help.

- The Bookstore has been pleasant to work with. Carly is understanding and helpful.

- The Registrar's office has been very helpful with J1 and with one particular student they assisted with the transfer legacy credits. Had these credits not transferred, there is a good chance the student would not have returned to finished their education.
- The Registrar's office has been very helpful with waivers, substitutions, petitions to graduate and helping to implement Credit for Prior Learning.

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, HYBRID).

Canvas is used for all courses taught in the Business Technology program regardless of the format. The faculty have added an array of resources for online students to their face-to-face course shells as well. 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.

The Program Lead and adjunct faculty have worked closely with the CTL for assistance in course design and improving the overall user experience of the course. Feedback from these evaluations is reviewed by the Business Technology faculty team for learning purposes.

Several Templates have been made by the Business Technology faculty to give the CAS/OST a similar look and feel. Examples of templates:

- Home Page
- Assignment Page
- Quiz
- Overview
- Resources

Business Technology 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.

General Education Courses Offered Online and In Person

The general education courses (CAS 133 and CAS 170) are offered both online and in person. Careful attention is given to the difference between these delivery modalities. Therefore, different Canvas courses are developed.

For some students, online courses are easier because they offer a flexible schedule. In addition, people with great time management skills and a sense of responsibility can excel in online classes. However, online education may be more challenging for those who enjoy learning in a classroom environment, especially when learning computer software skills.

More specifically, technology engages students behaviorally, emotionally, and cognitively. In person students have more opportunities to communicate with instructors, collaborate with peers, and participate in the learning process. Therefore, assignments are created to take advantage of the in person learning environment.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

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
BUS 218 01	WI2018	Strunk, Ann 512515
BUS 218 01	WI2022	Strunk, Ann 512515
BUS 218 01 DE	SP2019	Strunk, Ann 512515
BUS 280 01	WI2022	Lee, Sherrie 525246
BUS 280 01	WI2022	Lee, Sherrie 525246
CAS 121 01	FA2017	Strunk, Ann 512515
CAS 133 01	WI2018	Saunders, Cathy 524418
CAS 133 01	FA2018	Saunders, Cathy 524418
CAS 133 02	FA2018	Strunk, Ann 512515
CAS 133 03	FA2017	Strunk, Ann 512515
CAS 170 01	SP2019	Saunders, Cathy 524418
CAS 170 01 DE	FA2017	Saunders, Cathy 524418

Course Code	Term Year	Instructor
CAS 170 01 DE	WI2022	Saunders, Cathy 524418
CAS 216 01 DE	SP2021	Saunders, Cathy 524418
CAS 216 01 DE	FA2021	Saunders, Cathy 524418
CAS 216 01 DE	FA2021	Saunders, Cathy 524418
CAS 216 01 DE	FA2021	Saunders, Cathy 524418
CAS 216 01 DE	SP2022	Saunders, Cathy 524418
CAS 247 01 DE	SP2020	Saunders, Cathy 524418
TEX 280 01 DE	WI2022	Horne, Michelle 519317
TEX 280 02 DE	WI2021	Horne, Michelle 519317

ILOs		
Course Code	**Term Year**	**Instructor**
CAS 247 01 H	SP2022	Saunders, Cathy 524418
HIM 280 01	WI2021	Horne, Michelle 519317
HIM 280 01	SP2021	Horne, Michelle 519317

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

The Business Technology Administrative Professional degrees tend to be low, however, the retention rate is very high. Generally, once a student enrolls, they stick with it and the associated courses. (100% pass rate). The program does lose a few students to other programs, such as accounting and marketing and management.

Klamath Community College Instructional Program Review:

There is strong evidence to support that student proficiency is being achieved through review of the CLOS in the Business Technology 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.

Group	ADV REQ CDE	CMA	Enrollment	Pass Rate	Count W	Number Of Part 1 Assessments Ever	Number Of Part 2 Assessments Ever
Office Management	OST131	OFM	25	72%	4	2	2
Office Management	CAS247	OFM	11	91%	0	4	3
Office Management	CAS247L	OFM	11	91%	0	0	0
Office Management	CAS121	OFM	1	100%	0	2	1
Office Management	CAS122	OFM	12	100%	0	0	0
Office Management	CAS216	OFM	8	100%	0	4	3
Office Management	CAS245	OFM	12	100%	0	1	2
Office Management	CAS245L	OFM	12	100%	0	0	0

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.

NO. FUTURE PROCESS IS OUTLINED BELOW (SOURCE: LINDA WILLIAMSON, BUSINESS LEAD)

1. Catalog sent out to all committee members for review, and
2. General discussion at the Advisory Committee meeting
   a. discussing the skills that Business Technology graduates should have in very specific areas to be most employable. For example, a discussion of the skills administrative assistants should have "in using social media tools, website design, e-commerce, and related areas." This conversation could lead to the adding BUS 233 Social Media Marketing to the program's required courses.

At advisory committee meetings, 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 been reviewed in-depth in the previous four years. This will be added as an ongoing agenda item 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. The outcomes were revised to align more with the higher levels of Bloom's Taxonomy. Outcomes involve analyzing, evaluating, and creating.

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.

Klamath Community College Instructional Program Review:

All CAS and OST course assessments have met their desired assessment results, however, written instructions were evaluated and made more explicit. Examples are given as part of the instruction. Samples of completed proficient projects are provided as a reference for students. Also, grading rubrics were added, and the points awarded more clearly defined.

The faculty continue to assess CLOs and changes to instruction will be made once those assessment results don't meet the intended result.

The overwhelming student responses have been significantly positive, supportive and align with the student surveys. However, this was an informal attempt to gather more information which has become a larger task to manage so the official data collective is still in simple, student response form. Student responses have been so positive, it has been difficult to discern areas of improve which suggests the questions may need modification to other specific areas of improvement. However, with the student survey's and this informal reflection, comments that do emerge relate to communication about course material, communication about course expectations and general clarity. As a matter of routine, each year syllabus material is reviewed and adjusted to provide accurate and clear instructions and expectations. Every time a class is built, efforts are made to ensure course work is clear, concise and directly related to the material. This is a constant and evolving effort that will continue.

In most of the CAS courses, students complete a Resource and Skills survey to gather additional information.

See appendix 8.3 for CAS 133 results (144 student participants)

4A.II PROGRAM LEARNING OUTCOMES (PLO)

https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx

Upon successful completion of the program, students will be able to:

- Apply technology skills to business and administrative tasks.
- Perform routine administrative procedures.
- Maintain internal and external relationships.
- Manage administrative projects.

PLOs		
Course Code	Term Year	Instructor
BUS 280 01	SP2021	Horne, Michelle 519317
CAS 170 01 DE	FA2017	Saunders, Cathy 524418
CAS 170 01 DE	FA2019	Saunders, Cathy 524418
CAS 170 01 DE	SP2022	Saunders, Cathy 524418

CAS 245 01 H	WI2021	Saunders, Cathy 524418
CAS 245 01 H	WI2022	Saunders, Cathy 524418
CAS 247 01 DE	SP2020	Saunders, Cathy 524418
CAS 247 01 H	SP2022	Saunders, Cathy 524418
CAS 247 01 H	SP2022	Saunders, Cathy 524418
CAS 247 01H	SP2018	Saunders, Cathy 524418
CIS 280 01	SP2021	Horne, Michelle 519317
CIS 280 01	SP2022	Horne, Michelle 519317
CIS 280 01	SP2022	Horne, Michelle 519317
OST 131 01 DE	FA2020	Saunders, Cathy 524418

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

The previous section concerning CLOs has the same observations as this PLO section. Students have continued to favorably rate their CAS courses and indicate competency when assessed.

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.

Please see the previous section as the approach for the CLO's has been the same as PLO's.

4B. STUDENT SUCCESS

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

5 Year Headcount Comparison

Academic Year	Term Year	Headcount
⊞ AY 2018-19	Total	27
⊞ AY 2019-20	Total	24
⊞ AY 2020-21	Total	19
⊞ AY 2021-22	Total	23
⊞ AY 2022-23	Total	18
Total		**111**

General Education Computer Science Enrollment And Degree Counts

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

The degree awards have remained steady. Several students also receive certificates from other programs. The most common are:

- Medical Administrative Assistant Career Pathway Certificate
- Business Administration First-Line Supervisor Fundamentals Career Pathway Certificate
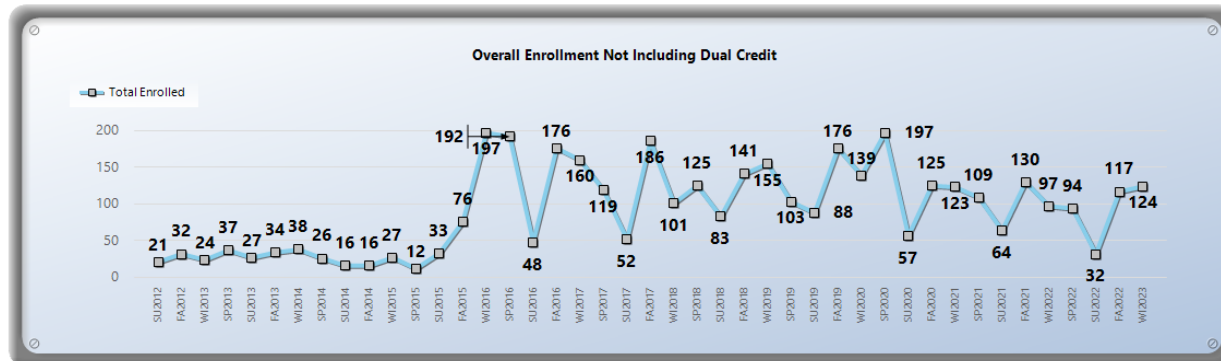
4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

The program is generally viewed as a terminal program. However, an articulation is in place for transfer to the OIT Bachelor of Applied Science in Technology and Management.
See Appendix 7.4 - [OIT Bachelor of Applied Science in Technology and Management Advising Guide](#)

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

The most common courses for dual credit in high school are:

- CAS 133 – Introduction Computing Skills
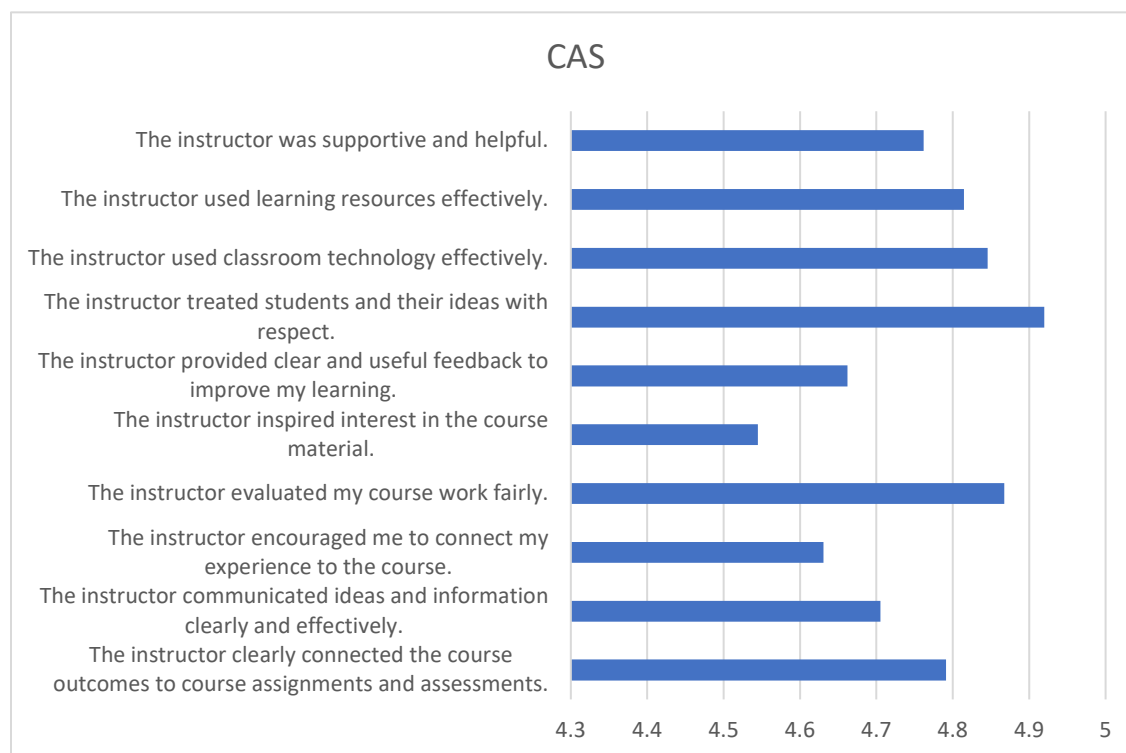- CAS 216 – Word Processing
- CAS 170 – Spreadsheets

Generally, courses transfer to the university as electives.

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?
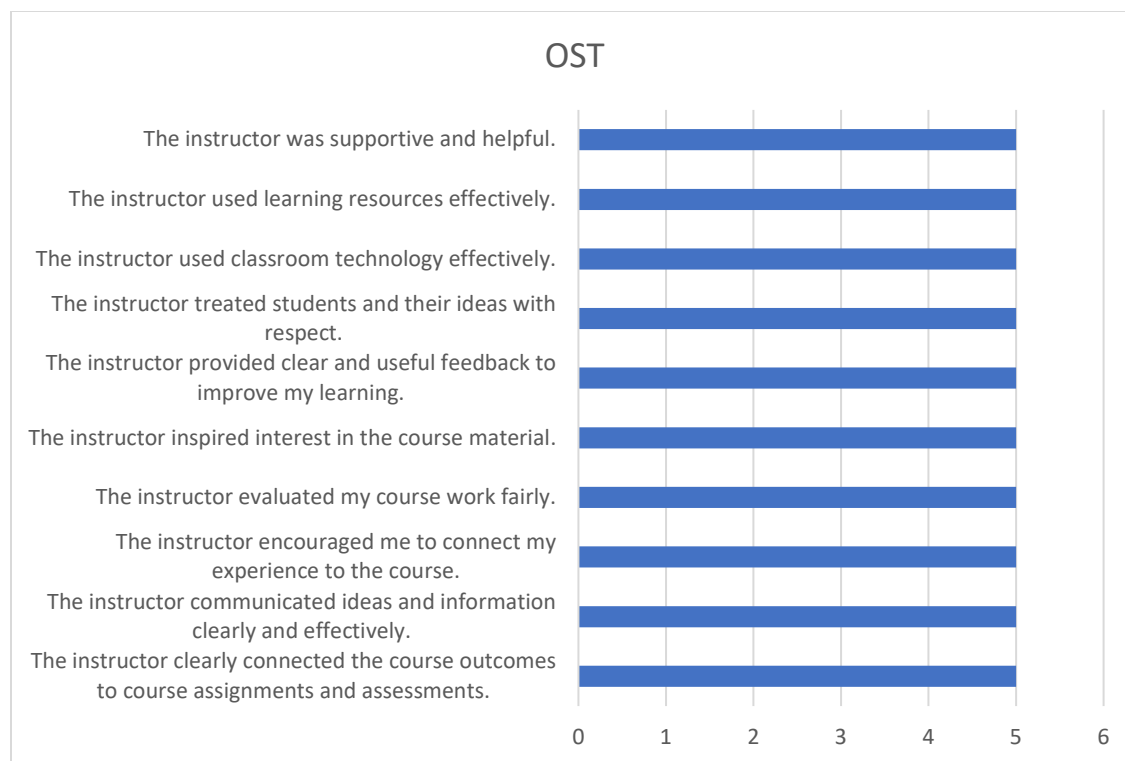
No change.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

OST

	Rating
The instructor was supportive and helpful.	5
The instructor used learning resources effectively.	5
The instructor used classroom technology effectively.	5
The instructor treated students and their ideas with respect.	5
The instructor provided clear and useful feedback to improve my learning.	5
The instructor inspired interest in the course material.	5
The instructor evaluated my course work fairly.	5
The instructor encouraged me to connect my experience to the course.	5
The instructor communicated ideas and information clearly and effectively.	5
The instructor clearly connected the course outcomes to course assignments and assessments.	5

CRS CDE	Latest Term/Year Offered	Latest Date Offered
CAS 121	SP2023	6/16/2023
CAS 122	SP2023	6/16/2023
CAS 133	SP2023	6/16/2023
CAS 133L	SP2023	6/16/2023
CAS 170	SP2023	6/16/2023
CAS 247	SP2023	6/16/2023
CAS 247L	SP2023	6/16/2023
OST 120	SP2023	6/16/2023
OST 131	SP2023	6/16/2023
CAS 216	SP2023	6/15/2023
CAS 245	WI2023	3/24/2023
CAS 245L	WI2023	3/24/2023
CAS 060	FA2020	12/11/2020
CAS 199	WI2011	3/19/2011

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. Student feedback is given in many forms and is taken very seriously; this has resulted in changes to scheduling of assignments (Students like Sunday due dates), use of OER content, team activities, and the flow of course content.
Additional tutoring support has also been requested in the past due to feedback on course evaluations. So, teaching assistants and open labs were added.

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

Examples of content added/revised include:

- Practice quizzes
- Scaling back on number of assignments
- How to video's added/revised
- Page of resources with links added on the course home page
- An evening open lab added.

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

Unfortunately, actual job placement data is not yet available.
Many graduates and current students of the Business Technology program are employed or were employees at Klamath Community College.
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:

- Klamath Community College and OIT
- City, county, and federal offices, (Examples include Klamath Falls City Police Department, the Klamath County School District, and the Bureau of Land Management)
- Banking, credit unions (Pacific Crest)
- Insurance companies (Great Basin)
- Not-for-profit organizations
- Medical facilities (Cancer treatment Center and Klamath Behavior Heath)

5. BUDGET

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

Business Technology

Academic Year	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Tuition	$ 19,706	$ 14,926	$ 13,828	$ 16,258	$ 23,674
Enrollment	83	68	75	68	98
Cost In Progress	$ 22,029	$ 19,440	$ 35,618	$ 41,363	$ 44,450
Margin In Progress	$ (2,323)	$ (4,514)	$ (21,790)	$ (25,105)	$ (20,776)
FTE	5.78	3.58	3.71	4.01	5.72

Enrollment in classes has been trending up and it is believed that the addition of HIM students greatly helped with these numbers. The positive enrollment trend has seemed to continue into Winter 2023. The Program Lead is cautiously optimistic about these numbers.

Gen Ed Computer Science

Academic Year	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Tuition	$ 207,776	$ 222,026	$ 251,776	$ 185,074	$ 160,624
Enrollment	915	858	1003	726	733
Cost In Progress	$ 138,787	$ 109,538	$ 181,839	$ 180,204	$ 158,437
Margin In Progress	$ 68,988	$ 112,488	$ 69,937	$ 4,870	$ 2,187
FTE	59.14	54.16	60.89	45.23	41.86

Drop in Enrollment: The General Education requirement for Communication: Information Systems were changed in the 2020-2021 catalog and CTE programs were allowed to drop CAS 133 as a requirement.
See Appendix 8.5: List of Programs and CAS 133 Required/Not Required – As of November 2021

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.

- 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.

Appendix 8,6: Curriculum Maps for the Business Departments – Business, Accounting, and business technology

- Increase student completion of certificates by making certain that students are enrolled in certificates at the same time as AAS.

- o 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.

Recruitment of students (Action Item 1 -2018 Program Review)
CAS 133 Instructors discuss benefits of the Business Technology program as well as hand each student a recruitment flyer. Not completed.
The students have an assignment where they have to research the Business Technology program and create a PowerPoint presentation. Currently, no flyer is available from Marketing.   A video was created to promote the program and is posted on the Academic Program page. Link: https://youtu.be/b80us1t_p60
Redesign Business Technology Career Pathway Certificate – (Action Item 2 -2018 Program Review)
Redesign Business Technology Career Pathway Certificate. Completed May 2020 and updated for catalog 2020-2021 Removed WRI 121 and BUS 285 from Pathway Certificate Removed: MTH 65, BUS 280 and TEX 280 from Certificate Curriculum council approved the removal of WRI 121, but Academic council (Jamie and Jeanne) decided to leave WRI 121 as a requirement.
Improve student access to program courses by lowering the cost of course materials to under $120 per course – (Action Item 2 - 2018 Program Review)
Since the last program review in 2018, the Business Technology has worked diligently on lowering the course materials cost for the general education computing and program courses, thus, reducing financial barriers preventing students from successfully completing a degree. Course materials can be quite expensive given that much of the course content is technical and requires several software programs.

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

Future Business Technology CMAs should be more favorable due to the elimination of a full-time faculty position.
Business Technology Program faculty are committed to being as cost-effective as possible regarding 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 include:
Contracted Services: (meals for Advisory Committee and to cover costs incurred for the Administrative Professional Luncheon (organized by the students in the CAS 247 course)
Subscriptions: Screen Pal (Screen Capturing Software Program) and typing.com (purchased 30 student seats, allows class tracking reports and eliminates pop up ads)
Travel (state meetings are attended by Zoom whenever possible to reduce travel expenses). There have been no budgetary challenges to date for this program.
Supplies/books: How 13 Handbook for Office Workers, tape and ribbons for 10 key calculators, headphones for the computer classroom
Membership: International Association of Administrative Professionals

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

- Lead faculty has almost 30 years of experience and has taught for the Klamath County schools, OIT and several other Oregon community colleges.
- KCC hiring several program students and graduates.
- Program reputation - 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.
- Fully online program and use of several instructional modalities
- Statewide program – Administrative Office Professional is a registered statewide program with several Oregon community college represented.
- Course outcomes are aligned with the Oregon Department of Education Higher Education skills sets. See skill set number highlighted below:

Administrative Office Professional Degree		KCC	
BAZ05.01/02 Introduction to Business	BUS101 4	4	
BAZ08.01 Business Law 3--4 cr.	BUS226 3	3	
BAZ02.01/02 Business Communications 3--4 cr.	BUS214 3	3	
BAZ06.01--03 Human Resources Mgmt 3--4 Credits Accepted	BUS224 3	3	
BAZ02.05/06 Human Relations/Organizations 3--4 cr	BUS 285 3	3	
BAZ03.01 Management Fundamentals (or) Office Management 3--4 Credits Accepted	BUS206 3	3	
BAZ09.03 Cooperative Work Experience	BUS280 4	4	
BAZ09.02/03 Job Success Skills, Pre-employment Seminar, Job Search	TEX280 1	1	
BAZ04.01/02 Intro. Business Computer Applications	CAS 133 4	4	
Computer Literacy 1--2 Credits Accepted This category does not include the software applications portion.	Embedded ded (BUS131)		
BAZ04.01 10-Key Data Entry 1--2 Credits Accepted	OST 131 1	1	
BAZ02.04 Presentation Software 1--2 Credits Acceptable This is added to cluster area to align with cluster skill (above)	Embedded ded (Bus 131/CAS 245)		
Subtotals--Core Cluster	29		

Klamath Community College Instructional Program Review:

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. Regarding program marketing, the Program Lead needs to work with KCC Marketing for years to identify a "niche" or branding of the Business Technology program and the most appropriate program resources; that work continues and will be hopefully addressed as KCC determines their college-wide "niche" as well.

6C. DESCRIBE SUPPORT NEEDED.

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
- Ongoing support from KCC Dual Credit to coordinate advising strategies for high school students interested in the Business Administration program.
- Qualified adjunct faculty who are willing to teach on campus courses and program courses.

ESL Faculty
In the fall of 2022, Dean LaHaie met with the program lead to discuss offering CAS 133 – Intro to Computing with a Spanish speaking instructor.

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

Umbrella Goal 1
Business Technology program enrollment will grow by 5% over the time period of the strategic plan 3.0 resulting in a viable CTE program.

Which new Strategic Initiative does it best match?
Advanced planning and strategy
What SMART goals and potential actions will you do towards this umbrella goal?
1. Assist others who enroll students in programs –by attending meetings, entering advising data into J1, and collaborating with faculty in related programs. (Three terms/year)
2. Assist marketing in promoting program – hope to establish a promotion package for each program, example would be program promotion video. (Three terms/year)
3. Change Program electives/prerequisites -Eliminate required electives, change to suggestive electives allowing program students credit for completing courses in related programs.

How will you know you have made progress (measurable metrics)?
1. Attend program/course related meetings each term over strategic plan 3.0 time period.

2. Create and update a Business Technology informational presentation for new hires to view and learn about the program during their onboarding process. (3.0 time period)
3. Create Business Technology video by fall term of 2022
4. Complete paperwork for change in program, committee approval and change made and listed in the 2023-2024 catalog.

Umbrella Goal 2

Equipping classroom with technology that enables engaging, equitable experiences that allows learning to continue in many different situations.

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

Organizational Viability

What SMART goals and potential actions will you do towards this umbrella goal?
1. Include cost of hardware and software to equip classroom in yearly Business Technology budget over the time period of the strategic plan 3.0.
2. Utilize remote learning tools, including hardware and software over the time period of the strategic plan 3.0.
3. Utilize provided technologies to aid faculty in providing an equitable experience for students who cannot attend class over the time period of the strategic plan 3.0.

How will you know you have made progress (measurable metrics)?
1. Use intelligent microphones, impactful loudspeakers, simple connections over the time period of the strategic plan 3.0
2. Student Evaluations feedback over the time period of the strategic plan 3.0.

Umbrella Goal 3

Enhance CAS/OST course quality by using a teaching assistant and utilizing
 student and advisory committee feedback.

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

Student Success

What SMART goals and potential actions will you do towards this umbrella goal?
1. Employ a teaching assistant, to assist student's in scheduled courses and open lab, leading to increased concept/skill proficiency. (Academic year)
2. Examine 100% of student evaluation results and once a year implement up to 10% course changes based on student feedback
3. Apply applicable Advisory Committee feedback to course improvement at least one per year.

How will you know you have made progress (measurable metrics)?
1. Employ and use a teaching assistant up to 20 hours per week each term (expect summer)
2. Increase student evaluation scores for prompts related to course quality (2022-2024)
3. Advisory committee agenda and minutes at each meeting and implement up to 10% course changes based on feedback at least once per year.

APPENDIX 7.1 LABOR MARKET INFORMATION

Careers in Business Technology

Median Annual Salary

» United States: $39,680   » Oregon State: $48,250   » Klamath Region: $44,195

2021-2030 Employment Projection: Entry Level Educational Requirements:

✓ -1.9% Growth   ✓ Certificate

Prospective Jobs

Teller	Receptionist and Information Clerk	Office Clerk
Executive Secretary and Administrative Assistant	Secretary	Office and Administrative Support

All data was gathered from the **State of Oregon Employment Department** and **Bureau of Labor Statistics**
Data provided for an **administrative assistant** position. For a different employment forecast, visit the
State of Oregon Employment Department.

Source: Business Technology Budget Presentation – February 2023

Occupation & Wage Information - QualityInfo

Office Clerks, General (439061)
East Cascades (Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco, Wheeler)

Description

Perform duties too varied and diverse to be classified in any specific office clerical occupation, requiring knowledge of office systems and procedures. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, stenography, office machine operation, and filing.

Projections

Area	2021 Employment	2031 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	33,666	34,232	57	3,710	3,767
East Cascades	2,952	3,093	14	330	344

Data Sources and Limitations

Wages

Area	Median Hourly	Avg Annual	Middle Range
Oregon	$18.87	$41,621	$15.10 - $23.50
East Cascades	$18.39	$39,553	$14.93 - $22.76

Data Sources and Limitations

Current Job Openings

There are 42 current job listings for this occupation.

Job Title	Location	Order Number	Wage Offered
P04058CT - Office Specialist 2: Admissions & Customer Service Specialist	Bend	3633878	$16.19/hr to $23.69/hr
Office Admin	Bend	3619178	$14.00/hr DOE
FEP Clerk I or II, DOE	Bend	3616078	DOE
Aircraft Logs & Records Tech	Redmond	3613357	
Office Assistant/Receptionist	Klamath Falls	3609909	DOE
Business Services Specialist	The Dalles	3605282	$17.00/hr DOE
RED Program Secretary	Chiloquin	3603718	$16.78/hr to $29.43/hr DOE
Federal Work-Study 2022-2023 Office Assistant - Diversity and Inclusion *Student Position Only*	Bend	3596828	
Federal Work-Study 2022-2023 Copy Center/Mail Service Clerk *Student Position Only*	Bend	3596825	
Federal Work-Study 2022-2023 GIS Lab Assistant *Student Position Only*	Bend	3596826	

Industries of Employment

Industry	Employment
Agriculture, Forestry, Fishing and Hunting	35
Mining	14
Utilities	17
Manufacturing	262
Wholesale Trade	170
Retail Trade	173

Industry	Employment
Transportation and Warehousing	47
Information	96
Finance and Insurance	109
Real Estate and Rental and Leasing	125
Professional, Scientific, and Technical Services	290
Management of Companies and Enterprises	32
Administrative and Support and Waste Management and Remediation Services	269
Educational Services	62
Health Care and Social Assistance	147
Arts, Entertainment, and Recreation	27
Accommodation and Food Services	91

Occupations with Similar Skills

Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

Receptionists and Information Clerks

File Clerks

Medical Secretaries

Executive Secretaries and Executive Administrative Assistants

Statewide Employment Analysis

Employment in this occupation in 2021 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2031. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2031. Reasonable employment opportunities exist.

APPENDIX 7.2: STANDARD CLASSROOM AND SYNCHRONOUS CLASSROOM INSTRUCTIONAL TECHNOLOGY

a. **Standard Classroom and Synchronous Classroom Instructional Technology**

    i. Standard Classroom Instructional Technology

1. 75-inch HD interactive display or HD projector
2. Interactive whiteboard
3. Sharelink content sharing/collaboration system
4. Computer
5. 22-inch interactive pen monitor
6. HD document camera
7. Blu-ray/DVD player
8. Room audio system
9. 5-inch LCD touch panel user interface or MLC input selection interface
10. Presentation switcher

    ii. Synchronous Classroom Instructional Technology

1. 75-inch HD interactive display
2. Interactive whiteboard
3. Two 70-inch HD displays
4. Two HD PTZ video conferencing cameras
5. Sharelink content sharing/collaboration system
6. Computer
7. 22-inch interactive pen monitor
8. Document camera
9. Room audio system
10. 5-inch LCD touch panel user interface or MLC input selection interface
11. Video conference server
12. Presentation switcher

CAS 133 Resources and Skills Survey (144 survey student participants)

CAS 133 Resources and Skills Survey

144	06:50	Active
Responses	Average time to complete	Status

1. You are taking the CAS 133 course

   🔵 Distance Education - Online   56

   🟠 On Campus - Face to Face   88
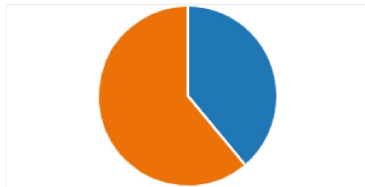
2. Enter your Last Name

   144
   Responses

   Latest Responses
   "Muse"
   "Patterson"
   "Figueroa"

   4 respondents (**3**%) answered **Trout** for this question.

   Ravenmore Tidwell Hatherill C
   Simington **Mendoza** **Trout** **Elder**
   Maffei Higdon **Rivera Serrano**
   Perez-Alcala **Figueroa** Shanks **Arechiga Ga**
   Garcia Silva

To attract more attention and responses, AI is used to create immersive styles for you.

View all ⌄

Background music

3 Enter your First Name

144
Responses

5 respondents (**3**%) answered **Jennifer** for this question.

thomas

Patti Liza   Patricia

Karime

Kylee   David   JenniferTr
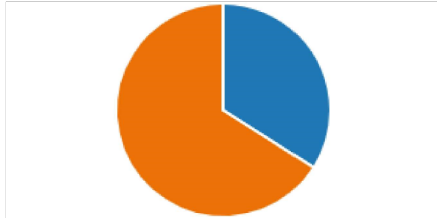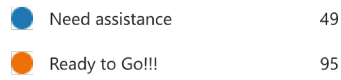
Freya

Miguel

Adam   Maka   Bree-Anne   C

Nick

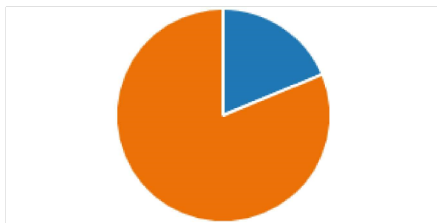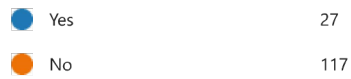4. I have purchased the Cengage Access Code for the CAS 133 course?

🔵 Yes		104
🟠 No		40
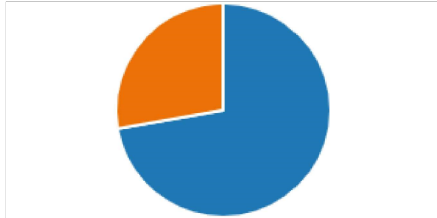
5. I have setup access to Cengage MindTap for the CAS 133 course

🔵 Yes		96
🟠 No		48

6   Cengage Access

🔵	Need assistance	49
🟠	Ready to Go!!!	95
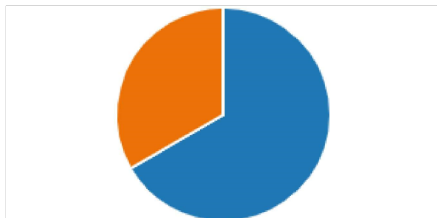
7. You need immediate help with getting started in CAS 133?

🔵	Yes	27
🟠	No	117

8. If you answered yes, what do you need help with?

35
Responses

Latest Responses
*"Getting CENEGAGE access code for computer course"*
"Im not sure im saving right, i think ill get a flash dr...

6 respondents (**17**%) answered **Cengage** for this question.

exactly going   **Cengage access**   SAM   ce
cenage account   mind tap   **Cengage**   ac
definately lab   computers   h
KCC bookstore   sure   Getting into Cengage
understanding of computers   CENEGAGE access

9 I plan to schedule_____ hours per week to complete CAS 133 assignments?

🔵	1-3 hours	42
🟠	4-6 hours	68
🟢	7-9 hours	25
🔴	Other	9
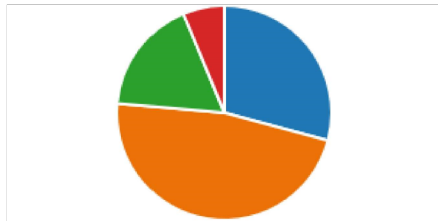
10. If you have used and/or are using Cengage Unlimited in other KCC courses -List Course codes
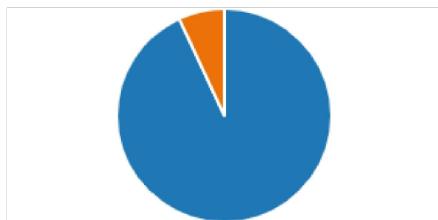
37
Responses

Latest Responses
" *CAS 133 L*"

5 respondents (**14**%) answered **none** for this question.

111DE **Cengage unlimited** way   classes
courses   time
phflfdgp52k1gh L classes **none** CAS
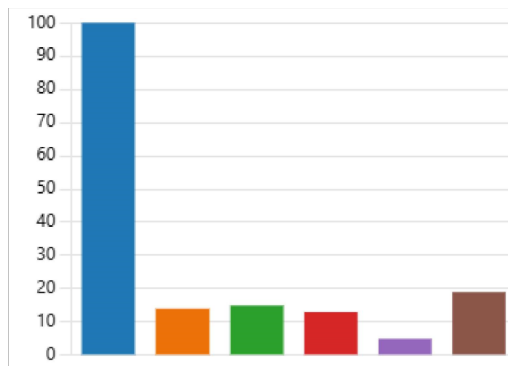not using cengage   Cengage   line course   accour
unlimited in my intro

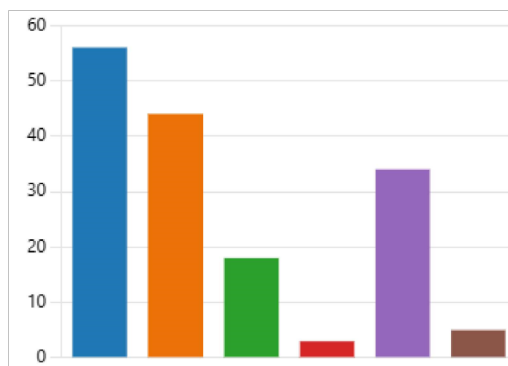11. I own a computer

🔵	Yes	134 ✓
🟠	No	10

1 .

2 If you own a computer, mark the type you will be using for this course.

● Personal Computer (Dell, HP, etc.) 100 ✓
● Macbook   14
● Chromebook   15
● IPad Tablet   13
● Surface Tablet   5
● Other   19

13. The operating system I am using is:

● Windows 11   56
● Windows 10   44 ✓
● MacOS   18
● Older Windows Version   3
● I am not sure what OS I am using   34
● Other   5

4 What Microsoft Office software do you have   n your computer?

- ● Office 365 (KCC Free Download)   100
- ● Office 2019 (Also installed on K...   6   ✓
- ● Office 2021   3
- ● Office for Mac   6
- ● Microsoft Office is not Installed ...   12
- ● I do not have a computer   7
- ● Other   10
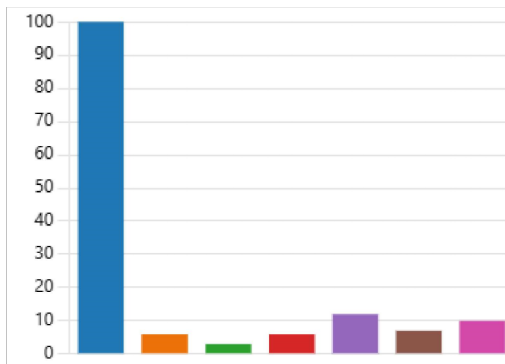
15. In partnership with Microsoft, Klamath Community College is offering free Office 365 Pro Plus accounts to all students. Did you install Office 365 through KCC?

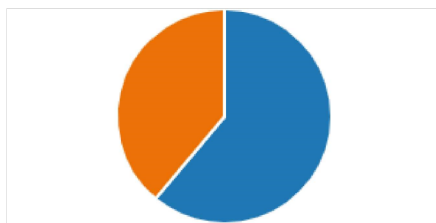- ● Yes   89   ✓
- ● No   55
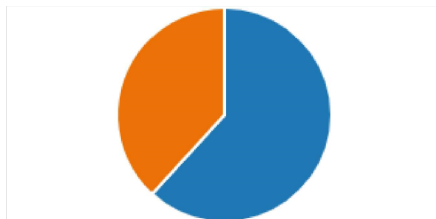
6 Where do you usually do homework when y u need to use a computer connected to the Internet?

🔵 Home	132 ✓
🟠 KCC Campus	65
🟢 Work	17
🔴 Friends place	12
🟣 Family's location - Cousin, broth...	12
🟤 Significant Other's place	6
🔴 Do not have Internet access	1
⚫ Other	3
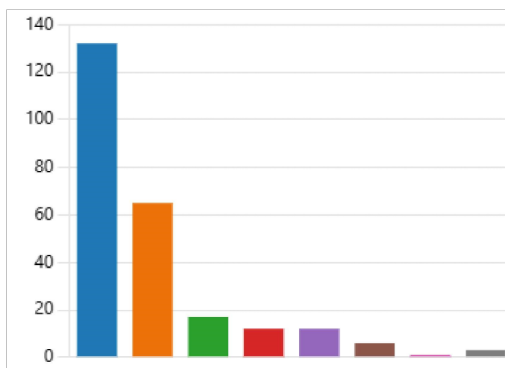
17. I plan to use the computers at Klamath Community College

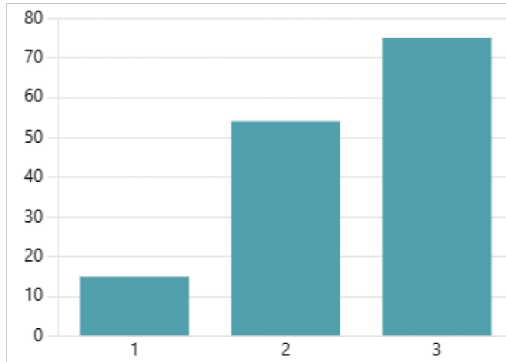|	
🔵 Yes	88
🟠 No	56

8   know how to navigate the canvas CAS 133 c urse site?

2.42
Average Rating

---

19. Do you want your instructor to have an office hour in zoom?

🔵	Yes	18
🟠	No	12
🟢	Maybe	114

---
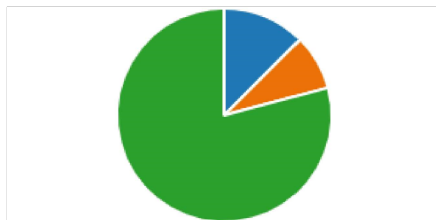
20. If you had a question and/or needed help on an assignment would you meet with your instructor via a zoom meeting?

🔵	Yes	77
🟠	No	7
🟢	Maybe	58
🔴	Other	2
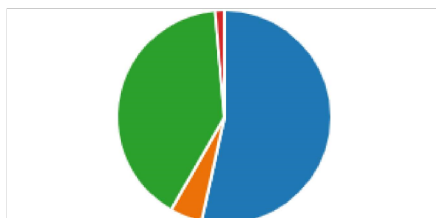
1 File Managemen

■ Agree   ■ Disagree   ■ Neutral

Your files are organized into folders

100%   0%   100%

---
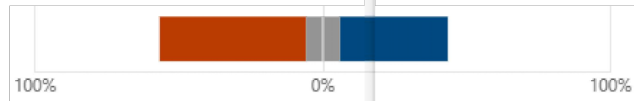
22. Indicate your comfort level using digital resources - Used in this course
    - Zoom, video, Internet, etc.

2.33
Average Rating

---
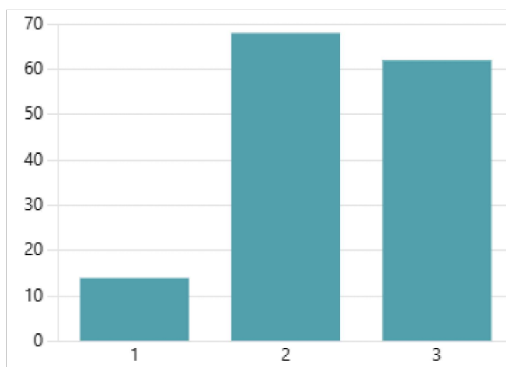
23. Rate your comfort level with using Canvas for online courses

2.54
Average Rating

4   would ate my curr nt skill level of using PowerPoint features to
     create presentations as...

1.75
Average Rating
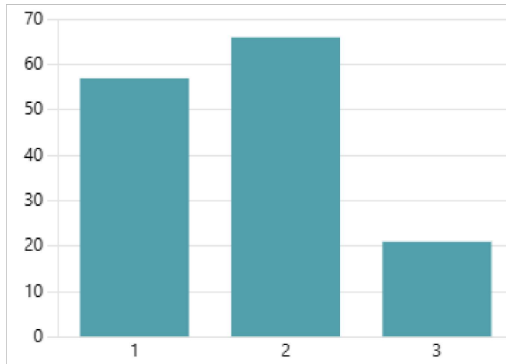
25. I would rate my current level of skill with using the Word features to
    create documents as...

1.94
Average Rating
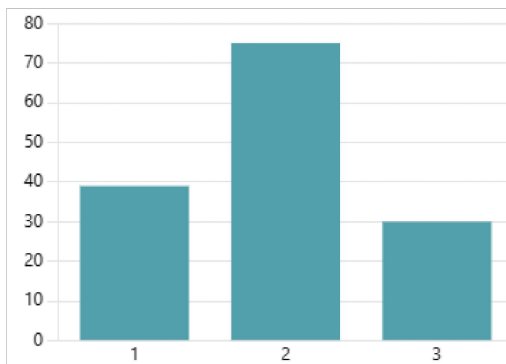
6   Rate you curren ov rall skil leve with using Excel as...

1.37
Average Rating
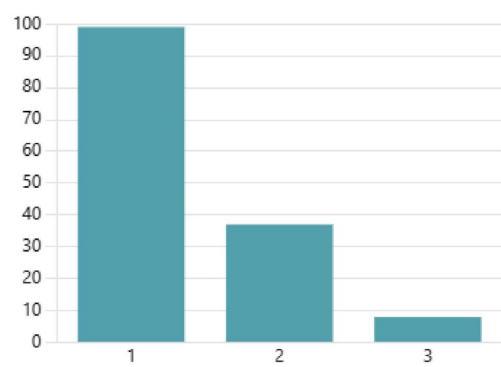
27. I would rate my current skill level with performing calculations in Excel as..

1.24
Average Rating
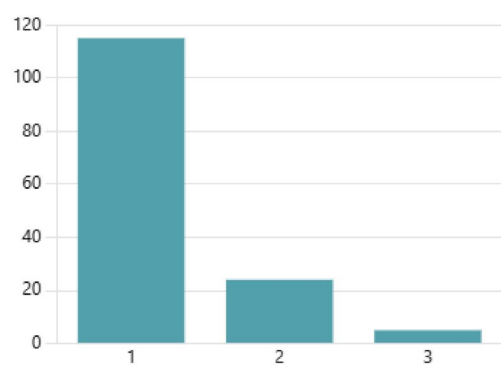
30   List class conflic s and barriers (no nternet, work long hours etc. Type

8   would ate my curr nt Exce skil level with using functions as..

1.25
Average Rating
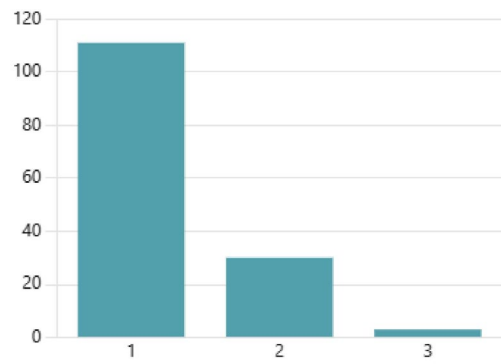
29. How many times do you think you will use the following programs in
     your KCC courses this term? (Click Drop Down Arrow)

■ 1-2   ■ 2-4   ■ 5-10   ■ 10+   ■ Will not use

Use PowerPoint

Use Word

Use Excel

144
Responses
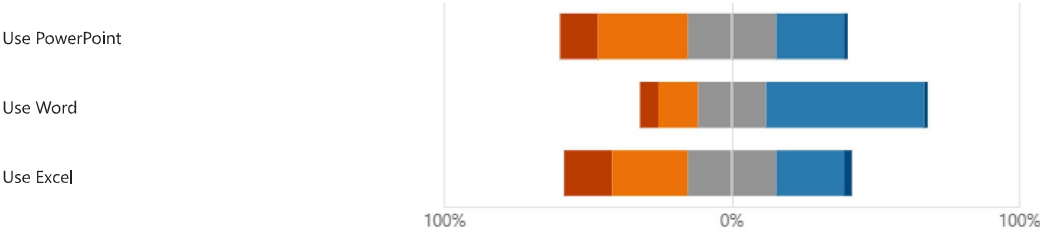
Latest Responses

"*No home computer*"

"*None*"

"*None*"

62 respondents (**43**%) answered **none** for this question.

time job   hours a week assignments   days
class time   work hours
Ill be working   long hours   time none   wor
work hard   school   computers   Lo
time before work

OIT Bachelor of Applied Science in Technology and Management Advising Guide

OIT Bachelor of Applied Science in Technology and Management Advising guide

		credits	KCC course	credits
Career and Technical Education: 60 credits				
CTE credits		60		60
COMMUNICATIONS: 18 credits				
WRI 121	English Composition	3	WRI 121	3
WRI 122	English Composition	3	WRI 122	3
WRI 227	Technical Report Writing	3	WRI 227	3
WRI 327	Advanced Technical Report Writing	3		
SPE 111	Fundamentals of Speech	3	SPE 111	3
SPE 321	Small Group and Team Communication	3	SPE 215 [1]	3
SOCIAL SCIENCE: 12 credits				
ECO 201	Principles of Economics, Macroeconomics	3	ECO 202	3
ECO 202	Principles of Economics, Microeconomics	3	ECO 201	3
PSY 347	Organizational Behavior	3		
ANTH 452	Globalization	3		
HUMANITIES: 9 credits				
PHIL 342	Business Ethics	3		
	Humanities elective	3	[2]	3
	Humanities elective	3	[2]	3
MATH/SCIENCE: 16 credits				
MATH 111	College Algebra	4	MTH 111	4
MATH 361	Statistical Methods	4		
	Lab science elective	4	3	4
	Math/science elective	4	4	4
ACCOUNTING: 12 credits				
ACC 201	Principles of Accounting I	4	BUS 211	4
ACC 203	Principles of Managerial Accounting	4	BUS 213	4
ACC 325	Finance	4		

Programs Requiring CAS 133 for 2021-2022 Catalog

CTE Programs		Yes	No
Associates of Arts, Oregon Transfer AAOT			1
Oregon Transfer Module OTM			1
Oregon Transfer Compass			1
Associate of General Studies (AGS)		1	
Associate of General Studies (AGS) Psychology		1	
Associate of Science AS	**Ouch!!!!**		1
Associate of Science - Listed as required in focus areas		1	
CTE Programs			
Accounting	AAS	1	
Accounting	CERTIFICATE	1	
Accounting- Bookkeeping	PATHWAY	1	
Advanced Manufacturing	AAS	1	
Manufacturing Engineering Technologist	CERTIFICATE	1	
Computer Engineering Technology	PATHWAY	1	
Agriculture Science	AAS	1	
Automotive Technicon	PATHWAY		1
Automotive Technology	AAS	1	
Aviation Science (airplane)	AAS	1	
Aviation Science (helicopter)	AAS	1	
Business Administration-First Line Supervisor	PATHWAY	1	
Business Administration-Mgmt/Marketing	AAS	1	
Business Administration-Management	CERTIFICATE	1	
Business Administration-Marketing	CERTIFICATE	1	
Business Technology- Admin Office	AAS	1	
Business Technology- Admin Office	CERTIFICATE	1	
Business Technology- Office Specialist	PATHWAY	1	
Computer Engineering Technology	AAS		1
Computer Engineering Technology	CERTIFICATE		1
Computer Engineering Technology	PATHWAY		1
Criminal Justice	AAS	1	
Criminal Justice	CERTIFICATE		1
Addiction Studies	CERTIFICATE	1	
Addiction Studies	PATHWAY		1
Cybersecurity and Networking	AAS		1
Diesel Technology	AAS	1	
Diesel Technology-Electrical	PATHWAY		1
Diesel Technology-Truck Driver	PATHWAY		1
Digital Media Design	AAS	1	

Digital Media Design Multimedia	CERTIFICATE	1	
Digital Media Design Multimedia	PATHWAY		1
Digital Media Design Web Design	CERTIFICATE	1	
Digital Media Design Web Design	PATHWAY	1	
Early Childhood	CERTIFICATE		1
Early Education	PATHWAY		1
Education Early Childhood	AAS		1
Education Para educator	CERTIFICATE		1
Education Para educator	AAS		1
Education Para educator	PATHWAY		1
Criminal Justice ERO	CERTIFICATE	1	
Criminal Justice ERO	PATHWAY		1
Emergency Response and Operations	AAS	1	
Emergency Medical Technician	CERTIFICATE	1	
Structural Fire Science	PATHWAY		1
Emergency Medical Technician	PATHWAY		1
Structural Fire Science	CERTIFICATE	1	
Wildland Fire Science	CERTIFICATE	1	
Wildland Fire Science	PATHWAY		1
Health Information Management	AAS	1	
Health Information Management-Records	PATHWAY		1
Medical Administrative Assistant	PATHWAY	1	
Laboratory Technical	AAS	1	
Laboratory Technical	CERTIFICATE	1	
Laboratory Technical-Biological	PATHWAY		1
Laboratory Technical-Clinical	PATHWAY		1
Registered Nursing-Listed as a prerequisite	AAS		1
Technical Studies	CERTIFICATE		1
Welding	CERTIFICATE		1
Welding-Gas	PATHWAY		1
Welding-Shield	PATHWAY		1
Welding-Tig	PATHWAY		1
Total		**36**	**33**

2022-2023 — Revised 11-29-22

Term FACE to FACE	Fall	Winter	Spring	Summer
	BUS 101 HFX	BUS 101 HFX	BUS 111	
	BUS 111	BUS 211 HFX	BUS 177	
	BUS 211 HFX	BUS 212 HFX	BUS 206 HFX	
	BUS 226	BUS 218	BUS 213 HFX	
		BUS 224	BUS 223 HFX	
		BUS 229/L	BUS 228	
		BUS 250	CAS 170	
		BUS 285	CAS 247/L HFX	
		CAS 245/L HFX	CIS 275/L	

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

Accounting (blue)
Business Technology (yellow)

Term DE	Fall	Winter	Spring	Summer
	BUS 177 DE	BUS 111 DE	BUS 101 DE	
	BUS 178 DE	BUS 124 DE	BUS 111 DE	BUS 101 DE
	BUS 206 DE	BUS 213 DE	BUS 178 DE	BUS 111 DE
	BUS 212 DE	BUS 214 DE	BUS 214 DE	BUS 124 DE
	BUS 218 DE	BUS 226 DE	BUS 224 DE	BUS 150 DE
				BUS 203 DE (odd)
	BUS 223 DE	BUS 228 DE	BUS 226 DE	BUS 211 DE
	BUS 233 DE	BUS 238 DE	BUS 249 DE	BUS 214 DE
	CAS 121/122 DE	BUS 261 DE	CAS 121/122 DE	BUS 218 DE
	CAS 170 DE	BUS 285 DE	CIS 206 DE	BUS 250 DE
	CIS 206 DE	CAS 121 DE	CIS 243 DE	BUS 285 DE
	CIS 243 DE	CAS 170 DE	CIS 275 DE	CAS 170 DE
	ECO 201 DE	CAS 216 DE	ECO 201 DE	ECO 201 DE
	OST 131 DE	CIS 206 DE	OST 120 DE	ECO 202 DE
		ECO 202 DE	OST 131 DE	

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

| | | | TEX 280 DE | | | | |

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

	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.
Student Success				
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**