




2017

# COMPUTER APPLICATIONS AND OFFICE SYSTEMS PROGRAM REVIEW

COLUMBIA GORGE COMMUNITY COLLEGE



Narrative written by and date compiled by CGCC  
Computer Applications and Office Systems (CAOS)  
Department Instructors.

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## MISSION AND GOALS

### **A-COMPUTER APPLICATIONS AND OFFICE SYSTEMS (CAOS) MISSION**

Following is the mission statement set at the Fall of-2016 by the Columbia Gorge Community College (CGCC) CAOS department as part of their second program review. Our goal for this review will be to assess achievement of the department's mission statement and make recommendations for program changes.

The mission of the CAOS department is to provide career and technical education opportunities, with focus on; critical thinking, problem solving and technical skills training, by providing our students & workplace community with the opportunities to successfully achieve their educational goals and enhance their lifelong learning.

### **B-CAOS GOALS 2011-2016**

During the fall in-service of 2011, the CAOS department set the following five year goals. On the right are the results of those five goals over the last five years.

<b>Goals 2011-2016</b>	<b>Results 2016</b>
<b>Goal 1:</b> Add Web design certificate and degree offered through CGCC CAOS department and ensure that all required courses for each degree and certificate are being offered as we move toward independent accreditation by 2014 (currently offered at PCC but not at CGCC).	Accomplished two web certificates, both were suspended because of budget issues in 2014-15. The Web Development Assistant Certificate was brought back and started Fall 2016. The department will work on the Web Design Assistant Certificate during the 2016-17 year. All the courses for the Web Design have been developed, so just the paperwork to Curriculum Committee is needed.
<b>Goal 2:</b> Hire a full-time CAS instructor to teach Web design degree and certificates, be CTE department chair, co-chair advisory committee and help with CAOS instructor trainings and workshops.	The full-time instructor was placed in General Education for a new Computer Science (CS) department as the administration was not convinced that a FT instructor in CAOS was a good placement.
<b>Goal 3:</b> Continue to increase the number of students earning certificates and degrees in CAOS over the next 3 years.	See the Degree and certificate chart on page 18, our best completion degree is Admin Assist AAS (24) and our best certificate is Admin Assist Cert (25) Entry Level Administrative Assistant Certificate has had no completers as 2 courses that were required for it were not cut from the budget 2015-16 school year. The Word Processing Certificate had no completers 2015-16 as CAS 231 was canceled winter term.
<b>Goal 4:</b> Setup and administer an assessment of our regional business computer application needs by summer of 2014	This goal was not accomplished due to budget restrictions preventing the department from doing extra work.
<b>Goal 5:</b> Evaluate, research and possibly increase software program diversity being offered in CAOS courses at CGCC by summer of 2014.	The department evaluated and talked with business web representatives in our service area and then developed two new web assistant certificates. The department increased the offerings for the department and college by adding 14 new web development and design courses that will lead to students being able to receive one new certificate (Web Development Assistant) in the 2016-17 year and will be working on adding back in the Web Design Assistant certificate during the program review year.
<b>Goal 6:</b> Review and evaluate student access needs to computer labs, computer tutoring needs and facilities on the weekends/off hours through student surveys by summer of 2014.	This survey was accomplished and will be reported in this program review
<b>Goal 7:</b> Participate in the planning and implementation	The department participated in the implementation of the

of a new CAOS advisory committee by fall 2012.	CAOS advisory committee, attended meetings, sought input from the committee on its implementation of the new web certificates.
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*Were any changes made as a result of the last review, if so, describe the rationale and results.*

2011-2016 Goal 1: The Web Development and Design Assistant Certificates were suspended in 2014 due to budget issues. We have 3 years to reinstate them or all the leg work has to be done again. During the 2015-16 school year, the CEO provided monies for instructors to develop the course in both web certificates. The suspended Web Development Assistant Certificate was reinstated Fall 2016. The Web Design Assistant Certificate will be worked on during the 2016-17 year.

2011-2016 Goal 2: A full time instructor was not hired for the CAOS department. Administration believed that the funds for a full-time instructor were better used to place a full-time instructor in the new Computer Science (CS) department. This position remains unfilled in CAOS, therefore all work on the certificates, CCOG's and department issues fell to the CTE Department Chair and the CAOS Department.

2011-2016 Goal 3: The goal to increase the number of students earning certificates and degrees in CAOS over the last 5 years (2012-16) was not been totally met due to canceling of low enrolled courses and budget reductions (2015-16) that limited course offerings. The Entry Level Administrative Assistant CPW certificate was not attainable by students because one or more courses were canceled or not offered (CAS 103W, and CAS 104). The Degree and Certificate chart on page 18, shows we have not had any students graduate with this certificate since it was started in 2014-15. The Word Processing Support certificate, had no students complete it during the 2015-16 year, because CAS 231 was canceled winter term 2016 with 8 students in it. See the Degree and Certificate chart on page 18.

2011-2016 Goal 4: The goal of having an assessment of our regional business computer application needs by summer of 2014, was not met due to budget constraints. The advisory committee meeting was canceled fall term 2016 so there wasn't an opportunity to discuss this goal with the committee during the review year.

2011-2016 Goal 5: The goal to increase software program diversity being offered in CAOS was met by meeting with community web businesses in our service area and then developing two new web assistant certificates. The department increased the offerings for the department and college by adding 14 new web development and design courses that will lead to students being able to receive one new certificate (Web Development Assistant) in the 2016-17. If funds permit CAOS will be working on adding the Web Design Assistant certificate during the program review year, with the roll out of this new certificates three new classes the fall of 2017.

2011-2016 Goal 6: The goal to review and evaluate student access needs to computer labs, computer tutoring needs and facilities on the weekends/off hours through student surveys was completed. Because we were not able to do this student access survey, the college made changes in the computer labs at The Dalles campus by moving from 3 labs for teaching to 1. Most of our classes are taught online - but other instructors who teach computer classes are now limited to when they can teach in the one lab that is left on The Dalles campus. There are still 2 labs at Hood River Campus.

2011-2016 Goal 7: The goal to participate in the planning and implementation of a new CAOS advisory committee by fall 2012 was met. The CAOS advisory committee was formed, meetings were attended where the committee provided input concerning the implementation of the new web certificates. Formal minutes of meetings are not available to all CAOS instructors and the Advisory committee. This will be a recommendation from this Program Review.

### **Suggested Goals: 2017-2021**

**2017-2021 Goal 1:** The CAOS Advisory Committee changes; notify department of agenda, meetings, minutes, and decisions.

**2017-2021 Goal 2:** The CAOS department will continue work on reinstating the Web Design Assistant Certificate.

**2017-2021 Goals 3:** The CAOS and CGCC iTech departments will research the possibility of incorporating a “virtual student desktop” to help with student access to computers and software by the next review process in 2021.

**2017-2021 Goal 4:** The CAOS department will begin to add back more sections of the courses, starting with the courses showing the highest enrollment over the past 10 years. Prior to 2014 we offered (CAS 121,122,133, 170, 216, OS 131) 2 or 3 times a year depending on enrollment needs. Starting 2016-17, with the new union contract lower enrolled classes are now being taught as independent studies with instructor approval. In the past 5 years they would have been canceled due to low enrollment (under 12). See Appendix D for course enrollment data from 2005-2015.

**2017-2021 Goal 5:** The CAOS department will continue working at moving all CAOS classes to an online format, so that students can complete both certificates and degrees online, by fall 2017.

**2017-2021 Goal 6:** Using the two-new web certificates the CAOS department will work on developing a Web Development & Design degree.

**2017-2021 Goal 7:** Continue working on increasing completion of degrees and certificates

**2017-2021 Goal 8:** The CAOS department will develop an entry level, one credit, open source, online class as an introduction to CAS 170 Beginning Excel. This class will cover topics such as cut copy/paste, order of operations, the definition of averages, multiplying and dividing with percentages, calculating totals and checking one's work. This class could also be a good introduction to spreadsheets, appropriate for any cert that requires CAS 170 - it could be either optional or waived with instructor permission. This course also be a good course for any CGCC discipline that asks students to do spreadsheet work.

**2017-2021 Goal 9:** the CAOS department will develop a 'Writing for the Web' course for both the Web Development/Design certificates to introduce students to specifics for writing for the internet. This course will be a 1 credit course covering topics such as web content, inverted pyramid writing style, using outlining to set up content, writing plain language, writing content aimed at persuading readers, etc.

**2017-2021 Goal 10:** The CAOS department will Survey students, staff and faculty on Digital Literacy and Fluency using this tool, <http://elearning.tki.org.nz/Teaching/Digital-fluency>, by spring of

2018. Then they will analyze the results by fall 2018 to see where our department can help students, staff and faculty to move toward Digital Literacy/Fluency.

### ***C-Describe program alignment with Institutional Goals***

The Institutional Goals for CGCC are based on student access and student success.

1. **Student Access:** CGCC will increase our engagement of students, employers, partners and other stakeholders in order to enroll, motivate and assist students in achieving their goals.
2. **Student Success:** CGCC will increase our rates of course completion, persistence, progression and transfers to four-year institutions.

<b>CAOS Goal 2017-2021</b>	<b>Student Access</b>	<b>Student Success</b>
#1 Online courses available for students	engagement of students	course completion rate
#2 Continue work on Web design assistant certificate	increase employers, partners and other stakeholders	increase progression of completion rate
#3 Virtual Student Desktop	assist student in saving monies for software	progression through required courses
#4 increase sections of most enrolled courses	motivate and assist student in achieving their goals	increase certificate and degree completion rate
#5 courses online	assist student in learning from anywhere	increase certificate and degree completion rate
#6 Web Design & Development Degree	motivate and assist student in achieving their goals	certificate, degree progression
#7 Completion rate	motivate and assist students in their goals	increase certificate and degree completion rate
#8 Spreadsheet course	assist students in learning the basics of using a spreadsheet before CAS 170 or for other college disciplines that ask students to use spreadsheets in their courses	increase certificate and degree completion rate
#9 Writing for the Web course	assist students in the new web certificates in writing, specific to web writing	increase progression and completion of web certs
#10 Digital Literacy and Fluency, staff, faculty, students	assist student in achieving their goals with a digitally fluent campus	increase completion, persistence, progress in CTE or CGCC transfer courses

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## ACTION AND PREVIOUS REVIEWS RECOMMENDATIONS

### Summarize changes that have been made since the last review:

The CAOS Department has done the following since the review in 2012:

1. New Web Development Assistant Certificate developed and approved
2. Fourteen (14) new Web Development Assistant classes developed – ready to teach fall 2016 for the Web Development Certificate. Three (3) classes for a proposed Web Design Certificate were also developed and approved. They won't be taught until the new Web Design Certificate is approved by the college.
3. Revised all current classes with new outcomes, titles, credits, etc through CC during the 2015-16 school year-See Appendix H
  - Thirty-three (33) courses were updated by instructors between July 2015 and June 2016.
  - Two of the 33 will be suspended this school year as they are not required in any CAOS degrees or certificates, CAS 110 and CAS 121A. In 2015-16 CAS 111D was suspended as a result of changing the AOP Degree by the state consortium.
  - Not listed, but also with new CCOG's, are the three courses for the Web Design Certificate 106,108 and CAS 235). They will not be listed until the certificate is approved during the 2016-17 school year.
4. Revised most certificates (Administrative Assistant not revised) AOP degree revised, Admin Assistant Degree not revised
5. All CAOS courses in every certificate, except the Administrative Assistant certificate, are now online to help reach students outside our service area.

Listed below are all the current CAOS degrees and certificates and when they were last updated or will be updated. Both the AAS Administrative Assistant Degree and Administrative Assistant Certificate will be updated during the 2016-17 academic year. The department will also be working in reinstating the Web Design Assistant Certificate to roll out fall of 2017.

Administrative Assistant AAS  
Administrative Assistant Certificate  
Office Assistant Career Pathway Certificate – updated 2015-16  
Medical Office Professional Career Pathway Certificate – new in 2014-15  
Spreadsheet Career Pathway Certificate – updated 2015-16  
Word Processing Career Pathway Certificate – updated 2015-16  
Entry-level Administrative Assistant Career Pathway Certificate – new in 2014-15  
Administrative Office Professional AAS (AOP) – updated 2015-16  
Web Development Assistant Certificate – new 2016-17  
Web Design Assistant Certificate – suspended, reinstatement will be worked on 2016-17

Were any changes made as a result of the last review, if so, describe the rationale and results?

As our college moved toward independent accreditation the first formal review process for this department was during the 2010-11 school year. This program review (2016-17) will be the second one completed by this department.

Columbia Gorge Community College completed a formal review of the CAS-OS department from 2011-2012

**1. Changes Made Since the Last Review**

- a. **Web Design and Development Certificates** passed the Curriculum Committee 2014, were suspended Spring 2015 because of budget issues. The Web Development certificate was re-instated winter 2016 with the first classes taught Fall 2016. Web Design Assistant Certificate will be presented to CGCC Curriculum Committee during the 2016-17 year for re-instatement. All Courses have been developed and three will need to be added to school year offerings in CAOS.
- b. **Full Time Faculty member** was not added to the CAOS staff as the full-time position was reallocated to Computer Science by the administration.
- c. **Advisory Committee** made up of community members, CAOS instructors and web business members was created by the end of Fall 2015. This Advisory committee meets two times a year, fall and spring. Since the Department Chair is no longer from the CAOS department, faculty members should be in attendance at these meetings to represent the CAOS department.
- d. **Students were surveyed** via the SurveyMonkey Course Evaluation to evaluate any shortfalls in our course offerings that prevent them from completing their educational goals at CGCC.
- e. **A review of the courses needed** for staff and faculty Over the Shoulder Trainings and Computer Applications for Speakers of Other Languages did not occur due to budget constraints. The Virtual Assistant certificate was discontinued also.

All changes made were a direct result of the recommendations from the last review being completed.

**CAOS Program Review Recommendations Status-3/2016**

Progress Report of 2012 Program Review Recommendations

Recommendation	Progress 2012-2015	Who	Due date	Done	Notes
Add Web Design degrees and certificates that are taught at PCC and not at CGCC	Web Dev and Web Design certs passed CC fall term 2014,	Department	Spring 2016	√	both suspended spring 2015 because of budget issues. Web dev re-instated winter 2016 to be taught fall 2016
Hire or appoint an existing staff member as full time faculty	FT instructor went to Computer Science instead of CAS/OS	Administration	Spring 2016	Not done	Appointment went to CS in Gen Ed instead
Add advisory committee with CAOS	Advisory Committee	Department, Director,	Spring 2016	√	



instructors on the committee	added fall 2014 with community, added web business member fall 2015	Department Chair			
Schedule open labs for both campuses including evenings and weekends			Spring 2016	Not able to complete	Not able to complete because of budget issues, no monies for instructors to staff labs. 2/3 computer labs at TD were closed and turned into classrooms.
Use the current Survey Monkey Course Evaluation to survey students in their classes (w2012-f2012)	See survey data	Department	Fall 2012		
<b>Survey staff about computer software needs and issues by 2014</b>	See survey data	Department	Spring 2016		Not done – by Spring 2016
Survey instructors about their class computer software needs and issues by 2012	See survey data	Department	Spring 2014		
Review the courses needed for the following: Virtual Assistant certificates, Computer Applications for Speakers of Other Languages, Over the Shoulder Training for faculty and staff		Department	Spring 2016	Not able to complete	Due to budget issues in 2015-16, we were not able to have department meetings or add any new certificates after the web certs were added.

Listed below are the degrees and certificates that CAOS courses are required for. See Appendix A for specific course requirements.

<b>Degrees where CAOS classes are used:</b> (2 year degrees)	<b>Certificates where CAOS classes are used:</b> 1 year, less than 1 year, & Career Pathways (CPW)
ASS Admin Assistant (95 credits) CAS/OS	Accounting Clerk (48 credits) BA
AAS Accounting (92 credits) BA	Admin Assist Certificate (48 credits) CAS/OS
AAS Business Management (91 credits) BA	Marketing (44 credits) BA
AAOT Business (90 credits) BA	<b>Office Assistant CPW (43 credits) CAS/OS (all OL)</b>
AAS Admin Office Professional (90 credits) CAS/OS	<b>Web Development Assistant (41 credits) CAS/OS (new as a result of last review) (all OL)</b>
	Medical Professional CPW (24 credits) CAS/OS (new)
	<b>Spreadsheet Support CPW (19 credits) CAS/OS (all OL)</b>
	<b>Word Processing Support CPW (19 credits) CAS/OS (all OL)</b>
	<b>Entry Level Admin Assist CPW (15 credits) CAS/OS (all OL)</b>

## SECTION #3: DESCRIBE, ASSESS AND ANALYZE

### **A-FACULTY**

#### **I. Quantity of faculty needed to meet the needs of program**

In this section of our review we will use tables or prepare a qualitative summary to review the department's key functions and data elements in the areas of 1) Quantity of faculty needed to meet the needs of program 2) Extent of reliance upon adjunct faculty 3) Incorporation of instructional best practices 4) Use of professional development opportunities to improve teaching and learning strategies 5) Faculty involvement in activities that support student success

#### **II. Quantity of faculty needed to meet the needs of program**

We are a department that is staffed 100% with adjunct faculty. When we were running with faculty at 100% of allowable class loads, we felt the need for a full-time faculty member for CAOS department. However, that full time position went to another department. With the course offerings cut, none of the current CAOS faculty have had full class loads since 2014-15. With CGCC slowly rebuilding programs, we currently have the faculty capacity to rebuild to our previous levels. However, as additional courses were added for two new certificates, faculty will be needed to teach those classes, some can be from current faculty, but it is possible that others will need to be hired.

There is no coordination for monthly meetings, discussion groups, book talks, software trainings, etc. for CGCC Computer Applications and Office Systems faculty at this time. As part time instructors, though, this group rarely misses an in-service, with several of its members traveling a long distance to meet with other faculty members.

Some instructors would like to be able to participate in in-service meetings remotely. CGCC has the tools for doing this for the department meetings. The tools they could use are Blackboard Collaborate and/or Google Hangouts.

Below are some ways that the CAOS faculty participates in the activities for CGCC:

- a. Faculty in-services fall and spring each year
- b. Professional development opportunities, f2f and online
- c. Faculty surveys
- d. Moodle trainings
- e. QM Review trainings – 6/7 instructors are QM reviewers for CGCC and nationally
- f. Updating to new software
- g. College committees 3/7 serve on committees
- h. Open Educational Resources (OER) for their courses

#### **III. Extent of the reliance upon part-time faculty – 2006-2016**

We have a very small contingent of adjunct faculty, with each instructor teaching from 2-7 classes each term.

Twenty-eight (28) out of thirty-one (31) of our classes are taught online, two (2) classes are taught as hybrid classes. All our instructors have Quality Matters (QM) training and of our seven instructors six (6) are QM reviewers nationally.

CAOS Faculty Census	full time instructors	adjunct instructors
Instructors 2011	0	8
Instructors 2016	0	7

#### IV. *Incorporation of instructional best practices*

The majority of the courses in the CAOS department are delivered online. In order to provide a high-level learning experience for students, five out of seven instructors have completed additional training through Quality Matters, a nationally recognized gold standard for quality assurance in distance education design. See Appendix B-QM course reviews. Among the five instructors, certifications are held as both peer reviewers and master reviewers. Over 50% of online courses within the department have passed formal Quality Matters reviews.

Additionally, the CAOS faculty regularly attend a variety of professional development opportunities that further expand upon knowledge and develop skillsets in both pedagogical practices and educational technology.

To be reviewed for Quality Matters, courses are required to be taught at least two terms. All web development courses are being taught for the first time this year except CAS 206, 213 and 215. Instructors nominate their courses for the national QM review. With funds cut in the area reviewing courses for QM, only a few CAOS classes are reviewed each year.

During the process of updating our Course Content Outcome Guides (CCOG's) several courses were changed to Open Educational Resources (OER) courses to save students monies on textbooks and software. With the help of the CGCC library, CAOS instructors were able to locate online textbook resources, write their own, and find free software for students in their courses. At this time over 40% of the courses in the CAOS department are OER courses. As a college, since 2011, we have saved students our students \$101,551.34 in textbook costs since.

All CAOS courses are required to go through an informal review by the Distance Learning and Instructional Technology Coordinator before they can be offered in the schedule. All Web Development and the 3 web design courses have been developed and approved by the DL Instructional Technology Coordinator in the 2015-16 school year. Courses cannot go through a formal national review until they have been taught 2 terms.

#### V. *Use of professional development opportunities to improve teaching and learning strategies*

As with other departments, professional development funds are available for use. Unfortunately, many CAOS instructors have not known or taken advantage of these funds. Listed in the table below are conferences, workshops and committees that CAOS adjunct faculty have participated in since 2008.

Date	Dept.	Event/Conference/Workshop	Purpose of training/Conferences
2008	CAOS	Student Success and Retention	Attend Retention Conference
2009	CAOS	Distance Ed Cong.	Increase knowledge of distance education
2009	CAOS	Sara Varnum Institute AAWCC Conference Quality Matters	CTE Institute Attend and present at conference Master Reviews course
2010	CAOS	"Motivation: A Moving Target Fall AAWCC Conference 3-D Game Lab IAC Committee CTE Department Chair Sara Varnum Institute	motivating adult learners attend and present at Oregon AAWCC gamification of online courses Institutional Assessment Committee for the career & tech department CTE Institute
2011	CAOS	Beyond PPT training IAC Committee Sara Varnum Institute Academic Policies Committee	learning about options for presentations-G Institutional Assessment Committee CTE Institute Committee
2012	CAOS	e-Learn conference Screen-Cast-O-Matic Sara Varnum Institute 21st Century learners Quality Matters Common Core Academic Policies Committee	electronic learning conference OER CTE Institute how to use multimedia Master Reviewers class Training Committee
2013	CAOS	OER Conference SEM Committee CTE Department Chair Sara Varnum Institute Online Textbook Instruction QM National/Regional Academic Policies Committee	Open Educational Resources training Student Enrollment Committee for the career & tech department CTE Institute webinar Conferences Committee
2014	CAOS	Adobe Cloud CTE Department Chair Sara Varnum Institute Collaborate Webinar QM Works Academic Policies Committee	use of Adobe software for a year for the career & tech department CTE Institute Using Blackboard Collaborate Conference Committee
2015	CAOS	Adobe Cloud CTE Department Chair Curriculum Committee Sara Varnum Institute Academic Policies Committee	use of all Adobe software for a year for the career & tech department 1 year service on the CC at CGCC CTE Institute Committee
2016	CAOS	Adobe Cloud e-learning Conference QM Conference Academic Policies Committee Shaw Academy-Design Studio	use of all Adobe software for a year electronic learning conference Quality Matters Conference Committee Design elements, principles and Adobe software

# CGCC CAOS FACULTY AND STAFF FOR 2016

(ALL INSTRUCTORS ARE **PT**, THERE ARE NO **FT** INSTRUCTORS SINCE 2006)

Faculty 2016 - 2017	B A	B S	MBA	MA'S	CAS Courses Taught OL=online f2f=face to face	OS Courses Taught	Other CGCC Classes
1	✓		✓		CAS 170,171, 108, 181 OL (4)		
2		✓		✓	CAS 103,133 OL (2)		OS 131
3		✓	✓		CAS 200, OL (1)	OS 245 OL (1)	BA 207, CIS 120 OL (2)
4	✓			✓	CAS 109, 102, 180, OL (3)	OS 131, 220, 240 OL (3)	Writing Dept
5		✓		✓	CAS 121, 122,123, 216, 217 OL (5)	OS 280 F, 280 G HB (2)	
6	✓			✓	CAS 101, 231, 230, 245 OL (4)		Education, CAS 133, 170, 140, 109, 104, CIS 120
7		✓		✓	CAS 206, 213, 215, 225 140, 104 (6)		CIS121(1)
<b>Totals</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>25 CAS classes</b>	<b>6 OS classes</b>	

## VI. Faculty involvement in activities that support student success

Our main activities that support student success are tied into what the college does for all students. Although a small department the instructors in CAOS are an integral part in the life of CGCC and are involved in the following activities:

- Volunteered computer applications tutoring, CAOS instructors volunteered hours for this both f2f and online
- Instructor's textbook resources in the two libraries, for student use
- Proctoring challenge texting for CAOS courses
- Helped at fall student orientation
- Incorporated Open Educational Resources (OER) and free online software information for students
- Met student in online collaboration tool (Collaborate) for virtual office hours
- Video tape weekly directions

## ***B-CURRICULUM***

### ***I. Program alignment with professional and national standards***

- *Course currency and relevancy*

All current courses in the CAOS department have been reviewed by the department instructors, during a three-year process to update the Content Curriculum Outcome Guides (CCOG's). During this process three classes were suspended as they were not currently required for any degrees or certificates. The Web Development Assistant Certificate (12 courses) was also reinstated and all courses developed by the department instructors during the 2015-16 school year.

The department moved several courses to Open Education Resources (OER) curriculum and computer software resources, saving students money on textbooks and computer software.

This year's new Web Development Assistant Certificate was developed by the department from 2014-16 and is bringing in new students to the department. As of winter, term 22 new students are taking courses in the new certificate.

- *Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes*

The CAOS Advisory Committee currently includes members representing Mid-Columbia Economic Development, Wasco County, North Wasco County School District, and City of The Dalles, plus CTE Department Chair and CTE Department Director.

The Committee met six times between May 2013 - March 2016. During these six meetings, the following topics were discussed:

- Role of the Advisory Committee
- Overview of existing CA/OS program
- Web certificates – status
- Administrative Office Professional (AOP) Statewide Degree
- CGCC Budget
- CGCC Business Program
- Review administrative assistant job descriptions, determine list of skills sets
- Analyze gaps between skill sets and program courses.
- Troubleshoot potential new courses to fill such gaps
- CGCC Career Pathways
- New web certificates
- New career pathways certificate
- Labor Market information
- CGCC Business Program
- Career Pathways Roadmaps

Although meetings did take place, it is unclear as to the outcome of these meetings as there were no official minutes taken. In order to have an effective Advisory Committee, it is essential for an active

committee keep records of the outcomes of the meetings and communication take place to provide information to the faculty of the CAOS Department.

- *Forecast future employment opportunities for students, including national or state forecasts if appropriate*

Administrative Assistant employment job descriptions include: administrative assistants, receptionists, medical secretaries, legal secretaries, office clerks, office support, library assistant, etc.

A search of The State of Oregon Occupational & Wages Information finds 150 current jobs listing under this description (436014). The average hourly wage in Oregon is \$17.46 with an average annual wage of \$36,308. The average hourly wage in the Columbia Gorge, according to the State Of Oregon wage information, \$17.36 and \$36, 108, which is very close to the Oregon average.

The State Employment analysis is: "Employment in this occupation in 2014 was much larger than the statewide average for all occupations. The total number of job openings is projected to be much higher than the statewide average number of job openings for all occupations through 2024. This occupation is expected to grow at a somewhat slower rate than the statewide average growth rate for all occupations through 2024".

### **Educational Requirements**

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

Resources for this information are from: Oregon Employment Divisions (nd) Occupation & Wage Information, retrieved from <https://www.qualityinfo.org/jc-oprof/>

Web Development and Design employment information from the same resource as above, show these job descriptions as: design, create and modify web pages. There are currently 300 job listings for this description. In Oregon, the average hourly rate is \$31.18 and the average annual wage is \$64,849. North west Oregon average wages are higher than the state with hour wage at \$32,09 and yearly \$66,736.

The State employment analysis for Web Development /Design is: "Employment in this occupation in 2014 was somewhat larger than the statewide average for all occupations. The total number of job openings is projected to be much higher than the statewide average number of job openings for all occupations through 2024. This occupation is expected to grow at a much faster rate than the statewide average growth rate for all occupations through 2024.

Reasonable employment opportunities exist largely due to the significant number of job openings projected for this occupation".

The only other college that has a Web Design and Development program is Clackamas CC, the rest are geared more toward IT specialists. This supports our work on helping our communities students access a growing field in their area and state.

Resources for this information are from: Oregon Employment Divisions (nd) Occupation & Wage Information, retrieved from <https://www.qualityinfo.org>

- *Degrees and certificates offered*

Appendix A is a listing of all the current CAOS classes, what degree and/or certificate they are required for. At the present time, we offer 25 Computer Application Systems (CAS) classes and 6 Office Systems (OS) classes. With the 3 new Web Design Certificate courses for a total of 31

courses.

- 42% are required for the Administrative Office Professional Degree (AOP)
- 39% are required for the Administrative Assistant Degree
- 16% are required for Business Administration Degrees
- 25% are required for the Administrative Assistant Certificate
- 39% are required for the Web Development Assistant Certificate
- 65% are required for Career Pathways Certificates
- 58% are required as a prerequisite for another CAOS class
- 39% are recommended for another CAOS class
- 100% are electives for the CAOS department
- 8 computer applications credits are required for ASOT-BUS Degree
- 55% are approved electives for the Business Degrees and/or Certificates
- 0% are approved electives for any other CTE department besides the BA department
- 0% are electives for General Education

## II. Student learning outcome

- Course – level outcomes

In both OS 220 and 240 the instructor has revised the final course projects so that they better assess the student's grasp of all course outcomes. Instructor has also made adjustments to weekly assignments in those courses that better support those course outcomes. Some of the materials we were using while under PCC's accreditation were somewhat dated, so the instructor has upgraded some of the materials that were requirements of PCC so that they reflect and include current trends, practices and technology.

The instructor for Beginning and Intermediate Excel has added weekly discussion forums based on input from other instructors and Quality Matters recommendations to broaden the scope of what students are learning and to encourage student interaction.

CAS 246 was moved to only the degrees as students were having trouble doing the course with only certificate requirements based on the outcome survey reports.

Many of our courses are now Open Education Resources (OER) that require no textbooks for students to buy. Several are also OER software courses so students can choose the software to do all assignments, not requiring them to purchase a specific software for their course work.

- Program Level Outcomes Assessment: See Appendix F
  - *Describe the strategies that are used to determine whether students have met the outcomes of their program, degree or certificate.*

All program outcomes are assessed by a specific course and specific assignment. Most are 200 level courses, final assignments that are problem solving based and each individual rather than group assignments. Each fall term the department instructors review the courses they selected the previous year for each outcome for the 2 degrees and 1 certificate they are currently assessing. They also review the assignments and make changes if necessary based on the previous year's data.

- *Summarize the results of the assessments of these outcomes. See Appendix F.*
- *Identify and give examples of assessment-driven changes that have been made to improve students' attainment of program, degree and certificate outcomes.*

Over the five (5) years the CAOS department has been assessing their program outcomes, we



have instigated the following changes

- edited program outcome
  - added/edited assignments to match outcomes in courses
  - edited assignments we use by-moved to project based, problem solving, individual assignments for assessment
  - discussed areas of concern using data from previous years, made adjustments and to course, assignment or outcomes
- Core-learning outcomes

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 CAOS Program Review.

## **C-ENROLLMENT**

### *I. Enrollment data by course 2006-2015*

COURSE	Cr	TOTAL FROM 2006-2015				
		# times Scheduled	# times course Ran	Cancelled Low/No enrollment	Total Enrolled	Average Enrolled
CAS103W	1	8	4	4	34	8.5
CAS104	1	4	3	1	40	13.3
CAS109	1	6	6	0	127	21.2
CAS110	1	3	2	1	33	16.5
CAS111D	3	8	5	3	20	4.0
CAS121	3	28	28	0	397	14.2
CAS121A	1	15	14	0	82	5.9
CAS122	3	19	18	1	222	12.3
CAS123	3	11	10	1	52	5.2
CAS133	4	75	71	4	1340	18.9
CAS140	4	11	11	0	171	15.5
CAS170	3	35	35	0	749	21.4
CAS171	3	13	11	2	137	12.5

CAS216	3	26	24	2	411	17.1
CAS217	3	13	10	3	116	11.6
CAS231	3	6	6	0	109	18.2
CAS246	4	6	5	1	49	9.8
OS131	1	23	23	0	340	14.8
OS220	4	6	6	0	129	21.5
OS240	4	6	6	0	163	27.2
OS245	4	10	10	0	91	9.1
OS280F&G	1	10	9	2	22	2.4

### ***Enrollment data Chart - See Appendix C***

In the past years, at least ten (10) of our classes were offered more than one time a year. With the restricted budget over the last 3 years, we are now offering our classes once a year. If students miss the term it is offered, they have to wait another year to finish their degree or certificate. If the course is canceled due to low enrollment, (12 students needs from 2014-summer 2016) then they will also have to wait to finish their coursework. If you look at the total number of courses offered each year though, you will see that we have been offering 30-34 courses yearly - in 2016-17 we will be offering 31 courses. This is the total number of courses we now have for all our degrees and certificates.

CAS133 appears to have been canceled 4 times. However, those four times were a face to face or hybrid format during a term where there was an online version offered. The online course has not canceled, and has often gone to a waiting list. Early in the 2006-2016 cycle CAS 133 was offered four times a year. Currently (2015-2017) it is being offered once a year.

### ***Enrollment data 2006-2016 by term: See Appendix C***

The large drop in our enrollment during the 2014-15 school year we feel was due to the policy of needing 12 students in a class or they were canceled. Many students were not able to finish their degrees or certificates because of the cancelations. If students wanted to finish their degree or certificate they would need to take classes from another college.

### ***FTE data 2013-2016: See Appendix D***

Notes about FTE (full time equivalent students count)

- 2015-16 is when many CAOS classes were canceled if they didn't have 12 students or more
- this hurt CAOS FTE, enrollment and monies we get from the state
- CGCC current gets \$6,000 per 1 FTE from the state of Oregon
- Canceling CAOS classes in 2015-16 lost CGCC \$246,000 in revenue from Oregon State FTE monies

- With the new union contract, where the instructors decide whether to teach a class with low enrollment for a reduced cost to the college, our FTE should move back up again.

## II. Student retention in the program, graduation rates all degrees and certificates

Below is an accounting of the two (2) CAOS degrees and one CAOS certificate. Also listed are the five (5) Career Pathway Certificates (CPC) listed under the CAOS department. The last column is a total of students who have completed their degrees and certificates since 2008-09 through 2015-16.

The largest number of Administrative Assistant Degree graduates appears to have been during the 2008-09 school year (8) with the lowest (0) during the 2009-10 and 2010-11 school years. There have been 24 students who have graduated with the AA AAS Degree.

The statewide Administrative Office Professional Degree has only had 9 students graduate in the same eight (8) years.

The Administrative Assistant Certificate actually had twenty-five (25) students graduate, this could be students who finished both the Admin Assist degree and cert.

We have several newly approved certificates that took place 2011-12 and 2014-15 as we worked to update all our courses, certificates and degrees through our accreditation process. With the state moving toward completion of programs for community colleges, we will need to help our students work toward finishing their course work.

# completed	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total s	Notes
Admin Assist. AAS	8			2	3	2	4	5	24	
Admin Office Prof AAS	1		1	2		2	1	2	9	
Admin Asst. CAS/OS	3	2	2	4	1	3	6	4	25	
Entry-level Admin Asst. Cert CPC							0	0	0	new 14-15
Medical Office Prof CPC							0	0	0	new 14-15
Office Assistant CPC				1	0	0	1	3	5	new 11-12
Spreadsheet CPC						2	0	0	2	new 14-15
Word Processing CPC						1	1	0	2	new 14-15
TOTAL	12	2	3	9	4	10	13	14	67	

### *III. Describe current and projected demands for enrollment – patterns*

Looking over our enrollment, FTE and completion data we can project the need for:

1. expanding our course offerings
  - a. offering courses with the highest enrollment data more than one term
  - b. offering courses that are required for the most degrees and certificates more than one term
  - c. working to add more courses through our new web assistant certificates has already helped with enrollment - over 20 new students are now taking courses at CGCC as they work through the new Web Development Certificate.
2. completion of degrees and certificates
  - a. in the past 2 years, students have been starting to catch up with the completion rates from 2008-09, the past two years.
  - b. this could be because courses were offered only once, and we scheduled them as they were in the catalog.
  - c. we need to inform students about certificate requirements and help them use the courses they are working on in their degree to also finish up their certificate requirements.
3. running classes rather than canceling
  - a. when we canceled classes during (2014-16) our FTE state monies were lower, plus there wasn't student enrollment monies generated
    - a. students were not able to complete their programs
    - b. students who did complete their programs had to turn to another college to do so

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## ***D-BUDGET***

Budget for 2013-14 CAOS Department compared to 2015-16 budget. During the 2014-15 school year the CAOS department was basically cut in half due.

<b><i>Description</i></b>	<b><i>2013-14</i></b>	<b><i>2015-16</i></b>
PT instructor's wages	85,190	49,963
Curriculum Development wages	4,427	2,793
Special Projects wages	8,489	8,069
Social Security	12,965	4,388
Workers comp	613	267
State Workers Benefit fund	56	21
Unemployment Insurance	2,078	975
PERS	8,602	5,353
PERS Benefit Equalization Fund	0	2,467
Software & Licenses	0	0
Postage	0	0
Printing Duplicating	0	0
Instructional Supplies	463	300
Conference Fees	118	0
Employee Travel	274	250
<b><i>Total</i></b>	<b><i>\$123,275</i></b>	<b><i>\$74,846</i></b>

In 2013-14 courses were being taught and rarely cancelled. However, even though CAOS courses were successfully filling and supporting all other departments with skill building courses, due to budget constraints the courses offered were cut in half. In addition, the budget also shows no support for professional development. Because of the nature of the courses, certificates, and degrees it is essential to support professional development to promote and encourage continuing education to incorporate current technology methodology into instruction.

It would be interesting to see the revenue side of things along with the expenses.

## SECTION #4: RECOMMENDATIONS

### RECOMMENDATIONS

*Provide recommendations for the next review cycle, 2020-21*

The following are recommendations from the CGCC Computer Applications and Office Systems Department (CAOS). These recommendations were developed through several online discussions, email and editing of documents in Google Drive by faculty members. They are not necessarily in numerical order of importance.

1. The CAOS Advisory Committee was established after the last program review (2012) with the help of the CAOS department. At this time, there are no official minutes and no representation by faculty from the department. The CAOS department would like the administration to:
  - a. set up official minutes,
  - b. send out notices to the department of agenda items ideas
  - c. send out notices to the department with meeting dates and times
  - d. have the current Department Chair and a CAOS faculty representative in attendance at all meetings
  - e. include committee members for our Hood River or White Salmon service area
  - f. This should happen starting with the spring 2017 meeting for the advisory committee.
2. The CAOS department will continue work on reinstating the Web Design Assistant Certificate.
3. The CAOS and CGCC iTech departments will research the possibility of incorporating a “virtual student desktop” to help with student access to computers and software by the next review process in 2021. This could be:
  - a. a Citrix based system,
  - b. allowing students to use low cost computers such as chrome book, kindle, or notebook
  - c. students wouldn't have to buy software such as MS Office, Photoshop, etc
  - d. The research will be presented to the CAOS department as soon as possible
  - e. the department will look at the value and cost of this program for student access to courses in the department by the next review cycle
4. The CAOS department would like to increase a number of course offerings of the courses (6) that were taught more than once a term in the past. To decide this the CAOS department looked at:
  - a. the enrollment data 2006-2016
  - b. cancelation data 2006-2016
  - c. courses currently required for a CAOS degrees and/or certificates 2016-17
  - d. developing a course recommendation chart -see Appendix D
  - e. no other required CAOS course will be cut to add these courses back into the schedule offerings
  - f. all courses in chart Appendix D should be added back in by the next review 2021
5. The CAOS department will maintain their work toward moving classes in their degrees and certificates to online or hybrid course offerings. This will take place in all CAOS current degrees and certificates except the Administrative Office Professional (AOP) statewide degree as it is regulated by a statewide consortium. The CAOS department would like to move all certificates and degrees to online and/or hybrid by the 2018-19 school year.
6. Using the two-new web certificates the CAOS department will develop on a Web Development & Design degree.

7. The CAOS department will continue to work on Increasing enrollment, and completion of certs and degrees through by the next review cycle:
  - a. Increasing department course offerings of the 6 courses that had been taught more than once a term during the last review cycle
  - b. Continue to add more classes, degrees and certificate to increase enrollment
  - c. Work with Student Services and students to help them complete their degrees and certificates in a timely manner
  - d. Keeping accurate enrollment, FTE and completion data
8. The CAOS department documents the need for two new courses to help students in their course, degree and certificate completion.
  - a. CAS 107 Introduction to Beginning Excel – develop 2017-18, roll out fall 2018
    - i. 1 credit online course, intro to CAS 170 Beginning Excel
    - ii. should offer the Excel courses the following terms; 107 fall term, 170 winter term, 270 spring term
    - iii. this would also allow students to take CAS 133 and CAS 107 the same term – learning how to do basic math needed before they take the Excel course winter term
  - b. CAS 105 Writing for the Web – develop 2017-18, roll out fall 2018
    - i. 2 credit course introducing the techniques off writing web pages
9. The CAOS department will survey staff, faculty and students on their digital literacy and fluency by the spring of 2019 and use the information to help them design courses, degrees and certificates before the next cycle program review in 2020-21.

*How will the program determine if it has made progress on its recommendations?*

The CAOS department will use a checklist below to determine the progress of their recommendations. The current CTE Department Chair will keep track of their progress and completion of the recommendations to be reviewed by the department each year at the fall in-service where they will also decide what recommendations to work on for that year.

Recommendation	Progress 2017-2021	Who	Date due by:	Done	Notes
#1-Advisory committee recommendations		Administration	Spring 2017		
#2-Web Design reinstatement		Department/Ware	Spring 2018		
#3 Student virtual desktop		Department/CGCC iTech department-lead, Greene	Spring 2021		
#4 Increase course offerings of 6 most enrolled CAOS courses		Administration/Department Lead: Olson	Spring 2021		Use enrollment data from 2006-2015
#5 Online/hybrid courses in all degrees and certificates		Department Lead: Huighitt	Spring 2019		
#6 Web Development & Design Degree		Department Lead, Ware	Spring 2019		
#7 Increase enrollment and completion rates		Department Lead: Jordan	Spring 2021		

#8 Develop Intro to Beginning Excel course		Department Lead: Greene	Spring 2019		
#9 Develop Writing for the Web course		Department Lead, Ware	Spring 2019		
#10 Technology accuracy and fluency survey		Department Lead, Windsheimer	Spring 2019		

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## APPENDIX A: CAOS courses. degrees and certificates requirements

Course	Name	Cr.	Certificates Required for	Degrees Required for
<a href="#"><u>CAS 101</u></a>	Introduction to Web Design & Development	1	Web Dev Assist, Web Design Assist	
<a href="#"><u>CAS 102</u></a>	Marketing with Social Media	3	Web Dev Assist, Web Design Assist	
<a href="#"><u>CAS 103W</u></a>	Introduction to Computers: Using Windows	1	Entry Level Admin Assist CPC	
<a href="#"><u>CAS 104</u></a>	Basic Internet Skills	1	Entry Level Admin Assist CPC	
<a href="#"><u>CAS 108</u></a>	Beginning Photoshop	3	Web Dev Assist, Web Design Assist	
<a href="#"><u>CAS 109</u></a>	Digital Presentations	1	Office Assist CPC, Admin Assist Cert	Admin Office Prof (AOP),
<a href="#"><u>CAS 121</u></a>	Beginning Keyboarding	<a href="#"><u>3</u></a>	Entry Level Admin Assist CPC, BA Accounting Clerk	BA Management,
<a href="#"><u>CAS 122</u></a>	Keyboarding for Speed and Accuracy	3	Word Processing CPC, BA Accounting Clerk	BA Management, Admin Office Prof (AOP),
<a href="#"><u>CAS 123</u></a>	Production Keyboarding	3	Word Processing CPC, Office Assist CPC, Admin Assist Cert	Admin Assist AAS
<a href="#"><u>CAS 133</u></a>	Intro to Office Software	4	Entry Level Admin Assist CPC, Office Assist, Spreadsheet CPC, Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>CAS 140</u></a>	Beginning Databases	4	Office Assist, Spreadsheet CPC, Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>CAS 170</u></a>	Beginning Spreadsheets using Excel	3	Entry Level Admin	BA Management, BA

			Assist CPC, Office Assist CPC, Spreadsheet CPC, Admin Assist Cert	Accounting, Admin Office Prof (AOP), Admin Assist AAS
<b><u>CAS 180</u></b>	Search Engine Optimization	2	Web Dev Assist, Web Design Assist	
<b><u>CAS 181</u></b>	Web Content Management	3	Web Dev Assist, Web Design Assist	
<b><u>CAS 200</u></b>	Web Trends	1	Web Dev Assist, Web Design Assist	
<b><u>CAS 206</u></b>	Web Design with HTML	4	Web Dev Assist	
CAS 208	Intermediate Photoshop	4	Web Design Assist	
<b><u>CAS 213</u></b>	Cascading Style Sheets	4	Web Dev. Cert.	
<b><u>CAS 215</u></b>	JavaScript and jQuery	4	Web Dev. Cert.	
<b><u>CAS 216</u></b>	Beginning Word	3	Entry Level Admin Assist CPC, Office Assist CPC, Word Processing CPC, Spreadsheet CPC, BA Marketing, Admin Assist Cert	BA Accounting, Admin Office Prof (AOP), Admin Assist AAS
<b><u>CAS 217</u></b>	Intermediate Word	3	Office Assist CPC, Word Processing CPC, Spreadsheet CPC, Admin Assist Cert	BA Accounting, Admin Office Prof (AOP), Admin Assist AAS
<b><u>CAS 225</u></b>	Database Theory and MySQL	4	Web Dev Assist,	
<b><u>CAS 230</u></b>	Design Principles	3	Web Dev Assist, Web Design Assist	
<b><u>CAS 231</u></b>	Desktop Publishing	3	Word Processing CPC, Web Design Cert,	
CAS 235	Graphic Design	4	Web Design Assist	
<b><u>CAS 246</u></b>	Integrated Computer Projects	4		Admin Office Prof

				(AOP), Admin Assist AAS
<a href="#"><u>CAS 270</u></a>	Intermediate Spreadsheets using Excel	3	Spreadsheet CPC, Office Assist CPC	BA Management, BA Accounting, Admin Office Prof (AOP),
<a href="#"><u>OS 131</u></a>	10-key for Business	1	Spreadsheet CPC, BA Accounting Clerk, Admin Assist Cert	BA Accounting, Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>OS 220</u></a>	Business Editing	4	Word Processing CPC, Office Assist CPC, Admin Assist Cert, Web Design Assist	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>OS 240</u></a>	Filing and Records Management	4	Office Assist CPC, Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>OS 245</u></a>	Office Systems and Procedures	4	Office Assist CPC, Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>OS 280F</u></a> (Hybrid)	Cooperative Education: Administrative Assistant	1-5	Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS
<a href="#"><u>OS 280G</u></a> (Hybrid)	Cooperative Education: Administrative Assistant Seminar	1	Admin Assist Cert	Admin Office Prof (AOP), Admin Assist AAS

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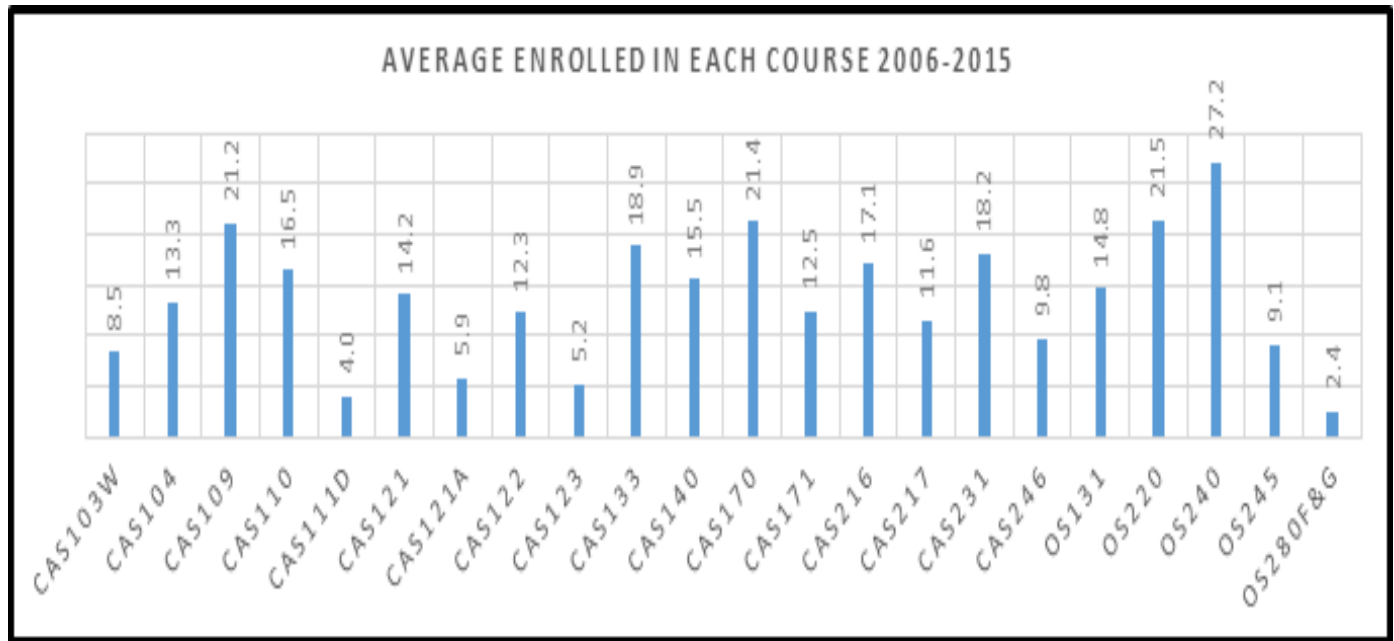
## APPENDIX B: CAOS QM COURSE REVIEWS

Course name	Course Title	Formal QM review year	Course reviewed and passed through Curriculum Committee
CAS 103W	Introduction to Computers: Using Windows	2016	2015-16
CAS 104	Basic Internet Skills		2015-16
CAS 109	Digital Presentations		2015-16
CAS 121	Beginning Keyboarding	2014	2015-16
CAS 122	Keyboarding for speed and accuracy	2014	2015-16
CAS 123	Production Keyboarding	2014	2015-16
CAS 133	Intro to Office Software	2012	2015-16
CAS 170	Beginning Spreadsheets using Excel		2015-16
CAS 270	Intermediate Excel		2015-16
CAS 140	Beginning Database		2015-16
CAS 206	Web Design with HTML		2015-16
CAS 213	Cascading Style Sheets		2015-16
CAS 215	JavaScript and jQuery		2015-16
CAS 216	Beginning Word	2015	2015-16
CAS 217	Intermediate Word	2014	2015-16
CAS 231	Desktop Publishing	2011	2015-16
CAS 246	Integrated Computer Projects	2012	2015-16
OS 131	10 Key for Business		2015-16
OS 220	Business Editing	2014	2015-16
OS 240	Filing and Records Management	2014	2015-16
OS 245	Office Systems and Procedures		2015-16

OS 280F & G	Coop Education: Admin Assistant	2015-16
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## APPENDIX C: STUDENT Enrollment Charts 2005-2015



### Student Enrollment data by term 2006-2016

2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
S 6	S 0	S 0	S 0	S 0	S 10
F 38	F 48	F 71	F 69	F 73	F 108
W 44	W 26	W 12	W 17	W 40	W 78
Sp 19	Sp 27	Sp 39	Sp 48	Sp 47	Sp 72
<b>107</b>	<b>101</b>	<b>122</b>	<b>134</b>	<b>160</b>	<b>268</b>

2011-12	2012-13	2013-14	2014-15	2015-16	term totals
S 0	S 18	S 34	S 17	S 58	S 143
F 122	F 130	F 184	F 182	F 97	F 1120
W 57	W 107	W 122	W 95	W 83	W 681
Sp 24	Sp 75	Sp 34	Sp 11	Sp 70	Sp 466
<b>203</b>	<b>330</b>	<b>374</b>	<b>305</b>	<b>308</b>	<b>T 2412</b>

## Appendix D: Courses Offered more than once a term in the past

The chart shows the CAOS courses that were offered more than once a year in the past, but now are only offered once a year. The CAOS department has ordered the courses in the order that they feel administration should add them back into the schedule again. No other CAOS required courses should be cut to add these courses into the schedule more than once.

Order to add back	Course	Times course ran 2006-16	Times course was canceled	Times course had low enrollment	Total enrolled	Degrees course is required for	Cert course required for
1	CAS 133	75	4	4	1340	2	2
2	CAS 170	35	0	0	749	4	5
3	CAS 216	26	2	2	411	3	6
4	OS 131	23	0	0	340	3	3
5	CAS121	28	0	0	397	1	2
6	CAS 122	19	1	1	222	2	3

## Appendix E: FTE 2013-2016 (partial for fall 2017)

CAS/OS FTE				\$6,000 per 1 FTE
year	CAS	OS	Total	State monies
2012-2013				
2013-2014	47.4	7.6	55	\$330,000
2014-2015	53.9	12.3	66.2	396,000
2015-2016	27.7	7.4	25.1	150,000
2016-2017 (in progress)	14 (fall term)	2.9 (Fall term)	21.4 Fall term	126,000
	143 CAS FTE	30.2 OS FTE	167.7 FTE	

- 2015-16 is when many CAOS classes were canceled if they didn't have 12 students or more
- hurt our FTE, enrollment and monies we get from the state
- CGCC current gets \$6,000 per 1 FTE from the state of Oregon
- Canceling CAOS classes in 2015-16 lost CGCC \$246,000 in revenue from Oregon State FTE monies
- With the new union contract, where the instructors decide whether to teach a class with low enrollment for a reduced cost to the college, our FTE should move back up again.

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## APPENDIX F: PROGRAM OUTCOME ASSESSMENT PLANS 2014-16

### Associate of Applied Science - Administrative Assistant Degree

2016 - 17	<a href="#">Plan</a> PDF	Results	Analysis
2015 - 16	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF
2014 - 15	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF

### Associate of Applied Science - Administrative Office Professional Degree

2016 - 17	<a href="#">Plan</a> PDF	Results	Analysis
2015 - 16	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF
2014 - 15	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF

### Administrative Assistant Certificate

2016 - 17	<a href="#">Plan</a> PDF	Results	Analysis
2015 - 16	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF
2014 - 15	<a href="#">Plan</a> PDF	<a href="#">Results</a> PDF	<a href="#">Analysis</a> PDF

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## Appendix G: Course Outcome Assessment 2014-16

Course name	Course Title	Review Done	Plan A	Plan B
CAS 103W	Introduction to Computers: Using Windows	Spring 2015-Hughitt	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 104	Basic Internet Skills	Course canceled or not scheduled 2014-16, 2015-16		
CAS 109	Digital Presentations	Winter 2015-Ware	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 121	Beginning Keyboarding	Winter 2015-Greene Fall 2015-Olson	<a href="#">Part A</a> <a href="#">Part A</a>	<a href="#">Part B</a> <a href="#">Part B</a>
CAS 122	Keyboarding for speed and accuracy	Spring 2015-Greene Winter 2015-Olson	<a href="#">Part A</a> <a href="#">Part A</a>	<a href="#">Part B</a> <a href="#">Part B</a>
CAS 123	Production Keyboarding	Spring 2015-Olson	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 133	Intro to Office Software	Fall 2015-Hughitt	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 170	Beginning Spreadsheets using Excel	Fall 2015-Greene	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 270 (171)	Intermediate Excel	Spring 2015-Greene	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 140	Beginning Database	Winter 2015-Ware	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 206	Web Design with HTML	Fall 2014-Gruner	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 213	Cascading Style Sheets	Winter 2015-Gruner	<a href="#">Part A</a>	<a href="#">Part B</a>
CAS 215	JavaScript and jQuery	Not taught during 2015-16, new course 2014		
CAS 216	Beginning Word	Winter 2015-Hughitt Fall 2014-Olson	<a href="#">Part A</a> <a href="#">Part A</a>	<a href="#">Part B</a> <a href="#">Part B</a>
CAS 217	Intermediate Word			
CAS 231	Desktop Publishing	Canceled winter 2015 when it was to be assessed, only offered once a year		

<b>CAS 246</b>	<b>Integrated Computer Projects</b>	<b>Spring 2015 Windsheimer</b>	<a href="#"><u>Part A</u></a>	<a href="#"><u>Part B</u></a>
<b>OS 131</b>	<b>10 Key for Business</b>	<b>Fall 2015-Ware</b>	<a href="#"><u>Part A</u></a>	<a href="#"><u>Part B</u></a>
<b>OS 220</b>	<b>Business Editing</b>			
<b>OS 240</b>	<b>Filing and Records Management</b>	<b>Spring 2015 Ware</b>	<a href="#"><u>Part A</u></a>	<a href="#"><u>Part B</u></a>
<b>OS 245</b>	<b>Office Systems and Procedures</b>	<b>Spring 2015 Jordan</b>	<a href="#"><u>Part A</u></a>	<a href="#"><u>Part B</u></a>
<b>OS 280F &amp; G</b>	<b>Coop Education: Administrative Assistant</b>	<b>Summer 2014-Olson</b>	<a href="#"><u>Part A</u></a> 280F <a href="#"><u>Part A</u></a> 280G	<a href="#"><u>Part B</u></a> 280F <a href="#"><u>Part B</u></a> 280G

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## APPENDIX H : COURSE CONTENT AND OUTCOME GUIDES (CCOG'S)

### Computer Applications

- CAS 101 [Introduction to Web Design and Development](#)
- CAS 102 [Marketing with Social Media](#)
- CAS 103W [Introduction to Computers: Using Windows](#)
- CAS 104 [Basic Internet Skills](#)
- CAS 108 [Beginning Photoshop](#)
- CAS 109 [Digital Presentations](#)
- CAS 110 [Introduction to Web Graphics - Adobe Fireworks](#) – will be suspended 2017
- CAS 121 [Beginning Keyboarding](#)
- CAS 121A [Beginning Keyboarding](#) – will be suspended 2017
- CAS 122 [Keyboarding for Speed and Accuracy](#)
- CAS 123 [Production Keyboarding](#)
- CAS 133 [Intro to Office Software](#)
- CAS 140 [Beginning Databases](#)
- CAS 170 [Beginning Spreadsheets using Excel](#)
- CAS 180 [Search Engine Optimization](#)
- CAS 181 [Web Content Management](#)
- CAS 200 [Web Trends](#)
- CAS 206 [Web Design with HTML](#)
- CAS 213 [Cascading Style Sheets](#)
- CAS 215 [JavaScript and jQuery](#)
- CAS 216 [Beginning Word](#)
- CAS 217 [Intermediate Word](#)
- CAS 225 [Database Theory and MySQL](#)
- CAS 230 [Design Principles](#)
- CAS 231 [Desktop Publishing](#)
- CAS 246 [Integrated Computer Projects](#)
- CAS 270 [Intermediate Spreadsheets using Excel](#)

### Office Systems

- OS 131 [10-Key for Business](#)
- OS 220 [Business Editing](#)
- OS 240 [Filing and Records Management](#)
- OS 245 [Office Systems and Procedures](#)
- OS 280F [Cooperative Education: Administrative Assistant](#)
- OS 280G [Cooperative Education: Administrative Assistant Seminar](#)

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