Academic Program Review Recommendations:
2025-26 Annual Progress Report

The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

1. Name of Program: Business Pathways

2023 Business Pathway Program Review
2023-24 Business Pathway Program Review Update
2024-25 Business Pathway Program Review Update

2. List goals from most recent Program Review and report on progress for each goal. For goals that have not yet been met, please describe your department's plans for moving those goals towards completion. (Label each goal as Completed, Ongoing, Cancelled, or Postponed [include anticipated term/year for resuming activity]):

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.

2023-24 Update: Goal 1 Completed
This 5-year goal has been completed – the team is no longer addressed or considered two separate departments, but are working seamlessly as a single pathway.

Interim goals for 2023-24:
- Hold at least two departmental meetings during the year.
- Engage the team in at least one professional development opportunity.

No interim goal for 2024-25
No interim goal for 2025-26

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

2023-24 Update:
Interim goal for 2023-24:
- Determine programs to offer and format (e.g., base degree with emphases).
  This interim goal has been completed – the AAO is the appropriate program and development is in process.

Interim goal for 2024-25:
- Determine courses for the base Business AAS degree as well as the courses for the options of accounting, administrative professional, and entrepreneurship.
    - Evaluate the impact on certificates in those programs

2024-25 Update:
Further consideration of the AAO program requirements, revealed that the result would cause an increase in the credit requirements for our current accounting and entrepreneurship AAS programs. The revised plan is still to have a number of "base" business courses in every program in addition to those courses specific to each AAS "track."

After reviewing the history of enrollment and awards for our three current tracks (accounting, administrative professional, & entrepreneurship), as well as discussions with the Business Pathway Advisory Board, we have made three determinations:
- The Accounting track should remain;
- The entrepreneurship track should be renamed the Management (or Business Management) track; and
- The Administrative Professional track should be eliminated.

Submissions to the Curriculum Committee this year should reflect those changes.

2025-26 Update:

Goal 2 is substantially completed. The only remaining task is approval of a new 3-credit Organizational Leadership course to go before the Curriculum Committee in October, along with revisions to the associated management AAS.

Subsequent to the 2023 Program Review, the number of departmental courses has been cut from approximately 60 to 30, and programs have been reduced from 17 to 6 (including the state Associate of Science: Business transfer degree). We now offer only two business tracks, accounting and management, with fully-stackable certificates in each. The Accounting AAS and Business Management AAS have been standardized to 64 core Business credits (common to each track) and 15 major credits (unique to each track) plus the 12 general credit requirements for an AAS degree. See program maps attached to this review update.

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)

o ADP Workforce, Netsuite, Paylocity, Workday, Sage, Deltek, Oracle, SAP • Remote/Hybrid-Focus Programs:

o 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.

2023-24 Update:

Interim goal for 2023-24:

- No specific goal as the technology offerings will begin to surface from work on goal 2, above. This mid-term goal was vague, but technology offerings are under consideration in the AAO program development.

Interim goals for 2024-25:

- Initiate the inactivation of approximately 24 CAS & OS courses determined to be no longer relevant
- Initiate the suspension of two (possibly, three) WT certificates determined to be no longer relevant

2024-25 Update:

Additional CAS, OS, and WT courses have been inactivated and the remaining WT CPC and its associated courses should be suspended/inactivated this year.

Three business technology courses had been problematic with regard to both timing and the lack of prerequisites. BA131 – Introduction to Business Technology, BA169Z – Data Analysis Using Microsoft Excel (fka CAS 170), and CAS 140 – Beginning Databases are now aligned sequentially both by term (winter, spring, and fall, respectively) as well as each being a prerequisite for the next course in the sequence (i.e., BA 131 is required for BA 169Z, and both are required for CAS 140).

Lastly, the rapid ascent of artificial intelligence applications has rendered our conception of goal #3 from 2023 outdated. We are currently introducing our students to the use of AI applications for business and, more importantly, reinforcing the importance of resourcefulness in discovering and applying these evolving tools.

We continue to consider how best to incorporate this technology into our programs, as the goal intends.

2025-26 Update: Goal 3 Completed
This 5-year goal has been completed – the Business Pathway no longer offers any tech-specific programs (only tech-specific courses within the accounting and management tracks) and AI integration is introduced by instructors wherever using it is part of what students need to learn, i.e., when the application itself advances a course outcome.

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.

2023-24 Update:

Interim goals for 2023-24:
- Review the policy on required F2F inclusion in FlexConnect/ hyflex/definition.
- Make a determination as to future course delivery.

No progress toward this goal. Need to consider the difficulty in finding qualified instructors locally available to deliver in F2F mode.

Interim goals for 2024-25:
- Review the policy on required F2F inclusion in FlexConnect/ hyflex/definition.
- Make a determination as to future course delivery.

2024-25 Update:
No further progress toward this goal due to the ongoing difficulty in finding qualified instructors locally available to deliver in F2F mode. We have two remote instructors who offer courses via Zoom and Asynchronously, which approximates hyflex with no F2F.

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.

2023-24 Update:
Interim goal for 2023-24:
- Obtain Gen Ed designation for at least two additional BA courses.

No progress toward this goal. This is the primary focus for the 2024-25 AY.

Interim goal for 2024-25:
- Obtain Gen Ed designation for at least two additional BA courses.

2024-25 Update
Obtained General Education designation for BA 208 – Business Ethics which is offered winter term. This brings our total GenEd-designated courses to two, along with BA101Z.

We intend to make another submission this AY.

2025-26 Update:
No additional submission this AY due to substantial activity with the Curriculum Committee to complete Goal 2.

We intend to make another submission next AY, likely for BA205-Business Communication.

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.
2023-24 Update:

Interim goals for 2023-24:
- Review results of CPL submissions for courses from spring 2023.
- Determine additional courses for which to prepare submissions.

No progress toward this goal.

Interim goal for 2024-25: None for this AY

2024-25 Update (if applicable):
No progress toward this goal – we hear that the process is being revised.

2025-26 Update:
No progress toward this goal, although the CPL process was just updated so there may be opportunities next AY.

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.
2023-24 Update:

Interim goal for 2023-24:
- Review current status of dual-credit with Cat Graham and make any necessary changes.
- Establish at least one new BA dual-credit course in at least one local high school.

No progress toward this goal. This is a primary focus for the 2024-25 AY.

Interim goals for 2024-25:
- Review current status of dual-credit with Ashley Beardmore & Cat Graham and make any necessary changes.
- Establish at least one new BA dual-credit course in at least one local high school.

Update: 10/23/24 - met with Ashley and Cat to discuss next steps.

2024-25 Update:
Now that Ashley B has established some consistent and logical procedures around the four dual credit programs, we can move forward with this goal.

Coincidentally, I met with a teacher at Horizon Chrisitan School in Hood River just yesterday who had completed the paperwork for three CAS courses. It appears that one of those will make sense to initiate.

2025-26 Update:
We oversaw one new College Now course at Horizon Christian High School in Hood River. Horizon teacher Kristhianto (Kris) Kainama prepared and taught CAS216-Beginning Word which was overseen by the Business Chair.

Ashley has left the college, but we believe we have additional interest from a teacher at Hood River Valley High School and expect to initiate at least one course there as well as the second year of CAS216 at Horizon.

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.

2023-24 Update:

Interim goals for 2023-24:
Review current status of the Applied Baccalaureate program in Oregon.
No progress toward this goal.

Interim goal for 2024-25:
None for this AY

2024-25 Update (if applicable):
No progress toward this goal. Waiting to see what happens with other departments.

2025-26 Update:
Serious discussion with Jarett about developing a 4-year Business Management degree once the ECE proposal is officially approved.

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

2023-24 Update:

Interim goals for 2023-24:
- Review current status of enrollment marketing.
- Explore potential for inclusion of business-specific marketing.

The strategy toward this goal was to develop a good relationship with Student Services (SS) to: 1) create awareness of the current Business programs; and 2) get SS to promote those programs to students.

This has resulted in a significant increase in Business course enrollment over the past two fall terms
Interim goal for 2024-25: n/a - completed (and ongoing)

2024-25 Update:
Our strategy continued to be highly successful: enrollment in the accounting program has quadrupled over the past three fall terms and other Business courses are benefitting as well. We continue to implement the strategy.

2025-26 Update:
Continued accounting enrollment increases. Implementing internships in both accounting and management next AY.

Additional goals added from previous Program Review Updates:
2023-24 Update:
Additional 2023-24 goals unrelated to 5-Year Review

Goal for 2023-24:
- **Convene two Advisory Board meetings per AY (ongoing)**
  - One meeting held this year – scheduling was difficult with members

Goal for 2024-25:
  - Next meeting January 15, 2025 from 10:00-11:30 AM.

2024-25 Update:
This goal was completed as we held two Advisory Board meetings: winter term on January 15, 2025 and spring term on May 14, 2025.
2025-26 Update: Goal Completed
This goal was completed as we held two Advisory Board meetings: winter term on January 22, 2026 and spring term on May 13, 2026.

Goal for 2023-24:
- **Review and suspend/inactivate programs/courses with little enrollment or no longer relevant.**
  - Significant progress on this goal – suspensions to come in 2024-25 AY.
- **Goal for 2024-25:**
  - Inactivations/suspensions be completed this AY (see 5-Year Goal 3, above)

2024-25 Update:
Additional inactivations & suspensions completed or in process.
2025-26 Update: Goal Completed
All programs and courses with little or no activity and not required for the accounting or management tracks have been suspended or inactivated.