



Business Administration Program Review

Review Period

2004-05 through 2011-12

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Table of Contents

1	Section One: Mission and Goals	1
1.1	Describe the Mission of the Department	2
1.2	List the Goals and Objectives for the Department for the Next Review Cycle	2
2	Section Two: Description of the Department.....	3
2.1	Listing of Classes, Degrees, and Certificates Offered	3
2.1.1	Classes	3
2.1.2	Degrees and Certificates.....	4
2.2	Number and Qualifications of Faculty and Staff	6
2.2.1	BA - Business Administration Instructor Qualifications	6
2.3	Current Budget Resources.....	8
3	Section 3: Action on Previous Review’s Recommendations.	8
3.1	Classes	9
3.2	Degrees and Certificates	10
3.3	Instructor Qualifications.....	10
3.4	Other Program Review Recommendations.....	11
4	Section 4: Assessment of Key Functions and Data Elements	13
4.1	Faculty Census	13
4.2	Use of Professional Development Funds.....	14
4.3	Other Activities and Opportunities Faculty Support Faculty Success	15
4.4	Courses Reviewed as per Department Schedule or within the Last Three Years.	15
4.5	Enrollment Data	16
4.6	Student Retention and Completion.....	18
4.6.1	Completion	18
4.6.2	Retention	19
4.7	Faculty Involvement that Supports Student Success	20
5	Section 5: Analysis of Assessment and New Recommendations	21
5.1	New recommendations set for next review cycle.....	21
5.2	Benchmarks for assessment of new recommendations and new activities	21
6	Section 6: Conclusion	22

7	Section 7: Appendices	24
	Appendix 2.1.2: BA Program Review Curriculum	25
	Appendix 2.2A: Business Faculty and Their Degrees:.....	26
	Appendix 2.2B: Historical Faculty Qualifications.....	27
	Appendix 2.3: Current Budget Resources.....	30
	Appendix 4.2: Use of Professional Development Funds	33
	Appendix 4.3: Faculty Attendance at In-Services	35
	Appendix 4.4: Courses Reviewed as per Department Schedule or within the Last Three Years.	38
	Appendix 4.5: BA Course Enrollment History.....	40
	Appendix 4.6: BA Graduation History.....	42
	Appendix 4.7: CGCC Program Review Template	43

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I wish to acknowledge and thank each of them for their contributions and working so admirably as one outstanding team.

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1 Section One: Mission and Goals

Columbia Gorge Community College defines a program as **“a coherent body of classes preparing students for college level work, a credential, certificate, or degree.”** This Business Administration Program Review Report reflects changes since the last Program Review Report in this discipline, descriptions of the department, actions on previous recommendations, data and information of key functions within this discipline, and recommendations under consideration for the future.

The Business Administration program at Columbia Gorge Community College (CGCC) has been and will continue to be uniquely linked to its counterpart at Portland Community College (PCC) until such time as CGCC is fully self-accredited. Some of the first courses of study offered by PCC, since its founding as an adult education institution in 1961, were in the Business Administration and Office Administration areas. With the passage of time, the numerous individual courses evolved into packaged certificates of various lengths and two-year degree programs. By the time CGCC was founded in 1977 as an education Service District, these two sub-departments at PCC were offering scores of non-credit and credit courses, certificates, degrees and specialized training seminars, and sessions. The faculty and staff of these two separate-but-linked departments were united and functioning as one Subject Area Curriculum Committee until about 1990. By this time, the Office Administration courses and programs had grown, and after a series of name changes, it is now known as the Computer Applications & Office Systems program or department (CAOS). Historically, students in both programs have continued to take a variety of courses in both disciplines as a way of fulfilling their individual and program needs. As in the past and continuing until the present, various formal and semi-formal Program Reviews were conducted for ongoing internal purposes and to serve the needs of the State of Oregon Department of Education and the Accreditation Commission. Beginning in the early years since its founding, CGCC has elected to offer some, but not all, of the individual credit courses, certificates and degrees of the PCC offerings; those deemed desired by the community we serve. The full time CAOS and BA faculty of CGCC have historically been active members of the PCC Subject Area Committees (PCC shortened the name of the committee) and participated in the prior Program Review Reports.

The last PCC Business Administration Program Report was dated 2004-2005 Academic Year and was submitted on December 15, 2004. This Program Report will focus on what has transpired since then here at Columbia Gorge Community College and where we are now. The report will include issues and recommendations to be considered as CGCC becomes self-accredited.

1.1 Describe the Mission of the Department

Our Mission

The mission of Columbia Gorge Community College mission is to build dreams and transform lives by providing lifelong educational programs that strengthen our community.

The present mission of the Business Administration department is to support the college's mission by offering various business courses, certificates, and degrees throughout our community.

1.2 List the Goals and Objectives for the Department for the Next Review Cycle

The Department plans to review and adapt the mission statement for the department during the next five years.

During the next review, the Department will want to accomplish:

1. Review and change as needed the Business Administration Mission Statement.
2. Review and update classes, degrees and certificates offered. Consider adding prerequisites to 200 level BA courses.
3. Identify criteria for examination during the next BA Program Review.
4. Develop goals for the faculty and staff to achieve during the next review cycle.
5. Identify the Professional Development funds to improve teaching and learning strategies, and set goals for their use by the next review cycle.
6. Update course content guides within a four (4) year cycle.
7. Establish the timetable from the administration for updates including program review.
8. Recommend business administration faculty to participate in activities that support student success through educational means or incentives to volunteer for co-curriculum activities, new student orientation, etc.

2 Section Two: Description of the Department

2.1 Listing of Classes, Degrees, and Certificates Offered

2.1.1 Classes

For the 2011-2012 academic year, the Business Administrative curriculum includes the following 29 courses:

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>
BA 101	Introduction To Business	4
BA 111	Introduction To Accounting	3
BA 131	Computers in Business	4
BA 177	Payroll Accounting	3
BA 203	International Business	3
BA 205	Solving Communication Problems	4
BA 206	Management Fundamentals	3
BA 207	Introduction To E-Commerce	4
BA 211	Financial Accounting I	3
BA 212	Financial Accounting II	3
BA 213	Managerial Accounting	4
BA 215	Cost Accounting	3
BA 218	Personal Finance	3
BA 222	Financial Management	3
BA 223	Principles of Marketing	3
BA 224	Human Resource Management	3
BA 226	Business Law I	4
BA 227	Business Law II	4
BA 228	Computer. Accounting Applications	3
BA 238	Sales	3
BA 239	Advertising	3
BA 242	Investments	3
BA 244	Records Management	3
BA 249	Retailing and E-Tailing	3
BA 250	Small Business Management	3
BA 256	Income Tax	3
BA 280A	Co-Operative Ed.-Experience	1-3
BA 280B	Co-Operative Ed.-Seminar	1
BA 285	Human Relations in Organization	3

In addition to the above courses, Business Mathematics (MTH 030) continues to be offered by the Math department for the primary benefit of the Business Administration program. This course, in recent years has been taught by a Business Administration (BA) faculty member.

Since the last Program Review, all of the above courses have been offered. Various courses have been offered more than once per year, some once during the year, some are not offered each year, and some may be offered, but due to low enrollment, are canceled. The Schedules titled, BA ENROLLMENT HISTORY and BA COURSE GRADUATION HISTORY (Appendices 4.5 and 4.6) reflects the actual number of students completing each course by section here at Columbia Gorge Community College since our last program review. Data of CGCC BA students taking these courses at, or graduating from, other colleges during these years is not available.

2.1.2 Degrees and Certificates

For the 2011-2012 academic year, the college offered the following Business Administration degrees (two-year) and certificates (one-year and less-than-one-year certificates):

- i. Two-year Degrees:
 - a. Accounting Associate of Applied Science, 92 credit hours minimum.
 - b. Management Associate of Applied Science, 91 credit hours minimum.
 - c. Associate of Science Oregon Transfer-Business, 90 credit hours minimum.
- ii. One-year Certificates:
 - a. Accounting Clerk, 48 credit hours minimum.
 - b. Marketing, 44 credit hours minim.
- iii. Less-than-one-year Certificates:
 - a. Retail Management, 34 credit hours minimum.
 - b. Career Pathways – Entry-level Accounting Clerk, 14 credit hours minimum.

In addition to the above mentioned degrees and certificates, the Business Administration curriculum supports five of the seven degrees and or certificates of the Computer Applications and Office Systems Program. These five degrees and or certificates require one or more of the Business Administration courses to be successfully completed for the completion of the particular degree and or certificate. The degrees and certificates supported are as follows:

- iv. Two-year Degrees:
 - a. Administrative Assistant Associate of Applied Science, 93 credit hours minimum.
 - b. Administrative Office Professional Associate of Applied Science, 90 credit hours minimum.
- v. One-year Certificate:
 - a. Career and Technical Education Certificate, 52 credit hours minimum.
- vi. Less-than-one-year Certificates
 - a. Career Pathways – Office Assistance, 43 credit hours minimum.
 - b. Career Pathways – Spreadsheet, 27 credit hours minimum.

As reflected in the scheduled labeled, BA PROGRAM REVIEW – CURRICULUM (Appendix 2.1.2), a minimum of eleven of the Computer Applications Science/Office Systems (CAS/OS) courses are required for the various Business Administration degrees and certificates.

Numerous other courses in other disciplines are required in support of the Business Administration degrees and certificates. The following six non-business and non-CAS/OS courses are specifically required:

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EC 200	Introduction to Economics	4
EC 201	Principles of Economics: Microeconomics	4
EC 202	Principles of Economics: Macroeconomics	4
PHL 202*	Introduction to Philosophy: Elementary Ethics	4
SP 111	Public Speaking	4
WR 121	English Composition	4

- One of several courses in Philosophy-Ethics courses offered.

In addition to the six courses and 24 credit hours listed above, an additional 24 credit hours of General Electives throughout the entire curriculum support the Business Administration degrees and certificates. The awarding of one each of each Business Administration degree or certificate would result in the generation of a minimum of 323 credit hours. One each of the CAS/OS required courses for their Computer Applications or Office Systems degree or certificate generates an additional 344 credit hours. On degree or certificate for both of these programs would generate a minimum of 667 credit hours throughout the entire college curriculum.

2.2 Number and Qualifications of Faculty and Staff

The Business department at CGCC is relatively small, comprised of seven members plus the department chair. All but one of the members of the Business faculty are part-time. The single exception is Kenneth Leibham, who teaches the bulk of the college's accounting classes. Each of the department's members has received at least a Master's degree and in one case, a faculty member has received three advanced degrees (see appended list in [Appendix 2.2A: Business Faculty and Their Degrees](#)).

2.2.1 BA - Business Administration Instructor Qualifications

Noted below are General Requirements for Instructor Qualifications applicable to most Business Administration courses offered at CGCC. Courses that have specific additional requirements for instructor qualifications are listed in the subsequent section, 2.2.1.2 Specific Requirements. These requirements were sourced from the PCC website July 20, 2012: <http://www.pcc.edu/resources/academic/instructor-qualifications/ba.html>

2.2.1.1 General Requirements:

For the following courses, a Masters in Business, Finance, Accounting, Economics or other business-related field is required (unless otherwise specified for individual courses). Three years of related full-time equivalent non-teaching work experience required. Prior teaching experience preferred.

- BA 101 Introduction to Business
- BA 111 Introduction to Accounting
- BA 131 Computers in Business
- BA 177 Payroll Accounting
- BA 203 International Business
- BA 205 Solving Communications Problems with Technology
- BA 206 Management Fundamentals
- BA 207 Introduction to E-Commerce
- BA 211 Financial Accounting I
- BA 212 Financial Accounting II
- BA 213 Managerial Accounting
- BA 215 Cost Accounting
- BA 218 Personal Finance
- BA 222 Financial Management
- BA 223 Principles of Marketing
- BA 224 Human Resource Management
- BA 226 Business Law I
- BA 227 Business Law II
- BA 228 Computer Accounting Applications
- BA 238 Sales
- BA 239 Advertising

BA 242 Introduction to Investments
BA 244 Introduction to Records Management
BA 249 Principles of Retailing and E-tailing
BA 250 Small Business Management
BA 280A, BA 280B Coop Ed.
BA 285 Human Relations

2.2.1.2 Courses for which there are additional or different requirements:

BA 131 Computers in Business

General Requirements, plus competency in software taught.

BA 203 Introduction to International Business

General Requirements. A minimum of one year international business experience preferred.

BA 226 & BA 227 Business Law I & II

General Requirements. Law degree preferred.

BA 111, Introduction to Accounting

BA 177 Payroll Accounting*

BA 210 Advanced Accounting Spreadsheet Applications*

BA 228 Computer Accounting Applications*

BA 256 Income Tax**

Instructors shall meet one of the following sets of criteria:

- a. hold a master's degree in Business, Finance, Accounting, Economics or other business-related field; completed at least 12 quarter hours of accounting credits (undergraduate or graduate); three years of full-time equivalent non-teaching accounting work experience and prior teaching experience is preferred
- OR
- b. hold a post baccalaureate certificate in accounting or a bachelors degree in Business, Finance, Accounting, Economics or other business-related field; completed at least 12 quarter hours of accounting credits (undergraduate or graduate); and over three years of full-time equivalent non-teaching accounting work experience. Teaching experience is preferred.

*Instructor will also demonstrate competency in software to be taught.

** CPA or Enrolled Agent or Oregon Tax Consultant license required.

BA 211, 212, 213 Principles of Accounting I, II & III

BA 215 Basic Cost Accounting

BA 228 Computer Accounting Application

Instructors shall meet one of the following sets of criteria:

- a. hold a master's degree in Business, Finance, Accounting, Economics or other business-related field; completed at least 30 quarter hours of accounting credits (undergraduate or graduate); three years of full-time equivalent non-teaching accounting work experience required; and CPA or CMA licensing and prior teaching experience is preferred

OR

b. hold a post baccalaureate certificate in accounting or a bachelors degree in Business, Finance, Accounting, Economics or other business-related field; completed at least 30 quarter hours of accounting credits (undergraduate or graduate); and over three years of full-time equivalent non-teaching accounting work experience and CPA or CMA licensing. Teaching experience is preferred.

*Experience working with non-profit organizations preferred.

Revised October 2011¹

The historical requirements are in tabular format in [Appendix 2.2B: Historical Faculty Qualifications](#). Years stated in that table indicate the effective year and/or year of change.

2.3 Current Budget Resources

In the most recent completed fiscal year, the Business department had a total budget of \$139,989.45. Of that amount \$123,757.52 was dedicated to personnel expenses and \$16,231.93 for materials and other services. Those numbers do not include the cost of the space used for classes, nor do they include the cost of library and secretarial services which are provided by other departments within the college. At present, the Business Department has no dedicated spaces as such beyond a single office occupied by the Business department's single full-time faculty member, Kenneth Leibham. The costs of those ancillary support services are unavailable at this time.

For more information on the Business department budget, please see [Appendix 2.3: Current Budget Resources](#).

3 Section 3: Action on Previous Review's Recommendations.

This is Columbia Gorge Community College's Business Administration Program's first Review, independent of Portland Community College (PCC). Below follows Actions on Previous PCC Review's Recommendations.

¹ <http://www.pcc.edu/resources/academic/instructor-qualifications/ba.html>

3.1 Classes

Since the last Portland Community College Business Administration Program Review, various course changes have occurred that have and continue to impact the courses offered at Columbia Gorge Community College. The schedule below reflects these additions or changes.

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>
BA 111	Introduction To Accounting (Number change from BA 095)	3
BA 207	Introduction To E-Commerce (Added course)	4
BA 213	Managerial Accounting (Name change From Principles of Accounting III. Was 3 credit hours)	4
BA 218	Personal Finance (Added to Columbia Gorge Community College offerings)	3
BA 227	Business Law II (Added to Columbia Gorge Community College offerings)	3

The PCC Business Administration Subject Area Committee and Administration have made other course and curriculum changes that did not impact the Columbia Gorge Community College course offerings.

3.2 Degrees and Certificates

Since the last Program Review, the following overall changes have been made in the Business Administration degrees (two-year) and certificates (one-year and less-than-one-year certificates) offered at Columbia Gorge Community College:

- j. Two-year Degrees:
 - a. Accounting Associate of Applied Science, 92 credit hours minimum. (Was 93 credit hours)
 - b. Management Associate of Applied Science, 91 credit hours minimum. (Was 95 credit hours)
 - c. Associate of Science Oregon Transfer-Business, 90 credit hours minimum.
- ii. One-year Certificates:
 - c. Accounting Clerk, 48 credit hours minimum. (Was 47 credit hours)
 - d. Marketing, 44 credit hours minim.
- iii. Less-than-one-year Certificates:
 - a. Retail Management, 34 credit hours minimum. (Added certificate in 2005-2006. Originally 37 credit hours)
 - b. Career Pathways – Entry-level Accounting Clerk, 14 credit hours minimum. (Added certificate in 2010-2011.)
 - c. Career Pathways –Business, Management, marketing & Technology, 52 credit hours minimum. (Added certificate in 2010-11.)

The PCC Business Administration Subject Area Committee and Administration have made other degree and certificate changes that did not impact the Columbia Gorge Community College course offerings.

The schedule, 2011 - 2012 Curriculum part II 1 (Appendix 2.1.2). With the schedule 2004-2005 Curriculum reflects the degrees, certificates, and courses currently and as of the prior Program Review.

3.3 Instructor Qualifications

Qualifications to teach Business Administration course are subject to ongoing revisions by the PCC Business Administration SAC and Administration department. The Schedule, 2.2B Historical Faculty Qualifications reflects the current qualifications as of spring 2012.

3.4 Other Program Review Recommendations

In the last PCC Program Review, program review goals reported were included and specific Learning Outcomes for the sub-disciplines were recommended. All of the stated program review goals were for the general PCC Business Administration area; none of them were Columbia Gorge Community College specific. The current Course Content Guides, degrees and certificates, and instructor qualifications in force reflect these changes.

In the previous Portland Community College Program year 2004 Review, section VI had the following commentary

The problems/ challenges we face include revising our curriculum and degree programs to adapt to the changing needs of our students and their prospective employers. On an on-going basis, we must:

- Remain alert to changing needs of our PCC BA students.***
- Remain alert to changing priorities of prospective employers.***
- Adapt our BA curriculum to these changing needs and priorities.***
- Review our BA degree offerings in the light of other community colleges – both to stay abreast of competitive influences, and to differentiate PCC advantages.***

It is easy to say “Add this”. But if we add, do we delete other courses – or can we identify ways to integrate new material and skill-building opportunities into existing classes?

This was followed by the following eleven recommendations inserted in the table below in the **LEFT column**. As we go to press here at Columbia Gorge Community College on the Business Administration Program Review Report, our colleagues in the Portland Community College – BA Subject Area Committee are in the final phases of completing the Portland Community College Business Administration Program year 2012 Review. This has a scheduled December 2012 written report submission date and a January 2013 presentation date to the Portland Community College administration. (We recommend copies of their report be obtained). At a later date, a review of their report may reveal specific progress on these points.

In a general sense, it is reasonable to conclude some progress has been made in some of these eleven areas. Actions by the PCC SAC since the last report have **directly and indirectly** affected various courses, certificates, and degree programs. The comments in the **RIGHT column** below reflect specific progress made as known and identified by us in each of these eleven recommendations.

We recommend for All AAS Accounting, Marketing, and Management degree programs:

1. The BA SAC should identify ways to integrate a more intensive computer applications curriculum (spreadsheet, word processing, database, and presentation software).	The Computers In Business, BA 131 course has evolved and the emphasis has changed since the last Review.
2. The BA faculty should investigate how to best coordinate day/ evening classes, so working students can more easily find courses at appropriate times.	Information has been gathered on this topic as part of an ongoing research effort (PCC BA –SAC released during the summer of 2012 the student survey findings on this topic with some analysis)
3. The BA SAC should consider integrating Cooperative Education/ Internship into the BA Accounting, Marketing, and Management curriculum.	
4. The BA department should focus its next program review on transfer students.	
5. Develop a course in Problem Solving skills.	No new course yet approved by PCC BA SAC.

We recommend for the AAS Accounting degree:

6. The BA SAC should review the Accounting curriculum to determine if it would be prudent to require or offer more auditing.	A review of other two-year college curriculums was made. No action taken as of the submission of this Columbia Gorge Community College report. (Background Information: Accounting faculty tend to view auditing courses as College Senior level standing).
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We recommend for AAS Marketing and AAS Management degrees:

7. The BA SAC should form sub-committees to revise the curriculum for Marketing and Management AAS degrees.	This was an on-going task.
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8. The BA SAC should consider developing a customer service course.	This item was under discussion by the PCC BA SAC; no action taken.
9. The BA SAC should consider offering more options to study desktop publishing.	(Background information: While Desktop publishing is in the CAOS realm, it is the prerogative of the BA SAC to suggest or require the course as part of its certificate or degree programs)
10. The BA SAC should consider requiring an E-commerce class.	Principles of Retailing & E-tailing, BA 249, course now required in Columbia Gorge Community College Marketing Certificate.
11. The BA SAC should review the CCOG for advertising to ensure that enough time is spent on promotion topics such as Public Relations and Event Marketing.	

4 Section 4: Assessment of Key Functions and Data Elements

Shown below is a table of faculty that served the Business Administration Program at the beginning year of the Program Review reporting period.

4.1 Faculty Census

2004		
<u>STATUS</u>	<u>NAME</u>	<u>QUALIFICATIONS</u>
(PT/FT)		
PT	Ronald Bales	BA Acctg, Oregon State Univ. 1973; MBA Oregon State University 1974; CPA
PT	Robert Cole	(Retired)
PT	Karen Fairchild	(No longer teaching at CGCC.)
PT	Douglas Forbes	BS Agriculture, University of Hawaii 1975; MBA Finance/Acctg, Univ. of New Mexico, 1986 (Retired)
PT	Angela Hoffman	(No longer teaching at CGCC.)
PT	Laise Langheinrich	BS Geology, University of Washington, 1980; MBA Finance University of Colorado 1985
PT	Pamela Ritzenthaler	BS Business Administration Human Resources Management, Portland State University 1997; MBA Business Administration Portland State University 1999
PT	Mary Beth Thouvenel	(Retired)
PT	William Shelton	(No longer teaching at CGCC.)
FT	Kenneth Leibham	BS Accounting Portland State University, 1972; MBA Portland State University 1981

Shown below is a table of faculty that currently serve the Business Administration Program (at the ending year of the Program Review reporting period).

2012		
<u>STATUS</u>	<u>NAME</u>	<u>QUALIFICATIONS</u>
PT	Ronald Bales	BA Acctg, Oregon State Univ. 1973; MBA Oregon State University 1974; CPA
PT	Luise Langheinrich	BS Geology, University of Washington, 1980; MBA Finance University of Colorado 1985
PT	Pamela Ritzenthaler	BS Business Administration (Human Resources Management, Portland State University 1997; MBA Business Administration Portland State University 1999
PT	Steven Shwiff	BA History/Classics University of Texas at Austin, 1985; JD Law, Southern Methodist University School of Law 1988; MA Liberal Arts, Southern Methodist University 1995; MA History, University of Texas at San Antonio 2007
PT	Jane Gray	B.A. Business Administration (Accounting major), University of Washington, 1973 M.B.A. Business Administration (Accounting major), University of Washington, 1976 Certified Public Accountant (State of Washington)
PT	Carole Jordon	BS Math Santa Clara University 1977; Secondary Teaching Credential, Mathematics, University of California at Davis, 1978; MBA Computer Information Systems, Golden Gate University 1988
FT	Kenneth Leibham	BS Accounting Portland State University, 1972; MBA Accounting Portland State University 1981

4.2 Use of Professional Development Funds

Professional Development Funds are primarily utilized by full-time faculty for:

Annual Membership:

- Dues for the American Accounting Association \$210
- Dues for the Institute of Management Accountants \$105

Northwest Accounting Educator's Conference

- Cost by year of attendance:
 - September 2011 \$864.23
 - September 2008 1,224.73
 - September 2005 704.48

One part-time faculty utilized \$285 of Professional Development Funds to attend a writing workshop in 2009. (Please see Appendix 4.2. Use of Professional Development Funds for detail of such funds expended.)

4.3 Other Activities and Opportunities Faculty Support Faculty Success

Primarily Faculty attend In-Service Meetings and workshops to support Faculty Success. See [Appendix 4.3: Faculty Attendance at In-Services](#) for detail.

Other institutional trainings are attended by Faculty such as How to Use Moodle, Quality Matters, and the CGCC Charter System. To encourage the use of Moodle, departmental communications are distributed from the department chair using Moodle.

Business Administration Faculty informally mentor other CGCC faculty on an ongoing basis. Business Administration Faculty are committee members, such as the committee for the writing of this Program Review Report and the PCC BA SAC. Steven Shwiff is a current member of the Columbia Gorge Community College Curriculum Committee.

4.4 Courses Reviewed as per Department Schedule or within the Last Three Years.

As of spring term 2012, the Columbia Gorge Community College Business Administration department has twenty-nine active Business Administration Course Content Guides (CCGs) and also teaches Business Mathematics (Course Number MTH 030). All twenty-nine of the Business Administration CCGs have been reviewed within the last three years. The Business Mathematics CCG was last updated 3.5 years ago.

A summary of the number of CCGs listed in rank of last review length is as follows:

<u>Time since last Review*</u>	<u>Number of CCGs</u>
Less than .75 year	4
More than .75 of a year but less than 1.75 years	2
More than 1.75 years but less than 2.50 years	23
More than 2.50 years but less than 3.0 years	<u>0</u>
More than 3.0 years	<u>0</u>
Total	<u>29</u>

Assuming Columbia Gorge Community College remains on schedule and is self-accredited in 2013, without further action by the Portland Community College Business Administration Subject Area Committee and the Portland Community College administration, all twenty-three CCGs in the “More than 1.75 years but less than 2.50 years” category and the Business Mathematics CCG would be in the “**More than 3.0 years**” category.

* Additional detail provided in Appendix 4.4 Courses Reviewed as per Department Schedule or within the Last Three Years.

4.5 Enrollment Data

With regards to Business Administration courses, students take these classes at a two-year college for a variety of ever changing reasons. The following is a partial listing of some of the reasons why a student may take one or more business administration courses:

- To prepare to transfer to a four-year college
- To prepare to transfer to a four-year college as a business major
- To complete a two-year degree program
- To complete a two-year degree program for the purpose of obtaining employment
- To complete a two-year degree program while employed
- To complete a certificate program
- To complete a certificate program for the purpose of obtaining employment
- To complete a certificate program while employed
- While employed in a business-type job, to strengthen their job skill set
- While employed in a business-type job, to influence their current or future employer(s)
- While employed in a non-business-type job, to strengthen their job skill set
- While employed in a non-business-type job, to influence their current or future employer(s)
- While un-employed to strengthen their job skill set
- While un-employed, to influence a future employer(s)
- To show personal growth or ambition while employed
- To show personal growth or ambition while un-employed
- To show personal growth or ambition until hired
- To fill a gap in their personal life
- To save money or learn a new life skill (sometimes cited as reason for taking an Income Tax, Personal Finance, or Investment course)
- Other(s)

Students may continue or cease taking business courses for a variety of reasons such as:

- ✓ Acquired a job
- ✓ Earned a two year degree
- ✓ Earned a certificate
- ✓ Changed his or her major
- ✓ Lacked financing
- ✓ Moved out of the area
- ✓ Change in marital status

- ✓ Had a household demographic change
- ✓ Changed employment
- ✓ Promotion
- ✓ Demotion
- ✓ Job transfer
- ✓ Dissatisfied
- ✓ Being involuntarily supported by the state
- ✓ Other(s)

Every student has his or her own agenda and reason(s) for taking a business administration course or courses, certificate or degree program. We offer throughout our community, a Open Business Administration Program in that students can enter, leave, and return (or not return) to any course, certificate, or degree item at any time. They change their major (s) at will and come and depart accordingly. We do have the means (or the right) to determine or define when or if they are a “success”. We do impact the choices available by what we offer in terms of the mix of courses offered, the frequency of the individual course offered, the dates, times, and delivery method, class enrollment limitations, and other factors. These factors tend to have economic consequences for students, the college, and the faculty.

In reviewing and analyzing enrollment and graduation data, due to the nature of numerous outside forces, unpredictability of students, our culture, institutional structures, and level of credibility of some of the information gathered, few solid conclusions can be made. While we know from past experiences, enrollment in Business Administration courses and programs tend to increase and decrease in the opposite direction of the general economy (enrollments tend to increase in a recession and tend to decrease to a lower level in a healthy economy), are ability to predict or control these changes is limited. In general, we know that changes in the minimum class size impacts Business Administration enrollment totals (raising the minimum class size results in students enrolling in different classes within the same or different disciplines), we cannot predict or determine the impact on the disciplines. The enrollment and graduation data and information on their own do not indicate or determine the criteria to be used to assess the success or failure of a program.

The following table reflects year-by-year enrollments in Business Administration courses and the number of Business Administration degrees and certificates earned.

Year	BA Students	Graduates
2005-06	356	15
2006-07	357	11
2007-08	410	8

2008-09	336	25
2009-10	434	15
2010-11	361	25
2011-12	298	18

4.6 Student Retention and Completion

4.6.1 Completion

The information regarding student retention and completion is taken from the enrollment data provided by Karen Carter, Chief of Student Services, subsequently updated by Kristin Chatfield, CGCC Institutional Researcher.

There is very little change in student completion for the class year 2005-06 to the year 2006-07; 149 to 151. The following school years 2006 -07 to the 2007-08 year shows a completion increase of 20 students in the business program from 151 to 171. Completion decreased slightly between the next two years; 2007-08 to 2008-09. There was a marked increase between the year 2008-09 to the year 2009-10; sixty students or a 36% increase. That was followed by a 35 student decline between the years 2009-10 and 2010-11, or 15%. The final two years for which data are available increased slightly. Duplicated head counts, total head counts for all classes, followed the same trend. Without the 2009-10 school year, there is a trend of gradually increasing head count and completion count; 147 to 207 (est). The school year 2009-10 is the only one of significant change from one year to the next.

BA 101 – Introduction to Business students (duplicated data) increased from 51 students to 68, or 17 students (33%). BA 111 – Introduction to Accounting increased from 43 students to 60, or 17 students (40%). BA 239 – Advertising showed an increase from 6 to 13 students; a total of 7 or a 117% increase. BA 256 – Income tax showed a 7 student increase from 8 to 15, or an 88% increase. Other courses showed minimal increases or decreases. BA 101 – Introduction to Business continued to increase enrollment in the 2010-11 year even though total enrollment in business courses overall declined.

Completion data for the 2011-12 school year is 298, or a 23% completion rate for students who began their business education in the 2009-10 school year.

This data extrapolation is not scientific and only general conclusions may be drawn. For instance to be statistically significant students that began their business education in 2009-10 and graduated in 2011-12 should be counted. Some of those students may not yet be graduates and some business students may only be interested in selected classes rather than a certificate or degree. The general conclusion that may be drawn from the data is that enrollment in business courses continues to rise at a rate about 5% a year on average.

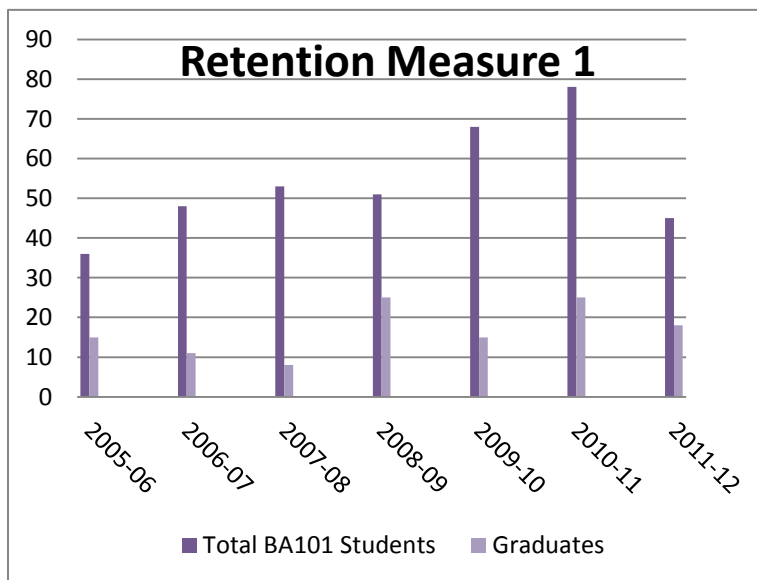
BA Program Completions	2006	2007	2008	2009	2010	2011	2012
AAS/Accounting	2	1	1	2	2	7	3

AAS/Management	1	1	1	6	6	5	2
ASOT Business	0	0	2	3	2	2	5
Accounting Clerk	6	1	2	5	2	5	2
Marketing	0	1	0	1	0	2	0
Retail Management	0	0	0	1	0	1	1
Admin Ass't	1	2	0	1	0	0	3
Admin Ass't Office Mgt	2	3	1	2	1	1	1
CA/OS	3	2	1	4	2	2	1
Totals	<u>15</u>	<u>11</u>	<u>8</u>	<u>25</u>	<u>15</u>	<u>25</u>	<u>18</u>

4.6.2 Retention

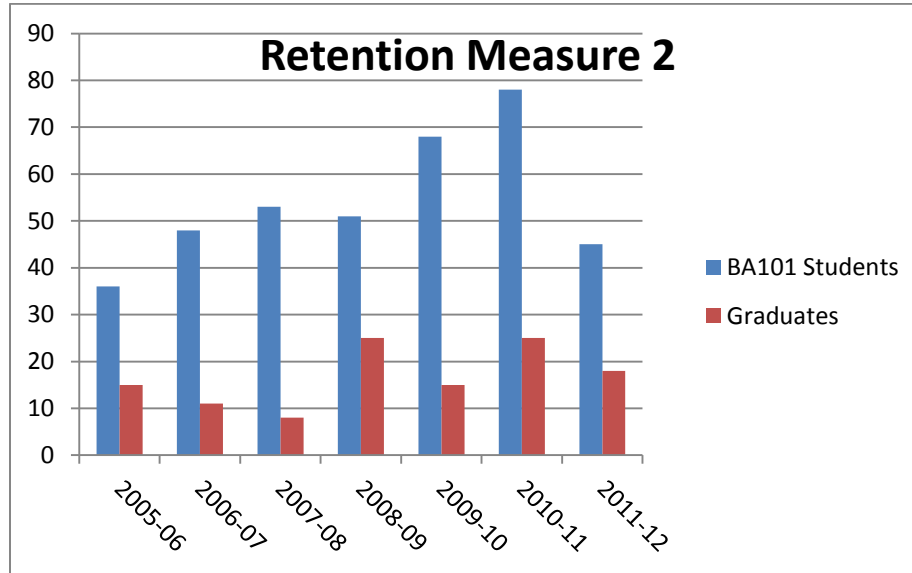
One measure of Retention is to consider the students that take BA101 Introduction to Business who go on to graduate with a CGCC BA Program Completion.

Year	BA101 Students	Graduates
2005-06	36	15
2006-07	48	11
2007-08	53	8
2008-09	51	25
2009-10	68	15
2010-11	78	25
2011-12	45	18



Assuming that students that take BA101 take three academic years to graduate the program, the retention rates are as follows (data in table is represented in graphic below):

Year	BA101 Students	Graduates	Retention
2005-06	36		
2006-07	48		
2007-08	53	15	42%
2008-09	51	11	23%
2009-10	68	8	15%
2010-11	78	25	49%
2011-12	45	15	22%
		25	32%
		18	40%



These measures of retention may not be statistically significant as not all students that take a BA101 course intend to graduate with a BA degree.

A specific retention rate tool is not in place to measure retention of BA students.

4.7 Faculty Involvement that Supports Student Success

BA Faculty have attended Fall new student orientations, attended training sessions in distance learning and learning communities, and advised a student club. BA Faculty advise and mentor students on a one-by-one basis as requested by students. BA Faculty advise and discuss student needs with Student Services Academic Advisors and administrators.

5 Section 5: Analysis of Assessment and New Recommendations

Listed below are intended areas of further review.

5.1 New recommendations set for next review cycle

- Review and change as needed the Business Administration Mission Statement.
- Review and update classes, degrees and certificates offered. Consider adding prerequisites to 200 level BA courses. Consider dropping retail certificate.
- Review faculty qualifications.
- Creation of marketing materials for Business Department: design, print, and distribute marketing materials on degrees/certificates/classes from the Business Department.
- Identify the Professional Development funds to improve teaching and learning strategies and set goals for their use by the next review cycle.
- Survey BA students to gain more accurate retention data. Perhaps survey students enrolled in BA101 courses and then survey those same students post graduation.
- Recommend business administration faculty to participate in activities that support student success through educational means or incentives to volunteer for co-curriculum activities, new student orientation, etc.

5.2 Benchmarks for assessment of new recommendations and new activities

- Upon self-accreditation of CGCC start four-year review cycle for Course Content Outcome Guides
- Maintain or increase the number of faculty participating in activities that support student success through education means or incentives to volunteer for co-curriculum activities, new student orientation, etc.
- Number of businesses set up with student co-operative learning opportunities.

6 Section 6: Conclusion

Historically, the Business Administration courses, degrees, and certificates have been the product of Portland Community College. As a way of serving the needs of our students and community, Columbia Gorge Community College began offering select courses, degrees, and certificates to address the needs of our Business Administration and Office Administration (now CAOS) students and the broader community needs. Over time, our unique needs in business education begin to have a limited impact on Portland Community College's offerings and support systems. Until Columbia Gorge Community College becomes independently accredited, the infrastructure (courses – degree - certificates, instructor qualifications, course content - course content guides, etc.) of what we offer and how is determined by Portland Community College.

The faculty, staff, and administration, and support systems related to the business administration courses, and programs are going through a transitional phase at the current time. As we depart from Portland Community College and begin taking responsibility for our own future, we are in the building phase of creating our unique infrastructure to support our independent business administration offerings. As we transition, we are learning more about our students, our community needs, and more about ourselves.

In the future, we will have built our own unique planning model to aid us in determining the needs of our community (incorporating input from current and post graduate students, other colleges, a Business Administration Advisory Committee {became operational May 2012}, student and community profiles and various other sources). We will put in place review processes to determine courses, degrees and certificate needs, reviews, adds, changes, and deletions to better serve students and the community. We will review faculty qualifications, textbook needs, and educational delivery systems. We expect to become more organized and better and more experienced at directing our efforts as we put our emphasis and resources on the community we serve using Columbia Gorge Community College programs and support systems. We expect to improve in the areas of monitoring our community needs, our performances, successes, and our weaknesses and making changes accordingly. For this course and programs infrastructure to be successful, Columbia Gorge Community College

will need to create a different organizational structure, modify some of its support systems, develop additional monetary incentives, and make cultural changes to further motivate and excite the faculty.

APPENDICES

Appendix 2.1.2: BA Program Review Curriculum

Appendix 2.1.2 CURRICULUM																							
BA PROGRAM REVIEW CURRICULUM				* BUSINESS ADMINISTRATION DEGREES, CERTIFICATIONS, AND CAREER PATHWAYS *								COMPUTER APPLICATIONS AND OFFICE SYSTEMS											
2011 – 2012 CGCC CATALOG				ASSOCIATE DEGREES				CERTIFICATES				CAREER PATHWAYS				ASSOCIATE DEGREES		CERTIFICATE		CAREER PATHWAY CERTIFICATES			
COURSE		Cr. Hrs.	Number of Degrees, Certif., Pathways	ASOT	Management	Accounting	Accounting	Marketing	Retail	Accounting	Admin. Assistant	Admin. Off.	Career & Tech. Edu.	Office Assistant	Spread-sheet	Word Processing	Basic Com. Literacy						
NUMBER	NAME			90	91	92	48	44	34	14	93	90	52	43	27	26	13						
BA 101	Intr. To Business	4	7	4	4	4	4	4		4			4										
BA 111	Int. To Accounting	3	9		3	3	3	3		3	3	3			3								
BA 131	Computers in Bus.	4	7	4	4	4	4	4	4	4													
BA 177	Payroll Accounting	3	2			3	3																
BA 203	International Bus.	3	0																				
BA 205	Solv. Comm. Problems	4	8		4	4	4		4				4	4									
BA 206	Manage. Fundamentals	3	4		3	3			3				3										
BA 207	Intr. To E-Commerce	4	0																				
BA 211	Financial Acct. I	3	5	3	3	3	3			3													
BA 212	Financial Acct. II	3	4	3	3	3	3																
BA 213	Manage. Accounting	4	2	4		4																	
BA 215	Cost Accounting	3	0																				
BA 218	Personal Finance	3	0																				
BA 222	Financial Management	3	1			3																	
BA 223	Principles of Marketing	3	3		3			3	3														
BA 224	Human Resource Manage.	3	3		3				3				3										
BA 226	Business Law I	4	4	4	4	4							4										
BA 227	Business Law II	4	0																				
BA 228	Computer. Acct. Applic.	3	4			3	3			3			3										
BA 238	Sales	3	1					3															
BA 239	Advertising	3	1					3															
BA 242	Investments	3	1			3																	
BA 244	Records Management	3	0																				
BA 249	Retailing and E-Tailing	3	2					3	3														
BA 250	Small Business Manage.	3	0																				
BA 256	Income Tax	3	1			3																	
BA 280A	Co-Operative Ed.-Experience	1-3	1					3															
BA 280B	Co-Operative Ed.-Seminar	1	1					1															
BA 285	Human Relations in Organiz.	3	8		3	3	3	3	3		3	3	3										
Management Electives			1		15																		
Business Program Elect.			4			11	3	6			3												
Manage. Support Elect.			1		9																		
various	Arts and Letters	12	1	12																			
various	Science	12	1	12																			
selective	Writing	4	1	4																			
selective	Math	12	1	12																			
Mth 030		4	3								4		4		4								
Mth 060		4	1						4														
CAS 103		1	0																				
CAS 109		1	1											1									
CAS 110		1	0																				
CAS 111D		3	1										3										
CAS 121		3	2		3		3																
CAS 121A		1	1					1															
CAS 122		3	4																				
CAS 123		3	4										3		3	3	3						
CAS 133		4	4										4	4	4		4						
CAS 140		3	3										3										
CAS 170		3	9		3	3							3	3	3	3	3						
CAS 171		3	2										3										
CAS 216		3	10		3	3		3			3	3	3	3	3	3	3						
CAS 217		3	4								3	3		3		3							
CAS 231		3	1													3							
CAS 246		4	3										4	4	4								
OS 131		1	7		1	1	1						1		1								
OS 220		4	5										4	4	4								
OS 240		4	4										4	4	4	4							
OS 245		4	4										4	4	4								
OS 246		4	1																				
OS 280F		1-4	3										4	3		2							
OS 280G		1	3										1	1		1							
Adm. Assist. Bus. Elect.			1										3										
Adm. Assist. Degree Elect.			1										12										
CAS electives			1				3																
EC 200		4	2	4			4																
EC 201		4	3	4	4	4																	
EC 202		4	2	4		4																	
PHL 202		4	1			4																	
SP 111		4	1						4														
WR 121		4	11	4	4	4	4	4			4	4	4	4	4	4							
General Education Elect.			6	12	12	8						16	16	4									
Note:																							
Credit Hours required for completion of one each of each:																							
Business Administration degree and or certificate 323																							
Computer Applications Systems or Office Systems 344																							
Grand Total Credit Hours 667																							

Appendix 2.2A: Business Faculty and Their Degrees:

1) Ron Bales, Accounting Instructor

B.A. Accounting, Oregon State University, 1973

M.B.A. Oregon State University, 1974

Certified Public Accountant

2) Carol Jordan, Business Instructor

BS Math Santa Clara University, 1977

Secondary Teaching Credential, Mathematics, University of California at Davis, 1978

MBA Computer Information Systems, Golden Gate University, 1988

3) Jane Gray, Accounting Instructor

B.A. Business Administration, University of Washington,

M.B.A. Business Administration (Accounting), University of Washington

Certified Public Accountant (Washington)

4) Luise Langheinrich, Business Instructor

B.S. Geology, University of Washington, 1980

M.B.A. Finance, University of Colorado, 1985

Seventeen years experience in Business Management and Marketing

5) Kenneth Leibham, Business/Accounting Instructor

B.S. Accounting, Portland State University, 1972

M.B.A. Accounting, Portland State University, 1981

6) Pamela Ritzenthaler, Business Technology Instructor

B.S. Business Administration (Human Resource Management), Portland State University, 1997

M.B.A. Business Administration, Portland State University, 1999

7) Stephen Shwiff, Business Instructor

B.A. History/Classics, University of Texas at Austin, 1985

J.D. Law, Southern Methodist University School of Law, 1988

M.A. History, University of Texas at San Antonio, 2007

M.A. Liberal Arts, Southern Methodist University, 1995

Appendix 2.2B: Historical Faculty Qualifications

Business Administration		
4/16/1999	Reference to April, 1999 revisions to recommended Instructor qualifications- no copy in file	
4/30/1998	Instructor	General Requirements: Master's Degree in Business Administration, Finance, or Accounting required (unless otherwise specified for individual courses). Three years of vocational experience required and prior teaching experience preferred. Additional requirements for individual courses are listed.
General Business	BA 101,218,280A, 280B, 299 General Requirements only BA 131 Computers in Business Add. Req.: Competency in software taught BA 169, 161 Purchasing I&II Add. Req.: CPM certification from the National Association of Purchasing Manager required	
Accounting	BA 210 Adv. Acctg Spreadsheet Appls & BA computerized Acctg Appls Add. Req.: A minimum of 12 quarter hours of accounting courses required. Instructor will also demonstrate competency in software to be taught BA 211, 212 Principles of Acctg I&II & BA 213 Managerial Acctg : Add. Req.: A minimum of 30 quarter hours of accounting courses BA 215 Basic Cost Acctg, BA 22 Financial Management, BA 240 Governmental Acctg, BA216 Acctg Problems Add. Req.: A minimum of 30 quarter hours of accounting courses required. CPA or CMA preferred. BA 256 Income Tax Add. Req.: A minimum of 12 quarter hours of accounting required. BA 95 Intro to Acctg : A minimum of 12 quarter hours of accounting required. BA 9703 Income Tax Prep: Basic Bachelor's degree in Business BA 9706 Income Tax Prep: Advanced Three years recent experience in preparing or auditing tax returns (per Oregon Administrative Rule 800-15-005.5), current valid tax preparer or tax consultant, or licensed CPA required	
Credit	BA 113 Credit Procedures & BA 115 Credit Techniques Add. Req.: CCE or CBF certification by the National Institute of Credit required. BA 9235 Advanced Credit Analysis & BA 9236 Credit Mgmt: Case Studies Add. Req. : Two years of vocational experience preferred. CCE or CBF certification by the National Institute of Credit required.	
International Business	BA 203, BA 234, BA 237, BA 141 Add. Req.: A minimum of one year of international business experience required.	
Management	BA 206, BA 224, BA 244, BA 259, BA 251, BA 285 General requirements only BA 226 & BA 227 Business Law I & II Add. Req.: Law degree preferred	
Marketing	BA 223, 238, 239,249 General Requirements BA 114 Introduction to Buying Add. Req.: Documented marketing experience required.	
2/16/1990	Accounting	Master's Degree in Accounting, Finance, or Business and a minimum of 30 quarter hours in accounting courses and qualified to sit for the CPA exam or have passed the CPA exam.
10/23/1989	Bus Law	MBA or Law Degree required; Law Degree preferred.
12/10/1986	Part-time Instructors	

Vocational Courses	General Requirements: Two years teaching experience preferred and two years vocational experience (to include part-time experience; full-time experience preferred). Intro to Acctg: Master's Degree in Business* which includes 12 hours of accounting courses or a Bachelor's Degree in Business and demonstrated competency in accounting, i.e., CPA. Intro to Microcomputers, Keyboarding on Microcomputers, Beginning Micro Word Processing, Intermediate Word Processing on Microcomputers, 10-Key Instruction on Microcomputers, Spreadsheet on the Microcomputer, Data Base and File Management on Spreadsheets (Beginning to Intermediate): Master's Degree in Business* preferred. (Bachelor's Degree in Business required.) Instructor should have specific experience with the software taught in each of these courses or demonstrated competency in the software to be taught. Intro to Buying, Visual Merchandising, Fashion Merchandising: Master's or Bachelor's Degree in Business* preferred, but documented marketing experience required. Income Tax Preparation: Three years recent experience in preparing or auditing tax returns (Per OAR- Oregon Administrative Rules 800-15-005(5)) Current, valid tax preparer or consultant license or licensed CPA. Teaching experience preferred. (Use vocational approval option.)
Real Estate Specialty	Intro to Escrow, Escrow Procedures, Escrow Problems: Three years escrow experience.
Telecommunications	Professional Telecommunications credentials/background necessary to meet vocational approval requirements. Credentials that include a Bachelor's and/ or Master's degree/s are preferred.
College Transfer Course	General Requirements: Master's Degree in Business* required and two years of teaching experience preferred; plus two years of vocational experience preferred. Intro to Business, Personal Finance: Master's Degree in Business* and 1-3 years of experience in business. The Computer in Business: Master's Degree in Business*. Instructor will demonstrate competency in software to be taught.
Accounting Specialty	Special Studies: Accounting Problems, Principles of Accounting I, II, III , Basic Cost Accounting , Finance, Analyzing Financial Statements: Master's Degree in Business*, Administration, Accounting, or Finance, to include a minimum of 30 quarter hours in accounting courses. CPA or CMA preferred. Accounting Applications: Microcomputers : Master's Degree in Business* which includes 12 hours of accounting courses or a Bachelor's Degree in Business with demonstrated competency in accounting. Instructor will also demonstrate competency in software to be taught. Income Tax: A minimum of 12 hours of transcribed accounting courses and a Master's Degree in Business* or a Bachelor's Degree in Business and demonstrated competency in teaching this course
Management Specialty	Management fundamentals, Personnel Management, Small Business Management, Office Management, Business Relations: Master's Degree in Business* with 12 hours in management or personnel preferred and 1-3 years of management experience. Business Law: Law degree preferred. Some course work in business with practical business experience preferred. Introduction to Investments: MBA preferred (Bachelor's Degree in Business required.) and experience in financial/estate planning and /or securities preferred. Records Management: Master's Degree in Business* preferred, plus 1-3 years experience in records management.
Merchandising Specialty	Credit Procedures, Purchasing I,II,III, Intro to International Business, Principles of Marketing, Sales, Advertising, Risk and Insurance, Retailing,: Master's Degree in Business* or Marketing preferred. A minimum of a

	Bachelor's Degree in Business which meets vocational approval requirements (three experience required in the related field).
Office Administration	General requirements: Master's Degree in Business* required with a minimum of 30 quarter hours in a combination of office skills and methods of teaching office skills.
Legal Specialty	Legal Procedures I & II, Legal Transcription and terminology: Two years of legal experience preferred. Shorthand/Briefhand: The 30 hours must include shorthand work. Word Processing: Experience and/or training on specific software to be taught required.
* Master's Degree in Business will include Masters in Business Education and Administration.	

Appendix 2.3: Current Budget Resources

Account Number	Description	Actual	Variance	Actual	Variance	June 12 YTD Actual	Variance	Proposed	Proposed	Proposed
		2009-10	2009-10	2010-11	2010-11	2011-12	2011-12	2012-13	2013-14	2014-15
	BUSINESS ADMINISTRATION									
	PERSONAL SERVICES									
	SALARY EXPENSE									
100-11-102-11-6401	FULL TIME INSTRUCTOR SALARIES	66,385.8	(0)	66,385.80	(0.20)	66,385.80	(0.20)	66,386	66,386	66,386
100-11-102-11-6403	FTF OVERLOAD PAY	0.0	(3,000)	0.00	0.00	883.31	883.31	0	0	0
100-11-102-11-6421	PART TIME INSTRUCTOR WAGES	19,942.8	(4,573)	20,260.82	(239.18)	22,998.70	1,998.70	23,500	23,500	23,500
100-11-102-51-6421	PART TIME INSTRUCTOR WAGES	10,817.6	4,574	4,289.11	(2,210.89)	3,267.90	(3,432.10)	6,700	6,700	6,700
100-11-102-11-6441	CURRICULUM DEVELOPMENT WAGES	0.0	(1,700)	0.00	0.00	0.00	0.00	0	0	0
100-11-102-51-6441	CURRICULUM DEVELOPMENT WAGES	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-6442	SPECIAL PROJECT WAGES	0.0	(750)	397.30	(102.70)	507.10	(742.90)	1,250	1,250	1,250
100-11-102-51-6442	SPECIAL PROJECT WAGES	0.0	0	0.00	0.00	0.00	0.00	0	0	0
	TOTAL SALARY EXPENSE	97,146.2	(5,450)	91,333.03	(2,552.97)	94,042.81	(1,293.19)	97,836	97,836	97,836
	OTHER PAYROLL EXPENSE									
	OPE - ALL EMPLOYEES (ACTUAL)	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-6901	SOCIAL SECURITY	6,604.3	(767)	6,658.91	(26.09)	6,944.30	163.30	6,972	6,972	6,972
100-11-102-51-6901	SOCIAL SECURITY	827.6	350	328.12	(168.88)	249.99	(263.01)	513	513	513
100-11-102-11-6902	WORKERS' COMPENSATION INS	297.7	(64)	319.65	32.65	402.93	21.93	365	365	365
100-11-102-51-6902	WORKERS' COMPENSATION INS	37.1	14	15.77	(5.23)	14.37	(14.63)	27	27	27

Account Number	Description	Actual	Variance	Actual	Variance	June 12 YTD Actual	Variance	Proposed	Proposed	Proposed
		2009-10	2009-10	2010-11	2010-11	2011-12	2011-12	2012-13	2013-14	2014-15
	BUSINESS ADMINISTRATION									
100-11-102-11-6903	STATE WORKERS BENEFIT FUND	23.8	(111)	23.74	(98.26)	24.92	(99.08)	128	128	128
100-11-102-51-6903	STATE WORKERS BENEFIT FUND	3.0	(6)	1.13	(7.87)	0.83	(8.17)	9	9	9
100-11-102-11-6904	UNEMPLOYMENT INSURANCE	971.8	(570)	1,201.31	(458.69)	1,299.65	(739.35)	2,096	2,096	2,096
100-11-102-51-6904	UNEMPLOYMENT INSURANCE	189.8	90	91.30	(32.70)	75.16	(78.84)	154	154	154
100-11-102-11-6905	PERS	8,462.5	(3,726)	8,769.44	(2,284.56)	11,343.44	(3,077.56)	14,828	14,828	14,828
100-11-102-51-6905	PERS	727.2	(63)	0.00	(822.00)	0.00	(1,090.00)	1,090	1,090	1,090
100-11-102-11-6906	DISABILITY INSURANCE	132.7	(219)	132.72	(0.28)	132.72	(0.28)	133	133	133
100-11-102-11-6907	LIFE INSURANCE	13.7	(23)	13.68	(0.32)	13.68	(0.32)	14	14	14
100-11-102-11-6908	HEALTH INSURANCE	11,866.1	0	14,868.72	(0.28)	16,213.32	(0.68)	21,412	25,694	30,833
	TOTAL OTHER PAYROLL EXPENSE	30,157.2	(5,097)	32,424.49	(3,872.51)	36,715.31	(5,186.69)	47,741	52,023	57,162
	TOTAL PERSONAL SERVICES	127,303.3	(10,547)	123,757.52	(6,425.48)	130,758.12	(6,479.88)	145,577	149,859	154,998
	MATERIALS & SERVICES									
100-11-102-11-7211	PCC CONTRACT EXPENSE	13,141.0	(1,153)	13,189.33	(36.67)	6,870.27	219.27	6,841		0
100-11-102-51-7211	PCC CONTRACT EXPENSE	1,646.7	697	652.89	(336.11)	248.72	(261.28)	510		0
100-11-102-11-7510	POSTAGE	4.5	(25)	0.00	(20.00)	4.59	(15.41)	20	20	20
100-11-102-51-7510	POSTAGE	0.0	(25)	0.00	(20.00)	0.00	0.00	20	20	20
100-11-102-11-7521	SHIPPING & FREIGHT	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-7601	PRINTING & DUPLICATING	286.9	(1,213)	1,461.42	1,161.42	964.94	8.94	900	900	1,200

Account Number	Description	Actual	Variance	Actual	Variance	June 12 YTD Actual	Variance	Proposed	Proposed	Proposed
		2009-10	2009-10	2010-11	2010-11	2011-12	2011-12	2012-13	2013-14	2014-15
	BUSINESS ADMINISTRATION									
100-11-102-51-7601	PRINTING & DUPLICATING	0.0	(100)	0.00	(50.00)	0.00	0.00	50	50	50
100-11-102-11-7901	SUBSCRIPTIONS	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8006	INSTRUCTIONAL SUPPLIES	190.0	(4)	328.28	153.28	476.85	220.85	300	300	400
100-11-102-51-8006	INSTRUCTIONAL SUPPLIES	225.0	225	8.00	(317.00)	16.00	0.00	50	50	150
100-11-102-11-8009	OFFICE SUPPLIES	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8201	CONFERENCE FEES	0.0	(1,578)	0.00	(750.00)	175.01	0.01	500	500	500
100-11-102-51-8201	CONFERENCE FEES	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-51-8202	FIELD TRIP EXPENSE	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8205	EMPLOYEE TRAVEL	919.5	(1)	279.01	(470.99)	1,018.89	(0.11)	700	700	150
100-11-102-51-8205	EMPLOYEE TRAVEL	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8509	FOOD & REFRESHMENTS	0.0	0	0.00	0.00	80.80	(0.20)	0	0	0
100-11-102-51-8509	FOOD & REFRESHMENTS	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8515	MEETING & CONFERENCE EXPENSE	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-51-8515	MEETING & CONFERENCE EXPENSE	0.0	0	0.00	0.00	0.00	0.00	0	0	0
100-11-102-11-8516	MEMBERSHIP FEES & DUES	308.0	0	313.00	(37.00)	315.00	0.00	350	350	350
100-11-102-11-8803	INSTRUCTIONAL EQUIPMENT <\$5000	0.0	0	0.00	0.00	0.00	0.00	0	0	0
	TOTAL MATERIAL & SERVICES	16,721.5	(3,177)	16,231.93	(723.07)	10,171.07	172.07	10,241	2,890	2,840
	TOTAL BUSINESS ADMINISTRATION	144,024.8	(13,724)	139,989.45	(7,148.55)	140,929.19	(6,307.81)	155,818	152,749	157,838

Appendix 4.2: Use of Professional Development Funds

Professional Development

Full Time Faculty: Kenneth Leibham

Annual Membership:

- Dues for the American Accounting Association \$210
- Dues for the Institute of Management Accountants \$105

Both of the above memberships include various professional development benefits such as, Financial Accounting publications, Managerial Accounting publications, College-level Accounting specific publications, college accounting educator's' research publications, accounting conference invitations and discounts. These and other benefits, in my opinion, continue to provide a strong foundation in my two career disciplines; namely Accounting and College-level education. I make use of some of the ideas, teaching methods, accounting instructions, accounting and business projects in my classroom. The Monopoly Accounting project is just one of several by-products of one of the articles contained in the AAA publication. I encourage our students to go to their respective websites for information, as a research source, as well as possible networking/job issues. Both organizations have enhanced my teaching and professional knowledge and skills in the teaching of business and accounting.

Northwest Accounting Educator's Conference.

This conference has been held annually for over forty years. (In prior decades at Seattle University. In recent years it is hosted by the Washington State Society of Certified Public Accountants in Bellevue, Washington).

- Cost by year of attendance:
 - September 2011 \$864.23
 - September 2008 1,224.73
 - September 2005 704.48

For the years, from 1987 – 2004, annual attendance at this conference was my norm.

As defined in the conferenced request, the specific professional goals pertaining to this conference included:

1. To learn more about my subject matter.
2. To learn more on the topic of teaching/education.
3. To learn more about the assessment process/methods.

In the post-conference review, it was noted, the conference was beneficial in the specific areas of learning more teaching/learning strategies, assessment tools, classroom management techniques and I was able to earn Continuing Education credits and certification in my respective field. With the document received and the learning experiences incurred, in my

opinion, it proved highly valuable as it relates to the enhancement of my knowledge and skills as an accounting teacher.

Professional Development

Part Time Faculty: Pamela Ritzenthaler

Event: Mountain Writers Series - Columbia Gorge Writers Conference

Date: June 19 – 21, 2009

Fee: CGCC Professional Development Funds paid the registration fee of \$285.

Rational for Funds Request:

I require students to write for each of my classes, but especially in BA205 - I actually teach writing skills. This conference would help add to my ability to teach writing as well as to be a better writer myself.

Appendix 4.3: Faculty Attendance at In-Services

Spring 2012 Faculty In-service (4/7/12) - Business Faculty Attendees

- 1) Ron Bales
- 2) Luise Langheinrich
- 3) Ken Leibham
- 4) Pam Ritzenthaler
- 5) Stephen Shwiff
- 6) Dave Wagenblast

Jane Gray (BA 250) did not attend.

Agenda: Federal & State Initiatives, Strategic Enrollment Management, Workshops, Department Meetings &

Federal & State Initiatives: (Foundations of Excellence, Win-Win, Degree Qualifications Profile, WICHE Interstate Passport, Achieve the Dream, Achievement Compacts)

Workshops: (Using You Tube to Keep Your Students Engaged ~ Diane Uto; Classroom Management/Safe Learning Environment ~ John Copp, Brook Maurer, Dave Mason;

Integrating & Supporting ESOL & Generation 1.5 Students as Part of the First Year

Experience ~ Julie Belmore, Lynn Lewis & Mike Taphouse; Humanizing the Online Classroom ~ Leigh Hancock; Creating Service Learning Projects ~ Dave Mason; Recording Lectures on a Desktop or Laptop ~ Jim Pytel)

Fall 2011 Faculty In-service (9/24/11) - Business Faculty Attendees

- 1) Ron Bales
- 2) Luise Langheinrich
- 3) Ken Leibham
- 4) Pam Ritzenthaler
- 5) Dave Wagenblast

Stephen Shwiff attended as a History Instructor. He didn't teach Business classes Fall 2011.

Agenda: Outcomes & Assessment - "First Year Matters", New Course Evaluation Process, CCSSEE & CCFSEE Survey Results, Foundations of Excellence, Linking Student Success, Engagement, and Assessment, Department Work on Assessment Strategies

2nd Fall 2011 Faculty In-service (11/5/11) - Business Faculty Attendees

- 1) Ron Bales
- 2) Luise Langheinrich
- 3) Ken Leibham
- 4) Dave Wagenblast

Pam Ritzenthaler did not attend.

Agenda: Continuation of Fall In-service with focus on Assessment Strategies

Spring 2011 Faculty In-service (4/6/11) - Business Faculty Attendees

- 1) Ron Bales
- 2) Doug Forbes
- 3) Ken Leibham
- 4) Pam Ritzenthaler
- 5) Dave Wagenblast

Stephen Shwiff attended as a History Instructor.

Fall 2010 Faculty In-service (9/18/10) - Business Faculty Attendees

- 1) Doug Forbes
- 2) Luise Langheinrich
- 3) Ken Leibham
- 4) Pam Ritzenthaler
- 5) Dave Wagenblast

Agenda: Assessments Linked to Course Outcomes - Linking Instruction to Accreditation Activities, Teaching/Learning Strategies Workshops (Moodle Tune-Up ~ Paula Ascher & Ron Watrus, Social Media/YouTube ~ Dave Mason, Jules Burton, Jim Pytel, Faculty Discussion: Incivility in the Classroom ~ Lorie Saito, Doris Jepson, Dan Ropek, Dr. Susan Wolff), Department Meetings (Departments Plan and Designate Assessment Strategies for Course Outcomes & Turn in Assessment Plans)

Spring 2010 Faculty In-service (4/3/10) - Business Faculty Attendees

- 1) Ron Bales
- 2) Doug Forbes
- 3) Ken Leibham
- 4) Luise Langheinrich
- 5) Pam Ritzenthaler
- 6) Dave Wagenblast

Stephen Shwiff attended as a History Instructor.

Agenda: Learner Based Outcomes for Course Outcome Guides

Spring 2010 Follow-up Faculty In-service (4/27/10) - Business Faculty Attendees

- 1) Ron Bales
- 2) Doug Forbes
- 3) Ken Leibham
- 4) Luise Langheinrich
- 5) Pam Ritzenthaler
- 6) Dave Wagenblast

Agenda: Framing Activities for Workshop ~ Learning Outcomes Assignment

Winter 2010 Faculty In-service (3/1/2010) - Business Faculty Attendees

- 1) Ron Bales
- 2) Doug Forbes
- 3) Luise Langheinrich
- 4) Ken Leibham
- 5) Pam Ritzenthaler
- 6) Dave Wagenblast

Fall 2009 Faculty In-service - Business Faculty Attendees

- 1) Doug Forbes
- 2) Ken Leibham
- 3) Pam Ritzenthaler
- 4) Dave Wagenblast

**Agenda: Assessment Linked to Course Outcomes/Departments Plan and Designate
Assessment Strategies for Course Outcomes and Turn in Assessment Plan**

Appendix 4.4: Courses Reviewed as per Department Schedule or within the Last Three Years.

BA PROGRAM REVIEW COURSE CONTENT REVIEWS

Spring 2012

<u>----- COURSE -----</u>			<u>Reviewed</u> <u>During</u> <u>the</u> <u>Last Three</u>	<u>Last</u> <u>Review</u>	<u>Years</u> <u>Since</u> <u>Last</u> <u>Review</u>
<u>NUMBER</u>	<u>NAME</u>	<u>CREDIT</u> <u>HOURS</u>	<u>Years</u>	<u>Date</u>	
BA 101	Introduction To Business	4	Yes	5/19/2010	1.84
BA 111	Introduction To Accounting	3	Yes	5/19/2010	1.84
BA 131	Computers in Business	4	Yes	2/9/2012	0.11
BA 177	Payroll Accounting	3	Yes	5/19/2010	1.84
BA 203	International Business	3	Yes	5/19/2010	1.84
BA 205	Solv. Comm. Problems	4	Yes	5/19/2010	1.84
BA 206	Manage. Fundamentals	3	Yes	5/19/2010	1.84
BA 207	Intr. To E-Commerce	4	Yes	5/19/2010	1.84
BA 211	Financial Accounting I	3	Yes	7/15/2011	0.69
BA 212	Financial Accounting II	3	Yes	5/19/2010	1.84
BA 213	Manage. Accounting	4	Yes	12/1/2010	1.31
BA 215	Cost Accounting	3	Yes	5/19/2010	1.84
BA 218	Personal Finance	3	Yes	5/10/2011	0.87
BA 222	Financial Management	3	Yes	5/19/2010	1.84
BA 223	Principles of Marketing	3	Yes	12/2/2011	0.30
BA 224	Human Resource Manage.	3	Yes	5/19/2010	1.84
BA 226	Business Law I	4	Yes	5/19/2010	1.84
BA 227	Business Law II	4	Yes	5/19/2010	1.84
BA 228	Computer Acct. Application	3	Yes	5/19/2010	1.84
BA 238	Sales	3	Yes	5/19/2010	1.84
BA 239	Advertising	3	Yes	5/19/2010	1.84
BA 242	Investments	3	Yes	5/19/2010	1.84
BA 244	Records Management	3	Yes	5/19/2010	1.84
BA 249	Retailing and E-Tailing	3	Yes	5/19/2010	1.84
BA 250	Small Business Manage.	3	Yes	1/5/2012	0.21
BA 256	Income Tax	3	Yes	5/19/2010	1.84
BA 280A	Co-Operative Ed.-Exper.	1-3	Yes	2/23/2010	2.08
BA 280B	Co-Operative Ed.-Seminar	1	Yes	2/23/2010	2.08
BA 285	Human Relations In Org.	3	Yes	5/19/2010	1.84
<u>29</u>	Count		<u>29</u>		

Percent Reviewed as per Department
Schedule or within the last Three
Years

100.0%

Footnote:

Mth 030	Business Mathematics	4	No	10/3/2008	3.47
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Appendix 4.5: BA Course Enrollment History

2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
BA101	7	BA101	0	BA101	25	BA101	12	BA101	23	BA101	27	BA101	25
BA101	18	BA101	24	BA101	0	BA101	13	BA101	23	BA101	26	BA101	20
BA101	11	BA101	24	BA101	28	BA101	26	BA101	22	BA101	25	BA111	22
BA131	17	BA111	28	BA111	26	BA111	6	BA111	22	BA111	12	BA111	21
BA177	13	BA111	10	BA111	10	BA111	24	BA111	20	BA111	28	BA131	12
BA203	4	BA111	1	BA111	0	BA111	13	BA111	18	BA111	0	BA177	12
BA205	5	BA131	13	BA131	14	BA131	8	BA111	17	BA131	7	BA205	11
BA205	5	BA177	9	BA177	15	BA177	6	BA131	24	BA177	11	BA206	12
BA206	15	BA205	15	BA203	7	BA203	7	BA177	10	BA205	14	BA211	13
BA207	0	BA205	7	BA205	17	BA205	6	BA203	0	BA206	11	BA212	12
BA211	22	BA206	11	BA206	16	BA206	9	BA205	14	BA211	21	BA212	9
BA211	17	BA211	11	BA211	14	BA211	15	BA206	6	BA211	11	BA213	16
BA212	11	BA211	26	BA211	17	BA211	0	BA211	21	BA212	7	BA218	18
BA212	10	BA212	7	BA212	12	BA211	15	BA211	10	BA212	7	BA222	2
BA213	6	BA212	15	BA212	15	BA212	11	BA211	0	BA213	9	BA226	10
BA215	1	BA213	4	BA213	10	BA212	10	BA212	7	BA222	4	BA228	6
BA222	0	BA215	0	BA215	8	BA213	6	BA212	11	BA223	12	BA238	8
BA223	8	BA222	2	BA222	6	BA215	2	BA213	9	BA224	17	BA239	5
BA224	11	BA223	4	BA223	13	BA222	5	BA215	3	BA226	19	BA249	4
BA226	22	BA224	7	BA224	20	BA223	17	BA222	10	BA228	10	BA250	23
BA228	8	BA226	20	BA226	18	BA224	15	BA223	11	BA238	9	BA256	3
BA238	1	BA228	9	BA228	9	BA226	9	BA224	13	BA239	11	BA280A	2
BA239	0	BA238	8	BA238	10	BA226	23	BA226	18	BA242	4	BA280A	1
BA242	9	BA239	7	BA239	6	BA228	7	BA227	8	BA249	1	BA280B	3
BA244	4	BA242	11	BA242	6	BA238	9	BA228	2	BA250	29	BA285	19
BA249	5	BA244	4	BA244	10	BA239	4	BA238	10	BA256	6	MTH 30	9
BA250	15	BA249	5	BA249	2	BA242	6	BA239	13	BA280A	1		
BA251	0	BA250	19	BA250	24	BA244	3	BA242	6	BA280A	0		

2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12
BA256	8	BA256	8	BA256	8	BA249	1	BA244	14	BA280B	1	
BA285	4	BA280A	1	BA280A	0	BA250	11	BA249	0	BA280B	0	
BA285	20	BA280B	1	BA280A	7	BA256	7	BA250	24	BA285	10	
BA95	0	BA285	5	BA280B	0	BA280A	1	BA256	15	MTH30	11	
BA95	20	BA285	16	BA280B	7	BA280A	3	BA280A	0			
BA95	0	BA9703	0	BA285	13	BA280B	1	BA280B	0			
BA95	9	MTH30	25	MTH30	17	BA280B	3	BA285	17			
BA95	6					BA285	14	MTH30	13			
BA95	18					MTH30	8					
MTH30	26											
<u>356</u>		<u>357</u>		<u>410</u>		<u>336</u>		<u>434</u>		<u>361</u>		<u>298</u>

Note: The number of BA classes offered in 2010-11 and 2011-12 decreased due to budget cuts, not due to a lack of student interest.

Appendix 4.6: BA Graduation History

BA graduates

BA Program Completions	2006	2007	2008	2009	2010	2011	2012
AAS/Accounting	2	1	1	2	2	7	3
AAS/Management	1	1	1	6	6	5	2
ASOT Business	0	0	2	3	2	2	5
Accounting Clerk	6	1	2	5	2	5	2
Marketing	0	1	0	1	0	2	0
Retail Management	0	0	0	1	0	1	1
Admin Ass't	1	2	0	1	0	0	3
Admin Ass't Office Mgt	2	3	1	2	1	1	1
CA/OS	3	2	1	4	2	2	1
<u>Totals</u>	<u>15</u>	<u>11</u>	<u>8</u>	<u>25</u>	<u>15</u>	<u>25</u>	<u>18</u>

Appendix 4.7: CGCC Program Review Template

This template is included in our report for reference regarding information requirements for this report.

Columbia Gorge Community College Instructional Program Review and Reporting Template **2011**

Columbia Gorge Community College Academic Program Review Process

The definition of a program is "a coherent body of classes preparing students for college level work, a credential, certificate, or degree."

Where appropriate and dependent upon the configuration of the program and expectations from external reviewers, the Academic Program Review process will include the following levels of involvement and internal approval steps:

1. Discipline Level – faculty driven
2. Department Level – faculty driven
3. Director Level – faculty and administration
4. Chief Academic Officer Level – administration to administration and to Institutional Assessment Committee as information and reporting item
5. Executive Level – CAO to Executive Leadership Team and Dr. Toda as information item
6. Board Level – CAO to Board as information item

Section One: Mission and Goals

Describe the mission of the department

List the goals and objectives for the department for the next review cycle

Section Two: Description of the Department

Describe the present composition of the department in terms of:

- A. Include listing of classes, degrees, and certificates offered
- B. Provide number and qualifications of faculty and staff. Include position descriptions as an addendum.
- C. Provide the current budget resources for personnel, essential supplies, and equipment necessary to support the program and student success.

Section Three: Action on Previous Review's Recommendations

Describe what actions have been taken on each of the previous recommendations given by the department or external entity (if a prior review has been done) and achievement of benchmarks or targets set by the department to address the recommendations.

Section Four: Assessment of Key Functions and Data Elements

Use assessment spreadsheet or prepare a qualitative summary to review the department's key functions and data elements:

- Faculty census (number of adjunct and full-time faculty)
- Use of Professional Development funds to improve teaching and learning strategies
- Other activities and opportunities in which faculty have been engaged that support faculty success (internal training such as in-service workshops, training in the use of data or college systems, mentoring, internships with business, committee membership, etc.)
- Courses reviewed as per department schedule or within the last three years
- Enrollment data per year since the last review
- Student retention in classes in the department, progression term to term and year to year, and graduation rates for the department (may be aggregated or done per discipline to provide best data for the department)
- Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, Foundations of Excellence, involvement with and student attendance at co-curricular activities, involvement with new student orientation, etc.)

Section Five: Analysis of Assessment and New Recommendations

Based on analysis of the review:

- What new recommendations are being set by the department for the next review cycle?
- What benchmarks will be used for assessment of the recommendations and any new activities being implemented during the next review cycle?