CGCC

Business Administration Program Review

Review Period
2012 - 2017

Chair of the Report: Stephen Shwiff
Department Chair: Stephen Shwiff

June, 2017

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 last CGCC Business Administration Program Report was dated September 28, 2012 in the 2011-12 Academic Year. 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 to be considered in the next five year cycle.

Independent Accreditation

Since the last Business Review in 2012, CGCC became independently accredited in 2013 by the Northwest Commissions on College and Universities. CGCC had previously been accredited through a contract with Portland Community College since 1977. The change to independent accreditation allowed the Business Administration department the opportunity to review its program with a fresh eye building on the Portland Community College model. CGCC had 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. Since accreditation, the Business Administration department has accessed their offerings with an independent review of all of their courses, certificates and degrees.

Department Changes

On April 23, 2014, Chief Academic Officer announced the Business program was moving departments from Social Science to Career and Technical Education (CTE). The change was made because many of the required classes for the Business degrees and certificates were part of the CTE department and

"the potential for collaboration and program development is greater when in the same department."

In June, 2017, Stephen Shwiff, a Business Administration instructor was elected CTE Department Chair for a three year term.

Program alignment with Institutional Goals

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.

Business Administration is aligned with the Institution Goals as follows:

Core Theme A: Building Dreams – Access: Many Business Administration courses offer introductory classes with low prerequisites of WR 115, RD 115 and MTH 20 to facilitate student's immediate entry into our program.

Core Theme B: Transforming Lives: Education: Business Administration has focused on streamlining our offerings to allow students a clear path to obtaining degrees and certificates in our program. Classes are scheduled with student's goals in mind with a suggested path to degree and certificate completion.   Business Administration has limited the amount of Business electives to focus student's choices making the path to completion clear.

 Business Faculty is dedicated to aiding students succeed in their courses though effective teaching processes that lead to student proficiency.

Core Theme C: Strengthen our Communities – Partnerships - Business Administration has several courses which place our students in the community in work study programs. BA 256 Income Tax is aligned with the AARP Tax-Aide program which allows students to prepare elderly and low income persons' tax returns under the guidance of their instructor and Qualify Review Tax-Aide Instructors. BA 280 A and 280B facilitate students' internships with business in the college service area.

Business Administration has begun the process of creating an advisory committee of business owners and executives in the college's service area to aid in future development of the program.

Section Two: Action and Previous Review's Recommendations

Since the last review, CGCC has been independently accredited. The Business Administration reviewed every course offering and updating them through the curriculum process. The department adjusted courses and their descriptions in the annual catalog to better serve the educational needs of students. Certificates and degrees have been updated to ensure clarity and success.

The Business Administration moved academic departments from Social Science to CTE and Stephen Shwiff, one of the Business faculty member is currently the Chair of the CTE department which includes several disciplines besides Business Administration.

The last review provided several areas of ongoing evaluation including the review of courses offered, certificates and degrees relevancy and consistent standards for our program and the college.

The following are the recommendations and the current status of those recommendations:

- Review and change as needed the Business Administration Mission Statement.

The mission statement has not been accomplished. In the coming year, faculty will work with a newly formed advisory committee (See new recommendations) to construct or modify the current Business Administration Mission Statement as necessary. No action on this recommendation was mainly due to the loss of the department's full-time faculty and no one to follow on the recommendation from the report he chaired. Also, no process for review the report's recommendations was made and no provisions in the budget for faculty pay at the special project rate if they participate in efforts to work on the mission statement. In the future, the department may use in-service time or additional meetings with adjunct faculty to review and change 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.

Status: Since the last review, CGCC has been independently accredited. The Business Administration reviewed every course offering and updating them through the curriculum process. The department adjusted courses and their descriptions in the annual catalog to better serve the educational needs of students. In Spring, 2016, a committee of adjunct faculty, Stephen Shwiff, Pam Ritzenthaler and Luise Langheinrich met with Director Mary Kramer to review every BA certificates and degrees. The goal was to provide a clear pathway in each of the certificates and degrees to competition and eliminate unnecessary courses and electives in the program. Also, the committee worked to provide ideas for expansion of the BA offerings. All of the changes from this committee are incorporated in Section Three. This committee work was possible due to payments for the instructor's time at the special project rate since there was no full time faculty to lead this effort.

 In this process, the retail certificate was discontinued in 2016.

- Review faculty qualifications.

The current DC and Director do not believe reviewing faculty qualifications is necessary since qualifications are established at hiring and any changes are reviewed on a need basis.

- Creation of marketing materials for Business Department: design, print, and distribute marketing materials on degrees/certificates/classes from the Business Department.

No progress by the department however, a new CGCC marketing team that will standardize college promotional materials is currently being created. When this tea, is in place, the department will work with it to prepare materials to promote the Business program.

- Identify the Professional Development funds to improve teaching and learning strategies and set goals for their use by the next review cycle.

No specific progress on Professional Development except on individual projects. The current Union contract provides for the establishment of a Professional Development fund by the college, from which the department could consider future requests.

- Survey BA students to gain more accurate retention data. Perhaps survey students enrolled in BA101 courses and then survey those same students post-graduation.

Stephen Shwiff and Pam Ritzenthaler prepared material for student survey. Perhaps the new research team can provide raw data for preparation of additional student questionnaires.

- 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.

Ad hoc committees have been used to involve business administration faculty and the Director and Department Chair plan to discuss future opportunities. The potential mentoring program will be a popular choice for business administration faculty who already have good relationships with their students and act as unofficial mentors whenever possible.

Section Three: Describe, Assess & Analyze
Faculty

Since the last review, the Business Administration department's only full-time instructor retired. His course load was distributed to existing part-time faculty and the addition of new part-time instructors. Currently, the program relies on three part-time instructors who teach 90% of the Business Administration's courses. The other 10% are taught by several adjunct faculty who teach one or two business administration courses a year and are also teaching in other areas or have other jobs outside the college.

The departure of the full-time faculty, Ken Leibham, in 2016, have left a void and a lack of a consistent vision for the department. Leibham had been at the college for decades and was a steady and consistent steward for Business Administration. An additional challenge was the move of Business Administration from its previous department of Social Science to CTE and the learning curve necessary for the administration in the CTE department concerning Business offerings. With the election of a Business Administration faculty member, Stephen Shwiff, and the increased understanding by Director Mary Kramer since the move the department's understanding of Business Administration has improved as this review reflects.

Course Offerings Changes
Additional courses have been added or modified using online resource technology to place the courses online or hybrid to aid in student success.
Curriculum Changes since last Review:
Name Changes: BA 131 Computer in Business to BA 131 Introduction to Business Technology – reflects the growing use of additional technology in business.

BA 203 International Business to BA 203 Introduction to International Business – reflects the enormity of the subject and its ramifications.

BA 205 Solving Communication Problems to BA 205 Business Communications

BA 211 & 212 Financial Accounting I and II to Principles of Accounting I and II

Courses Removed:

BA 218 Personal Finance – Course removed due to a perceived lack of interest by the community and inability to fill in previous offerings.

BA 227 Business Law II – Course was not offered for several years due to lack of interest by the community and inability to fill in previous offerings. This course could be reintroduced as a combination of previous format which taught about the law of business associations with federal and state tax law for business associations. The sections on agency, employment law, immigration and bankruptcy may have more interest in the current environment than when the course was last offered many years ago. Perhaps the course could alternated with Business Law I allowing students to take either or both to satisfy requirement and/or elective credits.

BA 244 Record Management - OS 240 Filing and Records Management, developed in September, 2012, replaced this course with a more comprehensive course.

New Courses:

BA 104 – Business Math – Previously Business Math was taught as MTH 030, in the Mathematics Department. The new online course brings the subject to the Business Administration.

BA 188 Customer Service Skills was created for the Medical Office Professional career pathway certificate.   It introduces students to the concepts of customer service, including the principles of quality customer service.

BA 208 Business Ethics was created by Business Administration faculty to replace a previous required general ethics course, "PHL 202 Introduction to Philosophy: Elementary Ethics". Business Ethics specifically addresses ethical concepts in the business setting. The focus on business allows the practical application of ethical ideas in business settings. More and more business degrees and certificates in the country are requiring specific ethics courses and in adding this course, the Business Administration aids students with business aspirations as well as students wanting a more practical approach to the potentially esoteric subject of ethics.

BA 233 Integrated Marketing Communications was created by Business Administration faculty to combine the sale, retailing and advertising courses into a more robust marketing courses that delves into the specifics of the promotional side of marketing, including public relations, personal selling, and social media.

Degrees and Certificates

Business Administration reviewed and changed their offerings in 2016-7 year to ensure students success in obtaining their educational goals. The associate's degree in accounting and management were modified to focus the student's education on industry's needs. Electives were limited to other areas in Business Administration to ensure a fully developed graduate with the ability to provide a broad based understanding of business-related opportunities.

The one year certificate in marketing was also modified for the previous mentioned reasons.

The one year certificate accounting clerk was changed to Bookkeeping to reflect industry naming preferences.

The Retail Management certificate was discontinued due to low enrollment.

Currently, Business Administration offers associate's degree in accounting (92 credits) or management (92 credits). We also offer one-year certificates in marketing (45 credits), bookkeeping (48 credits), and Career pathway certificate. In addition, Business Administration offers an Associate of Science Oregon Transfer-Business Degree (ASOT-Business, 90+ credits).

Accounting

CGCC accounting graduates will be prepared to enter the field as a bookkeeper, accounting clerk or accounting assistant. These people generally perform routine calculations, typing duties, check items on reports and other duties, such as preparing invoices, payrolls and a variety of record-keeping tasks.

The accounting certificate prepared student for entry-level positions in bookkeeping. Entry level bookkeepers perform routine tasks such as bank reconciliations, journalizing, posting, worksheets, accounts payable, accounts receivable and payroll, plus duties such as tying and filing.

Business Management

CGCC management graduates will enter the business world as a supervisory trainee who will be qualified to assign duties to workers and establish work schedules. They may also find themselves evaluating performance of employees and recommending hiring and promotional procedures.

Marketing

CGCC marketing certificate graduates will be prepared to enter the dynamic marketing field at entry-level positions with firms in commerce, industry and merchandising. Marketing professionals traditionally find employment in advertising, direct sales, physical distribution, purchasing, retailing manufacturing and other high-energy work environments.

Business Administration (University Transfer)

If your goal is to earn a four-year degree in business administration, start that degree with some deft finance management by starting your business degree for less at PCC. You can complete your first two years of coursework at PCC and transfer your college credits to a business program at a university.

All current courses in the Business Administration program have been reviewed by the department instructors during a three year process to update the Content Curriculum Outcomes Guides (CCOG's). For the 2011-2012 academic year, the Business Administrative curriculum includes the following 30 courses:

Course	Name	Credits
BA 101	Introduction to Business	4
BA 104	Applied Business Math	4
BA 111	Introduction to Accounting	3
BA 131	Introduction to Business Technology	4
BA 177	Payroll Accounting	3
BA 188	Customer Service Skills	2
BA 203	Introduction to International Business	3
BA 205	Business Communication	4
BA 206	Management Fundamentals	3
BA 207	Introduction to E-Commerce	4
BA 208	Business Ethics	4
BA 211	Principles of Accounting I	3
BA 212	Principles of Accounting II	3
BA 213	Managerial Accounting	4
BA 215	Basic Cost Accounting	3
BA 222	Financial Management	3
BA 223	Principles of Marketing	4
BA 224	Introduction to Human Resource Management	3
BA 226	Business Law I	4
BA 228	Computer Accounting Applications	3
BA 233	Integrated Marketing Communications	3
BA 238	Principles of Sales	3
BA 239	Advertising	3
BA 242	Fundamentals of Investments	3
BA 249	Principles of Retailing & E-tailing	3
BA 250	Small Business Management	3
BA 256	Income Tax	3
BA 280A	Cooperative Education: Business Experience	
BA 280B	Cooperative Education: Business Experience Seminar	1
BA 285	Human Relations in Organizations	3

A. Student Learning Outcomes

1. Course-Level Outcomes:

Business Administration has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis. Completed instructor course outcomes assessments are public and located on the college website. Course outcomes assessments are reviewed by department chairs, directors and the academic assessment coordinator and instructors are provided additional support when needed.
There are many documented instances of assessment driven changes made to improve attainment of course level student learning outcomes described in the individual department self-studies. These improvements range from improved instruction, to changing the textbook, to revising the outcomes.
Many Business Administration instructors are now taking their courses through outcomes assessment for a second time, closing the loop by analyzing the results of these changes.
Specific examples of assessment-driven changes can be found in the individual department self-studies.

Examples of changes noted as a result of course assessment:
- improving instructional materials and resources for students (, BA 104, BA 213)
- increased student-student interaction (BA 211),
- changes to instruction (delivery) (BA 228),
- changes in assessment methods (BA 177)

2. Program-Level Outcomes:

Business Administration uses course grades from a wide range of courses that have been mapped to specific degree outcomes as a measurement of whether students have met degree outcomes.

Each November, the DCs submit a plan indicating which courses, offered each term, map to which degree outcomes. The Academic Assessment Coordinator collates the grades, providing the DCs with results for each degree. The DCs analyze the results the following year. All plans, results and analysis are posted to the college website.

Business Administration sets a benchmark of 80% of students earning a "C" or higher in each of its degrees and an additional requirement of 60% of students earning a "B" or higher for each outcome in its Transfer Degrees. Each year, the analyses indicate that the department is meeting its benchmarks, with few exceptions, often exceeding them.

Results:
Business Administration
Accounting Clerk Certificate
2016 - 17 PlanPDF Results   Analysis
2015 - 16 PlanPDF ResultsPDF AnalysisPDF
2014 - 15 PlanPDF ResultsPDF AnalysisPDF
Associate of Applied Science - Accounting
2016 - 17 PlanPDF Results   Analysis
2015 - 16 PlanPDF ResultsPDF AnalysisPDF
2014 - 15 PlanPDF ResultsPDF AnalysisPDF
Associate of Applied Science - Management
2016 - 17 PlanPDF Results   Analysis
2015 - 16 PlanPDF ResultsPDF AnalysisPDF
2014 - 15 PlanPDF ResultsPDF AnalysisPDF
Marketing Certificate
2016 - 17 PlanPDF Results   Analysis
2015 - 16 PlanPDF ResultsPDF AnalysisPDF
2014 - 15 PlanPDF ResultsPDF AnalysisPDF
Retail Management Certificate
2015 - 16 PlanPDF ResultsPDF AnalysisPDF
2014 - 15 PlanPDF ResultsPDF AnalysisPDF

Business Transfer Degree - ASOT
ASOT-BUS 2012-13 ASOT-BUS 2014-15

No other changes to methods of assessment have been recommended.

No recommendations have been made to improve students' attainment of degree outcomes. No examples of assessment-driven changes to improve students' attainment of the transfr degree outcomes have been indicated.

It is evident when looking at end of course grades as a measure of achievement of SLO, that Business Administration is meeting its targets. In using end of course grades, the program is measuring student achievement of degree outcomes using the method approved by the Instructional Council. However, a different method is used by some other CGCC degrees and certificates. It's recommended that the disparity between Business Administration and other programs at some point be resolved.

Summarize

Assessment of Core Learning Outcomes began in 2015-16, with results and analysis posted fall 2016. College-wide planning for curricular changes will occur throughout 2016-17 with implementation through 2019. Examples of assessment-driven changes regarding Core Learning Outcomes will be provided in the 2021-22 Business Administration Review. Further information on student achievement of Core Learning Outcomes and plans for increasing student achievement of the first Core Learning Outcome: Communication can be found on the college's Institutional Assessment of Core Learning Outcomes webpage

        1.Enrollment

The enrollment for Business Administration is varied by area of concentration. Examination of the enrollment data since the last review shows a decline in students enrollment overall. However, retention of the students enrolled as a percentage has increased. Lack of enrollment may be explained by a general decrease of community college students in general, lack of a focus in the CTE department on Business Administration, the loss of a full-time faculty member to maintain contact and department focus on the students and the program, ease of entry into business courses previously, and/or other factors. Retention has been more of a focus for the faculty since the decline in enrollment became apparent to Business Administration leadership.

 As described in this review and reflected in the recommendations, the issues are known by the department and since spring term, 2016 have been addressed. Since the department does not have more current information, it is difficult to determine how successful the changes adopted will effect enrollment.

The following analysis of the beginning of the accounting sequence demonstrates the trends discussed above in the Business Administration courses.

Progression from BA111-BA212

Academic Year	BA111 Enrollment	BA111 Successful	% Successful	Of the successful in BA111, number who reg'd in BA211	% reg'd in BA211	Of those who reg'd in BA211, number successful	% successful	Of the successful on BA211, number who reg'd in BA212	% reg'd in BA212	Of those who reg'd in BA212, number successful	% successful
2013-14	57	34	60%	18	53%	14	78%	10	71%	10	100%
2014-15	28	23	82%	9	39%	7	78%	5	71%	5	100%
2015-16	20	17	85%	9	53%	8	89%	7	88%	7	100%

Another way to looking at it:

Academic Year	BA111 Enrollment	Number of BA111 student who were successful in BA212	% of BA111 students successful in BA212
2013-14	57	10	18%
2014-15	28	5	18%
2015-16	20	7	35%

Business Administration is aware of the declined enrollment and several of the recommendations involved rectifying this situation including the following: creating an Advisory Committee, increased outreach to potential students including exploring a high school friendly curriculum for dual enrollment classes as well as recommended class, certificate and degrees from our partners in the community; promotion of Business Administration offerings, and the return of at least one full-time Business Administration faculty member to bulwark the department and maintain the details of the programs and the recommendations in this report.

2.<u>Budget</u>

The budget for Business Administration has been adequate until 2014-15 when the transition occurred from a full-time Business faculty to only adjunct faculty. In 2014-15 the budget was over spent by $76,000, which was the result of a retirement package for the full-time faculty. While in 2015-16, there was a surplus balance of $17,000, in 2016-17 the budget was again over spent by $12,000 in the part-time faculty/OPE areas. Business Administration's materials and supplies budgets over the last five years have been minimal.

Section Four: Recommendations

Based on the analysis in Section Three:

During the next five years, the Department will want to accomplish:

Recommendation One: Develop and establish Business Administration Advisory Committee.

Rationale: 1. Provide a link with Business people in the CGCC service areas to determine employment needs and how well our students are prepared for immediate employment upon completion of their educational goals.

2. Create alliances with our program's student outreach activities such as internships and creation of practical experience within the Business Courses.

3. Allow for information exchanges which would help Business Administration update courses and programs to meet the ever changing business areas.

Steps to Implementation:

1. Evaluate current partnerships and networks which could bring existing and potential shareholders into the committee.

2. Identify business areas of interest in our community, and individual in various fields who meet our needs for a diversified committee.

3. Identify Hispanic business leaders in our service area to join the committee as part of our college's designation as a Hispanic Service Institution.

4. List potential members and contact them personally presenting the anticipated needs and benefits of joining the committee.

5. Meet with the Committee as an orientation and planning session for future Committee function. Our hope is to have the initial advisory committee in place for an October 2017 meeting.

Recommendation Two: Develop strategies to increase outreach to potential students for Business Administration programs, and to provide support for enrolled students.

Rationale:

1. Enrollment is the engine that drives our success.

2. Students who haven't considered how important business knowledge is for their career growth or don't see their own opportunity to enter into the business need to know the availability of business education.

3. With low perquisites in introductory Business Administration courses, dual enrollment students would be able to succeed in the courses and advance their academic careers.

Steps to Implementation:

1. Develop relationships with our service area's high schools.

     a. Business courses geared to the high school students in their school districts dual credit programs. Build a link between high school students who can earn credits towards our certificates and/or degrees which could lead them to continuing their education at CGCC, or link with another educational institution.

     b. Educational information to high school students of the availability for practical business education at an affordable price especially with state and local programs available for students.

     c. Promotion of our Business transfer degrees where students are able to begin their pursuit of educational goals with our program in anticipation of transferring to a four-year institution.

     d. Encourage Hispanic students to consider the opportunities Business courses would offer this underserved group of potential students.

2. Promotion of Business Administration's opportunities through radio, newspaper and other medium outreach.

3. Recommend business administration faculty to participate in activities that support student success through educational means or incentives to volunteer for cocurriculum activities, new student orientation, etc.

4. Student friendly schedules should be considered with a variety of offerings at each campus, time and dates, online and hybrid.

5. Preference should be given to hire faculty members who are able to teach in a variety of ways, locations, times and days of the week.

Recommendation Three: Develop courses, certificates and degrees to keep up with the ever-changing business environment.

Rationale:

1. Entrepreneurship is a growing area of business activities as entry into markets is become easier with modern technology.

2. Technology development and implementation is a must for successful business to maintain their competitive edge.

Steps to Implementation:

1. Seek to establish additional opportunities for students to interact in real world business situations through, but not limited to, the following activities: outreach programs, cooperative volunteering, service learning projects, and internships.

2. Employ faculty who maintain their knowledge of current business technologies and offer courses using a variety of modalities.

3. Provide professional development funds for faculty to maintain and increase their knowledge of technological changes.

4. Develop courses and programs with a focus on the future of business.

     a. Explore creating an Entrepreneur certificate focused on providing education for small business development and implementation.

     b. Develop courses to aid student interested in areas of Business not currently available in our courses.

     c. Offer courses on different ways including online and hybrid.

5. Consult with Business Advisory Committee on innovations in business-related activities.

Recommendation Four: Create full-time positions for part-time instructors including a new position and/or to replace former full-time instructor, (retired in 2015-6).

Rationale:

1. For consistency of instruction and vision in the department, full time faculty positions should be considered for the current part-time instructors who teach the majority of the Business Administration's courses. Adding full-time Business Administration faculty is revenue neutral with the current situation of paying part time faculty for credit classes, program and department assignments. Under the most recent Faculty Collective Bargaining Agreement, 2015 – 18, part-time and full-time faculty are paid the same rate per credit hour of the courses taught. Some benefits are offered for both, some are partial, and others are not offered. However, part-time faculty are compensated for their work, beyond their courses taught, on college committees, in-service, and other institutional work at the special project rate. Also, full-time pay is equivalent to a 45 course load and remains at that pay up to 48 credits taught.

2.   Business Administration has difficulty with consistent working groups for necessary activities like this 5 Year Review, Program Assessments, the potential mentoring program and several other areas. Ad hoc committees paying adjunct faculty the special projects rate have been used to form committees however this is not an efficient method of creating a cohesive plan for the department. The election of a Business Administration faculty as Department Chair of CTE helps with this vision but deprives other areas of his split concentration to fill this role for BA. Full-time faculty with the presence every day on campus would improve the demands of the program.

Full-time faculty would be available for additional work including course and program development. Business Administration faculty should be available for mentoring and advising our department's students during the pursuit of the student's program objectives. Full-time faculty would be available to serve on Business Administration's advisory committee, and the college's various administrative committees. Full-time faculty could also work on outreach for student's employment during their college years and upon graduation, as well as internship opportunities.

 Steps to Implementation:

1. Present plan to Department Chair, Director and Chief Academic Officer for their approval.

2. Work on developing a budget within our own department, and potentially other college departments, to include the cost of full-time faculty.

3. Evaluate department needs, including the recommendations from this report to create criteria for full time position(s).

4. Evaluate current employment situation to prepare to offer full-time status to current faculty or to convene a hiring committee to evaluate internal and external candidates.

5. Hire full-time faculty.

Recommendation Five: Prepare for next Five-Year Program Review

Rationale:

1. Ease the burden of reviewing Business Administration department by planning review over the period of year between each review.

Steps to Implementation:

1. Evaluate previous process within a short time of completion to establish successes and failures.

2. Assign tasks to faculty, primarily full-time faculty, to maintain record-keeping in areas of interest and/or concern for the program.

3. Review recommendations on a regular basis to ensure successful implementation. Consult with Department Chair, Director and Chief Academic Officer regularly concerning necessary steps to continue progress.

4. Review and update classes, degrees and certificates offered as necessary.

5. Identify criteria for examination during the next BA Program Review.

6. Develop goals for the faculty and staff to achieve during the next review cycle.

7. Identify the Professional Development funds to improve teaching and learning strategies, and set goals for their use by the next review cycle.

7. Update course content guides within a five (5) year cycle.

8. Assess the degrees and certificates on a five year cycle with the Assessment office

The program will determine the progress it makes in accomplishing its recommendation by setting short term goals and long term goals. By identifying the beginning steps and the progress reasonably anticipated, large goals can be achieved.