

BUSINESS PATHWAY PROGRAM REVIEW

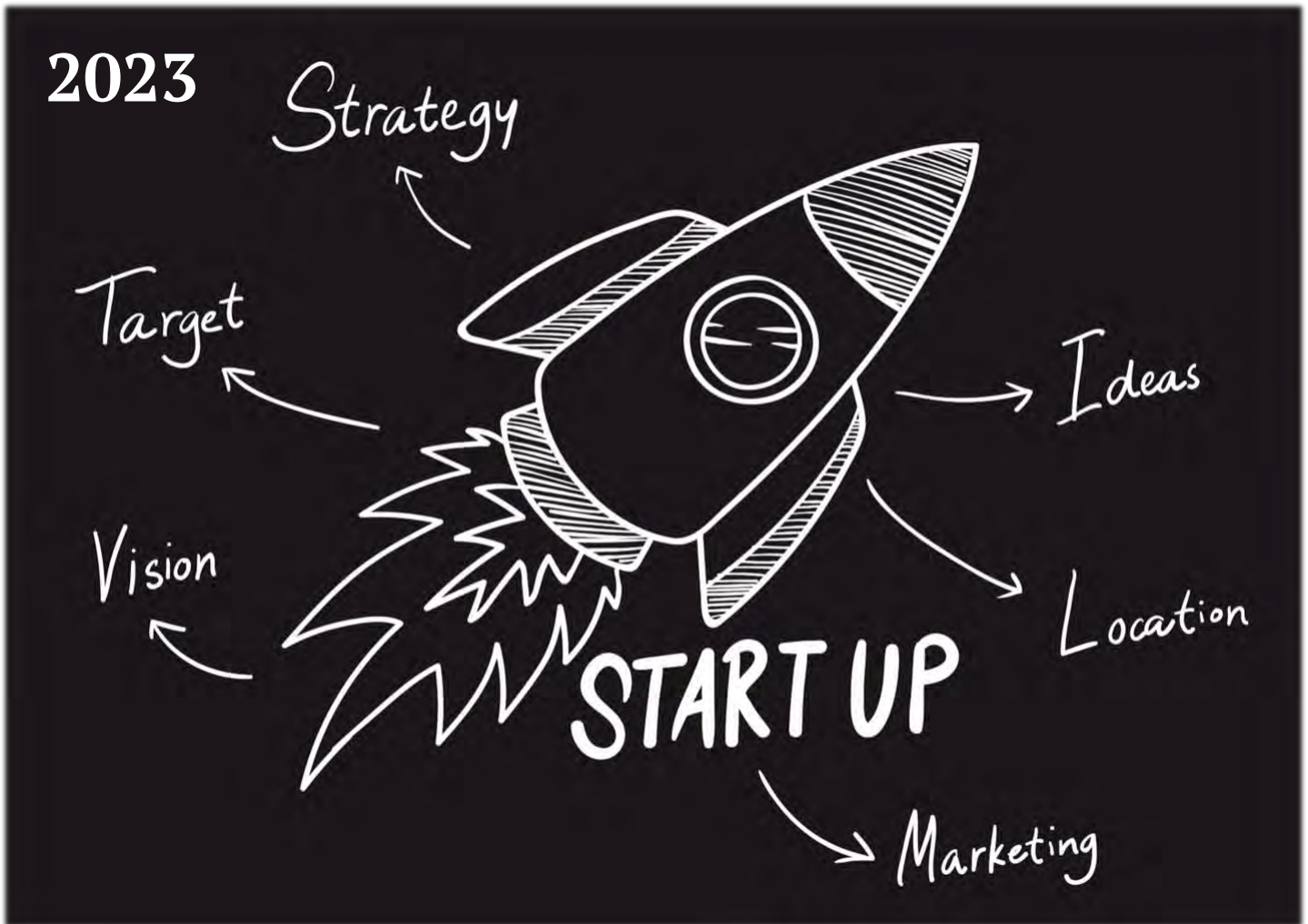


TABLE OF CONTENTS

<u>TITLE</u>	<u>PAGE</u>
Introduction	2
Section One: Mission and Goals	3
CAWT Section Two: Previous Review’s Goals, Action, and Analysis	
A. CAWT Program 2017 Review.....	5
B. Additional Actions Taken.....	9
CAWT Section Three: Current Department Assessment	
A. Student Learning	
1. CAWT Course-Level Outcome Achievement	11
2. CAWT Degree/Certificate/Program-Level Outcomes.....	27
3. CAWT Institutional Learning Outcomes.....	33
4. CAWT Completion Rates.....	35
B. CAWT Curriculum	
1. Alignment With Standards and/or University Transfer	36
2. CAWT Enrollment	37
C. CAWT Teaching and Faculty Development.....	43
D. CAWT Budget.....	44
Business Section Two: Previous Review’s Goals, Action, and Analysis	
A. Business Administration 2017 Program Review.....	45
B. Additional Actions Taken.....	49
Business Section Three: Current Department Assessment	
A. Student Learning	
1. Business Administration Course-Level Outcome Achievement	50
2. Business Administration Degree/Certificate/Program-Level Outcomes.....	60
3. Business Administration Institutional Learning Outcomes.....	65
4. Business Administration Completion Rates.....	65
B. Business Administration Curriculum	
1. Alignment With Standards and/or University Transfer	68
2. Business Enrollment.....	69
C. Business Teaching and Faculty Development	77
D. Business Budget.....	79
Section Four: Goals	80
Section Five: Achievements, Celebration, and Recognition	83
Appendices	
Appendix A: Program Outcomes.....	84
Appendix B: FlexConnect Surveys	87
Appendix C: Advisory Board Meeting Summaries	90

Introduction

The Business Pathway at Columbia Gorge Community College has only existed in its current format for one year. Hence, a “review” of this program for the past five years is somewhat complex.

Earlier program reviews (2017 and prior) were conducted by two separate departments: Business Administration (later Business & Entrepreneurship); and Computer Applications & Office Systems (or CAOS, later Computer Applications and Web Technology or CAWT).

In January 2022, Jarett Gilbert (VP of Instructional Services) announced “*the consolidation of Computer Applications, Office Systems, and Web Technology courses within the Business & Entrepreneurship department.*” Thereafter, the Business & Entrepreneurship department became the Business Pathway and in May 2022, Todd Meislahn was elected Chair.

This report attempts to provide a comprehensive and cohesive look at the period since the 2017 program reviews. Consequently, the work consists of two distinct reference points: a look back at the goals and accomplishments of two separate departments in the past; and a look forward at the opportunities and goals for the one pathway in the future.

Editorial Notes:

- 1. Meislahn was hired mid-review periods in fall 2019, but was unaware of the 2017 goals or review process in general until spring 2021 when asked to compile the 2020-21 annual update (due to the Covid-19 pandemic no update had been requested for the 2019-20 academic year). Consequently, some portions of this review may be less exhaustive than they otherwise might have been.*
- 2. Due to multiple name changes over time, in both departments (i.e., CAOS to CAWT, Business Administration to Business & Entrepreneurship, and now both to Business Pathway, or simply “Business”), there are some inconsistencies herein, but the intended references should be clear.*
- 3. It was recently learned that Computer Science is now under the domain of the Business Pathway as well, but is not included in this review.*

Section One: Mission and Goals

Mission

The primary mission of the Business Pathway at Columbia Gorge Community College is to prepare students for success in the real world. To that end, we provide relevant academic and technical training to students who:

- 1) Desire to initiate, accelerate, or transform their career;
- 2) Aspire to introduce their own venture into the marketplace; or
- 3) Require a solid foundation on which to advance their educational goals.

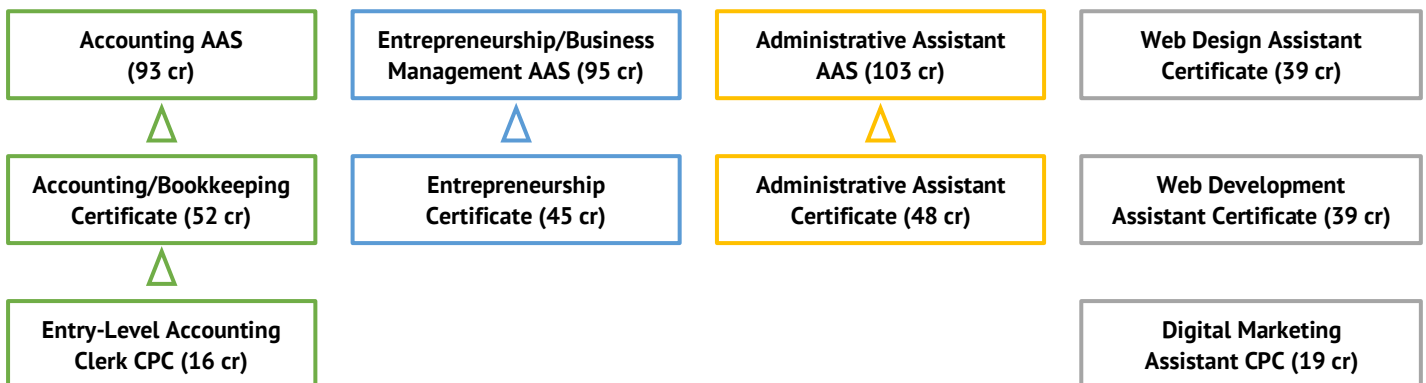
Program Alignment with CGCC Mission/Strategic Priorities

CGCC Mission: [CGCC] builds dreams and transforms lives by providing lifelong educational programs that strengthen our community.

As stated in our pathway mission, we instruct and inspire adult students at all stages of life with beginning, intermediate, and advanced business skills to further their academic and professional development.

Strategic Priorities: [CGCC] Strategic Priorities provide a direction for the college's continued development in order to meet the needs of an always evolving student population and community.

- Fiscal Responsibility and Sustainability – The primary objective of every business is to fulfill its mission and profit provides the sustainability required to perpetuate that goal. Consequently, all Business Pathway programs incorporate fiscal responsibility instruction and weave that obligation repeatedly throughout every course.
- Student Success – Business Pathway programs are designed to meet the needs of students seeking both terminal and transfer degrees with true pathways for accounting, administration, and entrepreneurship careers as illustrated below, as well as stand-alone web technology certificates.



Based on input from our advisory board of business leaders in the region, plus our sensitivity to trends in the ever-changing business landscape, we update our programs periodically to meet the evolving needs of our students, community, and industry using the latest standards to inform our content and delivery.

- Diversity, Equity and Inclusion – The Business & Entrepreneurship department pioneered the hyflex model at CGCC with our FlexConnect delivery in every BA course, now in its third year. FlexConnect allows students to participate face-to-face, via Zoom into the live class, or asynchronously (by watching the recorded class video) and the option to vary their participation mode every class session during the course. The pathway continues to expand this model into our CAS, OS, and WT courses, as needed.

Additionally, our team strives for accessibility with affordable and efficient resources, effective course design, and user-friendly Moodle structure. We also respond quickly and effectively to accommodation requests by Student Services to facilitate optimal educational outcomes for every student.

- Community Connections – The advisory board consists of Gorge business owners and managers who not only advise our team, but champion CGCC in the region. The majority of our team also reside in the area and have deep, longstanding connections within the community.

Our business training provides students with critical qualifications to meet and navigate changing local job requirements as well as neighborhood residents looking to acquire or expand on necessary skills.

The following Sections Two and Three are divided into two separate segments addressing each independent 2017 departmental review. The Computer Applications and Office Systems sections will be presented first, followed by the Business Administration sections.

CAWT Section Two: Previous Review’s Goals (Recommendations), Action, and Analysis

A. 2017 Computer Applications and Office Systems (CAOS) Program Review

2017 Recommendations	Actions	Results	Analysis
<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>In 2017 the CAOS department Lead was invited to share in the responsibility to create meeting agendas, participate in meetings, and lead agenda topics. Following each meeting, the Lead communicated Advisory Committee minutes to CAOS faculty.</p> <p>By 2019, committee members primarily consisted of administrative and executive assistants of prominent employers in the area. The intent was to expand participation to community members that could speak to the other areas of industry now encompassed by the renamed CAWT department (e.g., web technologies and digital marketing). The goal was disrupted by pandemic protocols.</p>	<p>Goal met at consolidation with Business</p>	<p>In 2022, concurrent with the consolidation of CAWT under Business & Entrepreneurship, the Business Chair created an advisory board for the combined department (now the Business Pathway). Notices, participation, and minutes are provided by the Chair (see Appendix C).</p>
<p>2. The CAOS department will continue work on reinstating the Web Design Assistant Certificate.</p>	<p>In fall 2018, the certificate was reinstated.</p>	<p>Goal met</p>	<p>Low enrollment and financial aid barriers have impacted both this and the Web Development certificates. The future of these two certificates is indirectly addressed in our Section Four goals.</p>

2023 CGCC Business Pathway Five-Year Program Review

<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>The IT department communicated that this goal was “not feasible.”</p> <p>As recorded in the 2020-21 annual progress report, the intent was to “revisit [the goal] after...Campus Nexus...is running smoothly.” The performance of Campus Nexus has yet to function by that definition.</p>	<p>Goal not met</p>	<p>Since 2017, improvements in technology and the move to cloud-based software for the applications taught in the department have rendered the goal irrelevant.</p>
<p>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:</p> <ul style="list-style-type: none"> 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 [not included in review] 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 [not included in review] should be added back in by the next review 2021 	<p>The need to offer CAWT courses in multiple terms has not been supported by post-pandemic enrollment.</p>	<p>Goal not met</p>	<p>This objective is just the natural by-product of an increase in enrollment This subject is addressed in our Section Four goals.</p>
<p>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</p>	<p>All CAWT courses, certificates and degrees can be completed online.</p>	<p>Goal met</p>	<p>The “all online” capability continues to be valid with the transition of courses to FlexConnect.</p>

2023 CGCC Business Pathway Five-Year Program Review

<p>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.</p>	<p>Note that the AOP was discontinued in 2022.</p>		
<p>6. Using the two new web certificates the CAOS department will develop on a Web Development & Design degree.</p>	<p>Instructional Services failed to approve a request for the creation of a Web Development & Design AAS degree due to low enrollment in the certificates.</p>	<p>Goal not met</p>	<p>This subject is indirectly addressed in our Section Four goals.</p>
<p>7. The CAOS department will continue to work on increasing enrollment, and completion of certs and degrees through by the next review cycle:</p> <ol style="list-style-type: none"> Increasing department course offerings of the 6 courses that had been taught more than once a term during the last review cycle Continue to add more classes, degrees and certificate to increase enrollment Work with Student Services and students to help them complete their degrees and certificates in a timely manner Keeping accurate enrollment, FTE and completion data 	<p>In 2021, the Digital Marketing Assistant certificate was created and approved. This certificate utilizes several courses that were already in the catalog. To increase interest, this program was designed as a standalone certificate, but it was also developed to pathway to the Administrative Assistant AAS as a stackable concentration, fitting within the 20-credits of electives that are part of that degree.</p> <p>Some of our digital design courses are also being offered as part of the transfer agreement with Pacific Northwest College of Art (PNCA) where students have the opportunity to complete their first two years at CGCC and transfer to PNCA in junior standing with a scholarship.</p>	<p>Goal not met</p>	<p>Since the last program review, enrollments have continued to decrease.</p> <p>The pandemic has been a contributing factor given the subsequent drop in overall enrollment.</p> <p>Lack of marketing by CGCC in general and of these programs, specifically, has likely contributed to low enrollment as well.</p>
<p>8. The CAOS department documents the need for two new courses to help students in their course, degree and certificate completion.</p> <ol style="list-style-type: none"> CAS 107 Introduction to Beginning Excel – develop 2017-18, roll out fall 2018 	<p><u>CAS107-Introduction to Beginning Excel:</u> Course was not approved by the Curriculum Committee.</p> <p><u>CAS105-Writing for the Web:</u> Course was approved, developed, and taught. It is</p>	<p>Goal partially met</p>	<p><u>CAS107:</u> There is no plan to move forward with this course as demand no longer exists.</p> <p><u>CAS105:</u> Low enrollment has</p>

2023 CGCC Business Pathway Five-Year Program Review

<p>i. 1 credit online course, intro to CAS 170 Beginning Excel</p> <p>ii. should offer the Excel courses the following terms; 107 fall term, 170 winter term, 270 spring term</p> <p>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</p> <p>b. CAS 105 Writing for the Web – develop 2017-18, roll out fall 2018</p> <p>i. 2 credit course introducing the techniques off writing web pages</p>	<p>now part of the Digital Marketing Assistant certificate and offered in the fall.</p>		<p>resulted in cancellations the past few times this course has been offered.</p>
<p>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.</p>	<p>A survey was conducted informally and once course, <i>CAS134-Introduction to Google Drive</i>, was developed to help bridge the knowledge gap for Google Drive users.</p>	<p>Goal not met</p>	<p>CAS134 has been offered, but not had strong enrollments.</p>

Additional goals from Computer Applications & Web Technology mid-review annual Progress Reports:

Mid-Review Goal	Actions	Results	Analysis
<p>Develop an updated tech degree that allows for learning path flexibility and reflects the current needs.</p>	<p>There was effort put forth on a “tech degree” that would allow students to choose a specialty in web design/development, digital marketing, or digital arts, thereby utilizing some of the courses from the Web certificates. However, the focus of those efforts moved in the direction of cybersecurity which fell under a different department.</p>	<p>Goal not met</p>	<p>This subject is addressed in our Section Four goals.</p>
<p>Include more individuals in the advisory committee with backgrounds in the tech fields related to CAOS offerings. Currently we only have advisors with backgrounds in administrative office work</p>	<p>This goal was met by default in 2022 when the Business Pathway Advisory Board was established.</p>	<p>Goal met</p>	<p>As stated previously, although the goal has been met, we desire to grow our board to a total of 10 members.</p>

leaving gaps in other areas such as web technologies and medical office professionals.			
--	--	--	--

Additional goals identified as “to consider” from CAWT mid-review annual Progress Reports:

Goals to consider	Actions	Results	Analysis
Develop and run a structured marketing plan for both individual courses that might be useful to the community and the new cert would be helpful in gaining enrollments. This would need to be coordinated with individuals in charge of marketing at CGCC.	None	Goal not met	This will only be an appropriate goal only if, 1) there is a commitment by CGCC to significantly invest in institutional marketing, and 2) the department is granted an adequate budget to make the supplemental investment.
Outreach in the high schools to see what students are interested in pursuing. We spoke to several students awhile back that were interested in graphic design. PCC has a program, so it might be worthwhile looking into.	None	Goal not met	This subject is addressed in our Section Four goals.
With the potential for more students on campus, do we need to consider how we might also offer some of our courses in person or via hybrid?	This goal was inadvertently met when CAWT was consolidated into Business & Entrepreneurship which had previously implemented FlexConnect. The employment of FlexConnect with CAWT courses began fall 2022 with <i>CAS170-Beginning Spreadsheets Using Excel</i> .	Goal met	As stated previously, we believe that continuing content delivery in this format and extending its use to additional courses will increase student retention and, ultimately, student enrollment.

B. Additional actions taken by CAWT faculty not based on prior review goals:

In 2018, CAOS (Computer Applications and Office Systems) became CAWT (Computer Applications and Web Technologies) to better reflect the full scope of our course offerings and keep with current trends. Portland Community College had made this change as well.

In 2019, the Administrative Assistant AAS was revised to

- eliminate hidden prerequisites,

2023 CGCC Business Pathway Five-Year Program Review

- reduce the credits required for graduation to 90, and
- add *CAS134-Introduction to Google Drive* as a required course (at the suggestion of our advisory committee). This AAS had been increased to 95 credits to accommodate the Medical Office Professional pathway.

The department researched current offerings from other Oregon institutions, evaluated the validity of the pre-requisites for our courses and adjusted accordingly to improve the Administrative Assistant AAS degree plan.

Until 2021, CAS courses included both those addressing true computer application programs as well as those that, more accurately, fell under web-based technology. Declining enrollments led to our concern that students otherwise interested in elective courses teaching Social Media Marketing, for example, may not know we offer them because they were placed in the catalog and schedule next to courses teaching Microsoft Office programs. Therefore, a new course prefix was created, "WT," to signify Web Technology. All courses that were not true computer applications were reassigned the WT prefix, which included updating the CCOGs for all 11 to more accurately define them within the CAWT offerings.

Also in 2021, the Digital Marketing Assistant CPC was developed and approved. The CPC courses teach valuable skills to students (including community members) outside of the web development and web design focus, including social media marketing, writing for the web, and graphic design. The Digital Marketing Assistant CPC is a 19-credit program that functions as both a standalone certificate as well as a pathway to the Administrative Assistant AAS. It is comprised of one new course, *WT181-Digital Marketing Strategies*, plus five courses already in our catalog. This is the second pathway created to the AAS (the first being the Medical Office Professional CPC). These pathways allow students to specialize in either digital marketing or medical office and earn a stackable credential along with their administrative assistant degree.

In 2022, all CAWT certificate and degree offerings were evaluated for currency and enrollment levels. Due to little or no participation in some programs, several were suspended. Additionally, the Administrative Office Professional (AOP*), was suspended due to its similarity with our other two-year degree, the Administrative Assistant AAS. We plan to update and improve the Administrative Assistant AAS during the next program review cycle (see Section Four goals).

**The AOP is a statewide consortium which limits revisions or updates to both classes and degree requirements. Most other two-year Oregon institutions no longer offer the AOP, which eliminates the benefit of the statewide aspect of the program.*

CAWT Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

A. Student Learning

1. CAWT Course-Level Outcome Achievement

Assessment listing by course number and year to better compare multiple assessments of a given course.

Course ----- Assessment Term ----- Instructor	Avg. Outcome Achieve- ment %	Assessment-Driven Changes Needed	Adjustments Made & Effectiveness on Outcome Achievement	Adjustments Made to Better Support CLO/ILO Achievement	Select Enroll- ment*
CAS101- Introduction to Web Design & Development ----- 2018-19 Fall ----- A Ware (LoMonaco)	100%	This class was completely rebuilt for this term, and the changes seem to have been effective. Unless changes to the outcomes or content is made, I plan to make some minor adjustments (clarifications, updates, etc.), but beyond that I plan to stick with the course as it is currently designed.	N/A. This was my first term teaching this course.	CLO #1: Organization and Presentation. Materials that increase awareness of key points in web content creation and how they are presented to the WWW. CLO #4: My Web courses all have a large focus on accessibility and universal design which captures not only users with potential accessibility barriers, but also considerations across cultures.	
CAS102- Marketing with Social Media ----- 2017-18 Fall -----	89%	Aside from the usual updates to the class that are needed every year due to constant changes in the social media, legalities and technology, I don't see any major changes that are needed. I	This is only the second offering of this course, so no changes were made from the previous term.	Both of these CLOs are supported by assignments in the course that were included in the original design. While no additional changes were made this term,	12

2023 CGCC Business Pathway Five-Year Program Review

A Ware (LoMonaco)		currently use learning materials that are freely accessible online but many are heavy with ads, so I would like to develop replacements for most of these so that the course material is free of distractions.		they were already included in the course.	
CAS104-Basic Internet Skills ----- 2019-20 Fall ----- P Hawke	75%	Students have reported that some of the links were outdated or stale. Minor adjustments to links and content were made to this course for Fall 2019. This class is in need of a full refresh and an update.	Updates to stale links and pruning outdated content.	CLO #4: Extending activities to include both a personal journey journal and group blog discussion entries.	4
CAS106-Intro to HTML for Designers ----- 2018-19 Fall ----- P Hawke	75%	Update the course to current web coding process standards.	N/A	CLO #2: Encouraging students to use real-world scenarios for their website projects.	6
CAS108-Beginning Photoshop ----- 2017-18 Fall ----- E Greene	76%	More emphasis will be placed on the importance of the discussion forums in the syllabus, grading matrix and introductory course material. I feel the students who participated did a good job. However, there were several students who either gave it a miss or did not understand the timeline requirements to participate in the discussion forum. This was not a project that could be done at the last	This was the second time this class was offered, first time there were two students who were highly motivated.	no changes were made based on the first time this class was offered with only two students.	

		minute and get credit for participating.			
CAS121- Beginning Keyboarding ----- 2017-18 Fall ----- S Olson	61%	<p>The GDP online program is not as user friendly as I would like, however, once students understand it, then they navigate through the program very well. This goes back to the reason of having an optional face-to-face orientation. I would like to look at the options for setting up an online orientation, this will help to reach those students who do not have access to The Dalles Campus. In addition, have a midterm orientation and make them both mandatory. Plus, I feel like this would encourage the student/instructor relationship. I also taught this course Summer 2017, in which there were 8 students. Out of those 8 students, 7 students completed with a B or higher, which is an 87.5% success rate. In addition, they met all of these course outcomes with a C or higher.</p>	I did not make any adjustments to this course from Fall 2016 or Summer 2017.	<p>CLO #1 Communication - I do online forums in my classroom and I am actively involved in weekly online discussions to support students effectively communicate using appropriate reading and writing skills. This is a skill building course and do not touch on Source and Evidence at this basic level of keyboarding. CLO #2 - Critical Thinking/Problem Solving - Students are provided resources and asked to discuss the resources in the online forum. In addition, students are asked how the topic pertains to them, what changes if any do they need to make, and how to make those changes.</p>	14

<p>CAS121- Beginning Keyboarding ----- 2020-21 Fall ----- S Olson</p>	<p>86%</p>	<p>At this time, there does not appear to be any adjustments that are necessary in regard to instruction or platform. However, I am working through development with the online keyboarding program publisher of a customized textbook for CGCC, due to the expense of the current kit and the fact that not all of the textbook is utilized, as the textbook is geared towards a 2-semester academic year vs 3 terms academic year.</p>	<p>I implemented the weekly Zoom sessions. I also requested students to attend sessions at a certain time, rather than wait for them to get back to me to set up a meeting. In doing this, students tended to be more responsive and logged into Zoom. I also made sure the weekly Zoom sessions were at the same time every week, as well as posted the entire Zoom schedule in Moodle for all students, which made it more easily accessible. Additionally, since the last time this course was evaluated, I have implemented downloading student progress from the online keyboarding program and providing this to students in Moodle on a regular basis. This is the same information, which is found in the online keyboarding program, but students appear to</p>	<p>The weekly Moodle discussions have been improved and are more robust than they once were. Discussions include students to share items from their perspective and experience, as well as look at solutions or options if something is not quite working for them, such as evaluating their workstation to be ergonomically correct, critically thinking about how their keyboarding skills will be used in the work environment, and evaluating, applying their proofreading skills, and discussing a variety of different proofreading techniques.</p>	<p>14</p>
--	------------	--	--	---	-----------

2023 CGCC Business Pathway Five-Year Program Review

			<p>be more responsive when their progress results are in Moodle.</p> <p>Course outcomes are included in the syllabus as well as in each of my weekly lectures in Moodle. During the class session the first week of the term and the mid-term session, I cover the course outcomes and what activities support those course outcomes. Additionally, the weekly forum discussions include topics which support the course outcomes.</p>		
<p>CAS133- Introduction to Office Software</p> <p>2016-17 Fall</p> <p>L Hughitt</p>	93%	<p>There are a few updates I want to complete for the class. Things like Moodle now limits files to 64 mb instead of the former 100 mb and it created issues with the final project this term. There are also a couple of videos that need to be updated, but other than those types of updates there are not any course changes that I am considering at this time.</p>			

<p>CAS133- Introduction to Office Software ----- 2017-18 Fall ----- L Hughitt</p>	<p>98%</p>	<p>At this point I do not feel any course changes are needed. The format seems to be working pretty well for most students. When updates are done the next time, there may be some adjustments made.</p>	<p>None at this time.</p>	<p>#1: Communication: in this course the students have to create assignments to communicate with the instructor. Three assignments specifically require critical thinking (buying a computer, buying a digital camera, and control panel). In these assignments the students have to apply their learning on the topic to their personal situation and think about what would be best for them personally. #2: Critical Thinking/Problem Solving: From week 3 through 11/12 the students do a journal reflecting on their learning during the week. This assignment requires critical thinking about the week's learning. Also, for weeks 3-9 the students have to create a Word document that goes with an application assignment. The questions that go with it require critical thinking about how they applied their learning, the choices they made with the projects, how problems were solved</p>
--	------------	--	---------------------------	--

				(and why they picked that solution).	
CAS133- Introduction to Office Software ----- 2021-22 Fall ----- L Hughitt	91%	This course has gone through this process many times. At this point the adjustments have been made and no new ones are planned (for now). The only adjustment needed is going to be the need to update for MS Office 2021 release.	The course undergoes constant updates as it is taught. The updates can be everything from changes to the directions to address “sticking” points the students run into, to updates that need to be made due to slight changes that MS does to the program (they often remove fonts or templates over the life of the software, so it no longer matches the book exactly). These changes are not made specifically due to	ILO #1: CAS 133 is heavy in the students needing to communicate. They have weekly forums to post/ reply to, as well as written response papers. ILO #2: This class has a weekly application project that requires the students to apply critical thinking skills to complete. Also, the buying a computer and digital camera responses papers require critical thinking to complete. The application project also addresses the ILO #3 focus of application of the learned skills that week. The final project again requires the	10

			the last assessment of the course, but do impact the next assessment of the course.	students to apply the skills learned during the term while applying critical thinking skills to plan and execute the completion of the final project. ILO #4: This objective does not fit well with the course objectives for this class. ILO #5: One week focuses on technology recycle. One of assignments that week requires the students to learn about and respond to the topic of responsible recycling of technology. This assignment also touches on the ILO #3 objective of analysis.	
CAS134- Introduction to Google Drive 2020-21 Fall L Hughitt	100%	At this point I only would add a video about the fact that Google is always changing their software (seems weekly at times) and how to work around that.	NA	Since CLO #1 is the focus of this year CAS 134 is already designed to support this outcome. Almost every assignment addresses communication, either written or visual (Google Slides and graphs/charts in Google Sheets). These are the student comments about communication using Google programs: I can do collaborative work with more confidence. I don't have to ask someone how to use google	5

2023 CGCC Business Pathway Five-Year Program Review

				docs I feel confident in using Google Drive as a way to communicate. My ability has increased as to how to share documents. I will be able to share information quickly and efficiently. My ability to communicate using Google Drive has improved a great deal!	
CAS140- Beginning Databases ----- 2017-18 Winter ----- P Hawke	60%	A complete update of the course content, assignments, and software platform.	N/A	Communication dialogues through eMail creating broadcast of helpful tips and screenshots.	
CAS140- Beginning Databases ----- 2021-22 Winter ----- D Changar	100%	Based on feedback from students, I would consider utilizing a non-opensource program for this course. While there is a benefit to using free software, this may be an instance where using a more well-known industry tool could be worth the student investment.	N/A	#1 I adjusted formatting and wording to be more clear.	

2023 CGCC Business Pathway Five-Year Program Review

<p>CAS170- Beginning Excel ----- 2016-17 Fall ----- E Greene</p>	<p>95%</p>	<p>I've recommended the creation of an on line one credit course covering basic concepts used in Excel such as such as what is an average, what is a total, order of operations, the difference between cut and copy all of which are below the scope of CAS 170. This course would help some students who are coming into the course woefully unprepared with respect to basic concepts. This class would be a good prospect to develop an online class using game-based learning. Alternatively, students should be screened for math skills. More emphasis should be put on preparing high school graduates to apply basic mathematical concepts such as percent, average, ordering lists, and working with abstract concepts such as those found in elementary algebra.</p>	<p>There are still woefully under-prepared students enrolling in CAS 170.</p>		
<p>CAS170- Beginning Excel ----- 2018-19 Fall ----- E Greene</p>	<p>71%</p>	<p>Students should be screened for math skills. More emphasis should be put on preparing high school graduates to apply basic mathematical concepts such as percent, average, ordering lists, and working with abstract concepts such as those found in elementary algebra.</p>	<p>I put more emphasis on the need to read the text book throughout the course as it became apparent that some students were not reading the material efficiently</p>	<p>clo#1 no change - this is a technical course similar to computer programing with emphasis on financial reporting. clo#2 no change - this is a technical course similar to computer programing with emphasis on financial reporting. clo#4 no change - this is a technical course</p>	

2023 CGCC Business Pathway Five-Year Program Review

				similar to computer programming with emphasis on financial reporting.	
CAS170- Beginning Excel ----- 2020-21 Fall ----- D Changar	80%	More emphasis on turning in assignments in a consistent manner is necessary. Students may have felt overwhelmed and opted to drop assignments. This lack of effort is the primary driver of any less-than-ideal outcomes. A more structured check-in process with students missing assignments may be necessary.	N/A		
CAS213- Cascading Style Sheets ----- 2016-17 Winter ----- P Hawke	50%	Adding self-assessment (rubric) to each personal outcome (not tutorials).	Included more personal outcomes and less structured tutorials.		
CAS230- Design Principles ----- 2017-18 Spring ----- G Windsheimer	94%	At this time I will be making no adjustments, my last term teaching at the college.	This is the first time this course has been evaluated as it is a new course.	CLO#1 communications is key in an online class. I use and help students use Moodle messages, Moodle chats, Zoom Virtual Office Hours and weekly feedback on assignments and grades. I use OER resources to help student with terms, concepts and ideas. I keep all communications in	7

2023 CGCC Business Pathway Five-Year Program Review

				<p>Moodle for record keeping.</p> <p>CLO#2 This class is about critical thinking with project-based learning; reading the specific directions and then relying on the beginning Moodle OER lessons, course reference book and past experiences to design a project.</p> <p>Students are able to use what they already know to design their projects while learning about design principles.</p>	
<p>CAS231- Desktop Publishing ----- 2016-17 Winter ----- G Windsheimer</p>	80%	<p>I felt one student didn't realize that they needed to pick a software to use - not draw their assignment. This was a new revelation and I already changed my opening statement and syllabus to make sure all students realized that this is a computer applications software course.</p>	<p>This is a completely redesigned course moving from specific software skills to learning about how to design a project using software of your choice. Students appeared to enjoy trying out new things and also rely on software they were comfortable with to learn about the elements of design in a business setting.</p>		

2023 CGCC Business Pathway Five-Year Program Review

<p>CAS270-Intermediate Spreadsheets using Excel ----- 2016-17 Winter ----- E Greene</p>	<p>100%</p>	<p>The IT department and CTE should agree to implement the most current version of Microsoft Office. Currently we are using Office 2013 which is one generation back from the current version. A newer version still is anticipated to be offered shortly. It seems appropriate that CGCC should be using the most current versions of all software. I have experimented with a video presentations of class material that received less than enthusiastic response from my students</p>	<p>This was a small class which made it possible to get to know the students better than in a large class setting.</p>		
<p>CIS120-Computer Concepts 1 ----- 2016-17 Fall ----- C Jordan</p>	<p>67%</p>	<p>For future classes, I plan to offer an alternative assignment to creating a web page.</p>			
<p>OS131-10-Key for Business ----- 2019-20 Fall ----- L Hughitt</p>	<p>50%</p>	<p>This course is going to need some redesigning due to the issues of not having access to the needed program for the project. I also have a concern that one of the other objectives can't be assessed as written in an online format.</p>	<p>The 10-Key calculator project had to be removed for this term and appears to not have a workable replacement for the future.</p>	<p>This course being a physical skill based course does not work on many of the above core learning outcomes, however there are problem solving opportunities throughout the course between 10-Key challenges and general technology issues that happen. These do provide chances for critical thinking and</p>	<p>14</p>

2023 CGCC Business Pathway Five-Year Program Review

				evaluating potential solutions (problem solving).	
OS240- Records and Information Management ----- 2021-22 Spring ----- A Ware (LoMonaco)	100%	Based on the analysis, I wouldn't be likely to make large changes to the course. However, OS 240 recently underwent a revision to broaden the scope of the concepts and update them to reflect modern business practices. The next offering will reflect these revisions and require some adjustments to assignments and materials, but I plan to model the course after the current version using relevant formative assessment leading up to larger exams.	Since the last assessment of OS 240, I have made few changes other than regular updates as the results from the course in its current form have been positive. It should be noted that I have taught this course regularly over the past 14 years and have had ample time to fine-tune the design and delivery which has benefited student achievement of the outcomes.	When I revise this course for Spring 2023, I plan to include a more robust representation of the ILOs wherever practical.	

<p>OS280F- Cooperative Education: Administrative Assistant ----- 2018-19 Summer ----- S Olson</p>	<p>100%</p>	<p>As in 2015, Adjustments that do need to be made is the Advisor's role and information shared with students when they enroll in these courses. It is imperative that students know how many credits they are required to enroll in. Students would benefit from Advisors understanding the purpose of this course and ensuring that students have a plan in place for this course, such as a work site and goals, prior to enrollment. There is no communication from Advisors to Instructor as to enrollment</p>	<p>Assessment methods were accurate indicators of student learning.</p>	<p>CLO #1: Student assignment includes student creating and e-portfolio they could use to apply and/or present to potential employers. Students create website, prezi's, PPT, slideshares, ect. CLO #2: Students are presented with various work environment situations & challenges. Class discussions include solutions to problems and how students would handle certain challenging situations (such as, being older and/or younger in the workforce and looking for employment), Human Resources and Professionalism. Students are also asked to research Industry and Labor trends and develop a career choice essay, based on their labor trend analysis. Students are asked to evaluate their skill set as compared to job description of their choice and determine where they need to focus skill/experience building to get to the level they need to be to be qualified for the .</p>	<p>2</p>
--	-------------	---	---	---	----------

<p>OS280G- Cooperative Education: Administrative Assistant Seminar ----- 2019-20 Summer ----- S Olson</p>	<p>100%</p>	<p>Course is aligned with the course outcomes. The challenge comes in staying current with industry trends and keeping topics engaging and relevant to these trends. Additional work needs to occur to create a roadmap aligned course activities with course outcomes. Students are still unclear as to the separation between OS 280 F – Work Experience and OS 280 G – Seminar, possibly because both OS 280 F & G are in the same Moodle shell, although the gradebook and specific assignments are labeled with the course in which it is aligned to. Additionally, there are 2 separate syllabi.</p>	<p>Student Services take a more active role in ensuring that students are prepared for this course prior to enrollment. Students appear to be more prepared when they enter this course, as compared to 2016, which supports students' successful completion.</p>	<p>CLO #1: Students create and online Career Portfolio which is focused on their chosen career path. CLO #2: Students participate in online discussions regarding difficult workplace situations that they were either involved in or had knowledge of. Students are required to include research resources, ask questions regarding the situations, and to include potential solutions. They are asked to evaluate the advantages and disadvantages of the solutions. CLO #4: Students participate in online discussions requiring review and research of resources and discuss and evaluate various situations regarding human relations, professionalism, and workplace culture and diversity. Students are required to ask questions in order to seek out answers.</p>	<p>3</p>
--	-------------	--	---	--	----------

**Evidence of Focused Instruction to Improve Student Achievement of ILO 2017-22: Total # Students Enrolled & Affected by Implementation of Teaching Strategy (from COA Part B)*

Each term instructors work to incorporate clear, and outcome driven changes to their courses. Changes include streamlining formats, simplifying structure, and ensuring course outcomes are incorporated into each class session.

Analysis: A summary of assessment-driven changes to improve attainment of course-level student learning outcomes follows. Also see matrix immediately above, columns 3 (Assessment-Driven Changes Needed) and 4 (Adjustments Made & Effectiveness on Outcome Achievement).

2016-17

- Changes to improve instruction: CAS231 & CAS270
- Changes to prerequisites/preparedness: CAS170

2017-18

- Improving instructional materials and resources for students: CAS102
- Changes in assessment methods (or clarifying methods of assessment): CAS108
- Changes to prerequisites/preparedness: CAS121
- Changes to course design: CAS140

2018-19

- Course was completely rebuilt for this term: CAS101
- Changes to curriculum: CAS106
- Changes to prerequisites/preparedness: CAS170 & OS280F

2019-20

- Changes/improvements to course design: CAS104, OS280G, & OS131

2020-21

- Improving instructional materials, resources and/or activities for students: CAS121 & CAS134
- Improving instructor-student and/or student-student interaction to better support student achievement of outcomes: CAS170 & CAS121

2021-22

- Improving instructional materials, resources and/or activities for students: CAS133 & CAS140

Summary of effectiveness of those changes to student achievement of course-level outcomes.

2016-17

- Course curriculum redesigned for relevancy: CAS231

2019-20

- Changes made to better prepare students: OS280G

2020-21

- Changes made to improve student achievement of outcomes: CAS121

2021-22

- Improving instructional materials, resources and/or activities for students: CAS133

2. CAWT Degree/Certificate/Program-Level Outcomes

The following three pages show program-level outcome achievement for each CAWT program for the past five academic years.

Administrative Assistant AAS

Out-come #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Out-come Weighted Avg. 'C' or 'B' or higher	Out-come Weighted Avg. 'C' or 'B' or higher							
	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'B' or higher	# of Students	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'B' or higher									
1	32	90.6%	30	96.7%	19	100.0%	22	94.5%	20	95.0%	7	71.4%	93.7%	76.2%							
2	0	0.0%	3	100.0%	3	100.0%	5	100.0%	3	100.0%	8	100.0%	100.0%	100.0%							
3	10	100.0%	8	100.0%	7	100.0%	9	100.0%	8	100.0%	5	100.0%	100.0%	100.0%							
4	0	0.0%	3	100.0%	0	0.0%	3	100.0%	1	100.0%	4	100.0%	100.0%	100.0%							
5	10	100.0%	8	100.0%	8	100.0%	8	100.0%	8	100.0%	5	100.0%	100.0%	100.0%							
6	0	0.0%	3	100.0%	3	100.0%	5	100.0%	3	100.0%	8	100.0%	100.0%	100.0%							
7	Redacted Data		3	100.0%	1	100.0%	3	100.0%	2	100.0%	2	100.0%	100.0%	100.0%							
8	0	0.0%	3	100.0%	0	0.0%	3	100.0%	1	100.0%	4	100.0%	100.0%	100.0%							
9	0	0.0%	3	100.0%	3	100.0%	5	100.0%	3	100.0%	8	100.0%	100.0%	100.0%							
Weighted Avg.												94.2%	92.3%	100.0%	90.9%	98.1%	81.0%	98.0%	95.9%	68.6%	66.7%

Administrative Assistant Certificate

Out-come #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Out-come Weighted Avg. 'C' or 'B' or higher	Out-come Weighted Avg. 'C' or 'B' or higher							
	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'B' or higher	# of Students	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'C' or higher	# of Students	Avg. Score 'B' or higher									
1	10	100.0%	11	100.0%	7	100.0%	9	100.0%	9	100.0%	0	0.0%	100.0%	100.0%							
2	12	83.3%	16	100.0%	6	100.0%	7	100.0%	6	83.3%	11	90.9%	93.1%	81.0%							
3	6	100.0%	5	100.0%	0	0.0%	5	100.0%	7	100.0%	19	73.7%	88.1%	83.3%							
Weighted Avg.												92.9%	89.3%	100.0%	96.9%	100.0%	84.6%	95.5%	90.9%	80.0%	73.3%

Web Design Certificate

Out-come #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Out-come Weighted Avg 'C' or 'B' or higher	Out-come Weighted Avg 'C' or 'B' or higher
	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher		
1					9	100.0%							1	100.0%
2					9	100.0%							2	100.0%
3					6	100.0%							3	100.0%
4					5	100.0%							4	100.0%
Weighted Avg.														100.0%

Web Development Certificate

Out-come #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Out-come Weighted Avg 'C' or 'B' or higher	Out-come Weighted Avg 'C' or 'B' or higher
	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher		
1			0	0.0%	6	100.0%							1	100.0%
2			0	0.0%	9	100.0%							2	100.0%
3			4	100.0%	2	100.0%							3	100.0%
4			7	100.0%	5	100.0%							4	100.0%
5			11	90.9%	3	100.0%							5	92.9%
6			6	100.0%	7	100.0%							6	100.0%
Weighted Avg.														96.4%
Weighted Avg.														85.7%
Weighted Avg.														100.0%
Weighted Avg.														100.0%
Weighted Avg.														91.7%
Weighted Avg.														85.7%
Weighted Avg.														92.3%

Administrative Office Professional AAS

Out- come #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Out- come #	Out- come Weight- ed Avg. 'C' or 'B' or higher	Out- come Weight- ed Avg. 'C' or 'B' or higher
	# of Stu- dents	Avg. Score 'C' or 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher			
1	Redacted Data	28	100.0%	92.9%	6	100.0%	66.7%	17	100.0%	88.2%	1	100.0%	1	98.6%	88.4%
2	Redacted Data	3	100.0%	100.0%	1	100.0%	100.0%	3	100.0%	100.0%	2	100.0%	2	100.0%	100.0%
3	0	3	100.0%	100.0%	0	0.0%	0.0%	3	100.0%	100.0%	1	100.0%	3	100.0%	100.0%
4	0	3	100.0%	100.0%	0	0.0%	0.0%	3	100.0%	100.0%	1	100.0%	4	100.0%	100.0%
5	Redacted Data	3	100.0%	100.0%	1	100.0%	100.0%	3	100.0%	100.0%	2	100.0%	5	100.0%	100.0%
6	Redacted Data	11	100.0%	100.0%	10	100.0%	100.0%	12	100.0%	100.0%	10	100.0%	6	100.0%	100.0%
Weighted Avg.		0.0%	0.0%	96.1%	100.0%	88.9%	100.0%	95.1%	97.0%	93.9%	100.0%	100.0%	100.0%	100.0%	100.0%

Analysis: While the Program Learning Outcomes were substantially met, the sample sizes were relatively small. Interestingly, where PLO sample sizes were larger, the achievement percentage was often lower (e.g., Administrative Assistant AAS PLO #1, Administrative Assistant Certificate PLOs #1 & #3, and Web Development Certificate PLO #5). Regardless, by and large the outcomes were met.

A summary of PLO assessment results, edited from comments by Kristen Kane, Academic Assessment Coordinator, follows:

2016-17

This year, one trend was the effect of cancellation (due to low enrollment) of CAS246, because it has the project that is used to measure so many outcomes for each degree/certification:

- Administrative Office Professional AAS = Outcomes 4 & 5.
- Administrative Assistant Certificate = Outcome 1 (potentially, as Outcome 1 is still measured by OS240)
- Administrative Assistant AAS = Outcomes 2, 4, 6, 8 & 9

2017-18

Targets are being met or exceeded for the Administrative Office Professional AAS and Administrative Assistant Certificate.

All targets were met for the Web Development Certificate with the exception of Outcome #1 and #2. For Outcome #1, the instructor did not submit grades before she left CGCC. For Outcome#2, the same instructor did not submit grades and the other class used to measure student achievement of the outcome was cancelled to due low enrollment.

All targets were met for the Administrative Assistant AAS, however, program faculty may want to consider when updating the 2018-19 plan whether to keep OS245 as part of the assessment plan. When Linda Hughitt overhauled the course, she was not aware that the group project would be used for the assessment of the degree, so I would encourage the department to discuss whether Linda should create an assignment so that OS245 can be used in the degree outcomes assessment or whether this course should be removed from the 2018-19 plan.

2018-19

Administrative Assistant AAS:

- 100% of students met outcomes #1, #2, #3, #5, #6, #7 and #9.
- Outcome# 4 - *Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks* and Outcome #8 - *Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization* were not assessed due to the cancellation of CAS246 as a result of low enrollment.

Administrative Office Professional AAS:

2023 CGCC Business Pathway Five-Year Program Review

- 100% of students met outcomes #1, #2, #5 and #6
- Outcome# 3 - *Work effectively in a team and group setting by understanding roles within teams, work units, departments, and organizations. Exhibit effective people skills to deal with a variety of personalities and diverse individuals* and Outcome #4 - *Effectively communicate creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others. Collaborate with others to develop and implement company vision, goals, and tasks* were not assessed due to the cancellation of CAS 246 as a result of low enrollment.

Administrative Assistant Certificate:

- 100% of students met outcomes #1 and #2.
- Outcome #3 - *Use current and emerging technologies to solve workplace problems through presentation, research, analysis, and synthesis* was not assessed due to the cancellation of CAS217 as a result of low enrollment.

Web Design Assistant Certificate:

- 100% of students met all outcomes.

Web Development Certificate:

- 100% of students met all outcomes.

2019-20

For the first time in a number of years all outcomes were able to be assessed. Typically, a number of courses related to the degree/certificate outcomes assessment are cancelled during the year.

Administrative Assistant AAS:

- 100% of students met outcomes #2 through #9.
- Outcome #1 - *Produce professional, error-free, timely documents by using current and emerging software and hardware technology.* - 21/22 students met this outcome (95.5%) which still meets the target of 85% or higher
- A total of 63 students completed the assignments used to measure the outcomes towards this degree.

Administrative Office Professional AAS:

- 100% of students met outcomes #1 through #6.
- A total of 41 students completed the assignments used to measure the outcomes towards this degree.

Administrative Assistant Certificate:

- 100% of students met outcomes #1 through #3.
- 21 students completed the assignments used to measure the outcomes towards this certificate.

Kane: "I appreciate that the CA/WT program uses specific assignments from courses mapped to the outcomes to measure student achievement of the degree/certificate outcomes. This is considered "best practice" for outcomes assessment. Analysis of these results will be completed during the 2021-22 Computer Applications and Web Technologies Program Review."

2020-21

Administrative Assistant AAS:

- 100% of students met outcomes #2 through #9.
- Outcome# 1 - *Produce professional, error-free, timely documents by using current and emerging software and hardware technology.* - 19/20 students met this outcome (95.5%) which still meets the target of 85% or higher

Administrative Office Professional AAS:

- 100% of students met outcomes #2 through #6.
- 94% of students (16/17) met outcome #1.

Administrative Assistant Certificate:

- 100% of students met outcomes #1 and #3.
- 83% of students (5/6) met outcome #2.

Kane: "I am assuming it was the same one student who did not meet the outcomes for the AAS-AOP and the Admin. Assistant. Certificate since the same course (same term) was used for the assessment of this outcome. You can see how one student makes a difference in an outcome that is assessed by a course with small enrollment. (this is simply an observation, not a suggestion to change anything)."

3. CAWT Institutional Learning Outcomes

For reference, degree-seeking students at CGCC are expected to leave with some level of mastery of the Institutional Learning Outcomes (ILOs), i.e., the ability to:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Analysis: The data linking ILO and course outcomes for CAWT indicate primary focus on ILOs #1 & #2 (*Communication & Critical Thinking and Problem-Solving*) by instructors for adjustments to course delivery. Some attention was given to ILO #4 (*Cultural Awareness*) and little to ILOs #3 (*Quantitative Literacy*) and #5 (*Community and Environmental Responsibility*).

However, adequate analysis is impeded by (at least) two limitations:

First, the comments from instructors performing the course outcome assessments are purely subjective and presents no empirical evidence that “adjustments [were] made to support better ILO achievement.” Adjustments may have been made with no regard for the ILOs and only connected after the fact for the sake of the assessment.

Second, it is not clear that any proactive attempt was made to align program outcomes with institutional outcomes, course outcomes with program outcomes, or course assignments with course outcomes. Consequently, it is extremely difficult to assess the influence of ILOs on the entire program.

Specific connections between ILO and course outcomes appear in column 5 of the matrix in CAWT Section 3.A.1 (Adjustments Made to Better Support CLO/ILO Achievement).

4. CAWT Completion Rates

9-Years CAWT (A)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
CAWT Program	Total Sample	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Administrative Assistant AAS	13	3	1	3		3			2	1	13	12	9	6	3	4	0		
											100%	92%	69%	46%	23%	31%	0%	23%	31%
Administrative Office Prof. AAS	6	2		2	1				1		6	5	4	4	2	2	0		
											100%	83%	67%	67%	33%	33%	0%	33%	33%
9-Years CAWT Totals	19	5	1	5	1	3	0	0	3	1	19	17	13	10	5	6	0		
											100%	89%	68%	53%	26%	32%	0%	26%	32%

*did not return all three terms after fall or returned but did not receive an award

4-Years CAWT (B)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
CAWT Program	Total Sample	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Administrative Assistant AAS	7	3	1	3							7	7	5	5	2	3	0		
											100%	100%	71%	71%	29%	43%	0%	29%	43%
Administrative Office Prof. AAS	5	2		2	1						5	4	3	3	1	1	0		
											100%	80%	60%	60%	20%	20%	0%	20%	20%
4-Years CAWT Totals	12	5	1	5	1						12	11	8	8	3	4	0		
											100%	92%	67%	67%	25%	33%	0%	25%	33%

*did not return all three terms after fall or returned but did not receive an award

5-Years CAWT (C)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
CAWT Program	Total Sample	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Administrative Assistant AAS	6					3			2	1	6	5	4	1	1	1	0		
											100%	83%	67%	17%	17%	17%	0%	17%	17%
Administrative Office Prof. AAS	1								1		1	1	1	1	1	1	0		
											100%	100%	100%	100%	100%	100%	0%	100%	100%
5-Years CAWT Totals	7					3	0	0	3	1	7	6	5	2	2	2	0		
											100%	86%	71%	29%	29%	29%	0%	29%	29%

*did not return all three terms after fall or returned but did not receive an award

			Including Transfers Out		Excluding Transfers Out			
	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Increase/Decrease from 4-years 2013-16 to 5-years 2017-21 (B to C)	-6%	7%	-57%	14%	-14%	n/a	14%	-14%

3-Years CAWT (D)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
CAWT Program	Total Sam- ple	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Re- turned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Administrative Assistant AAS	3					3					3	3	3	1	1	1	0		
											100%	100%	100%	33%	33%	33%	0%	33%	33%
Administrative Office Prof. AAS	0										0	0	0	0	0	0	0	0	0
3-Years CAWT Totals	3					3	0	0			3	3	3	1	1	1	0	0	0
											100%	100%	100%	33%	33%	33%	0%	33%	33%

*did not return all three terms after fall or returned but did not receive an award

	Winter	Spring	Fall Re- turned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Increase/Decrease from 4-years 2013-16 to 3-years 2017-19 (B to D)	9%	50%	-50%	33%	0%	n/a	33%	0%

	Winter	Spring	Fall Re- turned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Increase/Decrease from 5-years incl. Covid to 3-years pre-Covid (C to D)	17%	40%	17%	17%	17%	n/a	17%	17%

Analysis: The anomaly of the pandemic creates an interpretation challenge for student retention/completion due to the dramatic resulting reduction in enrollment. Additionally, the CAWT samples are extremely small. Nevertheless, student retention from fall to winter and spring terms remained relatively constant (-6% for fall; +7% for spring). However, students returning the following fall fell significantly by 57%. Completion rates also remained relatively constant at around 30% (+14% for 150% graduates; -14% for total graduates).

B. CAWT Curriculum

1. Alignment with professional and national standards and/or university transfer

CAWT courses are consistently updated to meet the needs of the evolving marketplace and reflect current trends, but they are generally part of instructor preparation each term. No major course changes have been required to keep up with standards or transfer agreements, although we will be evaluating all CAWT programs in the next program review and anticipate the need for some major changes as the department has been absorbed into the Business Pathway.

Specifically, however, the following changes have been made:

- *ETT180-Industrial Computing* was developed from the ground up by Daniel Changar to align it with

desired outcomes in the EM-Tech CTE program.

- *CAS170-Beginning Spreadsheets Using Excel & CAS270-Intermediate Spreadsheets Using Excel* have undergone significant improvements from a few years ago. Updated textbooks, formats, and material have vastly improved student outcomes. The curriculum update for *CAS170* now aligns with State Transfer requirements.
- *CAS140-Beginning Databases* was revamped to bring clarity to the course. Instructor is working towards transitioning to a more relevant application to align with business needs.

The CAWT Advisory Board was disbanded in the 2019-20 academic year due to the pandemic. Future employment opportunities have not been addressed since that time.

2. CAWT Enrollment

Overall CAWT Enrollment: The following table represents total enrollment in all CAS and OS courses. Data for individual courses was not available.

Prefix	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	Grand Total
CAS	466	415	428	189	149	203	156	138	130	55	43	2,372
OS	63	103	122	70	53	50	31	34	30	30	10	596
Grand Total	529	518	550	259	202	253	187	172	160	85	53	2,968

Analysis: CAS and OS course enrollment has declined 84% over the past decade. However, a pivotal decline of around 50% occurred between academic years 2014-15 (550) and 2015-16 (259). Prior to this major decline, CAS & OS enrollment was consistently over 500. Even prior to the pandemic, enrollment never again exceeded 2015-16 figures. Clearly, something significant affected enrollment at that time. Enrollment dropped another 50% during the pandemic.

Disaggregated Data: The following tables represent disaggregated combined enrollment for *CAS133-Introduction to Office Software* and *CAS170-Beginning Spreadsheets Using Excel*, two of the CAWT courses with consistently high enrollment. Disaggregated enrollment for other CAWT courses was not made available.

2023 CGCC Business Pathway Five-Year Program Review

AGE		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Under 20	% of Total	16%	21%	23%	26%	46%	24%
	# Enrolled	11	17	14	15	12	69
20-24	% of Total	25%	27%	23%	7%	27%	22%
	# Enrolled	17	22	14	4	7	64
25+	% of Total	58%	52%	54%	67%	27%	55%
	# Enrolled	39	43	33	38	7	160
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Enrolled	67	82	61	57	26	293

Under 20	Pass Rate	75%	67%	100%	100%	80%	85%
	A, B, C	6	10	11	15	8	50
	Graded	8	15	11	15	10	59
20-24	Pass Rate	75%	75%	75%	100%	80%	77%
	A, B, C	12	9	9	3	4	37
	Graded	16	12	12	3	5	48
25+	Pass Rate	74%	75%	79%	87%	50%	77%
	A, B, C	26	24	23	26	3	102
	Graded	35	32	29	30	6	132
Total	Pass Rate	75%	73%	83%	92%	71%	79%
	A, B, C	44	43	43	44	15	189
	Graded	59	59	52	48	21	239

LOW INCOME		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Yes	% of Total	43%	32%	38%	42%	44%	39%
	# Low Income	29	26	23	24	7	109
No	% of Total	57%	68%	62%	58%	56%	61%
	# Low Income	38	56	38	33	9	174
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Low Income	67	82	61	57	16	283

Yes	Pass Rate	64%	67%	88%	83%	50%	73%
	A, B, C	16	10	15	15	3	59
	Graded	25	15	17	18	6	81
No	Pass Rate	82%	75%	80%	97%	86%	83%
	A, B, C	28	33	28	29	6	124
	Graded	34	44	35	30	7	150
Total	Pass Rate	75%	73%	83%	92%	69%	79%
	A, B, C	44	43	43	44	9	183
	Graded	59	59	52	48	13	231

GENDER		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Female	% of Total	79%	78%	77%	72%	65%	76%
	# Gender	53	64	47	41	17	222
Male	% of Total	21%	22%	23%	28%	35%	24%
	# Gender	14	18	14	16	9	71
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Gender	67	82	61	57	26	293

Female	Pass Rate	73%	77%	83%	94%	79%	80%
	A, B, C	35	36	35	31	11	148
	Graded	48	47	42	33	14	184
Male	Pass Rate	82%	58%	80%	87%	57%	75%
	A, B, C	9	7	8	13	4	41
	Graded	11	12	10	15	7	55
Total	Pass Rate	75%	73%	83%	92%	71%	79%
	A, B, C	44	43	43	44	15	189
	Graded	59	59	52	48	21	239

FIRST GENERATION		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Yes	% of Total	30%	29%	34%	39%	38%	33%
	# First Gen	20	24	21	22	6	93
No	% of Total	70%	71%	66%	61%	63%	67%
	# First Gen	47	58	40	35	10	190
Total	% of Total	100%	100%	100%	100%	100%	100%
	# First Gen	67	82	61	57	16	283

Yes	Pass Rate	75%	60%	81%	90%	67%	77%
	A, B, C	12	9	13	18	4	56
	Graded	16	15	16	20	6	73
No	Pass Rate	74%	77%	56%	93%	71%	74%
	A, B, C	32	34	20	26	5	117
	Graded	43	44	36	28	7	158
Total	Pass Rate	75%	73%	63%	92%	69%	75%
	A, B, C	44	43	33	44	9	173
	Graded	59	59	52	48	13	231

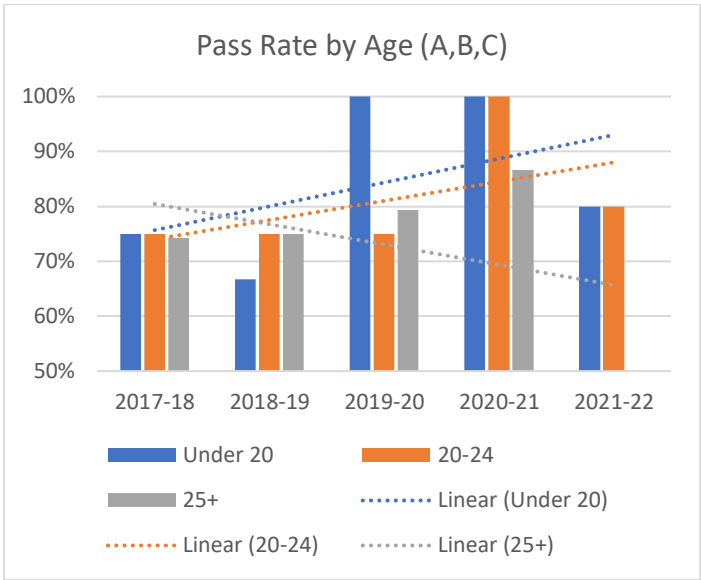
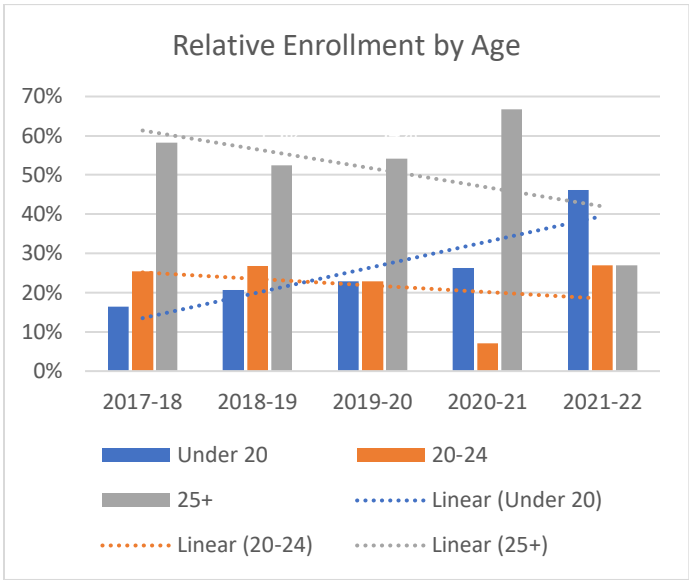
2023 CGCC Business Pathway Five-Year Program Review

COURSE GRADES		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
A	% of Total	34%	27%	44%	58%	42%	40%
	# Earned	23	22	27	33	11	116
B	% of Total	18%	13%	16%	12%	12%	15%
	# Earned	12	11	10	7	3	43
C	% of Total	13%	12%	10%	7%	4%	10%
	# Earned	9	10	6	4	1	30
D	% of Total	9%	7%	5%	2%	0%	5%
	# Earned	6	6	3	1	0	16
F	% of Total	13%	12%	10%	5%	23%	12%
	# Earned	9	10	6	3	6	34
P	% of Total						
	# Earned						
NP	% of Total						
	# Earned						
W	% of Total	12%	28%	15%	16%	19%	18%
	# Withdrawn	8	23	9	9	5	54
I	% of Total						
	# Incomplete						
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Enrolled	67	82	61	57	26	293

RACE/ETHNICITY		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Hispanic	Pass Rate	92%	79%	69%	100%	60%	82%
	A, B, C	11	11	9	12	3	46
	Graded	12	14	13	12	5	56
American Indian or Alaskan Native	Pass Rate	0%	0%	100%	100%		75%
	A, B, C	0	0	2	1		3
	Graded	0	1	2	1		4
Asian	Pass Rate		100%	0%			100%
	A, B, C		1	2			3
	Graded		1	2			3
Black or African American	Pass Rate	0%					0%
	A, B, C	0					0
	Graded	1					1
Native Hawaiian or other Pacific Islander	Pass Rate						
	A, B, C						
	Graded						
White	Pass Rate	69%	74%	88%	88%	82%	79%
	A, B, C	29	28	29	29	9	124
	Graded	42	38	33	33	11	157
Multi-race	Pass Rate	0%	50%	100%	100%		78%
	A, B, C	2	2	1	2		7
	Graded	2	4	1	2		9
Unknown / Not Reported	Pass Rate	100%	100%	0%		75%	75%
	A, B, C	2	1	0		3	6
	Graded	2	1	1		4	8
Total	Pass Rate	75%	73%	83%	92%	75%	79%
	A, B, C	44	43	43	44	15	189
	Graded	59	59	52	48	20	238

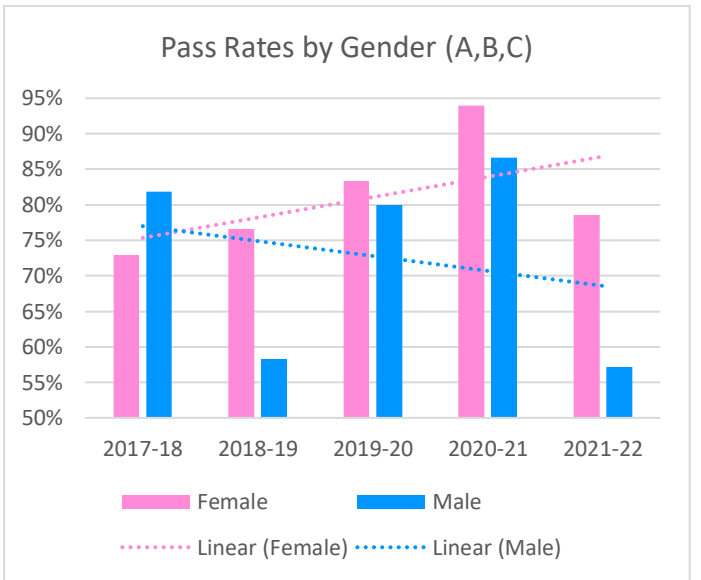
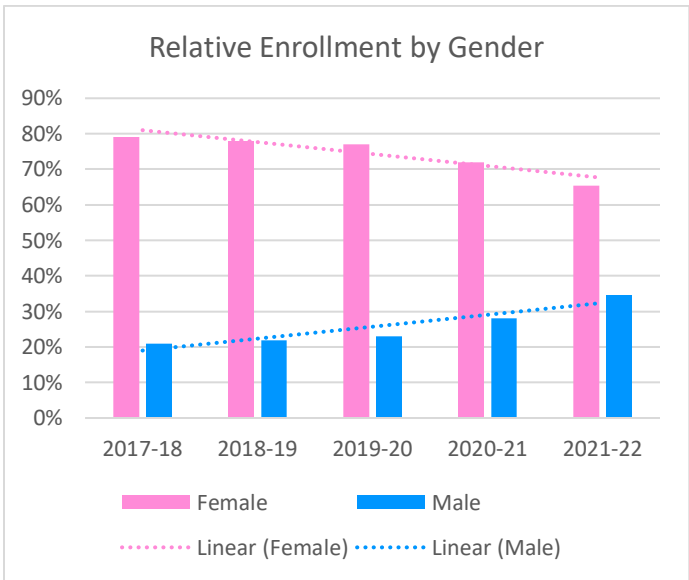
RACE/ETHNICITY		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Hispanic	% of Total	19%	33%	28%	25%	24%	26%
	# Identified	13	27	16	14	6	76
American Indian or Alaskan Native	% of Total		1%		2%		1%
	# Identified		1		1		2
Asian	% of Total		1%		2%		1%
	# Identified		1		1		2
Black or African American	% of Total	1%					0%
	# Identified	1					1
Native Hawaiian or other Pacific Islander	% of Total						
	# Identified						
White	% of Total	72%	57%	67%	68%	60%	65%
	# Identified	48	47	38	39	15	187
Multi-race	% of Total	4%	6%	2%	4%		4%
	# Identified	3	5	1	2		11
Unknown / Not Reported	% of Total	3%	1%	3%		15%	3%
	# Identified	2	1	2		4	9
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Identified	67	82	57	57	25	288

Analysis: Each segment is addressed, individually, below.



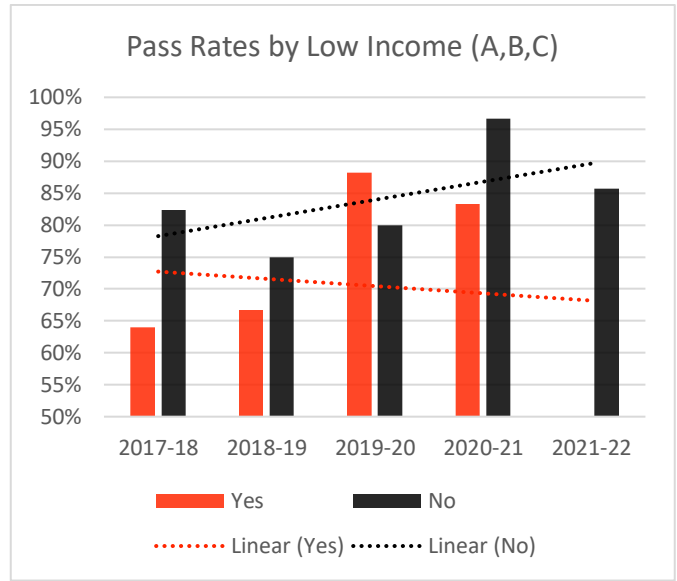
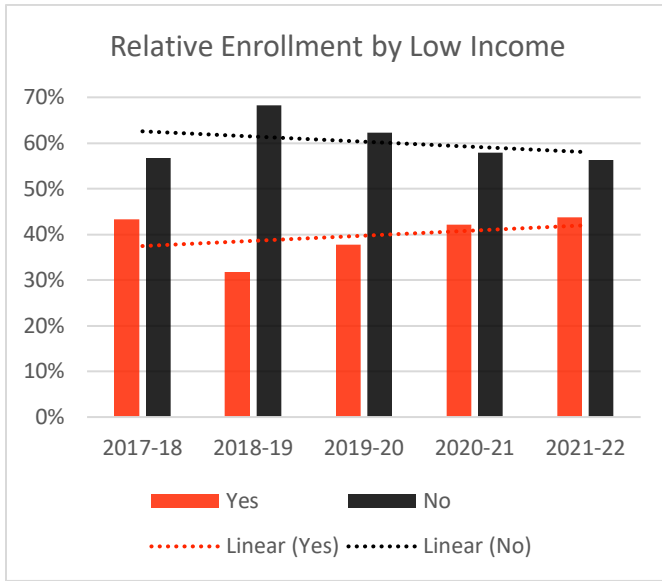
AGE: Looking at the trendlines above, average enrollment for students under 20 years old has increased dramatically from 15% to 40% of total enrollment, while average enrollment for those 25 and older has decreased from 61% to 41%. Average enrollment for students from 20-24 has decrease slightly as a percentage of the total. Recent enrollment is more balanced between the age segments than in earlier years.

Pass rates for students younger than 25 have increased significantly, while pass rates for those 25 and older have fallen just as dramatically.



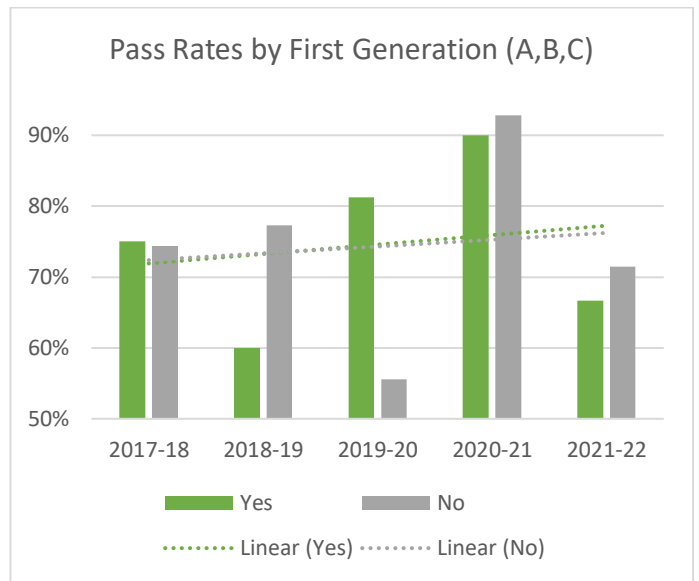
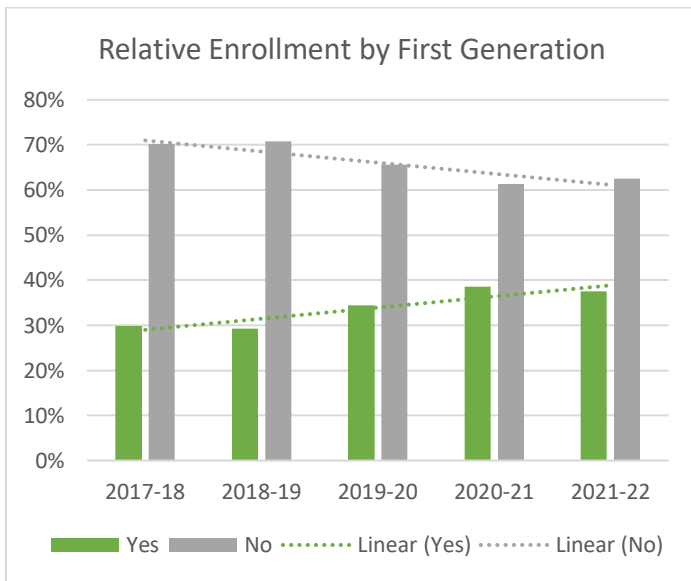
GENDER: Average enrollment for males has steadily increased, meaning that of females has decreased. Still, current enrollment for females is twice that of males.

Pass rates for females have increased (on average) while that of males has decreased – especially in years 2018-19 and 2021-22. The reason for the dramatic decline in those two years is unclear.



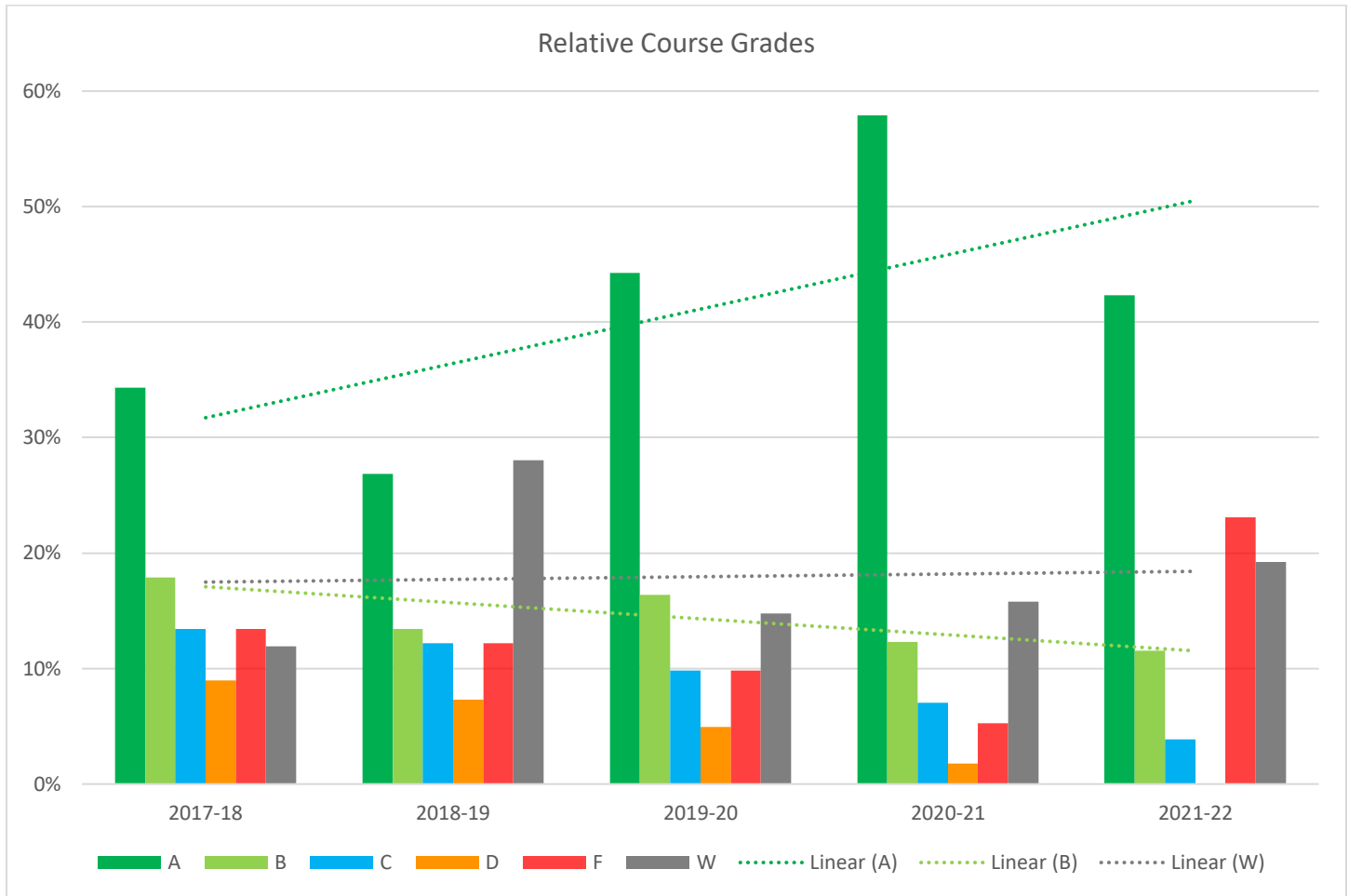
LOW INCOME: Average enrollment for low-income students has remained relative constant at around 40% of total enrollment.

Pass rates for low-income students has improved, but remains less than that of those students not identified as “low income.”

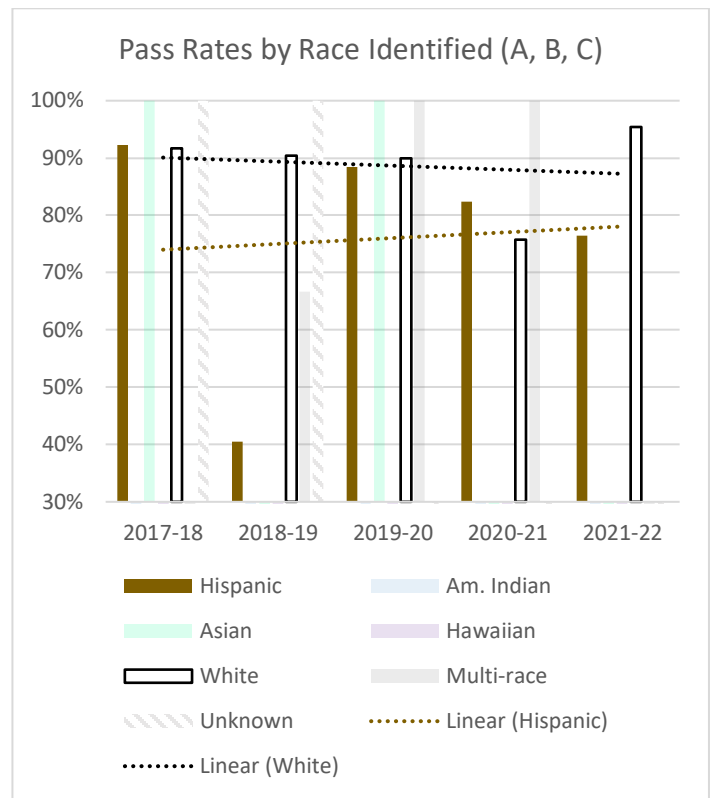
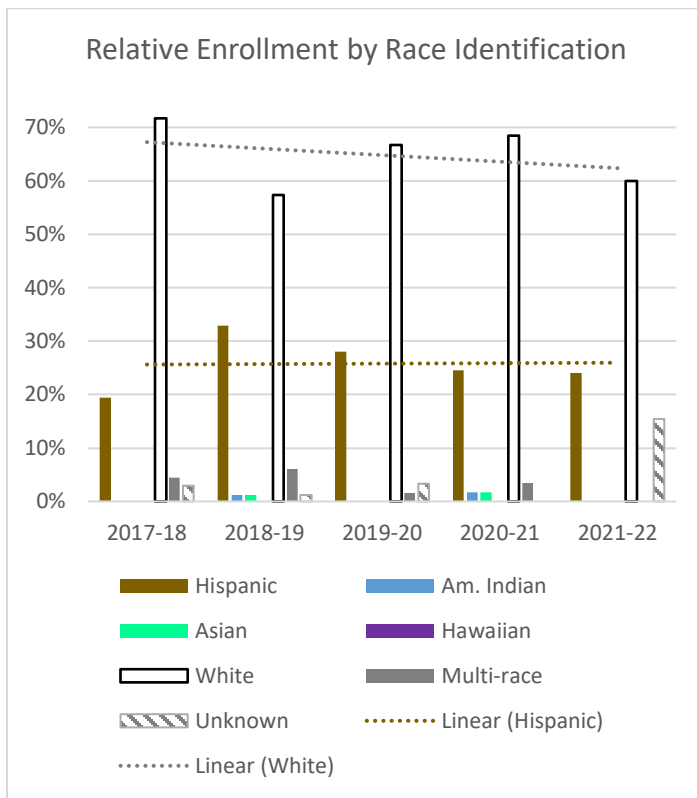


FIRST GENERATION COLLEGE: Average enrollment for first-generation college students has steadily increased by around 30% over the period and now represents around 39% of total enrollment.

Pass rates for first-generation students have increased slightly from 72% to 77% - virtually identical to the students who are not first generation.



GRADE DISTRIBUTION: Students receiving an “A” have steadily increased and represent, by far, the largest group. Those receiving “B”s, “C”s, and “D”s have decreased proportionately, as have those receiving an “F” (the exception being “F”s in 2021-22). Withdrawals have been unchanged at around 18%.



RACE IDENTIFICATION: The dominant identifiers in CAWT courses are Hispanic and white. While other races are identified, the samples are insignificant. Hispanic average enrollment has been flat at around 26%. Average enrollment for whites has declined slightly over the period.

Pass rates for Hispanic students appear to have increased, but have actually declined. Pass rates for white students have declined slightly. Pass rates for other identified races are statistically insignificant and shown on the graph as transparent so as not to detract from figures for Hispanic and white students.

C. CAWT Teaching and Faculty Development

1. Incorporation of instructional best practices and effectiveness on student learning.

CAWT faculty stay up to date and employ best practices in both course design and delivery. Some of these include utilizing Quality Matters principles in course design, being flexible with course materials and finding ways to meet students where they are in terms of readiness. We keep the courses relevant by teaching skills as they are used today which helps to support student learning. Additionally, all of our courses can be taken online (or via FlexConnect), allowing students more flexibility to take classes in a manner that works with their daily life.

Whenever possible, CAWT faculty also utilize OER materials which helps to lessen our student's financial burden.

2. Professional development activities and effectiveness to improve teaching and learning.

CAWT faculty have not taken advantage of any structured professional development. Individual faculty have participated in some professional development opportunities offered at CGCC. Intentional faculty professional development is a goal for the coming review period.

3. Faculty contributions to CGCC's mission and vision via committees, outreach, etc.

Aside from participation on the Curriculum Committee, most CAWT instructors are currently, or have been, active members of the greater Gorge community. Several have continued to further their education, expanding knowledge in areas that reflect the needs of the region we serve and enabling us to make continuous updates and improvements to our methods and courses.

4. Balance of full- and part-time faculty.

There have been no full-time faculty members in the CAWT department for some time. The subject matter across CAWT courses varies significantly and most instructors hold expertise that applies to 2-3 courses but not the full breadth of CAWT subjects. We have departmental instructors who qualify to teach more courses, but the adjunct credit cap prevents that.

Although the adjunct team has been able to cover all of our offerings, it would be beneficial to have a full-time faculty member with a broad skillset in CAWT. A full-time instructor would have more latitude in courseload and, with CAWT-specific technical expertise, could act as a department lead to provide support to the Business Pathway Chair.

The former CAWT faculty members currently teaching in the Business Pathway are:

- **Daniel Changar**
 - B.A. Management with an Emphasis in Marketing, Webster University, MO
 - M.S. Finance, Webster University, MO
 - M.B.A., Webster University, MO
- **Andrea LoMonaco** (formerly Ware)
 - B.S. Liberal Studies, Eastern Oregon University, OR
 - M.A. English, Morehead State University, KY
- **Siri Olson**
 - B.S. Business Management, University of Phoenix, AZ
 - M.B.A., Western Governor's University, UT

D. CAWT Budget

Any CAWT budget has been consolidated into the Business Pathway budget.

Business Administration Section Two: Previous Review’s Goals (Recommendations), Action, and Analysis

A. 2017 Business Administration Program Review

2017 Recommendations	Actions	Results	Analysis
<p>1. Develop and establish Business Administration Advisory Committee</p>	<p>January 2022: Meislahn began to contact prospective advisory board members in the Gorge. The criteria included being a current business owner with employees or other direct connection with regional businesses. He participated in 12 meetings with prospects and/or prospect referral sources.</p> <p>April 2022: Meislahn had three commitments to serve and assembled the Advisory Board with members:</p> <ul style="list-style-type: none"> • Steve Light, Owner – Freebridge Brewing • Ted Valkov, Owner – Amity Labs • Eric Proffitt, Business and Employment Specialist – Oregon Employment Dept. <p>The initial board meeting was held on April 26 and yielded significant useful information for planning the future of business and computer applications courses at CGCC (see Appendix C). The members consented to meeting twice per year.</p> <p>Due to scheduling conflicts, the fall meeting did not occur. The second board meeting took place on March 15, 2023 and, again, proved useful to the future of the pathway (see Appendix C)</p>	<p>Goal Met</p>	<p>August 2018: New CGCC president, Dr. Marta Cronin, in an effort to eliminate excessive committees, dissolved the fledgling Business Administration Advisory Board (then a part of the SBDC Board).</p> <p>January 2020: Meislahn discussed resurrecting a joint advisory board with new SBDC Director Greg Price (the SBDC board had been dissolved by former Director Rick Leibowitz). Meislahn and Price concluded that the purposes of an SBDC board and a Business & Entrepreneurship board did not mesh. Further work on the goal was tabled due to the pandemic.</p> <p>Although the goal has been met, we desire to grow our board to a total of 10 members</p>
<p>2. Develop strategies to increase outreach to potential students for Business Administration programs, and to</p>	<p>Evening Courses: Following the 2017 review, former Business Administration lead Stephen Shwiff began scheduling as many BA courses as possible to begin at 6:00 PM to accommodate working students.</p> <p>Synchronous Classes: In 2017, Business Administration was the first department at</p>	<p>Goal met and ongoing</p>	<p>Evening Courses: While effective, some courses could not be held in the evenings due to instructor or room scheduling conflicts. Transition to FlexConnect diminished need for evening classes.</p>

<p>provide support for enrolled students</p>	<p>CGCC to offer any synchronous classes via Zoom. Soon afterwards all BA courses were offered this way. The idea was to connect TDC and HRC to ease the travel burden on students, especially in winter. Almost immediately, students asked for access to the courses using their own computers, which was granted. Class sessions were recorded for review and absent students.</p> <p>Dual Credit: In 2017, Shwiff pursued a relationship with Horizon School in Hood River that eventually resulted in <i>BA104-Applied Business Math</i> being taught by its CGCC instructor, Bill Hughitt, for dual credit at Horizon as well. Shwiff also worked with Hood River Valley High School (HRVHS) leadership to offer other BA courses either face-to-face or via Zoom at the school. Eventually, there was an alignment of HRVHS dual-credit. However, before HRVHS hired a full-time business instructor, Shwiff left his position to become Dean of General Education.</p> <p>In fall 2019, HRVHS was working with Meislahn to provide students dual credit for <i>BA101-Introduction to Business</i> during the 2020-21 academic year. The plan was cancelled due to the pandemic.</p> <p>In fall 2021, Meislahn met with the HRVHS business instructor, Bill Sanders, to resurrect the dual-credit relationship. Sanders committed to offer <i>BA150-Introduction to Entrepreneurship</i> at HRVHS during the 2022-23 academic year, but resigned his position with the district prior to implementation.</p> <p>FlexConnect: In early 2020, Meislahn received permission to pilot the FlexConnect delivery model. That fall term, all BA courses were converted to FlexConnect. Student surveys following each term were compiled at year end and indicated that 97% of students had a positive overall impression of the new model. Additionally, 61% indicated that they preferred the asynchronous option in FlexConnect to the</p>		<p>Synchronous Classes: This initiative proved highly effective and popular. BA faculty remained flexible and committed to an unproven delivery mode. FlexConnect includes synchronous instruction as one of its three participation options.</p> <p>Dual Credit: Implementation of DC to date has been tenuous. Former Dean of CTE, Kate Wurster, informed Meislahn that the dual-credit process needed a serious overhaul and recommended he suspend further exploration with local high schools until the revisions were completed.</p> <p>We believe that pursuit of dual-credit relationships with local high schools remains a viable growth strategy for enrollment.</p> <p>FlexConnect: Student surveys from subsequent years continue to signal overwhelmingly positive responses to this instructional delivery model.</p> <p>We believe that continuing content delivery in this format and extending its use to additional courses will increase student retention and, ultimately, student enrollment. (see Appendix B).</p>
--	---	--	--

	<p>traditional online mode and 51% indicated that they would be more likely to complete their program (or, at least, return to CGCC the following term) if more courses were offered in the FlexConnect format.</p> <p>Gen Ed Initiative: Early in 2022 Meislahn became aware of concerns from CTE instructional leadership regarding the relevancy of many General Education courses for their unique student population. Additionally, they expressed a need for business “soft-skills” training to supplement the technical training they provide. Several solutions were considered, but the clearly optimal solution was to pursue Gen Ed designation for Business Pathway courses. In April 2023, the CGCC Curriculum Committee approved Gen Ed designation for <i>BA101-Introduction to Business</i>.</p>		<p>Gen Ed Initiative: We believe this strategy will significantly increase enrollment by exposing the entire student population to business courses as elective options.</p>
<p>3. Develop courses, certificates and degrees to keep up with the ever-changing business environment.</p>	<p>Entrepreneurship Programs: The Entrepreneurship/Small Business Management AAS and Entrepreneurship Certificate were developed following the 2017 review and introduced in the 2019-20 academic year.</p> <p>Program/Course Changes: All five programs,</p> <ul style="list-style-type: none"> • Accounting AAS • Accounting/Bookkeeping Certificate • Entry-Level Accounting Clerk CPC • Entrepreneurship/Business Management AAS • Entrepreneurship Certificate, <p>underwent revisions in each of the last three academic years (2020-21, 2021-22, & 2022-23) to include the appropriate courses needed to meet program outcomes. In addition, nine BA courses were revised (some more than once) to appropriately represent the content needed to meet the necessary course outcomes.</p> <p>One new course, <i>BA177-Project Management Fundamentals</i>, was added in 2022-23 and made a requirement for all programs (except the CPC). This is a critical business skill and applicable in teams across functional departments in any company.</p>	<p>Goal met and ongoing</p>	<p>Program/Course Changes: These changes, while creating significantly-improved alignment with program/course outcome objectives, still represent micro-modifications to the programs and courses that were present when Meislahn was hired (with the exception of the <i>BA177-Project Management Fundamentals</i> addition).</p> <p>We have discussed, and intend, to examine the Business Pathway from a zero-based perspective, i.e., asking, for example: If we were starting from scratch, today, what programs would we offer? What are the needs of the market for staffing – both positionally and skill-wise? What courses are necessary to meet those program outcomes?</p>

2023 CGCC Business Pathway Five-Year Program Review

	<p>Advisory Board: The new advisory board is specifically tasked with providing input on the current and future hiring markets, relevance of our existing programs, and need for new programs. They have already provided valuable feedback on the urgent need for employees that can behave professionally, work well in teams, supervise and manage others, communicate effectively, etc. (aka “soft skills”).</p>		<p>Advisory Board: We will continue to meet with the Advisory Board to solicit feedback and intend to include them as we analyze the total pathway.</p>
<p>4. Create full-time positions for part-time instructors including a new position and/or to replace former full-time instructor, (retired in 2015-16)</p>	<p>Meislahn was hired for the full-time faculty position in September 2019.</p>	<p>Goal not met</p>	<p>Goal is no longer relevant. Additional full-time positions are unnecessary until sufficient enrollment is attained.</p>
<p>5. Prepare for next Five-Year Program Review</p>	<p>In January 2022, Jarett Gilbert, VP of Instructional Services, announced the consolidation of Computer Applications, Office Systems, and Web Technology (CAWT) courses within the Business & Entrepreneurship department. The CAWT 5-year Program Review was scheduled for the 2021-22 academic year but Gilbert concurred that it should be (and is) included in this Business Pathway review. An annual progress report was still provided in 2021-22 for updates to the 2017 CA/OS Program Review.</p> <p>As a result of the consolidation, Meislahn performed an initial review of CAWT program and course completions resulting in several Curriculum Committee submissions to suspend/inactivate</p> <ul style="list-style-type: none"> • one AAS program • five CPC programs, and • three courses (including the merger of one CAWT course into an existing Business & Entrepreneurship course) <p>All submissions were approved.</p> <p>All instructors were engaged to examine the 2016 Business Administration Review and the 2017 Computer Applications and Office Systems Review to inform the preparation of this review.</p>	<p>Goal met</p>	<p>Technically, this goal was to <i>prepare</i> for the current review. Practically, the goal was met with this submission.</p>

Additional goals from Business Administration mid-review Progress Reports:

Mid-Review Goal	Actions	Results	Analysis
<p><u>Create a Department Chair position.</u></p> <p>Rationale: To lead the department’s recruitment efforts, bring the program in alignment leading to the capstone courses and Portfolio of accomplishments. To link the BA program with the Business and larger community including the BA Advisory Board.</p>	<p>This goal was met by default in 2022 when the Business Pathway was created and, subsequently, the Chair elected.</p>	<p>Goal met</p>	<p>None</p>
<p><u>Develop an Accounting Degree capstone.</u></p> <p>Rationale: To provide value for graduates with a portfolio of work to aid in employment searches.</p>	<p>No action taken</p>	<p>Goal not met</p>	<p>This subject is indirectly addressed in our Section Four goals.</p>

B. Additional actions taken by Business Administration faculty not based on prior review goals:

In 2019, the department adopted Cengage Publishing materials for all BA courses. A subscription to “Cengage Unlimited” allows students access to all BA course materials for a one-time fee of \$125-250 for up to 24 months, covering the cost of all business materials for their tenure at CGCC.

In 2020, to better teach accounting and business math skills in the FlexConnect format, we identified the need for an interactive whiteboard. A short investigation revealed that a SmartBoard had been abandoned to CGCC by the local ESD and was being used solely as a projection screen in the instructional services conference room.

The board was moved to classroom 3.202 and IT located the original software to make the device functional. From then until winter 2023, the board has been used by multiple instructors. The chief benefit is the ability to annotate a PowerPoint presentation that can be easily read both by face-to-face students and Zoom participants alike.

The device began to fail in 2022 and the department sought a portable replacement using newer technology. Tablets were ruled out due to their small size and our need to write multiple lines of figures and text.

We settled on the “Newline Flex,” a 27” flatscreen device created specifically to address the educational requirements precipitated by the pandemic. Two of the machines were acquired during winter 2023 (one by IT and one by CTE). The devices were tested and put into service spring term 2023.

Business Administration Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

A. Student Learning

1. Business Administration Course-Level Outcome Achievement

Assessment listing by course number and year to better compare multiple assessments of a given course.

Course ----- Assessment Term & Enrollment if known ----- Instructor	Avg. Outcome Achieve- ment %	Assessment-Driven Changes Needed	Adjustments Made & Effectiveness on Outcome Achievement	Adjustments Made to Better Support CLO/ILO Achievement	Select Enroll- ment*
BA101- Introduction to Business ----- 2016-17 Fall ----- P Ritzenthaler	92%	I introduced a new assignment this term. I required 10 Article Reviews. Next time I teach the class I'll require one Article Review EACH WEEK instead of 10 during the term.			
BA101- Introduction to Business ----- 2018-19 Fall ----- J Scott	91%	There is only one chapter in Intro to Business books that emphasizes Ethics; although, it is one of the 3 outcomes. If it remains an outcome, then instructor should integrate ethical scenarios or other ethics-related topics as they apply to the other chapters (e.g. Marketing, Human Resources, Accounting, etc.).	This was my first course at CGCC.	CLO #1: Required APA format in paper; Required oral presentations; also required small group "spokespersons" each class session. CLO #2: Homework assignments often included one critical thinking question; problem solving occurred in some of the in-class small group activities. CLO #4: informal class discussion as it applied to doing business	19

2023 CGCC Business Pathway Five-Year Program Review

				globally and having a diverse workforce.	
BA101- Introduction to Business ----- 2020-21 Spring ----- M Finnerty	88%	I need to increase my familiarity with the PASS program. I do a good job of checking in on students who are not keeping up with the work, but am looking for ways to encourage them to “catch up” if they fall behind. I was very generous with extensions this term because of Covid. I could use help early in the term contacting students. I think adding essay questions to homework and exams may help, but overall, my approach is working.	n/a	#2: Critical Thinking: during class, I ask questions and we have class discussions on each topic to show that they can apply their thinking. #4: Ethics and culture are a separate topic early in the term, but I constantly bring ethics and social awareness throughout the course. #3: see #2 above.	13
BA104- Applied Business Math ----- 2018-19 Winter ----- B Hughitt	95%	None at this time.	I updated some videos and updated syllabus.	The whole class is really about critical thinking and problem solving.	
BA104- Applied Business Math ----- 2019-20 Winter	97%	None at this time.	I updated introduction and unit videos as well as updated the syllabus	No additions from last assessment.	

----- B Hughitt					
BA111- Introduction to Accounting ----- 2018-19 Summer ----- P Ritzenthaler	100%	I will include more time for students to work together in class to explain to each other the concepts covered each week. This way they can show if they've learned the material well enough to explain it.	Last year I thought I would require students to be active with student study groups. I found this year that it is difficult to require that of shy, introverted students that work full time. They seem unwilling to find the time to meet with study groups. Next year I'll require that they check in with the study group or that they check in with me every week.	Each class I teach includes efforts to include these learning outcomes. I did suggest that students mark the page from their textbook that they found the answers to quiz questions (on open-book quizzes) so they could provide Source Evidence.	14
BA150- Introduction to Entrepre- neurship ----- 2020-21 Fall ----- T Meislahn	96%	I will provide more instruction and clearer directions at the front end of the course for the group assignments. This was the first year to use this specific group project.	Course not assessed previously.	None.	
BA177- Payroll Accounting ----- 2016-17 Spring ----- C Berger	95%	I will increase in class practice – I will decrease number of repetitive calculation during test and homework – increasing number of theoretical/essay questions.			

2023 CGCC Business Pathway Five-Year Program Review

BA188- Customer Service Skills ----- 2016-17 Winter ----- B Hughitt	100%	None at this time.			
BA208- Business Ethics ----- 2017-18 Fall ----- S Shwiff	29%	I am considering this based on the course progression. Considering making the class entirely online and promote it as such.	Unable to assess due to low numbers.		7
BA212- Principles of Accounting II ----- 2016-17 Winter ----- P Ritzenthaler	88%	None. I will continue to promote student study groups. Those that participate in student study groups do better on tests and homework than students that do not participate in such groups.	Experience this term with a few students that did not participate in student study groups provided data consistent with supporting the adjustments.		
BA212- Principles of Accounting II ----- 2021-22 Winter ----- T Meislahn	80%	Two students each scored at an average of nearly 97% so I'm satisfied with the methodology and content. I intend to better interface with students regarding the element of time-management.	N/A	These students participated in the ILO#2 assessment and displayed excellent critical thinking skills. No changes planned at this point.	5
BA222- Financial Management ----- 2016-17 Winter ----- L Langeinrich	100%	The homework problems were the most helpful. I would continue those.			

<p>BA222- Financial Management ----- 2017-18 Winter ----- C Berger</p>	<p>100%</p>	<p>Shortly after mid-term, I felt that I the process of lecture, assignment of material, testing on material was missing the mark. I really wanted to ensure that the students could comfortably apply the thought process behind the calculations they were learning. Thus, I made an adjustment to the delivery of the final exam and the way that we discussed the decisions behind the calculations. I made the final exam more of a project - After the final, we had a discussion in the room about how it went, I took information from that discussion and will further alter the assessment methodology for future classes.</p>	<p>I adjusted the methodology of delivery for the final exam from the last time I delivered the course. I really felt that, while a bit rough, the opportunity to discuss the why behind the calculations delivered a better learning experience. I would like to continue to implement the changes, weaving this type of practice throughout the entire class.</p>	<p>Source and Evidence - I always present alternative sites for reference on the concepts to my students. I realize that sometimes how I present, or how the material is presented in the chosen material may not clearly translate for everyone. Alternative sites present material differently which may translate better for the student. As well, I feel that if students realize that there are resources for them to refer back to in the future, they recognize that rote learning is not the desired outcome, rather concept grasp and then where to refer for further understanding is better. Critical Thinking/Problem Solving - I really believe the altered, project type method of deliver for material is better supporting the student in critical thinking. Rather than just here are things to learn, concepts to learn - let's apply these concepts and decide which you would use and when and, more importantly, why. This can support the students in having conversations between</p>	<p>5</p>
---	-------------	--	---	--	----------

				<p>themselves to further strengthen the concepts. This also helps the students realize how interactive these concepts will be inside an organization - "in the real world".</p>	
<p>BA222- Financial Management ----- 2018-19 Winter ----- T Meislahn</p>	75%	<p>The text we used is well written and appropriate for this course. I had some difficulty adjusting to the technology early on (due to some technological limitations and glitches) that also factored into my decision to weight the later assignments more heavily. Given the shortcomings in teaching over the web, I don't believe any instructional adjustments are needed.</p>	N/A	<p>I made no changes or additions to any of the above. This course, by its very subject matter, requires significant critical thinking and problem solving.</p>	

<p>BA224- Introduction to Human Resources ----- 2017-18 Fall ----- P Ritzenthaler</p>	<p>67%</p>	<p>If CGCC offered its Business Administration courses twice a year instead of only once a year, students might not overload their schedules to fit in classes that are only offered once a year. Students that faltered in their attendance were reported to the PASS Program. No improvement after that referral.</p>	<p>Coursework accurately targets course outcomes, resulting in students achieving course outcomes.</p>	<p>CLO #1: Students present formal and informal presentations throughout the term. They cite their sources and become more comfortable with public speaking and the need to organize and manage their time in order to deliver effective presentations. CLO #2: During their presentations, as well as during other course assignments, the Student Position is provided and considered. This allows them to become better at developing their own positions. Evaluating Potential Solutions comes about during in-class discussions about case studies and relevant news stories.</p>	<p>7</p>

<p>BA226- Business Law I ----- 2019-20 Winter ----- J Sheppard</p>	<p>100%</p>	<p>I would upgrade from the 12th edition of the textbook to the 14th edition as it is easier to read and provides more relevant examples. I had one student drop the class because of difficulty reading the material.</p>	<p>This is my first assessment.</p>	<p>This course relates most closely to CLO #2, Critical Thinking/Problem Solving. Many times the answers to the case problems are not what a lay person without any knowledge of business law would expect. I encouraged students to think critically and not be swayed by their "heart strings." I also suggested to several that they would benefit from taking Writing 121 before taking this class since I tried to teach them to write concise, logical and persuasive arguments using the IRAC method of legal analysis which breaks each case into its Issue, Rule of Law, Application and Conclusion. When correcting their work I would encourage them to describe the relevant facts of the case; identify the issue at the core of the dispute; correctly define and explain the relevant rule of law; apply the rule to the facts at hand and come to a conclusion that was logically supported by each of the prior building blocks of their argument.</p>	<p>13</p>
---	-------------	---	-------------------------------------	---	-----------

2023 CGCC Business Pathway Five-Year Program Review

<p>BA226- Business Law I ----- 2020-21 Winter ----- S Shwiff</p>	<p>80%</p>	<p>Having taught this course so often over the years, it has refined into a very stable interesting course. I introduced Cengage Now with the most recent edition of the book, a previous suggestion by Jean Sheppard in her assessment of the course, and could potentially include more material from the publisher.</p>	<p>Actually added the Cengage material as option so never really considered it or heard about it from the students.</p>	<p>Nothing this term</p>	
<p>BA228- Computer Accounting Applications ----- 2017-18 Winter ----- C Berger</p>	<p>100%</p>	<p>The diversity of basic learning skills made this particular quarter the most difficult of previous years. If I am faced with this issue again, I will have to go through step-by-step examples very carefully and make sure they are following along. This leaves the others to work and complete their assignments.</p>	<p>I did not make any adjustments from previous terms.</p>	<p>Critical Thinking/Problem Solving: working with students to understand directions and instructions rather than just starting at Point A and going to Point B with no thought.</p>	
<p>BA256- Income Tax ----- 2018-19 Winter ----- S Shwiff</p>	<p>86%</p>	<p>Always in this class, with so much material and so many rabbit holes students could fall into, organizing the material is preeminent. I plan to examine the practice questions necessary for tax certification and break them into more manageable pieces. As one student suggest, a document highlighting what they should read and understand for each assignment, while already in the material, might help direct them better to specific training.</p>	<p>The longer classroom time before volunteering and the focus on tax scenarios in a cooperative classroom setting seemed to prepare students better to meet the outcomes.</p>		

2023 CGCC Business Pathway Five-Year Program Review

<p>BA256- Income Tax ----- 2021-22 Winter ----- S Shwiff</p>	<p>100%</p>	<p>The course is at a crossroads of being what the instructor envisioned years ago and what students want in the B/E's FlexConnect offerings. The structure is not a traditional approach to the topics and needs discussion within the department to inform students of their responsibility in the course or needs a change in structure to offer students the FlexConnect options.</p>	<p>None</p>	<p>None</p>	
<p>BA285- Human Relations in Organizations ----- 2016-17 Winter ----- P Ritzenthaler</p>	<p>95%</p>	<p>None</p>			
<p>BA285- Human Relations in Organizations ----- 2018-19 Winter ----- C Lindsay</p>	<p>83%</p>	<p>I do feel that more detailed instruction is warranted and going forward I would also make my Moodle design more inviting and easier for the students to navigate.</p>	<p>This class was the first for me , however, I have made adjustments going forward for the students in the next class.</p>	<p>Throughout the course I would start out each week with feedback to address the class as a whole on what we did well and where we lacked understanding. I added in my feedback how to correctly reach the outcomes going forward.</p>	

**Evidence of Focused Instruction to Improve Student Achievement of ILO 2017-22: Total # Students Enrolled & Affected by Implementation of Teaching Strategy (from COA Part B)*

Business Administration Summary of assessment-driven changes to improve attainment of course-level student learning outcomes. Also see matrix immediately above, columns 3 (Assessment-Driven Changes Needed) and 4 (Adjustments Made & Effectiveness on Outcome Achievement).

2023 CGCC Business Pathway Five-Year Program Review

2016-17

- Changes to curriculum: BA101
- Changes to prerequisites/preparedness: BA222

2017-18

- Changes in format of course (delivery): BA208
- Changes to course design: BA222

2018-19

- Changes to improve instruction: BA111 & BA256
- Improving instructional materials and resources for students: BA111 & BA256
- Changes to course design: BA285

2019-20

- Improving instructional materials, resources and/or activities for students: BA226

2020-21

- Improving instructional materials, resources and/or activities for students: BA226
- Changes in assessment methods (or clarifying methods of assessment): BA150
- Suggestions to increase support for students: BA101

2021-22

- Improving instructor-student and/or student-student interaction to better support student achievement of outcomes: BA212
- Changes in format of course (delivery): BA256

Summary of effectiveness of those changes to student achievement of course-level outcomes.

2017-18

- BA228

2018-19

- Changes made to resources: BA104
- Clarified grading expectations: BA104

2. Business Administration Degree/Certificate/Program-Level Outcomes

The following three pages show program-level outcome achievement for each Business Administration program for the past five academic years.

Accounting AAS

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or 'B' or higher									
	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher										
1	9	100.0%	21	95.2%	35	97.1%	18	100.0%	7	100.0%	8	87.5%	96.9%									
2	25	88.0%	27	92.6%	32	96.9%	26	92.3%	22	90.9%	16	93.8%	92.6%									
3	22	90.9%	29	93.1%	56	94.6%	29	86.2%	23	95.7%	16	100.0%	93.1%									
4	37	91.9%	19	73.7%	31	83.9%	38	92.1%	29	79.3%	19	100.0%	87.3%									
5	9	100.0%	22	100.0%	33	81.8%	14	85.7%	11	90.9%	6	100.0%	90.5%									
Weighted Avg.												83.3%	91.5%	84.8%	91.4%	85.0%	91.2%	73.6%	89.1%	70.7%	96.9%	78.5%

Accounting/Bookkeeping Certificate

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or 'B' or higher									
	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher	# of Students	Avg. Score 'C' or 'B' or higher										
1	4	100.0%	21	87.5%	35	97.1%	18	100.0%	7	100.0%	8	87.5%	95.0%									
2	14	85.7%	24	95.8%	25	100.0%	21	90.5%	18	94.4%	14	85.7%	93.1%									
3	8	100.0%	13	100.0%	31	93.6%	15	86.7%	12	100.0%	10	100.0%	95.5%									
4	12	83.3%	12	83.3%	31	93.6%	36	83.3%	17	76.5%	7	85.7%	85.2%									
5	3	66.7%	9	100.0%	11	100.0%	6	83.3%	6	100.0%	5	80.0%	92.5%									
Weighted Avg.												87.8%	92.9%	85.3%	96.2%	92.5%	88.5%	78.1%	91.7%	66.7%	88.6%	81.8%

Entrepreneurship/Business Management AAS

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or 'B' or 'A' or higher				
	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher					
1							47	89.4%	68.1%	98	82.7%	63.3%	55	85.5%	63.6%	85.0%	64.5%
2							41	87.8%	70.7%	25	96.0%	80.0%	24	87.5%	87.5%	90.0%	77.8%
3							45	88.9%	73.3%	8	74.3%	65.7%	23	82.6%	65.2%	85.5%	70.1%
4							31	90.3%	83.9%	54	96.3%	85.2%	36	94.4%	88.9%	94.2%	86.0%
5							16	93.8%	81.3%	18	94.4%	83.3%	16	81.3%	81.3%	90.0%	82.0%
6							38	92.1%	81.6%	28	82.1%	64.3%	9	100.0%	66.7%	89.3%	73.3%
7							51	90.2%	82.4%	51	82.4%	74.5%	36	88.9%	86.1%	87.0%	80.4%
Weighted Avg.															87.9%	76.9%	

Weighted Avg.

Entrepreneurship Certificate

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or 'B' or 'A' or higher				
	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher	# of Students	Avg. Score 'C' or 'B' or 'A' or higher					
1							49	87.8%	73.4%	37	83.8%	64.9%	27	66.7%	55.6%	81.4%	66.3%
2							51	90.2%	82.4%	38	71.1%	57.9%	24	87.5%	79.2%	83.2%	73.4%
3							27	88.9%	85.2%	23	87.0%	73.9%	16	100.0%	100.0%	90.9%	84.8%
4							22	100.0%	90.9%	17	88.2%	70.6%	9	100.0%	66.7%	95.8%	79.2%
5							27	88.9%	74.1%	22	100.0%	83.4%	21	95.2%	95.2%	94.3%	83.3%
Weighted Avg.															86.6%	78.4%	

Weighted Avg.

Management AAS

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or higher	Outcome Weighted Avg 'B' or higher				
	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher						
1	12	83.3%	66.7%	12	83.3%	66.7%	56	92.9%	89.3%				1	90.0%	82.5%			
2	8	100.0%	87.5%	5	100.0%	100.0%	8	100.0%	100.0%				2	100.0%	95.2%			
3	15	80.0%	66.7%	21	90.5%	71.4%	42	95.2%	90.5%				3	91.0%	80.8%			
4	10	100.0%	100.0%	9	100.0%	88.9%	19	89.5%	73.7%				4	94.7%	84.2%			
5	26	84.6%	73.1%	36	91.7%	80.6%	56	96.4%	92.9%				5	92.4%	84.7%			
6	8	100.0%	87.5%	5	100.0%	100.0%	19	89.5%	73.7%				6	93.7%	81.2%			
Weighted Avg.													88.6%	77.2%	92.0%	79.5%	94.0%	88.0%

Marketing Certificate

Outcome #	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Outcome Weighted Avg 'C' or higher	Outcome Weighted Avg 'B' or higher				
	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher	# of Students	Avg. Score 'C' or higher	Avg. Score 'B' or higher						
1	6	100.0%	83.3%	course measuring outcome csl'd									1	100.0%	83.3%			
2	12	83.3%	66.7%	12	83.3%	66.7%	31	93.6%	87.1%				2	89.1%	78.2%			
3	12	83.3%	66.7%	12	83.3%	66.7%	31	93.6%	87.1%				3	89.1%	78.2%			
4	6	100.0%	83.3%	course measuring outcome csl'd									4	100.0%	83.3%			
5	12	83.3%	66.7%	12	83.3%	66.7%	31	93.6%	87.1%				5	89.1%	78.2%			
6	8	100.0%	87.5%	5	100.0%	100.0%	8	100.0%	100.0%				6	100.0%	95.2%			
Weighted Avg.													89.3%	73.2%	85.4%	70.7%	94.1%	88.1%

ASOT Business

Out- come #	2016-17			2017-18			2018-19			2019-20			2020-21			2021-22										
	# of Stu- dents	Avg. Score 'C' or 'B' or higher	Avg. Score 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	Avg. Score 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	Avg. Score 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	Avg. Score 'B' or higher	# of Stu- dents	Avg. Score 'C' or 'B' or higher	Avg. Score 'B' or higher	Out- come #	Out- come Weight- ed Avg. 'C' or 'B' or higher	Out- come Weight- ed Avg 'B' or higher								
1	1973	88.4%	72.6%	2002	90.6%	78.5%	1927	91.1%	78.6%	3332	90.5%	79.5%	2804	90.5%	79.2%	1	90.3%	78.0%								
2	2375	88.4%	72.4%	2250	89.4%	75.4%	2236	89.7%	76.4%	3446	90.3%	79.5%	2887	90.3%	79.2%	2	89.7%	76.9%								
3	1858	87.9%	71.6%	1996	90.7%	77.3%	1909	90.7%	78.9%	890	89.7%	77.5%	978	92.2%	79.0%	3	90.1%	76.5%								
4	642	89.1%	79.1%	928	93.0%	82.5%	795	92.8%	82.3%	1658	91.8%	83.1%	1376	91.9%	81.7%	4	91.9%	82.1%								
5	504	88.7%	77.4%	667	91.6%	79.8%	588	90.8%	77.2%	1672	90.7%	81.1%	1586	91.6%	79.5%	5	90.9%	79.6%								
Weighted Avg.																	88.4%	73.2%	90.7%	77.9%	90.7%	78.3%	90.6%	80.1%	91.0%	79.6%

Analysis: The Program Learning Outcomes were substantially met, with the exception of those earning a 'B' or higher on PLO #1 in the two Entrepreneurship programs. This outcome is similar in both programs (developing a business plan) and difficult to score highly on since it represents students' first attempts at a process which is required in four-year university as well as MBA programs.

These outcome results are not as telling as they could be as achievement has been tied to grades in particular courses, rather than to specific assignments.

3. Business Administration Institutional Learning Outcomes

Analysis: The data linking ILO and course outcomes for Business indicate primary focus on ILO #2 (*Critical Thinking and Problem-Solving*) by instructors for adjustments to course delivery. Some attention was given to ILOs #1 (*Communication*) and #4 (*Cultural Awareness*), and little to ILO #3 (*Quantitative Literacy*). There was no reference to ILO #5 (*Community and Environmental Responsibility*).

However, adequate analysis is impeded by (at least) two limitations:

First, the comments from instructors performing the course outcome assessments are purely subjective and presents no empirical evidence that "adjustments [were] made to support better ILO achievement." Adjustments may have been made with no regard for the ILOs and only connected after the fact for the sake of the assessment.

Second, it is not clear that any proactive attempt was made to align program outcomes with institutional outcomes, course outcomes with program outcomes, or course assignments with course outcomes. Consequently, it is extremely difficult to assess the influence of ILOs on the entire program.

Specific connections between ILO and course outcomes appear in column 5 of the matrix in CAWT Section 3.A.1 (Adjustments Made to Better Support CLO/ILO Achievement).

See matrix in Business Administration Section 3.A.1, column 5 (Adjustments Made to Better Support CLO/ILO Achievement).

4. Business Administration Completion Rates

2023 CGCC Business Pathway Five-Year Program Review

9-Years Business Admin (A)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
Business Program	Total Sam- ple	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Re- turned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Accounting AAS	23	2	5	4	2	1	3	2	3	1	23	17	14	10	5	5	5		
											100%	74%	61%	43%	22%	22%	22%	28%	28%
Accounting / Bookkeeping Certificate	7		1		2	1		2		1	7	5	1	0	0	0	0		
											100%	71%	14%	0%	0%	0%	0%	0%	0%
Entrepreneurship Certificate	2									2	2	1	0	0	0	0	0		
											100%	50%	0%	0%	0%	0%	0%	0%	0%
Entrepreneurship /Business Management AAS	5								5		5	4	2	1	0	0	0		
											100%	80%	40%	20%	0%	0%	0%	0%	0%
Management AAS	34	3	8	3	4	4	7	5			34	18	18	11	2	4	8		
											100%	53%	53%	32%	6%	12%	24%	8%	15%
Marketing Certificate	3	2					1				3	0	0	0	0	0	0		
											100%	0%	0%	0%	0%	0%	0%	0%	0%
Total Business Programs	74	7	14	7	8	6	11	9	8	4	74	45	35	22	7	9	13		
											100%	61%	47%	30%	9%	12%	18%	11%	15%

*did not return all three terms after fall or returned but did not receive an award

4-Years Business Admin (B)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
Business Program	Total Sam- ple	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Re- turned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Accounting AAS	13	2	5	4	2						13	9	8	5	3	3	4		
											100%	69%	62%	38%	23%	23%	31%	33%	33%
Accounting / Bookkeeping Certificate	3		1		2						3	2	0	0	0	0	0		
											100%	67%	0%	0%	0%	0%	0%	0%	0%
Entrepreneurship Certificate	n/a										n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Entrepreneurship /Business Management AAS	n/a										n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Management AAS	18	3	8	3	4						18	11	10	7	2	3	7		
											100%	61%	56%	39%	11%	17%	39%	18%	27%
Marketing Certificate	2	2									2	0	0	0	0	0	0		
											100%	0%	0%	0%	0%	0%	0%	0%	0%
Total Business Programs	36	7	14	7	8						36	22	18	12	5	6	11		
											100%	61%	50%	33%	14%	17%	31%	20%	24%

*did not return all three terms after fall or returned but did not receive an award

2023 CGCC Business Pathway Five-Year Program Review

5-Years Business Admin (C)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
Business Program	Total Sample	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Accounting AAS	10					1	3	2	3	1	10	8	6	5	2	2	1		
											100%	80%	60%	50%	20%	20%	10%	22%	22%
Accounting / Bookkeeping Certificate	4					1		2		1	4	3	1	0	0	0	0		
											100%	75%	25%	0%	0%	0%	0%	0%	0%
Entrepreneurship Certificate	2									2	2	1	0	0	0	0	0		
											100%	50%	0%	0%	0%	0%	0%	0%	0%
Entrepreneurship /Business Management AAS	5								5		5	4	2	1	0	0	0		
											100%	80%	40%	20%	0%	0%	0%	0%	0%
Management AAS	16					4	7	5			16	7	8	4	0	1	1		
											100%	44%	50%	25%	0%	6%	6%	0%	7%
Marketing Certificate	1						1				1	0	0	0	0	0	0		
											100%	0%	0%	0%	0%	0%	0%	0%	0%
Total Business Programs	38					6	11	9	8	4	38	23	17	10	2	3	2		
											100%	61%	45%	26%	5%	8%	5%	6%	8%

*did not return all three terms after fall or returned but did not receive an award

			Including Transfers Out		Excluding Transfers Out			
Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad	
Increase/Decrease from 4-years 2013-16 to 5-years 2017-21 (B to C)	-1%	-11%	-21%	-62%	-53%	-83%	-72%	-65%

3-Years Business Admin (D)									Covid-19 Pandemic						Including Transfers Out		Excluding Transfers Out		
Business Program	Total Sample	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall Total	Winter	Spring	Fall Returned	150% Grad	Total Grad	Trnsfd Out	150% Grad	Total Grad
Accounting AAS	6					1	3	2			6	6	4	4	2	2	1		
											100%	100%	67%	67%	33%	33%	17%	40%	40%
Accounting / Bookkeeping Certificate	3					1		2			3	3	1	0	0	0	0		
											100%	100%	33%	0%	0%	0%	0%	0%	0%
Entrepreneurship Certificate	n/a										n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Entrepreneurship /Business Management AAS	n/a										n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Management AAS	16					4	7	5			16	7	8	4	0	1	1		
											100%	44%	50%	25%	0%	6%	6%	0%	7%
Marketing Certificate	1						1				1	0	0	0	0	0	0		
											100%	0%	0%	0%	0%	0%	0%	0%	0%
Total Business Programs	26					6	11	9			26	16	13	8	2	3	2		
											100%	62%	50%	31%	8%	12%	8%	8%	13%

*did not return all three terms after fall or returned but did not receive an award

			Including Transfers Out		Excluding Transfers Out					
Winter	Spring	Fall Re-turned	150% Grad	Total Grad	Trnsf'd Out	150% Grad	Total Grad			
Increase/Decrease from 4-years 2013-16 to 3-years 2017-19 (B to D)			1%	0%	-8%	-45%	-31%	-75%	-58%	-48%

			Including Transfers Out		Excluding Transfers Out					
Winter	Spring	Fall Re-turned	150% Grad	Total Grad	Trnsf'd Out	150% Grad	Total Grad			
Increase/Decrease from 5-years incl. Covid to 3-years pre-Covid (C to D)			2%	12%	17%	46%	46%	46%	50%	50%

The sample size for Business enrollment data (above) is significantly larger than that of the CAWT courses and, therefore, more likely to be representative of the department as a whole:

Sample Size Comparison	CAWT	Business Admin	Business to CAWT
Sample Size A	19	74	3.9x
Sample Size B	12	36	3.0x
Sample Size C	7	38	5.4x
Sample Size D	3	26	8.7x

Analysis: The anomaly of the pandemic creates an interpretation challenge for student retention/completion due to the dramatic resulting reduction in enrollment. Interestingly, the samples for the four years 2013-16 (36) are virtually identical to those for the five years 2017-21 (38). Student retention from fall to winter terms was nearly 100%. Spring term returns decreased by 11% and students returning the following fall fell by 21%. Completion rates, however, fell dramatically by 62% for 150% graduates and 53% for total graduates.

B. Business Administration Curriculum

1. Alignment with professional and national standards and/or university transfer

Business courses are consistently updated to meet the needs of the evolving marketplace and reflect current trends, but they are generally part of instructor preparation each term. No major course changes have been required to keep up with standards or transfer agreements, although we will be evaluating all Business programs in the next program review and anticipate significant changes as the Business Pathway now consists of both Business & Entrepreneurship and CAWT.

The Business Advisory Board was formed in early 2022 and has met twice with the Business Chair. Their input has been highly valuable and instrumental in shaping our thoughts about future employment opportunities.

2. Business Enrollment

Overall Business Enrollment: The following table represents total enrollment in all BA courses, broken down by individual courses. Shaded rows indicate courses not offered at the time of this report.

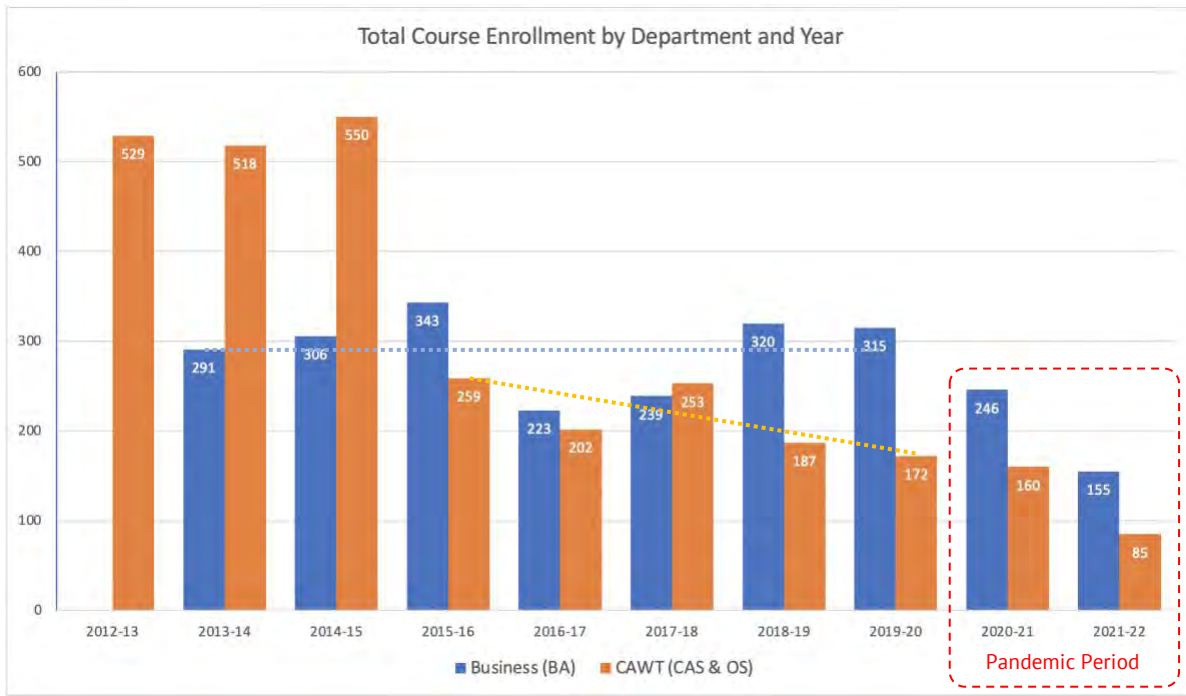
Course #	Course Name	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	Total
BA101	Introduction to Business	54	39	26	23	32	22	58	61	15	22	352
BA104	Applied Business Math		13	25	26	19	24	23	15	14	8	167
BA111	Introduction to Accounting & Finance	45	24	18	16	14	14	13	10	10	8	172
BA131	Introduction to Business Technology	6	17	20	11	15	14	15	12	8	25	143
BA150	Introduction to Entrepreneurship							7	8	8	9	32
BA177	Payroll Accounting	5	6	13	4	8	10	5		3		54
BA188	Customer Service Skills			13	6	19	9	16	9	10		82
BA196	Entrepreneurship Capstone - Year 1							4				4
BA203	Introduction to International Business	6						4				10
BA205	Business Communication	22	22	18	13	12	31	15	14	11		158
BA206	Management Fundamentals	7	11	17	10	10	16	8	8	6		93
BA207	Introduction to E-Commerce				9	11		3	1			24
BA208	Business Ethics				14	5	8	16	11	9	11	74
BA211	Principles of Accounting I	27	35	22	11	20	32	23	17	7	5	199
BA212	Principles of Accounting II	9	24	20	8	14	26	13	7	5	4	130
BA213	Managerial Accounting	11	11	18	6	12	22	8	10	5		103

2023 CGCC Business Pathway Five-Year Program Review

Course #	Course Name	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	Total
BA218	Personal Finance	20										20
BA222	Financial Management	4	1	6	4	5	4	6	2	1		33
BA223	Principles of Marketing	5	10	9	7			12	12	6		61
BA224	Introduction to Human Resources	6	18	20	8	7	8	11	8	7	11	104
BA225	Introduction to Entrepreneurship Law							5	4	2		11
BA226	Business Law I	13	16	17	11	16	19	17	17	7	11	144
BA228	QuickBooks for Business	5	3	15	3	9	13	6	6	5		65
BA238	Principles of Sales	7	4	5								16
BA239	Advertising	6										6
BA242	Fundamentals of Investments	8	8	11	5	5	8					45
BA249	Principles of Retailing and E-Tailing			2								2
BA250	Managing Entrepreneurial Ventures	12	14	10	2			3			5	46
BA256	Income Tax		1	5	11	2	7	5	4	4	10	49
BA280A	Cooperative Education: Business Experience	2	5	5	1	2	1					16
BA280B	Cooperative Ed: Business Experience Seminar	2	5	5	1	2	1					16
BA285	Human Relations in Organizations	9	19	23	13		31	19	10	11		135
BA296	Entrepreneurship Capstone - Year 2									1		1
Grand Total		291	306	343	223	239	320	315	246	155	129	2,567

Analysis: Overall Business enrollment remained fairly constant until the pandemic, when a significant decline occurred.

Business-CAWT Enrollment Summary: The following bar graph represents total enrollment in all Business and CAWT courses over the last decade (Business data not provided for 2012-13):



Analysis: Enrollment for both departments decreased over the past 10 years. However, as discussed earlier, Business enrollment was relatively constant through 2019-20 (see blue trendline). CAWT enrollment, even subsequent to the significant drop in 2015-16, continued to decline during this period (see orange trendline). Consistent with general enrollment trends, both programs lost students during the pandemic.

Disaggregated Data: The following tables represent disaggregated combined enrollment for *BA101-Introduction to Business*, *BA205-Business Communication*, *BA211-Principles of Accounting I*, and *BA285-Human Relations in Organizations*, four of the Business Administration courses with consistently high enrollment. Disaggregated enrollment for other BA courses was not made available.

2023 CGCC Business Pathway Five-Year Program Review

AGE		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Under 20	% of Total	26%	16%	18%	42%	36%	27%
	# Enrolled	18	19	22	48	18	125
20-24	% of Total	36%	36%	23%	25%	20%	28%
	# Enrolled	25	43	27	28	10	133
25+	% of Total	39%	47%	59%	33%	44%	45%
	# Enrolled	27	56	71	37	22	213
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Enrolled	70	118	120	113	50	471

Under 20	Pass Rate	86%	95%	100%	73%	88%	85%
	A, B, C	12	18	21	32	15	98
	Graded	14	19	21	44	17	115
20-24	Pass Rate	96%	88%	85%	88%	89%	89%
	A, B, C	23	36	22	22	8	111
	Graded	24	41	26	25	9	125
25+	Pass Rate	92%	91%	90%	91%	89%	91%
	A, B, C	24	51	61	30	16	182
	Graded	26	56	68	33	18	201
Total	Pass Rate	92%	91%	90%	82%	89%	89%
	A, B, C	59	105	104	84	39	391
	Graded	64	116	115	102	44	441

LOW INCOME		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Yes	% of Total	23%	24%	23%	38%	34%	28%
	# Low Income	16	28	27	43	13	127
No	% of Total	77%	76%	78%	62%	66%	72%
	# Low Income	54	90	93	70	25	332
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Low Income	70	118	120	113	38	459

Yes	Pass Rate	94%	96%	88%	92%	85%	92%
	A, B, C	15	25	22	36	11	109
	Graded	16	26	25	39	13	119
No	Pass Rate	92%	89%	91%	76%	86%	87%
	A, B, C	44	80	82	48	18	272
	Graded	48	90	90	63	21	312
Total	Pass Rate	92%	91%	90%	82%	85%	88%
	A, B, C	59	105	104	84	29	381
	Graded	64	116	115	102	34	431

GENDER		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Female	% of Total	47%	81%	78%	69%	74%	72%
	# Gender	33	96	94	78	37	338
Male	% of Total	53%	19%	22%	31%	26%	28%
	# Gender	37	22	26	35	13	133
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Gender	70	118	120	113	50	471

Female	Pass Rate	90%	91%	89%	89%	85%	89%
	A, B, C	26	86	80	63	29	284
	Graded	29	95	90	71	34	319
Male	Pass Rate	94%	90%	96%	68%	100%	88%
	A, B, C	33	19	24	21	10	107
	Graded	35	21	25	31	10	122
Total	Pass Rate	92%	91%	90%	82%	89%	89%
	A, B, C	59	105	104	84	39	391
	Graded	64	116	115	102	44	441

FIRST GENERATION		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Yes	% of Total	33%	22%	27%	34%	32%	29%
	# First Gen	23	26	32	38	12	131
No	% of Total	67%	78%	73%	66%	68%	71%
	# First Gen	47	92	88	75	26	328
Total	% of Total	100%	100%	100%	100%	100%	100%
	# First Gen	70	118	120	113	38	459

Yes	Pass Rate	90%	85%	83%	88%	83%	86%
	A, B, C	19	22	25	29	10	105
	Graded	21	26	30	33	12	122
No	Pass Rate	93%	92%	93%	80%	86%	89%
	A, B, C	40	83	79	55	19	276
	Graded	43	90	85	69	22	309
Total	Pass Rate	92%	91%	90%	82%	85%	88%
	A, B, C	59	105	104	84	29	381
	Graded	64	116	115	102	34	431

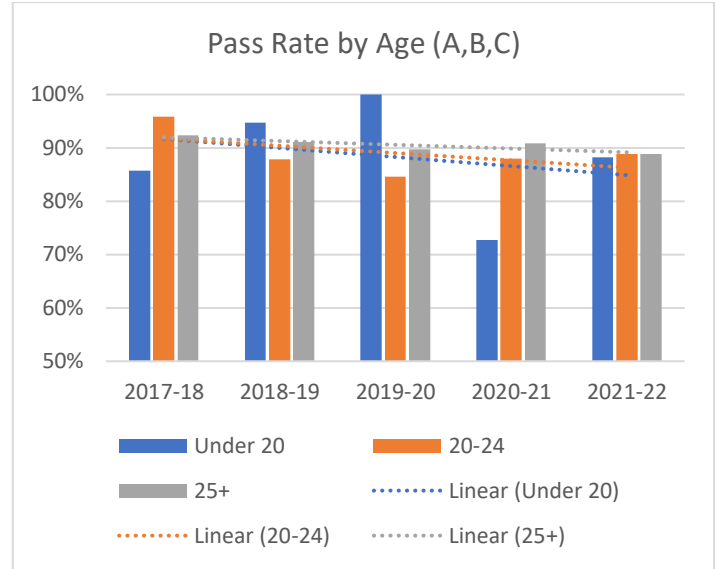
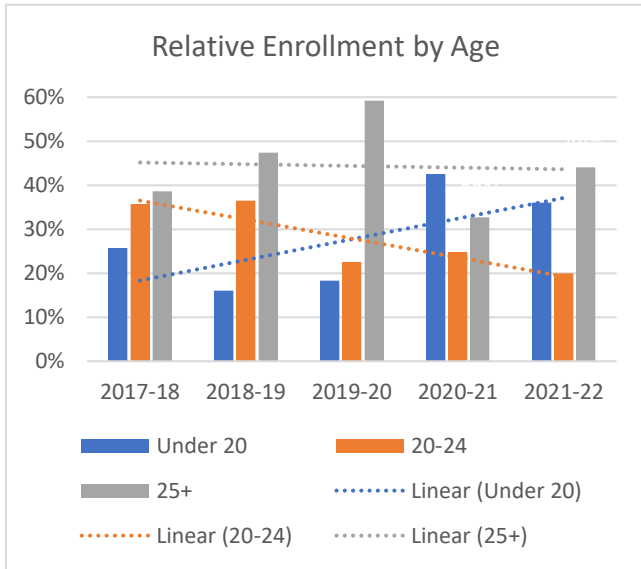
2023 CGCC Business Pathway Five-Year Program Review

COURSE GRADES		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
A	% of Total	56%	60%	59%	29%	44%	50%
	# Earned	39	71	71	33	22	236
B	% of Total	20%	19%	23%	33%	32%	25%
	# Earned	14	22	27	37	16	116
C	% of Total	9%	10%	5%	12%	2%	8%
	# Earned	6	12	6	14	1	39
D	% of Total	0%	3%	4%	2%	2%	2%
	# Earned	0	3	5	2	1	11
F	% of Total	7%	7%	5%	14%	8%	8%
	# Earned	5	8	6	16	4	39
P	% of Total						
	# Earned						
NP	% of Total						
	# Earned						
W	% of Total	9%	2%	4%	10%	12%	6%
	# Withdrawn	6	2	5	11	6	30
I	% of Total						
	# Incomplete						
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Enrolled	70	118	120	113	50	471

RACE/ETHNICITY		2017-18	2018-19	2019-20	2020-21	2021-22	Total or Avg
Hispanic	% of Total	40%	34%	25%	36%	52%	35%
	# Identified	28	39	28	43	25	163
American Indian or Alaskan Native	% of Total						
	# Identified						
Asian	% of Total	1%		3%			1%
	# Identified	1		3			4
Black or African American	% of Total						
	# Identified						
Native Hawaiian or other Pacific Islander	% of Total						
	# Identified						
White	% of Total	57%	64%	72%	59%	46%	62%
	# Identified	40	73	82	71	22	288
Multi-race	% of Total				6%		1%
	# Identified				7		7
Unknown / Not Reported	% of Total	1%	2%	1%	0%	2%	1%
	# Identified	1	2	1	0	1	5
Total	% of Total	100%	100%	100%	100%	100%	100%
	# Identified	70	114	114	121	48	467

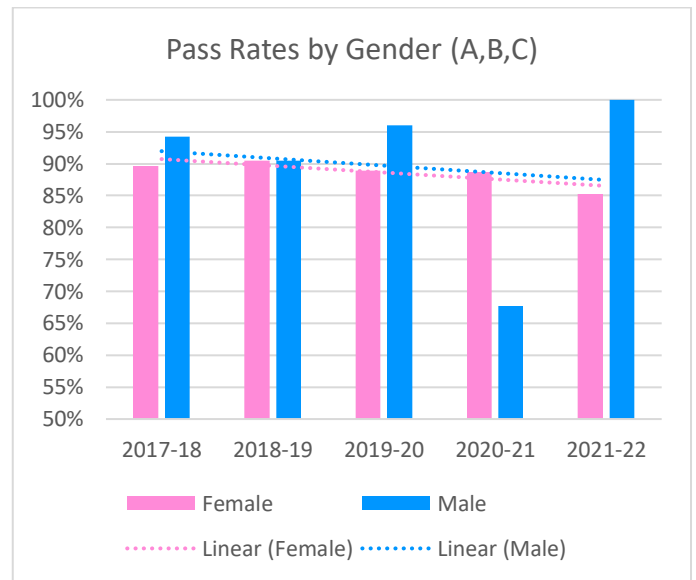
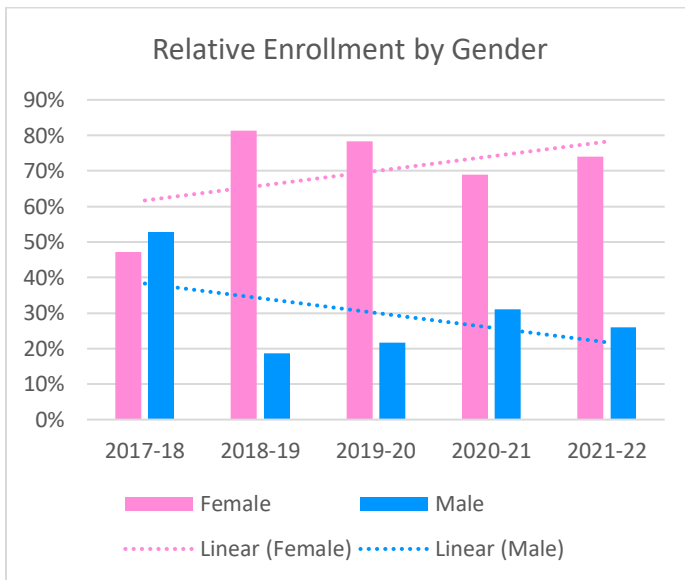
Hispanic	Pass Rate	92%	41%	88%	82%	76%	74%
	A, B, C	24	15	23	28	13	103
	Graded	26	37	26	34	17	140
American Indian or Alaskan Native	Pass Rate						
	A, B, C						
	Graded						
Asian	Pass Rate	100%		100%			100%
	A, B, C	1		3			4
	Graded	1		3			4
Black or African American	Pass Rate						
	A, B, C						
	Graded						
Native Hawaiian or other Pacific Islander	Pass Rate						
	A, B, C						
	Graded						
White	Pass Rate	92%	90%	90%	76%	95%	87%
	A, B, C	33	66	72	50	21	242
	Graded	36	73	80	66	22	277
Multi-race	Pass Rate		67%	100%	100%		91%
	A, B, C		2	1	7		10
	Graded		3	1	7		11
Unknown / Not Reported	Pass Rate	100%	100%			0%	100%
	A, B, C	1	2			1	4
	Graded	1	2			1	4
Total	Pass Rate	92%	74%	90%	79%	88%	83%
	A, B, C	59	85	99	85	35	363
	Graded	64	115	110	107	40	436

Analysis: Each segment is addressed, individually, below.



AGE: Looking at the trendlines above, average enrollment for students under 20 years old has increased from 19% to 38% of total enrollment, while enrollment for those 20-24 has decreased the identical amount (i.e., from 38% to 19%). Accordingly, average enrollment for students 25 and older has been flat.

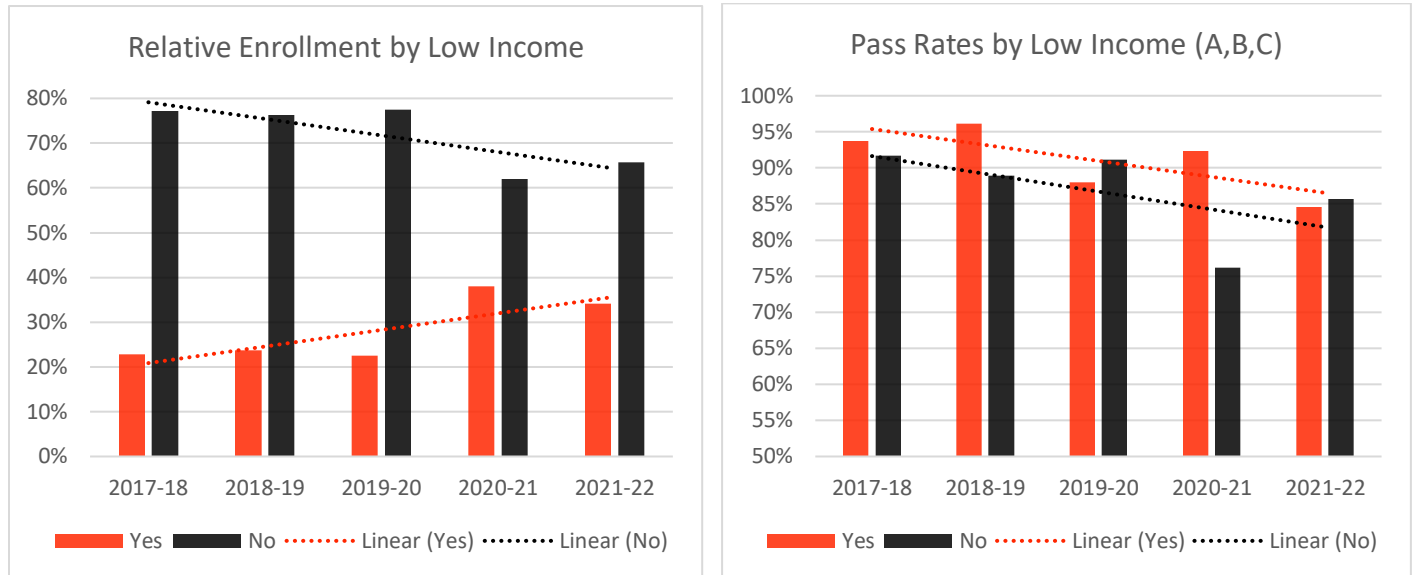
Pass rates for all age groups has declined equally, though not significantly. The most dramatic decrease appears in the under-20 segment during the pandemic years.



GENDER: Average enrollment for males seems to have steadily decreased, meaning the relative female percentage has increased. This trend, however, is significantly skewed by an unexplained change from near-equal enrollment in 2017-18 (48% male/52% female) to a 19% male/81% female mix the

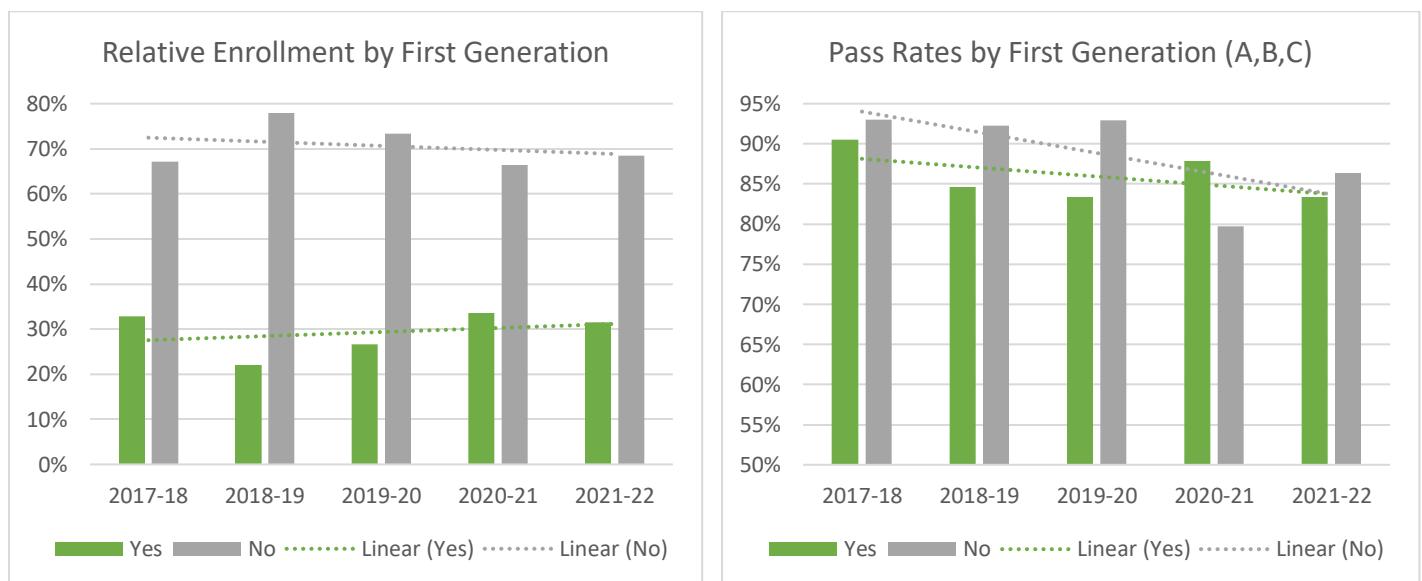
following year. Subsequently enrollment for both genders is actually *opposite* to the 5-year trend, i.e., male enrollment has increased, relatively, and that of females has decreased.

Pass rates for both genders has declined slightly, from roughly 91% to 88%.



LOW INCOME: Average enrollment for low-income students has increased significantly from around 20% to 36% of total enrollment.

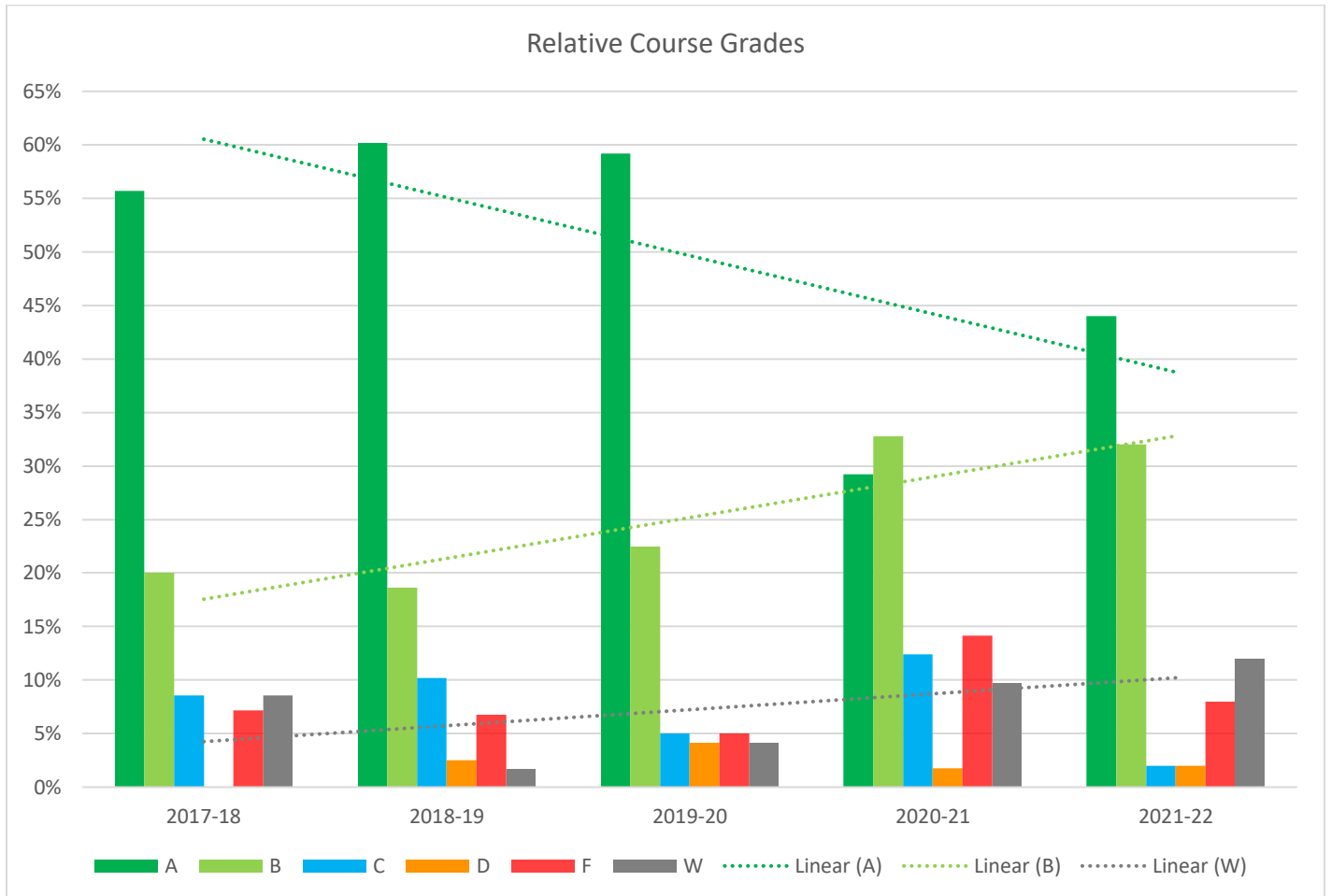
Pass rates for low-income students consistently exceeds that of students not identified as “low income,” however both groups have had their pass rates decline by around one grade level over the review period.



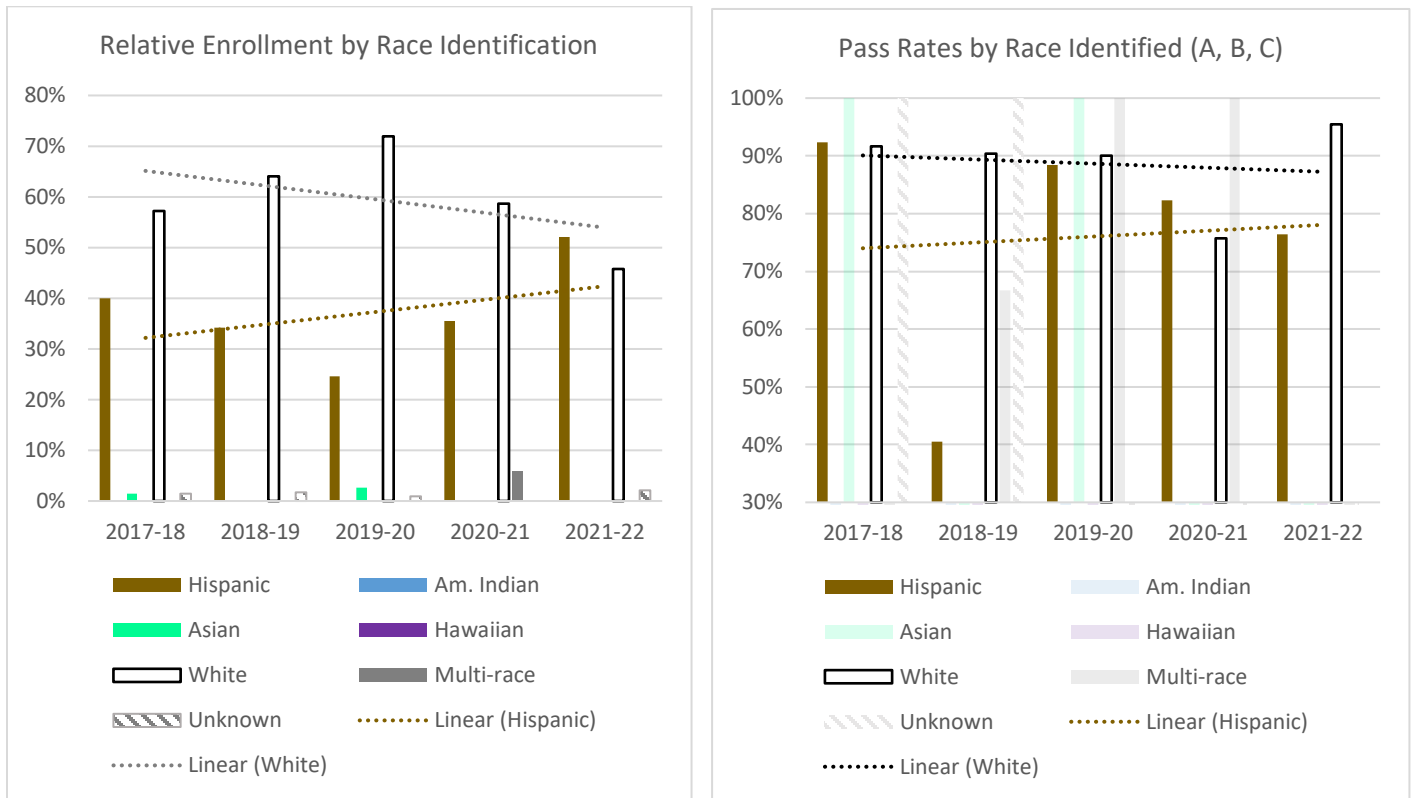
FIRST GENERATION COLLEGE: Average enrollment for first-generation college students has increased

only slightly over the period and now represents around 31% of total enrollment.

Pass rates for first-generation students decreased slightly from 89% to 83%, but not as significantly as other students (whose pass rates dropped from 94% to the same 83% as first-gen students).



GRADE DISTRIBUTION: Students receiving an “A” have steadily decreased and represent the largest group, although those receiving “B”s have increased just as dramatically, narrowing the distribution. Those receiving “C”s, “D”s, and “F”s have been relatively constant. Average student withdrawals have more than doubled, from around 4% to 10%.



RACE IDENTIFICATION: The dominant identifiers in CAWT courses are Hispanic and white. While other races are identified, the samples are insignificant. Over the past five years, average Hispanic enrollment has consistently increased from around 31% to 42%, while average enrollment for whites has declined from 66% to 54%. In the 2021-22 academic year, Hispanic enrollment (51%) exceeded that of whites (47%) for the first time during the period.

Pass rates for Hispanic students appear to have increased, but the trendline is skewed due to a low pass rate of 41% in year two. The actual pass rate for Hispanic students is declining. Passing rates for white students have declined only slightly. Pass rates for other identified races are statistically insignificant and shown on the graph as transparent so as not to detract from figures for Hispanic and white students.

C. Business Teaching and Faculty Development

1. Incorporation of instructional best practices and effectiveness on student learning.

Business faculty stay up to date and employ best practices in both course design and delivery. Some of these include utilizing Quality Matters principles in course design, being flexible with course materials and finding ways to meet students where they are in terms of readiness. We keep the courses relevant by teaching skills as they are used today which helps to support student learning. Additionally, every BA course is now offered via FlexConnect, allowing students maximum flexibility to take classes in a manner that works best with their daily life.

All BA courses use either OER or Cengage-published materials (available through a single subscription) which helps to lessen our student's financial burden.

2. Professional development activities and effectiveness to improve teaching and learning.

Business faculty not taken advantage of any structured professional development. Individual faculty have participated in some professional development opportunities offered at CGCC. Intentional faculty professional development is a goal for the coming review period.

3. Faculty contributions to CGCC's mission and vision via committees, outreach, etc.

Business faculty have participated, and continue to participate, in multiple committees including the Curriculum Committee, Behavioral Assessment Team, and state Business Major Transfer Mapping committee. Additionally, most Business instructors are currently, or have been, active members of the greater Gorge community. Several have continued to further their education, expanding knowledge in areas that reflect the needs of the region we serve and enabling us to make continuous updates and improvements to our methods and courses.

4. Balance of full- and part-time faculty.

The Chair is the only full-time faculty member in the Business Pathway. Other faculty are all part-time adjunct instructors. Enrollment figures do not justify additional full-time staff at this time.

The Business Pathway faculty members currently teaching are:

- **Mark Adams**
 - B.A. Economics, Vanderbilt University, TN
 - M.B.A., Western Governor's University, UT
- **Mike Davis**
 - B.S. Electrical Engineering, Oregon Institute of Technology, OR
 - L.L.M. Master of Law, University of Kansas, KS
- **Margaret Finnerty**
 - B.A. Economics, University of Massachusetts, MA
 - J.D. Law, University of Oregon, OR
- **Todd Meislahn, Chair**
 - B.S. Music and Business & Administrative Studies, Lewis & Clark College, OR
- **Stephen Shwiff:**
 - B.A. History/Classics, University of Texas at Austin, TX
 - M.A. Liberal Studies, Southern Methodist University, TX
 - M.A. History, University of Texas at San Antonio, TX
 - J.D. Law, Southern Methodist University, TX

D. Business Budget

The Business Pathway budget is dedicated almost in its entirety to instructor wages. Virtually no budget has been allocated for anything additional other than incidental supplies and equipment.

As a recent example, multiple requests were made over the past two years to replace the aging interactive SmartBoard used by the department as it had become increasingly unreliable. No funds were forthcoming. When it finally failed, winter term 2023, another department (IT) stepped up to acquire a \$999 replacement from their own budget as our budget would not support the purchase.

Section Four: Goals

The Business Pathway goals for the next five-year period are as follow:

1. Blend the two formerly-separate departments into one coherent Business Pathway team.

Rationale: The CAWT and Business & Entrepreneurship departments have only recently been consolidated into the Business Pathway. We want to integrate the personnel, as well as program and course offerings, into a cohesive unit.

This goal also includes intentional professional development for the team.

2. Develop a zero-based strategic plan and design for the pathway.

- Intentionally reimagine all program and course offerings from the ground up
- Use current and projected market data to inform the plan and pathway design
- Align all vertical outcomes and identify specific mechanisms to measure achievement

Rationale: Many current courses and programs have undergone multiple adjustments for improvement and currency over the past review period, however, some have not. Additionally, many of the market requirements have changed dramatically over the past six years, especially since the pandemic. Likewise, in the technology arena, many computer applications taught in our courses are now available online at no charge or would be better suited to community education offerings.

We intend to take a zero-based approach (i.e., starting from scratch) and ask, “If no business programs existed, what would we build? What degrees, certificates, and CPCs should we offer? What outcomes should they contain? What courses should be developed to and included to meet those outcomes?” as a baseline. From that starting point, we will prepare a holistic and adaptable strategic plan to be implemented over the next review period.

The following sequence will be used to complete the goal and ensure alignment between the outcomes at the institutional, program, and course levels:

- i. Determine programs to offer (based on market data and other institutions)
- ii. Establish program outcomes (incorporating ILOs)
- iii. Determine courses needed (to meet program outcomes)
- iv. Establish course outcomes and content requirements
- v. Identify metrics to assess each course outcome
- vi. Identify metrics to assess each program outcome
- vii. Consider non-required courses to offer in the pathway

3. Investigate and incorporate current and projected technology offerings into the design.

- Example interest areas include:

- Cyber Security, Blockchain/Cryptocurrency, Machine Learning, Artificial Intelligence (AI), Data Analytics, Computer Science, Computer Technology, and Dashboards
- Example applications include:
 - Enterprise Resource Planning (ERP)
 - ADP Workforce, Netsuite, Paylocity, Workday, Sage, Deltek, Oracle, SAP
 - Remote/Hybrid-Focus Programs:
 - MS Teams, SharePoint, Basecamp, Adobe Creative Cloud, Adobe Professional (e-signatures/legal documents)
- Technology degree

Rationale: This goal is a component of goal #2, but the need to update and improve our technology offerings sooner than later warrants its inclusion as a separate goal.

4. Expand multiple-mode course delivery (i.e., FlexConnect) to all appropriate courses.

Rationale: The positive student responses to FlexConnect suggest that we should extend the delivery model, or a modified version thereof, to all Business courses where it can expand student options.

5. Obtain General Education designation for additional Business courses.

Rationale: There are two principal reasons for this goal: 1) specifically, CTE instructors have been asking for this business course Gen Ed options for their students as employers are seeking candidates with business skills in addition to their technical requirements, and 2) generally, because all students will eventually be working in a business – either as employees or owners – and can highly benefit from understanding how businesses function.

6. Extend the Credit for Prior Learning opportunity to additional Business courses.

Rationale: To increase enrollment by allowing prospective students to receive credit for their prior business experience while furthering their educational goals.

7. Establish dual-credit courses with local high schools.

Rationale: To increase enrollment by connecting with high school students and introducing them to CGCC before they solidify their post-graduation plans.

8. Pursue an Applied Baccalaureate four-year program.

Rationale: Related to goal #5, many CTE students would benefit tremendously from two years of technical training plus two years of business training. We have been in discussion with the UAS department for several years and, as it's currently conceived, year three would consist of

instruction in general business principles while year four would focus on how to apply those learned principles to the student's chosen field.

We believe that offering a four-year program would increase enrollment in business courses as well as at CGCC in general.

9. Explore with Student Services how Business programs would be of interest to specific target populations for outreach and recruitment.

Rationale: Outreach strategies for target populations (e.g., military veterans) may suggest synergy between the Business Pathway and Student Services for recruitment support.

Section Five: Achievements, Celebration, and Recognition

- 1) The introduction of an entrepreneurship program has inspired and empowered multiple students to begin their own entrepreneurial journey.
- 2) The vision, creation, and implementation of the FlexConnect model has been an undeniable success. The program has been universally accepted and embraced by students as evidenced by the data in Appendix B.
- 3) 100% of our numerous submissions to the Curriculum Committee for improvements to the programs were approved, including:
 - a. new course introductions,
 - b. obsolete course inactivations,
 - c. course modifications,
 - d. program modifications,
 - e. program suspensions, and
 - f. general education designation requests.

Additionally, CAWT instructors continued to stay connected with each other and on task despite a lack of formal leadership in their department. For that, alone, they deserve special mention here.

Appendices

APPENDIX A: Program Outcomes

Note: for brevity, the following lists omit the introductory phrase, “Upon successful completion of this [program], students will be able to.”.

Computer Applications and Web Technology

Administrative Assistant AAS

1. Produce professional, error-free, timely documents by using current and emerging software and hardware technology.
2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.
3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.
4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.
5. Establish and follow procedures to manage digital and hard copy office documents.
6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.
7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.
8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.
9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.

Administrative Assistant Certificate

1. Perform basic entry-level office work.
2. Effectively use written, oral, and visual communications skills.
3. Use current and emerging technologies to solve workplace problems through presentation, research, analysis, and synthesis.
4. Demonstrate professional and friendly behavior in the workplace.
5. Apply basic mathematical equations to relevant office tasks.

Web Design Certificate

- Provide basic design support for existing websites in the workplace
- Be prepared for entry-level jobs in the area of web design
- Apply website design skills in a business environment to assist in the creation and maintenance of websites following current professional and/or industry standards.
- Use critical thinking skills to identify key web design issues.

Web Development Certificate

1. Provide basic support for existing websites in the workplace
2. Be prepared for entry-level jobs in the area of web development
3. Work in the role of web development administrative support or as an entrepreneur to develop and manage departmental and personal websites.
4. Assist website developers in creating and maintaining websites.
5. Use critical thinking skills to identify key web development issues.
6. Apply website development skills in a business environment to assist in the creation and maintenance of websites following current professional and/or industry standards.

Administrative Office Professional AAS

Program discontinued at CGCC – outcomes not available

Business & Entrepreneurship

Accounting AAS

1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Practice within the legal, ethical, and economic standards of the business environment.
5. Develop and interpret accounting and financial information for decision making.

Accounting/Bookkeeping Certificate

1. Apply math principles to analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Recognize and respectfully address basic ethical conflicts and issues in accounting.
5. Use accounting and financial information for analysis and reporting.

Entrepreneurship/Business Management AAS

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology

Entrepreneurship Certificate

1. Develop a business plan which plans and allocates resources effectively, creates a budget/forecast and create a funding plan for prospective business, details operational information and a summary of business objectives.
2. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
3. Design a marketing/promotions plan based on a critical analysis of the factors influencing a particular business.
4. Evaluate the legal environment for business and what legal steps business owners can help protect their investment/business.
5. Establish a plan to manage employee and other business-related items.

Management AAS

Program discontinued at CGCC – outcomes not available

Marketing Certificate

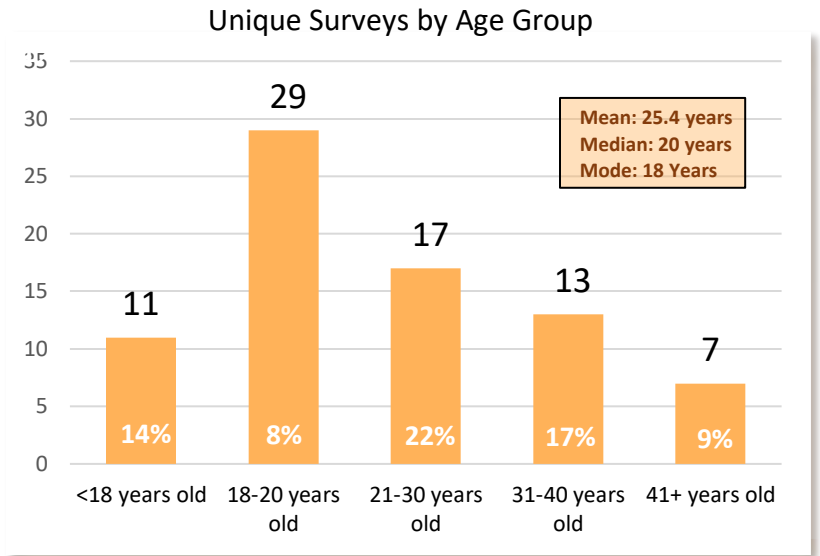
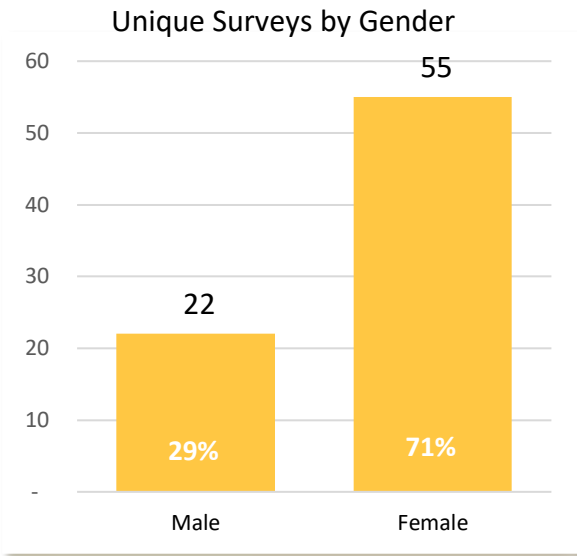
Program discontinued at CGCC – outcomes not available

Associate of Science Oregon Transfer (ASOT) in Business

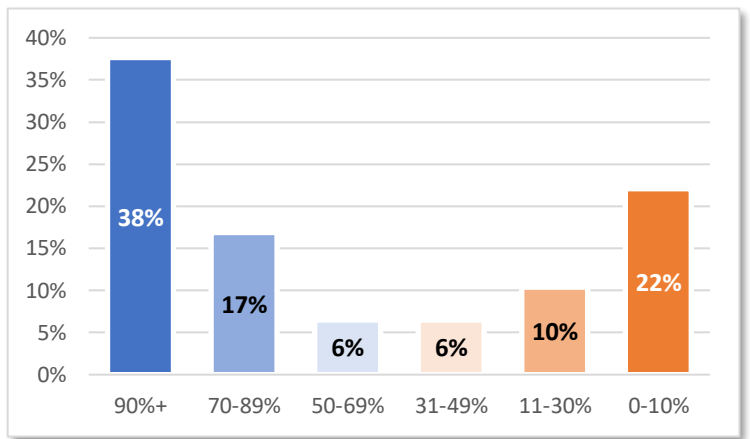
1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.
2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.
3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.
4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community
5. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.
6. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.
7. Transfer into an upper division baccalaureate degree program in Business at any institution in the Oregon University System offering a Business degree, having met all lower division general education requirements and being granted junior standing for both for the Business major and for university registration purposes.

APPENDIX B: FlexConnect Objective & Subjective Data

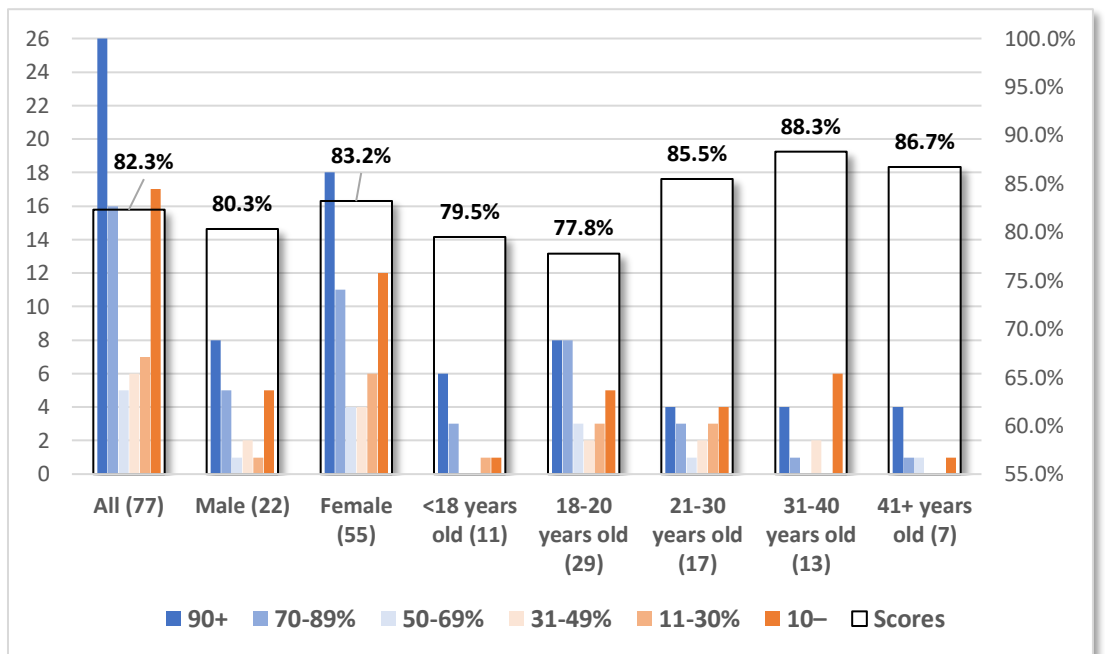
OBJECTIVE DATA: Survey population



Unique Student Participation
 Synchronous vs. Asynchronous



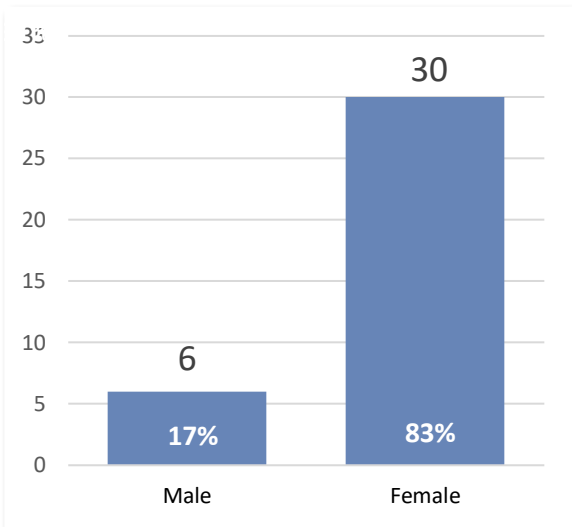
Unique Students:
 Synchronous vs. Asynchronous participation and average scores



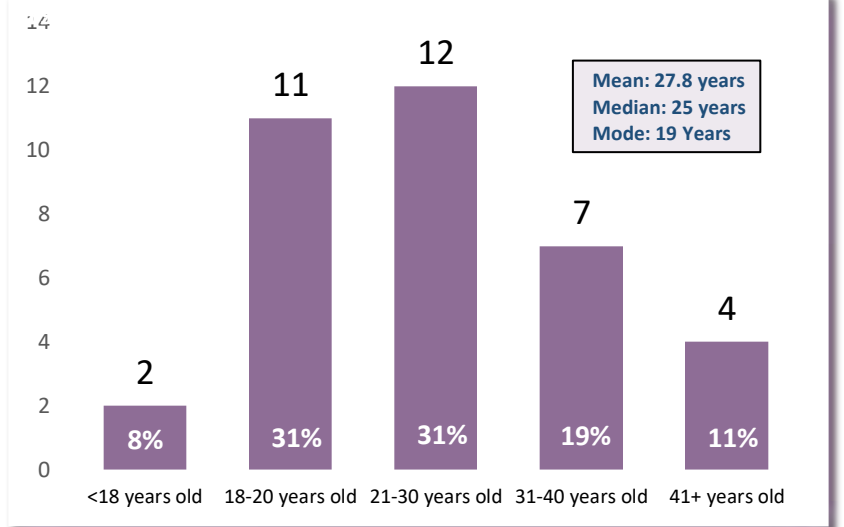
APPENDIX B: FlexConnect (continued)

SUBJECTIVE DATA: Survey population

Unique Surveys by Gender

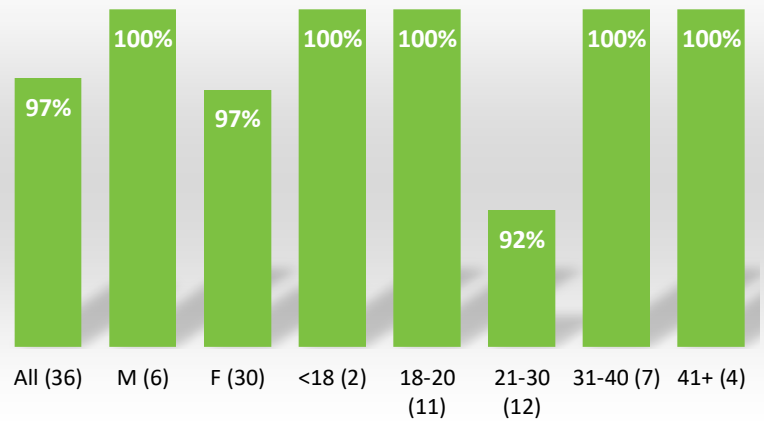


Unique Surveys by Age Group

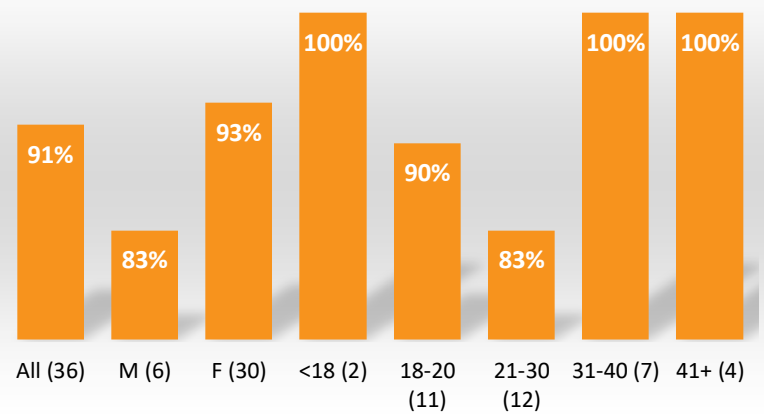


**SUBJECTIVE RESPONSES:
Highly or Generally Positive**

Overall Feeling About FlexConnect

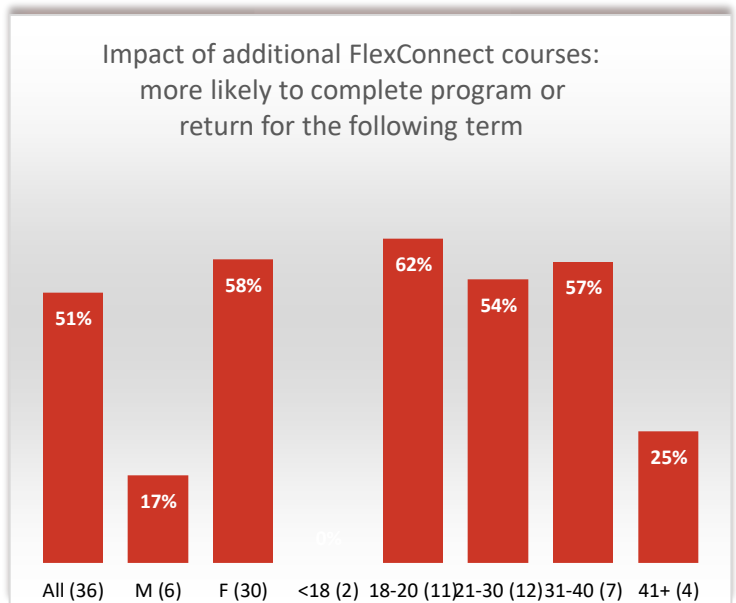
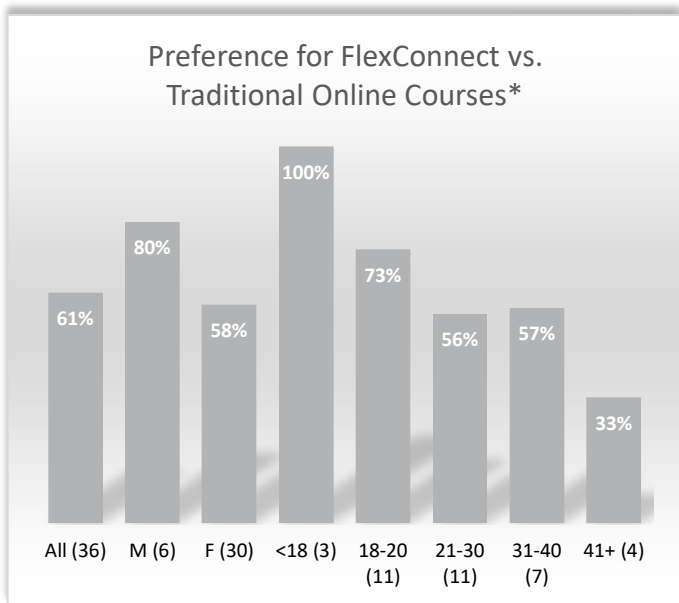
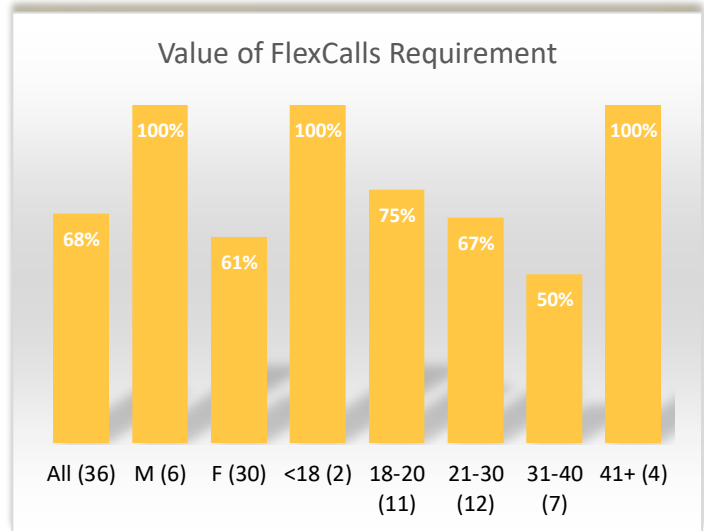
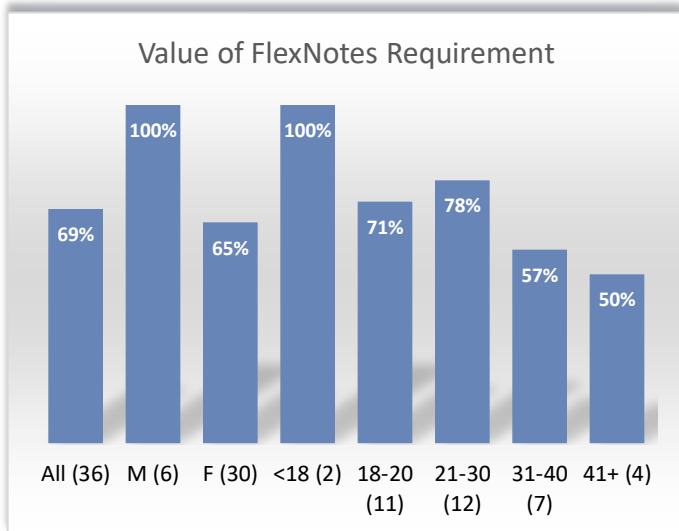


Value of Ability to Watch Classroom Video



APPENDIX B: FlexConnect (continued)

SUBJECTIVE RESPONSES: Highly or Generally Positive



**Note: lack of preference for FlexConnect does not imply a preference for the traditional online mode. Many respondents simply indicated no preference.*

APPENDIX C: Advisory Board Meeting Summaries

Business & Entrepreneurship Advisory Board

Tuesday, April 26, 2022

9:00 AM – 10:00 AM

Members present: Steve Light, Ted Valkov, Eric Proffitt

Members absent: none

Meeting Summary

Web technology:

- Struggle finding employees with affordable web technology skills:
 - Social media
 - Web presence
- Need more than just rudimentary knowledge of how to make a post, e.g., planning and timing for ongoing marketing visibility
- Looking for someone focused on their particular company, rather than outsourcing to a freelancer

Communication:

- Businesses have concerns about the lost art of communication - especially cross-generationally
 - Written and verbal
 - Interviewing
 - Resumé writing

Teamwork:

- Grads have skills, but can't communicate
- Can't find people who know how to lead

Soft skills:

- Employees severely lacking attributes:
 - Problem-solving
 - Resourcefulness
 - Creativity
 - Flexibility
 - Ability to learn quickly, understand, & adapt
 - Reading for content/speed reading
 - Data science skills
 - Statistics
 - Quantifying "what's going on in the company?"
- Even punctuality and attendance

General:

2023 CGCC Business Pathway Five-Year Program Review

- Students need application (e.g., practicum/apprenticeship) in addition to the theoretical/book learning
- OK to choose skills with the highest payoff, but must *also* have additional skills beyond the technical, i.e., an entrepreneurial mindset
- Include soft skills in the CGCC marketing messaging

APPENDIX C: Advisory Board Meeting Summaries (continued)

Business Pathway Advisory Board

Wednesday, March 15, 2023

10:00 AM – 11:00 AM

Members present: Steve Light, Eric Proffitt

Members absent: Ted Valkov

Meeting Highlights

Freebridge:

- Update on growth
- Brewery expansion challenges
 - New kitchen with fire-suppression hood to offer fried foods
 - Physical space needs and facility limitations

Job market:

- Still hard to find workers
- Average tenure on a job now 3 years
- Unemployment still extremely low at 4.5%
- Many baby-boomers retiring
- Automation changing some job requirements

Culture is extremely important to:

- Gen X (currently ages 43-58),
- Gen Y, aka Millennials (currently ages 27-42), and especially
- Gen Z (currently ages 11-26)

Confirmed the continuing need for supervisory and people skills in addition to technical abilities.