**Community College**

**Business Technology Department**

**Program Review**

**2016-17**

**Purpose**

The Program Review documents the state of a department and its programs, informs the college and broader community about the department’s programs, and promotes continuous improvement through self-reflection. Program Reviews also help the college determine how programs and services align with the college mission and core themes, and how well they meet current and projected needs of students and external stakeholders. The purpose of this process is to ensure that meaningful data on achievement of student learning outcomes is regularly collected, analyzed, and used for the improvement of teaching and learning.

As such, the Program Review is:

* Conducted by faculty/staff with support and assistance from administration
* A snapshot of current department/program demographics
* A snapshot of current assessment and department/program processes
* A living document for on-going reflection, review, and planning
* Reviewed and updated annually
* An integral part of college-wide planning, budgeting, assessment, and accreditation processes

**Section One – Mission Overview**

* How does your department and its program(s) fulfill the larger work of the college (the strategic plan and mission)?

The mission of Rogue Community College is to “provide quality education to help learners achieve their goals and to support the social, civic, cultural, and economic vitality of our diverse community” (*2015-19 Strategic Plan*). In doing so, the College focuses on four Core Themes:

1. Promote Student Access and Success
2. Advance Student Learning
3. Strengthen Our Diverse Communities
4. Model Stewardship

As part of the larger work of the college, the Business Technology department fulfills two objectives in the RCC Strategic Plan:

* Core Theme 1, Goal B, Objective B.4: *Assess and adjust course, program and institutional learning outcomes to improve student success, persistence, and completion.*
* Core Theme 2, Goal B, Objective B.1: *Manage resources and staffing to foster expansion in high demand/high “opportunity” programs and fields of study.*

The details of how the department has accomplished these two objectives are presented later in this Program Review.

**Section Two – Profile**

* Brief history of department and its program(s).

The Business Technology department was the result of a merger between the Business Department and the Office Administration Department in March 1989. We have been offering business classes and certificates/degrees since 45 B.C. (***Before Cathy***); more specifically, when the college opened its doors in 1971.

Over the years, the department has offered programs in Banking, Finance, Real Estate, Retail Management, Supervisory Management, Office Administration, and Medical Office Administration, as well as traditional programs in Management, Marketing, and Accounting. We were the first department to delve into distributed learning delivery with a variety of telecourses.

Classes are offered primarily at the Redwood and Riverside campuses, although occasionally we hold classes at the Table Rock campus. The department also currently offers more on-line classes than any other department. With the expansion into Jackson County, the Business Technology department had ten full-time faculty members at its peak.

* Current programs offered by the Business Technology department.

(CPCs aligned with certificate and 2-year degree)

**TABLE 2.1: Current Programs Offered by Business Technology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Pathways Certificates** | **Certificates** | **Two-Year Degrees** | **Entry Requirements** |
| Business and Information Specialist | Business Assistant   * Accounting Assistant * Administrative Support * Assistant Manager | Associate of Applied Science (A.A.S.) in Business Technology   * Accounting * Management * Marketing | Open Entry  Prerequisites:  RD90  WR90  MTH20  BA130 |
| Customer Service |
| Retail Sales and Service |
| Small Business Management |
|  |  | Associate of Science (A.S.) Business Transfer to SOU | Open Entry |
|  |  | Associate of Science (A.S.) in Business Management - Entrepreneurship/ Small Business Management Transfer to Oregon Tech | Open Entry |
|  |  | Associate of Science Oregon Transfer (A.S.O.T.) degree in Business | Open Entry |

As part of fulfilling Core Theme 2, Goal B, Objective B.1: *Manage resources and staffing to foster expansion in high demand/high “opportunity” programs and fields of study,* the Business Technology department continues to align the Small Business Management Career Pathway Certificate academic year with the AVISTA Entrepreneurship program offered through the Small Business Development Center (SBDC). Students completing the AVISTA program can earn 12 credits of business classes (Credit for Prior Learning) toward the CPC.

In addition, as part of the CTE and SBDC Partnership Program, the RCC Small Business Development Center will provide free alternative “employment placement” services to RCC graduates planning to launch their own entrepreneurial enterprise. Those services include:

* Entrepreneurial/Business Startup Support
* Business Planning
* Access to Capital/Loan support
* One-on-One Business Advising Assistance
* Business Management Skills training
* Liaison assistance with outside business support/regulatory services

The Business Technology department emphasizes accessibility to courses by scheduling classes on different campuses, rotating day and night sections, and providing all classes in an on-line format. We offer individualized advising, small class sizes that provides personal interaction between instructors and students, and excellence in teaching.

* Enrollment and Demographics (Overall)

**TABLE 2.2 CTE DEMOGRAPHICS (2013-16) TABLE 2.3 TRANSFER DEMOGRAPHICS (2013-16)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Percentage** | **Number** |  |  | **Percentage** | **Number** |
| **Female** | **75%** | **296** |  | **Female** | **60%** | **63** |
| **Male** | **25%** | **97** |  | **Male** | **40%** | **42** |
|  |  |  |  |  |  |  |
| **Single** | **42%** | **164** |  | **Single** | **45%** | **48** |
| **Married** | **27%** | **105** |  | **Married** | **20%** | **21** |
| **Not Reported** | **32%** | **124** |  | **Not Reported** | **35%** | **36** |
|  |  |  |  |  |  |  |
| **White** | **82%** | **322** |  | **White** | **73%** | **77** |
| **Hispanic** | **9%** | **34** |  | **Hispanic** | **14%** | **15** |
| **Multi-Racial** | **3%** | **13** |  | **Multi-Racial** | **5%** | **5** |
| **American Indian** | **3%** | **10** |  | **American Indian** | **3%** | **3** |
| **Not Reported** | **2%** | **7** |  | **Not Reported** | **3%** | **3** |
| **Asian** | **1%** | **5** |  | **Asian** | **1%** | **1** |
| **Black** | **1%** | **2** |  | **Black** | **1%** | **1** |
|  |  |  |  |  |  |  |
| **Less than 20** | **2%** | **6** |  |  |  |  |
| **20-29** | **28%** | **109** |  | **20-29** | **56%** | **58** |
| **30-39** | **33%** | **128** |  | **30-39** | **27%** | **29** |
| **40-49** | **16%** | **61** |  | **40-49** | **14%** | **15** |
| **50-59** | **15%** | **59** |  | **50-59** | **3%** | **3** |
| **60-69** | **8%** | **30** |  | **60-69** | **0%** | **0** |
| **Average Age** |  | **39** |  | **Average Age** |  | **30** |
| **n=** |  | **393** |  | **n=** |  | **105** |

Tables 2.2 and 2.3 reflect the overall demographics of CTE and Transfer students who have declared majors in the Business Technology department. Our primary market for CTE programs are single, white, females with an average age of 39 years old. This demographic is essentially the same for our transfer students, with the exception of age (average age of 30 years old).

Note that the total number of CTE and transfer students in these two tables are 498 students, while Table 2.16 only shows 442. This is not “fuzzy math”, but rather the fact that CTE students receiving multiple certificates (CPC, Business Assistant, and AAS degrees).

Tables 2.4 through 2.14 (located in the Appendix) show the number of students, by certificate or degree, receiving degrees for each of the last 3 years, as well as the 3-year totals. Each table also reflects the demographics (gender, marital status, ethnicity, and age) of students enrolled in each of the certificates and two-year degrees offered by our department. The information does not vary much from program to program, however, it may provide some clues as to underserved markets (demographically) and assist the department in developing a marketing strategy to reach those groups.

* + Number of students enrolled for each of last 3 years (by certificate/degree)

**TABLE 2.15 ENROLLMENT BY CERTIFICATE/DEGREE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2013-14** | **2014-15** | **2015-16** | **(2013-16)** |
| **MAJOR** | **ENROLLED** | **ENROLLED** | **ENROLLED** | **ENROLLED** |
| A.A.S. BUSINESS TECHNOLOGY | 160 | 115 | 96 | 371 |
| A.A.S. BUSINESS TECH: ACCOUNTING | 100 | 96 | 81 | 277 |
| A.A.S. BUSINESS TECH: MANAGEMENT | 84 | 106 | 79 | 269 |
| A.A.S. BUSINESS TECH: MARKETING | 27 | 21 | 25 | 73 |
| A.S. TRF (OT): BUS MGMT -- ENTREPRENEUR |  | 15 | 29 | 44 |
| A.S. TRF (SOU): BUSINESS | 205 | 251 | 324 | 780 |
| A.S.O.T. - BUSINESS | 176 | 232 | 153 | 561 |
| BUSINESS ASSISTANT CERTIFICATE | 98 | 98 | 82 | 278 |
| BUSINESS INFORMATION SPECIALIST CPC |  | 1 | 1 | 1 |
| RECEPTIONIST CPC | 5 | 1 |  | 6 |
| CUSTOMER SERVICE CPC | 1 | 2 | 2 | 5 |
| SMALL BUSINESS MGMT (CPC) | 19 | 16 | 16 | 51 |
| RETAIL SALES & SERVICE CPC | 1 | 1 | 2 | 4 |
| RETAIL MGMT LTOY CERTIFICATE | 9 | 7 | 4 | 20 |

Table 2.15 shows the number of students enrolled by certificated/degree for 2013-16. In subsequent tables, the number of graduates and completion rates will also be shown. While there is no question about the validity of the number of graduates; the enrollment figures are suspect for a number of reasons (to be discussed in the section on Completion Rates). For now, the only analysis that can be done is to say that Table 2.15 shows the number of students enrolled in Business Technology certificate/degree programs, but in reality, it only shows the number of student who have “declared” a major in these areas and they may or may not actually be enrolled in the program.

* + Number of students who graduated for each of last 3 years

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 2.16 NUMBER OF BUSINESS TECHNOLOGY GRADUATES (2013-16)** | | | | |
|  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** | **(2013-16)** |
| **MAJOR** | **GRADS** | **GRADS** | **GRADS** | **GRADS** |
| A.A.S. BUSINESS TECHNOLOGY | 22 | 16 | 21 | **59** |
| A.A.S. BUSINESS TECH: ACCOUNTING | 10 | 11 | 10 | **31** |
| A.A.S. BUSINESS TECH: MANAGEMENT | 4 | 8 | 11 | **23** |
| A.A.S. BUSINESS TECH: MARKETING | 3 | 3 | 3 | **9** |
| A.S. TRF (OT): BUS MGMT -- ENTREPRENEUR |  | 0 | 0 | **0** |
| A.S. TRF (SOU): BUSINESS | 22 | 35 | 30 | **87** |
| A.S.O.T. - BUSINESS | 7 | 4 | 8 | **19** |
| BUSINESS ASSISTANT CERTIFICATE | 33 | 21 | 56 | **110** |
| BUSINESS INFO SPECIALIST CPC |  | | 14 | **14** |
| RECEPTIONIST CPC | 5 | 1 |  | **6** |
| CUSTOMER SERVICE CPC | 7 | 2 | 29 | **38** |
| SMALL BUSINESS MGMT (CPC) | 6 | 8 | 10 | **24** |
| RETAIL SALES & SERVICE CPC | 1 | 1 | 12 | **14** |
| RETAIL MGMT LTOY CERTIFICATE | 2 | 4 | 2 | **8** |
| **TOTAL** | **122** | **114** | **206** | **442** |

A.S. Transfer (Oregon Tech): Business Management – Entrepreneurship degree not offered during 2013-14

Receptionist CPC was changed to the Business Information Specialist CPC in 2015-16

Table 2.16 shows a fairly even distribution of students attaining the A.A.S. degree in Business Technology and its various options (29%), the one-year Business Assistant certificate (26%), and the two-year transfer degrees (24%). This points to our dual mission to meeting the needs of both transfer students and those interested in employment through our CTE program.

Almost half of the A.A.S. students do not choose one of the three options available to them. Of the options chosen, Accounting is the most popular, with Management next. Marketing is the least popular option, which is driving a change for the 2017-18 academic year to be discussed later in the report.

The majority of our business transfer students go to Southern Oregon University, with a much smaller portion transferring to other universities in the state.

The Customer Service Career Pathway Certificate is our most popular CPC and the Receptionist CPC is the least popular. In an effort to boost enrollment for the latter, the department changed the name of the CPC to Business Information Specialist and our total number of graduates went from 6 graduates in 2013-15 to 14 graduates in 2016. The Retail Sales and Service CPC has picked up the slack from the department discontinuing the statewide Retail Management LTOY certificate sponsored by the Western Association of Food Chains.

* + Completion rate for each of last 3 years (by certificate and degree)

**“Lies, damned lies, and statistics!”** I cite this quote, attributed to Mark Twain, to preface this important section on completion rates. Program Reviews, by necessity, are supported by a myriad of data. While much of that data is reliable, there is absolutely no way the department puts any trust in the results contained in Table 2.17. That’s a pity since the College, as a whole, is so vested in completion rates and how those rates, in some way, determine whether we are successful in carrying out our mission.

Again, there is no argument about the number of graduates listed by certificate/degree. There is also no question in how the completion rates are calculated. Common sense indicates that one takes the number of graduates and divides by the number of students enrolled (declared majors). That would be a legitimate number if the number of students enrolled were accurate. However, it is not!

There are many reasons why that number is faulty, including:

* Students select the wrong major.
* New students taking the placement test simply select a major (i.e., I think I want to be a business major – let’s choose this one) without determining if it is the correct one or not.
* Through the process of “reverse transcription”, certificates and CPCs awarded retroactively wind up being counted in the overall enrolled number of student.
  + Example: The department ran a report to show the number of declared majors for the Receptionist CPC. The results were 61 majors dating back to 1990. However, the CPC was first available in 2012.
* Students switch majors, but fail to change it until they get ready to graduate.
* College Now students are allowed to declare a major (this happens – there are many 15-18 year olds still in high school with “0” credits at RCC, yet have a declared business major).
* Students leave the college, but their “major” is still declared in the system.

There are probably additional reasons why the numbers just don’t add up, but you get the point. Unless the program is a limited-entry, low-enrolled program, then these completion rates are just not indicative of reality. That is not a negative reflection on Institutional Research – they report what is in the system. However, the system is broken and until it can be fixed, this particular part of the report is suspect.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.17 COMPLETION RATE BY CERTIFICATE/DEGREE** | | | | | | | | | |
|  | **2013-14** | | | **2014-15** | | | **2015-16** | | |
| **MAJOR** | **ENR** | **GRAD** | **CMPL** | **ENR** | **GRAD** | **CMPL** | **ENR** | **GRAD** | **CMPL** |
| A.A.S. BUSINESS TECHNOLOGY | 160 | 22 | **14%** | 115 | 16 | **14%** | 96 | 21 | **22%** |
| A.A.S. BUSINESS TECH: ACCOUNTING | 100 | 10 | **10%** | 96 | 11 | **11%** | 81 | 10 | **12%** |
| A.A.S. BUSINESS TECH: MANAGEMENT | 84 | 4 | **5%** | 106 | 8 | **8%** | 79 | 11 | **14%** |
| A.A.S. BUSINESS TECH: MARKETING | 27 | 3 | **11%** | 21 | 3 | **14%** | 25 | 3 | **12%** |
| A.S. TRANSFER (OT): BUSINESS  MGMT -- ENTREPRENEUR |  | | | 15 | 0 | **0%** | 29 | 0 | **0%** |
| A.S. TRANSFER (SOU): BUSINESS | 205 | 22 | **11%** | 251 | 35 | **14%** | 324 | 30 | **9%** |
| A.S.O.T. - BUSINESS | 176 | 7 | **4%** | 232 | 4 | **2%** | 153 | 8 | **5%** |
| BUSINESS ASSISTANT CERTIFICATE | 98 | 33 | **34%** | 98 | 21 | **21%** | 82 | 56 | **68%** |
| BUSINESS INFO SPECIALIST CPC |  | | | | | | 1 | 14 | **1400%** |
| RECEPTIONIST CPC | 2 | 5 | **250%** | 3 | 1 | **33%** |  | | |
| CUSTOMER SERVICE CPC | 1 | 7 | **700%** | 4 | 2 | **50%** | 2 | 29 | **1450%** |
| SMALL BUSINESS MGMT CPC | 19 | 6 | **32%** | 16 | 8 | **50%** | 16 | 10 | **63%** |
| RETAIL SALES & SERVICE CPC | 1 | 1 | **100%** | 1 | 1 | **100%** | 2 | 12 | **600%** |
| RETAIL MGMT LTOY CERTIFICATE | 9 | 2 | **22%** | 7 | 4 | **57%** | 4 | 2 | **50%** |

Other than the enrollment numbers being skewed, resulting in a lower than actual completion rate, there are several other anomalies that stand out. Notice the extremely high completion rates for the Receptionist, BIS, and Customer Service CPCs (ranging from 250% to 1450%). This is due reverse transcription leading to the awarding of retroactive certificates to students who had not officially declared the majors, but had completed all of the classes to earn the certificate.

* + Completion rate for each of last 3 years (by course)

**TABLE 2.18 COMPLETION RATE BY COURSE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2013-14**  **Completion** | **2014-15 Completion** | **2015-16 Completion** | **3-year Average** |
| BA280 | 96.30% | 97.22% | 95.00% | **96.17%** |
| BA206 | 91.43% | 96.00% | 100.00% | **95.81%** |
| BT121 | 100.00% | 86.67% | 100.00% | **95.56%** |
| BT115 | 96.30% | 90.70% | 94.55% | **93.85%** |
| BT178 | 100.00% | 90.00% | 90.82% | **93.61%** |
| BT102 | 98.21% | 91.89% | 90.63% | **93.58%** |
| BA226 | 90.06% | 92.65% | 96.82% | **93.18%** |
| BT111 | 90.24% | 93.57% | 94.06% | **92.62%** |
| BT250 | 86.67% | 93.75% | 97.06% | **92.49%** |
| BA218 | 93.14% | 91.18% | 92.11% | **92.14%** |
| BA228 | 96.67% | 79.41% | 100.00% | **92.03%** |
| BA223 | 94.19% | 87.84% | 94.03% | **92.02%** |
| BT105 | 89.74% | 92.06% | 93.02% | **91.61%** |
| BT171 | 88.89% | 85.71% | 100.00% | **91.53%** |
| BA224 | 88.24% | 92.00% | 91.67% | **90.64%** |
| BA109 | 90.41% | 89.71% | 90.67% | **90.26%** |
| BA214 | 89.80% | 90.91% | 90.00% | **90.24%** |
| BT161 | 93.33% | 94.74% | 79.17% | **89.08%** |
| BT165 | 77.27% | Not offered | 100.00% | **88.64%** |
| CS125WW | 87.95% | 90.91% | 86.25% | **88.37%** |
| BT114 | 86.96% | 87.04% | 89.19% | **87.73%** |
| BA243 | 87.50% | 83.33% | 91.67% | **87.50%** |
| BA101 | 85.52% | 87.46% | 87.65% | **86.88%** |
| BA240 | 80.00% | 88.46% | 83.33% | **83.93%** |
| BT106 | 81.48% | 80.00% | 86.21% | **82.56%** |
| BA213 | 79.07% | 84.38% | 80.00% | **81.15%** |
| BA211 | 77.34% | 80.83% | 84.44% | **80.87%** |
| BA249 | 65.22% | 85.71% | 90.48% | **80.47%** |
| BA233 | 76.47% | 77.78% | 84.62% | **79.62%** |
| BA131 | 76.28% | 81.09% | 80.65% | **79.34%** |
| BT113 | 80.33% | 76.36% | 81.05% | **79.25%** |
| BT101 | 79.89% | 77.86% | 78.97% | **78.91%** |
| BT160 | 79.90% | 76.32% | 77.86% | **78.03%** |
| BA282 | 73.33% | 69.23% | 88.10% | **76.89%** |
| BA177 | 78.13% | 83.33% | 64.00% | **75.15%** |
| BT151 | 84.62% | 60.98% | 73.68% | **73.09%** |
| BA130 | 83.67% | 64.79% | 70.00% | **72.82%** |
| WR227 | 75.78% | 72.63% | 69.44% | **72.62%** |
| BT204 | 69.57% | Discontinued | | **69.57%** |

Table 2.18 shows the completion rate (by course). Completion rate is calculated by dividing the number of students passing the class (A, B, C grades) by the total number of students receiving letter grades (A – F grades). Students receiving a “Z” or “W” grade are not included in these calculations, but are located in Table 2.19.

As expected, the completion rate for BA280 CWE is very high and the drop rate is very low. Students completing work experience tend to do their jobs, complete their required hours, and accomplish their objectives. As Table 2.18 shows, the majority of courses offered in the Business Technology Program have high completion rates.

A few classes had lower completion rates than we would like. BT204 Project Management and WR227 had the lowest completion rates of all of the classes we offer. This is most likely due to the highly technical nature of the classes and because they are writing intensive. We no longer offer BT204 in the curriculum and WR227 is now only required for transfer students. BA130 is taught by Computer Science and is co-listed with the CS120 lecture class. As such, we have no information on why the completion rate is low.

Table 2.19 shows the drop rate (W or Z grades) by course. Students withdraw from classes or enroll and do not complete any work for a variety of reasons. Just as the BT204 and WR227 classes had the lowest completion rates, they both also had the highest drop rates. BA282 Applied Business Statistics is also shows a high drop rates, most likely due to the quantitative nature of the class.

The two classes that stand out show a dramatic change in drop rates from 2014-15 to 2015-16 were BT171 Practical Accounting III and BA228 Computer Accounting Applications. In both cases, the department offered more in-class sections of these classes, rather than on-line sections. It appears that the hands-on approach of in-person teaching makes a huge difference in retaining students for these accounting classes.

* + Drop rate for each of last 3 years (by course)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 2.19 DROP RATE BY COURSE – W or Z GRADES** | | | | |
|  | **2013-14 Drop Rate** | **2014-15 Drop Rate** | **2015-16 Drop Rate** | **(2013-16) Average** |
| BT204 | 23.33% | Discontinued | | **23.33%** |
| WR227 | 17.86% | 20.44% | 23.40% | **20.57%** |
| BA282 | 21.05% | 20.00% | 10.64% | **17.23%** |
| BA130 | 12.11% | 21.55% | 17.81% | **17.16%** |
| BA233 | 19.05% | 18.18% | 13.33% | **16.85%** |
| BA177 | 15.79% | 14.29% | 19.35% | **16.48%** |
| BT160 | 15.73% | 16.18% | 16.56% | **16.16%** |
| BT101 | 13.22% | 16.10% | 15.42% | **14.91%** |
| BA131 | 16.50% | 14.47% | 13.41% | **14.79%** |
| BT113 | 14.69% | 14.73% | 13.64% | **14.35%** |
| BA249 | 25.81% | 12.50% | 4.55% | **14.29%** |
| BA213 | 14.00% | 11.93% | 15.73% | **13.89%** |
| BT151 | 8.45% | 18.00% | 13.64% | **13.36%** |
| BA211 | 15.79% | 13.67% | 10.00% | **13.15%** |
| BA240 | 14.63% | 10.34% | 14.29% | **13.09%** |
| BT106 | 12.90% | 7.41% | 12.12% | **10.81%** |
| BT165 | 18.52% | Not offered | 0.00% | **9.26%** |
| BA101 | 9.45% | 8.52% | 8.11% | **8.69%** |
| BA109 | 8.75% | 8.11% | 6.25% | **7.70%** |
| BT171 | 10.00% | 12.50% | 0.00% | **7.50%** |
| BT161 | 6.25% | 5.00% | 11.11% | **7.45%** |
| BT114 | 5.48% | 6.90% | 9.76% | **7.38%** |
| BA214 | 7.55% | 6.38% | 8.05% | **7.33%** |
| CS125WW | 7.78% | 4.35% | 8.05% | **6.73%** |
| BT105 | 8.24% | 4.55% | 6.52% | **6.44%** |
| BA228 | 3.23% | 15.00% | 0.00% | **6.08%** |
| BT111 | 8.89% | 4.47% | 4.72% | **6.03%** |
| BT250 | 9.09% | 5.88% | 2.86% | **5.94%** |
| BA218 | 3.77% | 6.42% | 7.32% | **5.84%** |
| BA243 | 11.11% | 5.26% | 0.00% | **5.46%** |
| BT115 | 3.57% | 8.51% | 3.51% | **5.20%** |
| BA226 | 6.94% | 5.56% | 2.48% | **4.99%** |
| BT102 | 1.75% | 6.33% | 5.57% | **4.55%** |
| BA224 | 5.56% | 3.85% | 4.00% | **4.47%** |
| BA223 | 3.37% | 5.13% | 4.29% | **4.26%** |
| BA280 | 3.57% | 2.70% | 4.76% | **3.68%** |
| BA206 | 7.89% | 0.00% | 0.00% | **2.63%** |
| BT121 | 0.00% | 6.25% | 0.00% | **2.08%** |
| BT178 | 0.00% | 0.00% | 5.77% | **1.92%** |

* + Job placement data for each of last 3 years

Job placement information is not available. Unlike programs that have a small cohort of students that making employment tracking easier, the Business Technology department does not have the resources to track the employment status of graduates. Obviously, many RCC departments do not have access to this information. This is an area that needs to be addressed by the College as a whole.

* + Transfer data for each of last 3 years

|  |  |  |
| --- | --- | --- |
| **YEAR** | **SCHOOL** | **COUNT** |
| 2013/14 | PCC | 1 |
| 2013/14 | SOU | 40 |
| 2014/15 | OCC | 1 |
| 2014/15 | SOU | 38 |
| 2015/16 | SOU | 36 |

Note that in 2013/14, 22 students received the AS (SOU) transfer degree in Business, while almost twice that many students actually transferred to SOU. In 2014/15, 35 students received the AS (SOU) transfer degree in Business and 38 actually transferred. Thirty students received the AS (SOU) transfer degree in Business in 2015/16, while 36 transferred. There appears to be a lag time from students receiving the degree from RCC and then actually transferring to the 4-year institution.

* Sections of dual credit offered

**TABLE 2.20 SECTIONS OF DUAL CREDIT OFFERED BY BUSINESS TECHNOLOGY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE** | **2013-14** | | **2014-15** | | **2015-16** | | **(2013-16)**  **TOTAL** | |
|  | **Sections** | **Credits** | **Sections** | **Credits** | **Sections** | **Credits** | **Sections** | **Credits** |
| **BA101** | 12 | 681 | 9 | 360 | 11 | 580 | **32** | **1621** |
| **BA131** | 9 | 724 | 10 | 648 | 10 | 704 | **29** | **2076** |
| **BA214** | 2 | 116 | 0 | 0 | 0 | 0 | **2** | **116** |
| **BA218** | 7 | 201 | 2 | 12 | 2 | 126 | **11** | **339** |
| **BA223** | 4 | 54 | 5 | 114 | 4 | 108 | **13** | **276** |
| **BA226** | 1 | 12 | 1 | 28 | 0 | 0 | **2** | **40** |
| **BT120** | 2 | 54 | -- | -- | -- | -- | **2** | **54** |
| **BT121** | 1 | 3 | -- | -- | -- | -- | **1** | **3** |
| **BT122** | 4 | 12 | -- | -- | -- | -- | **4** | **12** |
| **BT151** | 2 | 16 | 1 | 8 | 1 | 4 | **4** | **28** |
| **BT160** | 2 | 52 | 2 | 64 | 0 | 0 | **4** | **116** |
| **BT250** | 1 | 78 | 1 | 87 | 1 | 48 | **3** | **213** |
| **CS125ww** | 3 | 174 | 5 | 207 | 5 | 114 | **13** | **495** |
| **TOTALS** | **50** | **2177** | **36** | **1528** | **31** | **1684** | **120** | **6389** |

**TABLE 2.21 COLLEGE NOW SCHOOLS/BUSINESS COURSES ARTICULATED 2016-17**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HIGH SCHOOL** | **BA101** | **BA131** | **BA214** | **BA218** | **BA223** | **BT151** | **BT160** | **BT250** | **CS125ww** |
| **ARMADILLO TECHNICAL**  **INSTITUTE** | X |  |  | X\* | X |  |  |  |  |
| **ASHLAND** | X |  |  | X | X |  |  |  |  |
| **BUTTE FALLS** | X |  |  |  |  |  |  |  |  |
| **CENTRAL MEDFORD** |  | X |  |  |  |  | X |  | X |
| **CRATER** | X | X | X | X | X |  |  | X | X |
| **EAGLE POINT** | X | X |  |  |  |  |  |  | X |
| **GRANTS PASS** | X\* | X |  | X\* |  | X\* |  |  | X\* |
| **HIDDEN VALLEY** | X | X |  | X\* | X\* |  | X\* |  |  |
| **ILLINOIS VALLEY** |  | X |  |  |  |  |  |  |  |
| **NEWBRIDGE** | X | X |  | X |  |  |  |  |  |
| **NORTH MEDFORD** | X |  |  |  | X |  |  |  |  |
| **NORTH VALLEY** | X |  |  |  |  |  |  |  |  |
| **PHOENIX** | X | X |  | X |  |  |  |  | X |
| **ROGUE RIVER** |  | X |  |  | X | X |  |  | X |
| **SOUTH MEDFORD** | X |  |  |  | X\* |  |  |  |  |
| **SOUTHERN OREGON**  **ON-LINE** | X |  |  | X |  |  |  |  |  |

\*Pending approval

College Now began at RCC in March 1988 with local high school teachers and faculty from the Business and Office Administration Departments meeting together to discuss the idea of early college credits (2+2) for business courses in the high schools. Those initial talks led to five dual credit college courses being articulated: Accounting I and II (later to become Bookkeeping), Typing/Keyboarding I and II, and Word Processing Applications. The Business Technology department now articulates nine College Now classes with 16 high schools in Jackson/Josephine counties as shown in Tables 2.20 and 2.21.

BA131 Introduction to Business Computing, BA101 Introduction to Business, and CS125ww Word Processing Applications account for two-thirds of the credits articulated through the College Now program; however, the total number of sections has decreased annually due to the department discontinuing some classes (BT120 Keyboarding and BT122 Document Formatting) and reconfiguring others (BT121 Digital Marketing and e-Commerce). Some schools no longer have the flexibility in their curriculum to offer BT160 Business Math, BA226 Business Law, and BA214 Business Communications, thus the articulations of those classes has decreased.

**FIGURE 2.1 Tuition savings to students (2013-14)**

\*Credits times tuition rate of $91; does not include fees, books, transportation, etc.

**FIGURE 2.2 Tuition savings to students (2014-15)**

\*Credits times tuition rate of $95; does not include fees, books, transportation, etc.

**FIGURE 2.3 Tuition savings to students (2015-16)**

\*Credits times previous tuition rate of $95; does not include fees, books, transportation, etc.

Figures 2.1 through 2.3 show that College Now courses provided students with a total tuition savings of almost $200,000 for 2013-14, $139,000 for 2014-15, and $160,000 for 2015-16. For the three-year period (2013-16), College Now students realized a total tuition savings of **$500,000 (that’s a half a million bucks, folks!)** by taking dual credit courses through the Business Technology department at RCC.

* Staffing: Provide the following information for each of the last three years:

**TABLE 2.22 Full-time and Adjunct Comparison\***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2013-14** | | **2014-15** | | **2015-16** | |
|  | **FT** | **Adjunct\*\*** | **FT** | **Adjunct\*\*** | **FT** | **Adjunct\*\*** |
| Number of faculty: | 5 | 33 | 4 | 20 | 5 | 18 |
| Number of sections taught: | 67 | 98 | 52 | 77 | 60 | 70 |
| Number of credits taught: | 222 | 365 | 178 | 241 | 216 | 211 |

\*Does not include summer quarter since summer does not count against adjunct load or toward full-time seniority.

\*\*Depending on the quarter, 3-4 of the adjunct faculty are actually full-timers from other departments teaching at the part-time rate on an overload basis.

Table 2.22 shows that the ratio of the number of adjunct to full-time faculty in the Business Technology department has declined from 7:1 in 2013-14, 5:1 in 2014-15, and 3.6:1 in 2015-16. About one-third of the adjunct faculty who taught in 2013-14 either resigned or the classes they were teaching were no longer offered. In addition, the number of sections taught by each faculty increased as they gained more experience.

2014-15 saw the resignation of Paul Fisher, full-time faculty, resulting in 15 fewer sections being taught by full-timers. His position was left vacant during 2014-15 and not filled until the next year.

Comparing the total number of credits taught by all full-time faculty to adjunct faculty over the three year period evaluated (2013-16), adjunct faculty accounted for 57 percent of the credits offered, while full-time faculty accounted for 43% (a 1.32: 1 ratio).

Our department will be reduced to 4 full-time faculty within the next year. Unless there are also similar reductions in adjunct faculty, the ratio of full-time to adjunct faculty will decrease to levels that will make it difficult to accomplish our other important tasks, such as advising and committee work.

Classified staff (if applicable): FT: 2 PT: 0

The Business Technology department shares a full-time Administrative Assistant at both the Riverside campus (Bea Frederickson) and Redwood campus (Alice Temple). In addition to working for the Business Technology department, Bea also provides support for the Art, Computer Science, Math, and Sciencedepartments. Alice also provides support for the Early Childhood Education, Massage Therapy, Science, and Social Science departments.

Bea has worked for the department a total of 20 years. Alice worked for the department as an Intermediate Secretary from 2003-2006 and then again as an Administrative Assistant since August 2006 for a total of 14 years. She will be retiring at the end of summer 2017 and that position will need to be filled.

Are your staffing levels adequate to support achievement of your student learning outcomes? Why or why not?

In 1984, the Business Technology department lost a full-time Management instructor position when Lee Merritt assumed the duties as the first director of the Small Business Development Center. In 1989, John Cobin, our full-time Economics faculty member, was cut due to a Reduction in Force (RIF). Another RIF occurred in 1999, resulting in the layoff of Joan McBee, full-time marketing instructor. Cindy Hauser left the department to become an associate dean in 2000, leaving her position unfilled. In 2001, another RIF occurred and our Medical Office Administration program was furloughed, resulting in the loss of Gloria Parra, full-time Medical Office instructor. Two more full-time positions were never replaced with the retirements of Marie Mueller in 2003 and B.C. Lamb in 2007.

The current department chair, Dr. Randy Wade, has served in that position for 22 years of his 32-year tenure at RCC (1988-1995; 2002 – present). He has been the senior most full-time faculty member at the College since 2011. Melissa Polen has been a full-time faculty member and department coordinator for 4 years. She is also the CWE Coordinator, as well as specializing in management and marketing. Melissa was an adjunct faculty member for 5 years prior to becoming full-time. Melissa will be able to effectively make the transition to department chair when Dr. Wade retires, providing continuity in leadership.

Joyce Graham has 20 years of experience at RCC, beginning in 1997. She is the lead faculty for the communications (Business English, Business Communications, and Technical Writing) area. Both Joyce and Melissa also cover our BA131 Introduction to Business Computing courses. Ted Willhite is the lead faculty for the accounting program at the Riverside Campus, while Kenneth Jones fulfills that role at the Redwood Campus. Ted has worked full-time for the Business Technology department for 8 years, while Kenneth is completing his second year of probationary status. Finally, Robert Bagwell joined the department during the 2016-17 academic year, transferring from the Computer Science department where he taught for 6 years. Bob’s area of expertise is business management and marketing.

We lost one full-time position at the end of Spring 2017 due to another RIF. Kenneth Jones was let go because of budget. We cannot stress enough that this decision will have a negative impact on how the department carries out its mission. Not only will we have to reduce a minimum of 12 sections of courses, other sections will be reduced in order to maximize enrollment per section. This will result in students not being able to get the classes they need, when they need them, and at the campus they want. It will also impact other programs who require our classes in their programs. Ultimately this will have an adverse impact on completion rates.

Finally, the department has an outstanding pool of adjunct faculty that have been teaching for many years. While the number of adjunct faculty has decreased to a manageable level over the past several years, the number of classes taught by each one has increased (up to the maximum allowed contractually). As mentioned before, the number of adjunct faculty may have to be reduced due to the RIF.

* Budget Narrative: Are your Materials & Supplies and Equipment budgets adequate to support achievement of your program learning outcomes? Why or why not?

Generally, our budgets for Materials & Supplies and Equipment are sufficient, however, this year the department had to replace several computers at one time, leaving minimal funds for other expenditures.

At the end of the 2015-16 academic year, new computers were purchased for Randy Wade and Melissa Polen. With the addition of Bob Bagwell to the department during the summer 2016 quarter, we had to replace his laptop (owned by Computer Science). Kenneth Jones also received a new computer and we replaced the antique abacus in the Business Technology Part-time office.

Those were unexpected expenditures, resulting in transfer of funds from other line item accounts.

Ted Willhite has an older “360” computer that was upgraded to run Windows 8. Joyce Graham has a slightly newer “390” model which also was upgraded to run Windows 8. Both computers are currently doing the job, but are on schedule to be replaced in the next budget year (2017-18).

While our Materials & Supplies budget was sufficient for this year, our Travel budget was lacking. This was due to the transfer of funds to pay for computers. This meant we were had to forego the statewide Business Deans and Department Chairs meeting in the Spring. This group meets in the Fall and Spring, but attending both meetings needs to be a priority so we have a voice in curriculum/program changes across the state.

* Facility Narrative: Are the college facilities adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.

Generally, the multi-campus college facilities are adequate to support the achievement of the PLO’s for the business department. However, there are constraints to the facility offerings that are worth discussion. RCC is a rural college with a limited student body. Distributed campuses allow for a broader reach but with coverage that is more limited. Students are very challenged toward the end of their programs in program completion because not all courses are offered on all campuses. Students must take certain “online only” courses in order to complete their programs and our college has a large set of students within the student population who will not take courses online. Therefore, the facility and staffing challenge is: How can we offer a path for the student who can only attend one campus or who cannot take online courses to obtain a degree?

In BA131 and CS125ww, our students use the computer labs on all RCC campuses extensively. In both of these courses, students need to have access to Microsoft Office Suite programs. While students are able to download a free copy of Microsoft Office using their student email address, not all students have a computer that can run these programs. The computer labs at RCC are kept updated each year to ensure that our students can complete their homework.

* College Resource Narrative: Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.

The Library has extensive databases that are available for both CTE and transfer students to do the research necessary to complete assignments, reflection papers, and major research papers required in many of our courses.

The Testing Center maintains adequate hours to serve student needs outside of the classroom setting, especially for those who need accommodations. The majority of our in-class courses are set up as hybrid (Blackboard access), so assignment submission, quizzes, and tests can be conducted on-line.

The department has not taken advantage of many of the services that the Marketing department offers, although the recent addition of Career Pathway Map posters and the soon-to-be-released Preview Flyers will help in providing tools to market our program.

The move to on-line graduation guides has been met with some trepidation. Change is always difficult and we used the paper guides, both in advising, as well as in recruiting efforts. Faculty have not received the electronic copies very well. We have no evidence of how students are using them, however. In many cases, advisors have resorted to printing out copies of the Degree Audit to use during advising sessions.

The College does not provide near enough resources for the Tutoring Center. What limited tutoring that is available focuses on writing and math. Tutors that are able to provide assistance in specialty areas (business math, personal finance, and accounting) are needed.

**Section Three – Program Context**

* How do your programs reflect national/regional/program/discipline trends?

When it comes to meeting national trends and assuring academic rigor, the two national organizations that accredit business programs are the Association of College and Business School Programs (ACBSP) and the Association to Advance Collegiate Schools of Business (AACSB). These organizations accredit university and graduate level business programs. As a community college business program, we simply do not rise to the level of either organization.

The Business Technology department considers itself as the link between high schools and universities. More specifically, our primary focus is on the secondary schools in the Rogue Valley and Southern Oregon University. The majority of our students transfer to SOU, therefore we strive to ensure that our classes align with their School of Business and that we have a good working articulation.

In order to ensure that our classes are closely in tune with local high schools, we refer to the ***National Standards for Business Education*** (4th ed.,2013) published by the National Business Education Association. While these standards drive the business programs at the K-12 level, the standards provide a “laddering” approach for students transferring to a post-secondary institution. The NBEA Curriculum Model is based on the concept of “what is not mastered at one level becomes the focus of successive learning experiences” (<https://www.nbea.org/newsite/curriculum/standards/>).

The Business Technology department is proud to be associated with the National Business Education Association and are partners with them to ensure that students graduating from our program have the:

“technical skills to be competitive in the workforce,

employment skills to obtain the job they want, and

soft skills needed to perform well on the job.”

(NBEA Policy Statement 98, 2016)

The National Standards for Business Education provide learning outcomes for the following business disciplines: accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. They are a good reference for ensuring that our course outcomes build on what students have already learned at the high school level, while providing them with the next level of learning in each of those specific disciplines.

The bottom line, however, is whether students will be able to secure employment upon graduation. According to a recent national survey conducted by the Randstad organization, the most in-demand jobs for 2017 include accounting and finance, administrative assistants, receptionists, customer service representatives, and human resource specialists. (<http://www.businessnewsdaily.com/8626-most-in-demand-jobs.html>)

With the exception of the last category (human resource specialists), the department is providing training in those fields and we are currently working with members of the Rogue Valley chapter of the Society for Human Resource Management (SHRM) Board of Directors to potentially develop a Human Resource Specialist CPC.

* Discuss local trends or issues in the community or the college that impact your program(s).

We strive to ensure that our programs/classes offered are what the local business community wants. One way of doing that is to look at labor market trends (not just when introducing the need for new programs, but also to see when to discontinue existing programs). For example, during the past two years, Umpqua Community College approached the Business Technology department with a proposal for us to offer the first year or on-line classes leading to a one-year legal assistant certificate through RCC. This certificate would subsequently ladder into UCC’s 2-year Paralegal degree.

While we could have filled classes for this certificate, the labor market data revealed only 3 job openings annually in the field. It did not seem ethical to offer classes to 12-15 students per year without having better job prospects. Over the years, the department has eliminated or revised existing programs (i.e., Real Estate) as the demand for such jobs has diminished or employers provided their own training (i.e., Banking – through on-the-job training or American Banking Institute classes).

Figure 3.1 shows that there are adequate new (or replacement) positions for the type of entry-level jobs for Business Technology graduates through 2024. In particular, the four Career Pathway Certificates are closely aligned with job openings in the Rogue Valley.

**FIGURE 3.1 DO BUSINESS TECHNOLOGY JOBS ADDRESS LABOR MARKET NEEDS IN THE ROGUE VALLEY?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupational Title** | **Hourly Pay Rate (2016)** | **Annual Wages (2016)** | **Annual Job Openings** | | |
| **New** | **Replacement** | **2014-2024**  **Change** |
| **Billing and Posting Clerks** | 16.69 | 34,716 | 5 | 8 | 12.4 |
| **Bookkeeping, Accounting, and Auditing Clerks** | 17.28 | 35,950 | 0 | 18 | -5.3 |
| **Payroll and Timekeeping Clerks** | 17.86 | 37,136 | 0 | 4 | -1.4 |
| **Supervisors & Managers of Non-Retail Sales Workers** | 33.85 | 70,416 | 1 | 2 | 6.2 |
| **Office and Administrative Support Workers, All Other** | 16.63 | 34,597 | 4 | 13 | 8.3 |
| **Office, Clerks, General** | 15.65 | 32,539 | 11 | 51 | 4.8 |
| **Receptionists and Information Clerks** | 13.09 | 27,226 | 3 | 16 | 4.6 |
| **Secretaries, Except Legal, Medical, & Executive** | 15.60 | 32,440 | 6 | 15 | 4.1 |
| **Supervisors & Managers of Office/Admin Support Workers** | 23.78 | 49,476 | 5 | 13 | 5.4 |
| **Cashiers** | 12.03 | 25,019 | 10 | 138 | 3.0 |
| **Customer Service Representatives** | 14.13 | 29,390 | 15 | 33 | 10.9 |
| **Retail Salespersons** | 13.61 | 28,305 | 40 | 129 | 10.8 |
| **Sales Representatives, Services, All Other** | 26.92 | 55,988 | 5 | 12 | 8.3 |
| **Supervisors and Managers of Retail Sales Workers** | 18.54 | 38,556 | 6 | 23 | 5.7 |

Labor Market Statistics (2014-2024) – Jackson/Josephine Counties **(**[**http://qualityinfo.org/jc-oprof**](http://qualityinfo.org/jc-oprof)**)**

Most entry-level business jobs in the Rogue Valley pay a living wage, depending on the number of adults and/or children in the family (see Figure 3.2). For two adults (with only one working), jobs in the office/administrative support field, receptionists, secretaries, cashiers, retail sales, and customer service representatives fall short of the living wage. For households consisting of only one adult or for those households where both adults are working, jobs in the Business Technology field offer a living wage (Living Wage Information – Jackson and Josephine County (<http://livingwageinfo.mit.edu>).

.

**FIGURE 3.2 DO BUSINESS JOBS IN THE ROGUE VALLEY PAY A LIVING WAGE?**

|  |  |  |
| --- | --- | --- |
| **Living Wage** | **Josephine County** | **Jackson County** |
| **1 Adult** | **$9.98** | **$10.99** |
| **2 Adults/1Working** | **$17.56** | **$17.79** |
| **2 Adults/1 Child** | **$12.85** | **$13.07** |
| **2 Adults/2 Children** | **$15.24** | **$15.46** |

|  |  |
| --- | --- |
| **Occupational Title** | **Hourly Pay Rate (2016)** |
| **Billing and Posting Clerks** | **16.69** |
| **Bookkeeping, Accounting, and Auditing Clerks** | **17.28** |
| **Payroll and Timekeeping Clerks** | **17.86** |
| **Supervisors & Managers of Non-Retail Sales Workers** | **33.85** |
| **Office and Administrative Support Workers, All Other** | **16.63** |
| **Office, Clerks, General** | **15.65** |
| **Receptionists and Information Clerks** | **13.09** |
| **Secretaries, Except Legal, Medical, & Executive** | **15.60** |
| **Supervisors & Managers of Office/Admin Support Workers** | **23.78** |
| **Cashiers** | **12.03** |
| **Customer Service Representatives** | **14.13** |
| **Retail Salespersons** | **13.61** |
| **Sales Representatives, Services, All Other** | **26.92** |
| **Supervisors and Managers of Retail Sales Workers** | **18.54** |

* List your external stakeholders
  + **Employers**

The majority of Business Technology graduates remain in the Rogue Valley for employment. Many of our students completing their Cooperative Work Experience credit go on to be hired by their CWE site. Table 3.1 lists CWE sites where Business Technology students have been placed over the past three years:

**TABLE 3.1 Cooperative Work Experience Sites for Business Technology (2013-16)**

|  |  |
| --- | --- |
| Cooperative Work Experience Sites  Jackson & Josephine Counties | |
| A & A Automotive | Jackson Creek Pizza |
| ACCESS Food Share | Josephine County Health Department |
| Accounting Consultants | Josephine County Juvenile Court |
| Acupuncture at Riverside | K & M Distribution |
| Asante | La Clinica |
| Ausland Group | Lil’ Pantry |
| Best Western | Little Butte Mini Market |
| BiCoastal Media | Logos Charter School |
| Blue Willow Bookkeeping | Mercy Flights |
| Chamber of Commerce | Molatore, Scroggin and Petterson, LLP |
| Chiropractic Physicians Group | Prospect Charter School |
| Choices | Pro-Weld |
| City of Grants Pass | Robert Graham, Attorney |
| Consumer Credit Counseling Services | Rogue Community College |
| Emergent USA | Rogue Credit Union |
| Evergreen Bank | Sanitech Building Maintenance |
| Franklin’s Moving & Storage | Siskiyou Market |
| Fred Meyer | Small Business Development Center |
| Grants Pass Boys & Girls Club | Southside Equine Clinic |
| Harry & David | Star Body Works |
| Hellgate/Shop River Rock | Welcome Home Oregon |

* + **Business Technology Advisory Committee**

One long-time member of the Business Technology Advisory Committee, Robert Hague, CPA resigned from the Committee to devote more time to his accounting practice. Four other members who had not attended our annual meeting for more than three years were released from the committee, per our Committee bylaws. Several new members were appointed to the Business Technology Advisory Committee during the 2016-17 academic year to broaden the diversity of businesses represented in the Rogue Valley.

**Rogue Community College Representatives**

|  |  |  |
| --- | --- | --- |
| Dean, School of Arts and Technology | **KEVIN HOFF** | [khoff@roguecc.edu](mailto:khoff@roguecc.edu) |
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**High School (Program of Study) Representatives**

|  |  |  |
| --- | --- | --- |
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| Grants Pass High School | **LISA SULLIVAN** | [LSullivan@grantspass.k12.or.us](mailto:LSullivan@grantspass.k12.or.us) |
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| North Medford High School | **AARON RAYBURN** | [aaron.rayburn@medford.k12.or.us](mailto:aaron.rayburn@medford.k12.or.us) |
| North Valley High School | **DEBORAH ACOSTA** | [Deborah.acosta@threerivers.k12.or.us](mailto:Deborah.acosta@threerivers.k12.or.us) |
| Phoenix High School | **NEILL CARVALHO** | [Neill.carvalho@phoenix.k12.or.us](mailto:Neill.carvalho@phoenix.k12.or.us) |
| Rogue River Junior/Senior High School | **OTIS RICHARSON** | [Orichardson@rogueriver.k12.or.us](mailto:Orichardson@rogueriver.k12.or.us) |
| South Medford High School | **ALEX ROSCHER** | [Alexandra.roscher@medford.k12.or.us](mailto:Alexandra.roscher@medford.k12.or.us) |

**Industry Representatives**

|  |  |
| --- | --- |
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* + **Transfer Schools**

While students could transfer to any 4-year college/university in the state, the majority of our graduates transfer to Southern Oregon University.

The department meets with the SOU School of Business Faculty annually to discuss changes to curriculum and update the articulation agreement for the A.S. (SOU) transfer Business degree.

We also have an articulation agreement with Oregon Tech for those students interested in transferring to their Management: Small Business Management – Entrepreneurship program. The agreement is reviewed annually.

Finally, the department offers the Associate of Science Oregon Transfer (ASOT) degree in Business that transfers to any OUS institution in the state. Changes to this program are discussed at the statewide Oregon Business Deans and Department Chair meeting held each fall.

* Describe how you gather external stakeholder feedback

The department chair and/or coordinator attend semi-annual meetings of the Oregon Business Deans and Department Chairs where curriculum changes, course outcomes, best practices, and articulations are discussed.

From 1987 to 2003, the department conducted a ***Survey of Equipment and Entry-Level Skills of Rogue Valley Businesses***. The surveys were conducted approximately every 3-5 years. As part of the continuing commitment by the Business Technology department to provide the instruction necessary to meet the increasing technological demands of the workplace, the following research objectives were established for these studies:

* Determine the specific job skills and personal attributes necessary for entry-level office, bookkeeping, and supervisory positions in the local job market.
* Determine the type(s) of office equipment currently used by area businesses.
* Determine the type(s) of computer hardware/software currently used by area employers.
* Determine the sources used by local businesses in recruiting prospective employees.
* Determine the current entry-level wages for supervisors, receptionists, administrative support staff, and bookkeepers in the local service area.
* Evaluate the existing business technology curriculum at RCC and implement appropriate changes to meet the needs of the marketplace, based on results of the survey.

The survey was mailed out to 400 area businesses, but because of the cost involved and decreasing return rate (38% dropping to 25%), the department stopped doing it. In recent years, there has been some discussion of compiling a list of e-mail addresses and using a tool, such as Survey Monkey ®, to institute the survey again. In order to do this, we would need additional money in our budget and release time for one faculty member.

The department holds annual Advisory Committee meetings in which high school and industry representatives provide valuable feedback into what employers are looking for in our graduates, recommendations for new courses, and suggestions for improving existing classes.

College Now meetings are held annually to discuss current trends in business education, align course outcomes, and review articulation agreements with area high schools.

Joyce Graham works closely with SOU to keep our writing and technology classes articulated. She is active with the local high school outreach programs and invites guest speakers to her classes, providing regular opportunities for students to write and speak with professionals. In addition, Joyce Graham hosted faculty workshops on better teaching practices and published a second book, using her experience to promote student interest in writing/publishing.

Ted Willhite visits colleges and universities across the state each summer to meet with Accounting faculty, comparing best practices and ensuring that our accounting course outcomes align with comparable lower division accounting classes.

Melissa Polen and Mike Arthur receive mid-term and end-of-term feedback/evaluation from local CWE employers on how well our students have achieved their objectives. This feedback also helps determine if the student’s skill level was appropriate to the training/work that he/she was doing in the organization. Positive evaluations from CWE employers provide the best evidence that the department is teaching the skills needed in the workplace.

Robert Bagwell is active with the local High Schools and works in coordinating articulation and course adaption between the High Schools and RCC. Robert has also recently volunteered as a board member for the RCC Foundation. In this capacity, Robert will be assisting in approving grants and aid for students and in providing a channel for understanding community needs with regard to our business department. He volunteers as a judge in the DECA competitions which helps raise awareness of the business department within the High Schools.

Established CWE sites continue to request students every quarter and many of these sites hire these students based on their CWE experience. Our students continue to demonstrate that they have the ability to work well with others, follow directions, demonstrate initiative, perform duties requiring knowledge of financial concepts, use current technology in the workplace, and follow a strong work ethic.

* Showcase highlights and any changes needed or made based upon that feedback.

**2013-14 CHANGES**

In an effort to be good stewards of the College’s finances, the Business Technology department continues to eliminate classes from the curriculum that are no longer relevant or low enrolled. Our department has increased the size of classes where possible and streamlined the number of sections offered each quarter. We attained larger enrollment per section by limiting courses to fewer sections per year, alternating between campuses and on-line. By doing so, there is a better chance the sections will fill and expenses will be less than offering many sections of the same course with fewer students in each section.

In an effort to increase the editing, proofreading, and writing skills of our students, we brought back **BT122 Document Formatting** (Spring 2014). Unfortunately, we did not get enough enrollment and had to cancel the class. We will put it on the schedule again in 2014-15.

Randy Wade developed **BT111 Conflict Management (BT111),** an elective that was offered online fall term with approximately 40 students enrolled.

**Introduction to Hospitality (BA208)** was offered fall and spring quarters, but did not get enough enrollment either term, so it was cancelled. This elective class was designed to be an introduction for students interested in transferring to the SOU hospitality program. We have taken it off of the schedule for next year.

We introduced **BA243 Social Media Marketing** this year. Our department is among the first in the state to have this class as part of the curriculum. With the focus on social media sites such as LinkedIn, Twitter, and Facebook, the class complements our other offerings in the marketing area (BA223 Principles of Marketing; BT106 Advertising; BA249 Retailing; BT121 Introduction to e-Commerce; BA233 Internet Marketing; and BT178 Customer Service). We plan to offer this once a year.

Melissa Polen developed **BA249** **Retailing** which we offered during 2013-14. BA249 is a requirement on the statewide Retail Management LTOY certificate, as well as our Retail Sales and Services CPC.

The Business Technology Advisory Committee felt that **BT100 10-key Skillbuilding and BT120 Computer Typing** are still important classes and should remain in the curriculum**.** They feel it is important to learn to type prior to college and to maintain one’s typing skills. Our class can assist those who did not learn keyboarding skills prior to college.

**BA240 Filing and Records Management (BA240)** teaches “paper” filing skills and focuses on Alpha/Numeric/Geographic and the ten basic rules of filing. Our Advisory Committee indicated that some still use paper filing, while others have moved to more electronic filing. Sometimes a business may have electronic files but backs these up with paper files, or is transitioning more to electronic files. For now, it will remain in the curriculum.

**2014-15 CHANGES**

We conducted a review of our year-long schedule of classes in an effort to achieve a better balance of in-class versus on-line offerings. The Business Technology Department has been a leader in on-line delivery for many years and our scheduling has reflected a desire for accessibility, but distance education does not work for all students. How successful we are at balancing the classes will depend on staffing.

The new A.S. transfer degree (Management – Small Business/Entrepreneurship) to Oregon Tech provides students with an exciting new major not available at SOU. Oregon Tech will give transfer credit for seven undergraduate business/computer science classes (previously only available as elective credit through other transfer degrees). Those classes are:

BA177 Payroll and Tax Procedures 3  
BA206 Management Fundamentals 3  
BA214 Business Communications 4  
BA223 Principles of Marketing 3  
BA224 Human Resource Management 3  
CS125db Data Base Management Systems 3  
CS125ss Spreadsheet Applications 3

In addition to getting a degree not available locally, this agreement will save our students two terms of upper division classes at OT – a financial and time-saving benefit to them!

The AVISTA Center for Entrepreneurship program offers classes through the RCC Small Business Development Center (SBDC). A memo of understanding has been approved which allows students taking the AVISTA courses to earn up to 12 credits of Business classes that will apply to the Small Business Management CPC, as well as our Business Assistant certificate and two-year AAS in Business Technology degree.

**BT100 10-Key Skillbuilding** and **BT120 Computer Typing** were dropped from the curriculum due to declining enrollments and problems with updated software. A few years ago we offered four sections of BT120 each quarter, but we are now down to just one section per quarter. We have seen a similar drop in the BT100 10-Key Skillbuilding class as well, so it will be discontinued also. We will monitor student skill level in our courses and determine if this is a good decision or not. We could always bring either or both classes back if necessary.

**BA240 Filing and Records Management** has been dropped as a requirement on the AAS in Business Technology degree and moved to the elective list. It is still required for the Administrative Support track on the one-year Business Assistant certificate.

**BT102 Introduction to Supervision** has moved from a core requirement for all students to a requirement for the AAS in Business Technology: Management option only. Students can still opt to take it as an elective class.

**BT111 Conflict Management** was moved from the elective list to a required class on the AAS in Business Technology degree and Business Assistant certificate. Through work with the C/AS Committee, it has also been added as an elective to several other programs this year. The course is offered every quarter, including summer, with an enrollment of 30-40 students per quarter.

**BT122 Document Formatting** was offered again this year, but we still did not get enough enrollment and had to cancel the class. It is being discontinued and the outcomes put in our other business writing classes.

**BT165 Writing a Business Plan** has been removed from the Management option on the AAS in Business Technology degree until it can be reconfigured. After reviewing the final business plans from last year, it was evident that students did not have the necessary accounting background to complete that important portion of the plan. Paul Fisher was tasked with working with the SBDC to incorporate their business plan software in the class. Additional accounting will also have to be built into the class so students have the foundational skills needed to understand and complete that component of the business plan. It is likely that these changes will increase the classes from two credits to three.

Joyce Graham notes that in her **WR227 Technical Report Writing** classes, both transfer and non-transfer students are enrolled; however, she notices that non-transfer students generally have more difficulty with the class and their work is not as high in quality as the transfer students. Joyce is wondering if it is reasonable to expect that a student who has a two-year Associate of Applied Science (non-transfer) degree would be expected to write a technical report at the *entry level* of their employment. Are we setting the bar too high for our two-year AAS students, especially in light of what they may be required to do on the job?

BT113 Business English I, BT114 Business English II, and BA214 Business Communications now include more research in the coursework, so perhaps it is time to consider eliminate WR227 as a requirement for the two-year AAS degree, but leaving it as an elective. It would still be a required on our A.S. and A.S.O.T. business transfer degrees. We will bring this forward to Curriculum/Academic Standards next year.

Currently, students pursuing a two-year AAS degree can take either WR227 **or BT204 Project Management** as part of their requirements. If we shift WR227 to an elective, do we also need to make the same shift for BT204?

**BA218 Personal Finance** has always been required for business majors, but the department thinks it is a valuable class for every student in college. That was reaffirmed by Ted Willhite in his recent conversations with a local bank. Personal Finance has been dropped from the curriculum in many high schools. In some cases it’s not taught by parents, so people lack knowledge about basic finance. Also for students who dropped out of school long ago, the community college offers a chance to “catch up” on some basic financial skills. Personal finance is definitely a life skill. Randy also mentioned that lack of personal finance skills could also affect an employee’s job performance negatively (worry about finances, incurring a lot of debt, general turmoil, etc.). We will check into how we go about submitting this class as a general education requirement at the college.

**2015-16 CHANGES**

RCC participates in an Oregon consortium which oversees the statewide **Retail Management LTOY Certificate**, which RCC and many other community colleges in the state offer. (This certificate is separate from our Career Pathways Business Assistant: Retails Sales and Service.) Because the consortium wants to change the curriculum and also eliminate some prerequisites, RCC and some other colleges are thinking of withdrawing from it. The proposed changes require colleges to combine Business Math (4 credits) and BA211 Financial Accounting (4 credits) into a new 4-credit Budgeting and Finance for Retailing class. Since we only have a handful of Retail Management majors, this new class would probably not fill and would take resources away from our other programs. The department decided to drop this statewide certificate from our program and direct students into our Retail Sales and Service Career Pathway Certificate instead.

Umpqua Community College has a two-year paralegal program and they have approached us about offering the first year (Legal Assistant certificate) at RCC. We will need to do a labor market analysis before determining if this is a good fit for the department, students, and local employers.

After reviewing the low enrollment in the Receptionst Career Pathways Certificate, the department felt that a change in title and content might attract more students. The CPC title was changedto **Business and Information Specialist** and will hopefully have wider appeal, especially to male students. (NOTE: The title change did increase the number of graduates from 6 students (two year period from 2013 – 2015) to 14 students in 2015-16, but the demographics remained 100% female.)

With many workplaces transitioning from paper to electronic files, **BA240 Filing and Records Management** will be discontinued from all program at the end of the 2015-16 academic year. BA131 and CS125ww will give students practice with electronic filing; therefore, a new filing class will not be created at this time. This has minimial impact on the Business Technology AAS degree as BA240 was listed only as an elective. For the Business Assistant Certificate, BA240 will be replaced with BT111 Conflict Management and on the Business Information Specialist Career Pathway Certificate, BA240 will be replaced with BT115 (Editing and Proofreading).

**BT204 Project Management and WR227 Technical Writing** have been removed as core requirements from the two-year Associate of Applied Science degree. BT204 was discontinued because of the intense nature of the writing component for the final project and the low enrollment. Area employers felt that the skills in WR227 were not likely to be used by entry-level employees. WR227 will still be required on our transfer degrees and many other programs at the college require it for their students as well. Business Technology students will still take classes that involve writing skills (BT113 Business English I, BT114 Business English II, and BT115 Editing and Proofreading). **BA214 Business Communications** will now be the capstone writing class for our AAS in Business Technology degree now.

Social media marketing skills are becoming more important in the workplace and our **BA243 Social Media Marketing** course has been an elective since we introduced it in 2013-14. It will now become a core requirement for the Marketing option on the two-year Business Technology Associate of Applied Science Degree.

**BT178 Customer Service** has only been required on the Marketing track of the AAS in Business Technology degree and an elective for all other options. The Marketing option is not as popular as the Accounting or Management options and the class has low enrollment. Our Advisory Committee indicated this was an important class and a much needed focus in the workplace. Feedback from businesses and agencies confirms the need for customer service awareness/training. Colene Martin, CEO of the Josephine County Chamber of Commerce, mentioned that a recent 2014 survey in Grants Pass/Josephine County showed there is a great need for this type of training (with the growing tourism segment of that area’s economy, it’s crucial to emphasize customer service). With that in mind, BT178 Customer Service has been moved from the electives to a core requirement for our AAS in Business Technology degree. In addition, the class is now available ***online*** (two sections with total of 65 students enrolled) – a popular course.

**2016-17 CHANGES**

BA218 is considered a social science at SOU. By requiring BA218 on the 2016-17 A.S. (SOU) Business transfer degreeand moving BA101 Introduction to Business back to the list of required business classes, this has increased our enrollment, while enabling our transfer business students the opportunity to gain important life skills that will help them develop good financial habits.

**BA109 Ready, Set, Work**: The class is now being required for all Allied Health programs, in addition to Business Technology’s two-year AAS degree and one-year Business Assistant certificate. This will help our department’s enrollment level, as we will be adding additional sections to respond to the demand for the class. JoAnn Hoeber, adjunct faculty, piloted an on-line version of the course during the Winter and Spring quarters. Initially the online section was supposed to be open only to Allied Health students, but other majors were able to enroll. The class was a success, but the logistics of scheduling on-campus interviews still needs to be refined. One change to the Course Learning Outcomes recommended by our Advisory Board is that students need experience in Panel interviews, instead of just one-on-one interviews. This change will be instituted in 2017-18. Using videotaping of mock interviews is also being considered as a tool to help students see habits or mannerisms they may not be aware of.

Due to limited enrollment in **BT121 Introduction to e-Commerce** and **BA233 Internet Marketing**, we merged both classes into one. After reviewing the outline and course description for BA233 Internet Marketing, many of the concepts taught in BA233 have migrated to other courses (BA101 Introduction to Business, BT106 Advertising, and BA223 Principles of Marketing) as they have been updated. The credits were increased from 3 to 4 credits and the title was changed to **BT121 Digital Marketing and e-Commerce.** The course was redesigned to include some of the elements from BA233 Internet Marketing, plus adding search engine optimization (SEO) and web analytics as recommended by the Advisory Committee last year. With the merger of classes, BA233 was discontinued.

Last year Umpqua Community College inquired about Rogue Community College offering the first year (Legal Assistant) of their two-year paralegal program. We considered it, but in surveying job availability it was determined there was not much possibility for employment locally (3-4 jobs annually) and it would not be ethical to train 12-15 students if jobs might not be available.

**BA285 Advanced Business Applications**: **Excel**: This class is a new requirement on the 2016-17 AS (SOU) transfer Business degreeand was co-numbered with the CS125ss Spreadsheet Applications course taught by Computer Science. The class increased from three to four credits to match the outcomes of the BA285 class at SOU.

**Section Four – Program Learning Outcomes and Assessment**

* Number of courses “owned” by this department:

Table 4.1 shows that the Business Technology department “owns” 38 courses. BA130 is co-listed with CS120 (lecture) and BA285 is co-listed with CS125ss. Both of these classes are approved Business Technology courses, but taught by the Computer Science department.

**TABLE 4.1 Business Technology Courses**

|  |  |
| --- | --- |
| **Transfer Courses** | **CTE Courses** |
| BA101 | BT101 |
| BA109 | BT102 |
| BA130 | BT105 |
| BA131 | BT106 |
| BA177 | BT111 |
| BA206 | BT113 |
| BA211 | BT114 |
| BA213 | BT115 |
| BA214 | BT121 |
| BA218 | BT151 |
| BA223 | BT160 |
| BA224 | BT161 |
| BA226 | BT165 |
| BA228 | BT171 |
| BA238 | BT178 |
| BA243 | BT250 |
| BA249 | CS125WW |
| BA280 | WR227 |
| BA282 |  |
| BA285 |  |

* Business Technology courses that support other RCC programs

In addition to the business courses taught as part of the 4 CPCs, one-year certificate, and 4 associate degrees offered by the Business Technology department, Table 4.2 shows that 23 business courses are listed, either as a requirement or an elective, on 15 transfer degrees, 14 AAS degrees, 27 certificates, and 4 CPCs. Of the approximately 130+ sections offered by the department annually, we estimate that 26 sections (20 percent of our total offerings) specifically support other RCC programs. This is HUGE in terms of the support provided to other programs and the importance that these programs place on human relations, conflict management, customer service, writing, math, accounting, and interviewing/job preparation skills.

**TABLE 4.2 Business Technology courses that support other RCC programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Courses supporting other RCC programs** | **Degree/Certificate Supported** | **Required** | **Elective** |
| BA101 Introduction to Business | A.S. (SOU) — Computer Programming and Software |  | X |
| A.S. (SOU) — Early Childhood Development |  | X |
| A.S. (SOU) — Emerging Media and Digital Arts |  | X |
| A.S. (SOU) — Health and Physical Education |  | X |
| A.S. (SOU) — Outdoor Leadership |  | X |
| A.A.S. — Computer Support Technician | X |  |
| A.A.S. — Computer Support Technician: Health Care Informatics | X |  |
| A.A.S. — Criminal Justice |  | X |
| A.A.S. — Electronics Technology |  | X |
| Certificate — Dental Assistant |  | X |
| BA109 Ready, Set, Work | A.A.S. — Computer Support Technician |  | X |
| A.A.S. — Diesel Technology |  | X |
| A.A.S. — Human Services |  | X |
| A.A.S — Manufacturing/Engineering Technology |  | X |
| Certificate — Diesel Specialist |  | X |
| Certificate — Industrial Welding Technology |  | X |
| Certificate — Sterile Processing Technician | X |  |
| Certificate — Medical Coding Specialist | X |  |
| Certificate — Pharmacy Technician | X |  |
| Certificate — Massage Therapy | X |  |
| CPC — Massage Therapy: Entry Level Therapist |  | X |
| BA131 Introduction to Business Computing | Focus Award — Sustainable Community and Development |  | X |
| BA206 Management Fundamentals | A.S. (OT) – Information Technology/Health Informatics | X |  |
| BA211 Financial Accounting | A.S. (OT) – Information Technology/Health Informatics | X |  |
| A.A.S. — Criminal Justice |  | X |
| BA213 Managerial Accounting | A.S. (OT) – Information Technology/Health Informatics | X |  |
| A.A.S. — Criminal Justice |  | X |
| BA214 Business Communications | A.A.S. — Criminal Justice |  | X |
| AAOT — Population Health Management Interest | X |  |
| Certificate — Fire Officer | X |  |
| Focus Award — Sustainable Community and Development |  | X |
| BA218 Personal Finance | A.S. (SOU) — Computer Science |  | X |
| A.S.(SOU) — Early Childhood Development |  | X |
| A.S. (SOU) — Outdoor Leadership |  | X |
| A.S. (SOU) — Health and Physical Education |  | X |
| A.S. (SOU) — Emerging Media and Digital Arts |  | X |
| BA223 Principles of Marketing | A.S. (OT) —Information Technology/Health Informatics | X |  |
| A.A.S. — Graphic Design | X |  |
| BA226 Business Law | A.A.S. — Criminal Justice |  | X |
| BA282 Applied Business Statistics | A.S. (OT) – Information Technology/Health Informatics | X |  |
| BT101 Human Relations in Organizations | A.G.S. | X |  |
| A.A.S. — Automotive Technology | X |  |
| A.A.S. — Construction Trades General Apprenticeship | X |  |
| A.A.S. — Criminal Justice | X |  |
| A.A.S. — Diesel Technology | X |  |
| A.A.S. — Electrician Apprenticeship Technologies | X |  |
| A.A.S. — Electronics Technology | X |  |
| A.A.S. — Fire Science | X |  |
| A.A.S. — Industrial Mechanics and Maintenance Tech. Apprenticeship | X |  |
| A.A.S. — Industrial Welding Technology | X |  |
| A.A.S. — Manufacturing/Engineering Technology | X |  |
| A.A.S. — Paramedicine | X |  |
| Certificate — Automotive Specialist | X |  |
| Certificate — Basic Health Care | X |  |
| Certificate — Construction Trades General Apprenticeship | X |  |
| Certificate — Dental Assistant | X |  |
| Certificate — Diesel Specialist | X |  |
| Certificate — Electrician Apprenticeship Technologies | X |  |
| Certificate — Electronics Technician | X |  |
| Certificate — Exercise Specialist | X |  |
| Certificate — Fire Officer | X |  |
| Certificate — Fire Prevention/Investigation | X |  |
| Certificate — High Technology Studies | X |  |
| Certificate — Industrial Mechanics and Maintenance Tech. Apprenticeship | X |  |
| Certificate — Industrial Welding Technology | X |  |
| Certificate — Manufacturing/Engineering Technology: Computer Numerical Control Technician (CNC) | X |  |
| Certificate — Massage Therapy | X |  |
| Certificate — Microcontroller Systems Technician | X |  |
| Certificate — Occupational Skills Training | X |  |
| Certificate — Practical Nursing | X |  |
| Certificate — Renewable Energy Technician | X |  |
| CPC — Emergency Medical Services: EMT |  | X |
| BT102 Introduction to Supervision | A.A.S. — Paramedicine |  | X |
| Certificate — Emergency Medical Services |  | X |
| Certificate — Dental Assistant |  | X |
| BT106 Advertising | A.A.S. — Graphic Design | X |  |
| BT111 Conflict Management | A.A.S. — Criminal Justice |  | X |
| A.A.S. — Paramedicine |  | X |
| Certificate — Basic Health Care |  | X |
| Certificate — Medical Administrative Assistant |  | X |
| Certificate — Medical Assistant |  | X |
| Certificate — Medical Coding Specialist |  | X |
| Certificate — Emergency Medical Services |  | X |
| Certificate — Pharmacy Technician |  | X |
| Certificate — Sterile Processing Technician |  | X |
| BT113 Business English I | A.S. (SOU) — Elementary Education | X |  |
| A.A.S. — Diesel Technology | X |  |
| A.A.S. — Early Childhood Education | X |  |
| A.A.S. — Graphic Design | X |  |
| A.A.S. — Industrial Welding Technology | X |  |
| A.A.S. — Manufacturing/Engineering Technology | X |  |
| Certificate — Dental Assistant | X |  |
| Certificate — Diesel Specialist | X |  |
| Certificate — Early Childhood Education | X |  |
| Certificate — Industrial Welding Technology | X |  |
| Certificate — Manufacturing/Engineering Technology: Computer Numerical Control (CNC) | X |  |
| Certificate — Massage Therapy | X |  |
| Certificate — Medical Administrative Assistant | X |  |
| Certificate — Medical Assistant | X |  |
| Certificate — Medical Coding Specialist | X |  |
| Certificate — Sterile Processing Technician | X |  |
| CPC — Manufacturing/Engineering Technology: Computer Numerical Control (CNC) Operator | X |  |
| CPC — Website Development: Website Assistant | X |  |
| BT114 Business English II | A.A.S. — Early Childhood Education | X |  |
| A.A.S. — Manufacturing/Engineering Technology | X |  |
| A.A.S. — Industrial Welding Technology | X |  |
| BT121 Digital Marketing & e-Commerce | A.A.S. — Electronics Technology |  | X |
| A.A.S. — Graphic Design |  | X |
| Certificate — Electronics Technician |  | X |
| Certificate — Microcontroller Systems Controller |  | X |
| BT151 Practical Accounting I | Certificate — Massage Therapy |  | X |
| CPC — Massage Therapy: Entry Level Therapist |  | X |
| BT160 Business Math | A.A.S. — Family Services | X |  |
| A.A.S. — Human Services | X |  |
| Certificate — Early Childhood Education | X |  |
| Certificate — Exercise Specialist | X |  |
| BT178 Customer Service | A.A.S. — Computer Support Technician | X |  |
| A.A.S. — Computer Science: Health Care Informatics | X |  |
| Certificate — Exercise Specialist | X |  |
| Certificate — Health Care Informatics |  | X |
| CS125ww Word Processing Applications | A.A.S. — Computer Support Technician | X |  |
| A.A.S. — Computer Science: Health Care Informatics |  | X |
| WR227 Technical Report Writing | A.A.O.T. | X |  |
| A.A.O.T. — Biology Interest | X |  |
| A.A.O.T. — Chemistry Interest |  | X |
| A.S.O.T. — Computer Science | X |  |
| A.A.O.T. — Environmental Sciences/Forestry Interest |  | X |
| A.A.O.T. — History Interest |  | X |
| A.A.O.T. — Math Interest |  | X |
| A.A.O.T. — Population Health Management |  | X |
| A.A.O.T. — Psychology Interest |  | X |
| A.A.O.T. — Sociology/Social Work Interest | X |  |
| A.G.S. — Pre-Dental Hygiene Interest | X |  |
| A.S. (SOU) — Computer Programming and Software | X |  |
| A.S. (SOU) — Criminal Justice | X |  |
| A.S. (SOU) — Early Childhood Development | X |  |
| A.S. (SOU) — Elementary Education | X |  |
| A.S. (SOU) — Outdoor Leadership | X |  |
| A.S. (OT) — Computer Engineering Technology | X |  |
| A.S. (OT) — Embedded Systems Engineering Technology | X |  |
| A.S. (OT) — Information Technology/ Health Informatics | X |  |
| A.S. (OT) — Software Engineering Technology | X |  |
| A.A.S. — Computer Support Technician | X |  |
| A.A.S. — Computer Support Technician: Health Care Informatics | X |  |
| A.A.S. — Criminal Justice |  | X |
| A.A.S. — Diesel Technology |  | X |
| A.A.S. — Electronics Technology |  | X |
| A.A.S. — Nursing | X |  |
| Certificate — Dental Assistant |  | X |
| Certificate — Electronics Technician |  | X |
| Certificate — Emergency Medical Services |  | X |
| Certificate — Fire Officer | X |  |
| Certificate — Microcontroller Systems Technician |  | X |

* What is this department’s schedule and process for updating official course outlines? (Note: CCWD requires course outlines to be updated at least every three years.)

As part of fulfilling Core Theme 1, Goal B, Objective B.4: *Assess and adjust course, program and institutional learning outcomes to improve student success, persistence, and completion,* lead instructors in the Business Technology department reviewed all course outlines during the 2015-16 academic year, paring down the Instructional Learning Outcomes (ILOs) that were most relevant to each course. Course Learning Outcomes (CLOs) were also reviewed/revised to assure they accurately represented the current course content being taught.

All Course Learning Outcomes are reviewed by the Business Technology Advisory Committee to ensure the course outlines accurately reflect what is needed in the workplace, as well as what is currently being taught in each class.

**TABLE 4.3 Course Outline Update Schedule (3-year cycle)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course #** | **Update 2017** | **Update 2018** | **Update 2019** |
| BA101 | Kenneth Jones | -- | -- |
| BA109 | J. Hoeber/D. Underwood | -- | -- |
| BA131 | Joyce Graham | -- | -- |
| BA177 | Ted Willhite | -- | -- |
| BA206 | Randy Wade | -- | -- |
| BA211 | -- | Ted Willhite | -- |
| BA213 | -- | -- | Ted Willhite |
| BA214 | -- | -- | Joyce Graham |
| BA218 | Kenneth Jones | -- | -- |
| BA223 | -- | Randy Wade | -- |
| BA224 | -- | -- | -- |
| BA226 | -- | -- | Randy Wade |
| BA228 | Ted Willhite | -- | -- |
| BA243 | -- | -- | Bob Bagwell |
| BA249 | -- | Melissa Polen | -- |
| BA280 | -- | -- | Melissa Polen |
| BA282 | -- | Ted Willhite | -- |
| BA285 | -- | Computer Science | -- |
| BT101 | -- | -- | Melissa Polen |
| BT102 | Melissa Polen | -- | -- |
| BT105 | Randy Wade | -- | -- |
| BT106 | -- | -- | Melissa Polen |
| BT111 | Randy Wade | -- | -- |
| BT113 | -- | Joyce Graham | -- |
| BT114 | -- | Joyce Graham | -- |
| BT121 | -- | Bob Bagwell | -- |
| BT151 | -- | Discontinued | -- |
| BT160 | -- | Ted Willhite | -- |
| BT161 | -- | -- | Discontinued |
| BT165 | Bob Bagwell | -- | -- |
| BT171 | -- | -- | Discontinued |
| BT178 | -- | -- | Bob Bagwell |
| BT250 | -- | -- | Bob Bagwell |
| CS125WW | -- | Melissa Polen | -- |
| WR227 | -- | -- | Joyce Graham |

As individual instructors, we are in a cycle of “continuous improvement” as we teach our classes. Syllabi are reviewed/revised each term based on changing industry standards, new textbooks, and updated information gleaned from professional research and reading. These syllabi changes then become the basis for course outline revisions. However, sometimes there is a lag between getting that information actually transferred to the official course outlines. All 37 course outlines were updated during the Summer 2016 quarter. Each outline reflects the Course Learning Outcomes currently being covered in our classes, have 1-3 relevant ILOs, and provide current textbook information.

In order to avoid revising all course outlines in one year, the department has instituted a 3-year review cycle where one-third (approximately 12 courses) are updated annually by the end of Spring quarter. Table 4.3 lists the schedule for the next three years.

* List the stakeholders (by group/affiliation/business) who are involved in the creation and review of your Program Learning Outcomes (PLOs):

The area businesses represented by our Advisory Committee include:

American Leak Detection

Barrett Business Services, Inc.

Beck Bookkeeping Solutions LLC

Fastenal

Grants Pass & Josephine County Chamber of Commerce  
Rogue Creamery

Oregon Circuit Court (Jackson County)

Robert Graham, Jr., Attorney at Law

SOU Small Business Development Center

Southern Oregon Chapter APICS

Timber Products

TJ Maxx

U.S. Cellular

In addition to these businesses, the Advisory Committee also is comprised of local high school representatives from the following schools:

Armadillo Technical Institute

Ashland High School

Crater High School

Eagle Point High School

Grants Pass High School

Hidden Valley High School

North Medford High School

North Valley High School

Phoenix High School

Rogue River Junior/Senior High School

South Medford High School

What are your PLO assessment methods?

The Program Learning Outcomes for the Business Technology department have recently been revised to better reflect exactly what we (and our stakeholders) desire graduates of our programs. The former PLOs are listed below:

1. Possess specific workplace skills required by area employers.
2. Demonstrate proficiency in current Microsoft Office software applications.
3. Apply the fundamentals of proofreading, editing, grammar, writing style, and formatting to a variety of business documents.
4. Apply basic business math and accounting principles in the workplace.
5. Develop “soft skills” such as teamwork, anger management, customer service, and conflict management strategies in dealing with conflict in the workplace.

While the former PLOs did reflect some of what the program was doing, they were either too vague (PLO #1), too limited (PLO #2), or too specific (PLOs # 3 and 4). Working with our Business Technology Advisory Committee, the PLOs were revised to better reflect the skills and attribute that we want our graduates to possess. Final approval of the current PLOs was received via e-mail after our annual Advisory Committee meeting held March 3, 2016. The new PLOs for the department are:

1. **Business Ethics**

Demonstrate knowledge of ethical, legal, and socially responsible business behavior, while maintaining high levels of personal and professional integrity in today’s rapidly changing multi-cultural, team oriented business environment.

1. **Communication/Information Literacy**

Develop and deliver professional oral and written communications (using technology) that are appropriate to the topic, audience, and situation.

1. **Critical Evaluation/Decision Making**

Demonstrate critical thinking and problem solving skills by identifying, understanding, and applying basic theories, terminology, and practices related to each functional area of business.

1. **Interpersonal Skills**

Develop the interpersonal (“soft”) skills necessary to build and maintain effective working relationships with internal and external business stakeholders.

The Program Map for the A.A.S. in Business Technology degree matches PLOs with each business course in the curriculum. Table 4.4. identifies the major course(s) where each PLOs is assessed, the specific Course Learning Outcomes (CLOs) that are aligned with each PLO, and the assessment method *(direct evidence: presentation, speech, test, essay, projects, displays, demonstration of skills and indirect evidence: surveys, informal feedback, results from WDYT?)* and theassessment tools *(rubric, scoring guide, etc.)* used to directly assessed the PLOs.

**TABLE 4.4 Overview of Program Learning Outcomes Assessment Plan**

Department: Business Technology Degree program: A.A.S. in Business Technology

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Course(s) where assessed** | **Specific CLO(s) aligned with this PLO** | **Direct**  **Assessments** | | **Indirect Assessments** |
|  |  |  |  | **Assessment methods** | **Assessment tools (rubric, scoring guide, or other quantitative tool)** |  |
| **Year** | **Program Learning Outcome:** |  |  |  |  |  |
| 17-18 | PLO 1: Business Ethics  Demonstrate knowledge of ethical, legal, and socially responsible business behavior, while maintaining high levels of personal and professional integrity in today’s rapidly changing multi-cultural, team oriented business environment. | BA226 Business Law  BT105 Business Ethics | CLOs 1 – 12  CLOs 1 – 8 | Comprehensive Final Exam  (specific questions are tied to CLOs)  Code of Ethics | Student score on Final Exam  Rubric | What Do You Think (WDYT) evaluations  Employer feedback |
| 17-18 | PLO 2: Communication/  Information Literacy  Develop and deliver professional oral and written communications (using technology) that are appropriate to the topic, audience, and situation. | BA214 Business Communications | CLOs 1 – 9 | Create and present a Final Report  (on-line students post their report to the Discussion Board) | Rubric | Diagnostic self-assessment  What Do You Think (WDYT) evaluations  Employer feedback |
| 18-19 | PLO 3: Critical Evaluation/Decision Making  Demonstrate critical thinking and problem solving skills by identifying, understanding, and applying basic theories, terminology, and practices related to each functional area of business. | BA101 Introduction to Business  BT265 Writing a Business Plan (Capstone) will be added later once the class is reconfigured | CLOs 1, 4 – 8, 10, and 11 | Chapter quizzes  Major Exams  Business Plan Worksheet | Student scores  Student scores  Rubric | What Do You Think (WDYT) evaluations  Employer feedback |
| 16-17 | PLO4: Interpersonal Skills  Develop the interpersonal (“soft”) skills necessary to build and maintain effective working relationships with internal and external business stakeholders. | BT111 Conflict Management | CLOs 1 – 8 | Final Reflection Paper | Rubric | Conflict Management Style Self Assessments  What Do You Think (WDYT) evaluations  Employer feedback |

* How does your PLO assessment inform program or department changes in curriculum and/or prerequisites?

**TABLE 4.6 Program Learning Outcome Assessment Cycle**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Learning Outcome Assessment Plan** | **Assess** | **Adjust** | **Confirm/**  **Re-assess** |
| **PLO 1: Business Ethics**  Demonstrate knowledge of ethical, legal, and socially responsible business behavior, while maintaining high levels of personal and professional integrity in today’s rapidly changing multi-cultural, team oriented business environment. | 17-18 | 18-19 | 19-20 |
| **PLO 2: Communication/ Information Literacy**  Develop and deliver professional oral and written communications (using technology) that are appropriate to the topic, audience, and situation. | 17-18 | 18-19 | 19-20 |
| **PLO 3: Critical Evaluation/ Decision Making**  Demonstrate critical thinking and problem solving skills by identifying, understanding, and applying basic theories, terminology, and practices related to each functional area of business. | 18-19 | 19-20 | 20-21 |
| **PLO4: Interpersonal Skills**  Develop the interpersonal (“soft”) skills necessary to build and maintain effective working relationships with internal and external business stakeholders. | 16-17 | 18-19 | 19-20 |

**FIGURE 4.1 ONE-YEAR REVIEW OF LEARNING OUTCOME ACHIEVEMENT**

|  |  |
| --- | --- |
| ONE-YEAR REVIEW OF LEARNING OUTCOME ACHIEVEMENT | |
| **Course or Program Learning Outcomes** | |
| Department: Business Technology Review Date: April 2017  Program: A.A.S. in Business Technology | |
| Complete List of Learning Outcomes Reviewed | |
| 1. (Give the number and full text of the PLO and CLOs that align with it)   Only PLO4 was reviewed for the current year.  PLO4**:** Develop the interpersonal (“soft”) skills necessary to build and maintain effective working relationships with internal and external business stakeholders.   * CLO1: Compare and contrast conflict management and conflict resolution. * CLO2: Identify common sources and types of conflict found in the workplace. * CLO3: Identify the positive and negative aspects of conflict in the workplace. * CLO4: Compare and contrast the major conflict management styles found in a variety of conflict management style self-assessment instruments. * CLO5: Identify strategies to manage conflict caused by work-related stress and anger issues. * CLO6: Identify the major approaches in conflict management and determine which ones are over-utilized and under-utilized. * CLO7: Using various self-assessment instruments, identify your dominant conflict management style and in which workplace situations it would be most/least effective. * CLO8: Learn problem solving, interpersonal/conflict resolution, assertiveness, cooperation, avoidance, collaboration and other strategies to effectively deal with conflict. | |
| **Summary of Direct and Indirect Evidence Reviewed:**  See Table 4.7 and Figure 4.2  Proficiency is based on scoring 80 percent or higher. Based on the data from the past year, the majority of students are proficient in all of the course outcomes, except the ability to compare and contrast the various conflict management style assessment instruments used in class.  **BT111 WDYT COMMENTS (11 sections from Fall 2013 – Winter 2017)**  I am getting exactly what I wanted from this class; a really good look at myself!  Dr. Wade provides the tools and information for a successful and on-going learning experience for his class. We can take the information and tools to use in our future work and personal lives.  Thank you so much for adding it to the required list of classes for the AAS Business Technology degree. I will use this information in every area of my life.  This was a perfect class to really help me see and solidify some of my personal traits.  Great class! I learned so much about myself! Very eye opening, and kind of crazy how close to home the answers hit when you see a pattern develop between your management styles.  Between all the assessments we did, I can see a trend in my behavior.  This class helped me identify my conflict management style that I use and identify other conflict management styles others may be using on me.  This class gave me more weapons in my arsenal for success!  Human Relations in Organizations kind of touched on conflict management, but going more detailed into the subject was fun and I enjoyed the assessments. It was interesting seeing my preferred conflict management style.  I learned a lot in this class and I learned a lot about me from this class.  I totally enjoyed this class and have been able to apply it to my life since day one.  I really liked the assessments though; they were very interesting to me and a good source of information that I could use later.  The final paper was very time consuming, but it did really tie together what we learned this term.  I look forward to using these assessments in the future. | **Description of changes implemented:**  The majority of students were able to achieve 80 percent or higher (proficiency) for five of the six sections in the final reflection paper. Slightly more than half of the class were able to compare and contrast the various conflict assessment instruments used in class at an 80% or higher level. However, that means almost half were not able to do so. Additional instruction in this area will be addressed in future classes.  Of the students scoring less than 50% on the various sections of the final paper, 11 students (9%) did not submit the paper, yet completed all of the other work in the class. While they had the knowledge to complete the paper, there is no way to determine if they have mastered the outcomes or not. Raising the point value of the final paper will encourage more students to complete it. |
|  | |
| **Looking Forward; Adjustments Planned and Additional Resources Needed** | |
| 1. What changes to the program are being proposed for the next three-year review cycle based on the outcomes evidence?   After reviewing the BT111 Conflict Management course outline, it was evident that the assessment methods listed did not truly reflect what was occurring in the class. As is often the case, course when outlines are developed for new courses, the assessments are written in very generic terms. For example, this course listed these assessment methods for almost every CLO:  Role-playing, case analysis, discussions, self-assessment instruments, quizzes, exams, and written documents.  Since this class is only offered on-line, the opportunity for role-playing is limited, at best. Written documents is also a very vague term.  The course outline has now been revised to include more accurate assessment methods, such as:  Complete several self-assessment instruments to determine your most preferred and least preferred conflict management style.  Summarize the results in a written reflection paper that includes how conflict affects the workplace, an analysis of major conflict management styles, description of assessment instruments, comparison of assessment results, situations for using each conflict style, and personal application of how you will deal with conflict based on what you learned. | |
| 1. What will be required in terms of time, money and material resources to carry out those changes?   This was a simple change to make based on what was actually occurring in the course. However, going forward, reviewing all course outlines to ensure that the assessment methods move from generic terms to what is really happening in the course will take time. If multiple instructors are involved in teaching particular classes, then time to train everyone in the same assessment technique will be required. | |

Adapted from the work of Stiehl and Null, *The ASSESSMENT Primer*, 2017.

**TABLE 4.7 DISTRIBUTION OF SCORES OF FINAL REFLECTION PAPER (BT111 CONFLICT MANAGEMENT: SPRING 2016 – WINTER 2017**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score (%)** | **Clearly describes how conflict affects the workplace** | **Identifies and compares major conflict management styles** | **Compares and contrasts conflict style assessment instruments** | **Correctly identifies personal conflict styles used most/least** | **Describes situations where each conflict style is appropriately used** | **Provides personal application of how to deal with conflict in the future** |
| **90-100** | 52% | 75% | 46% | 75% | 71% | 79% |
| **80-89** | 36% | 9% | 10% | 11% | 8% | 1% |
| **70-79** | 0% | 4% | 4% | 0% | 1% | 0% |
| **60-69** | 2% | 1% | 15% | 1% | 5% | 2% |
| **50--59** | 0% | 2% | 6% | 0% | 0% | 2% |
| **< 50** | 10% | 9% | 19% | 13% | 15% | 16% |

BT111 Conflict Management is the class that the department chose to meet Program Learning Objective 4: Develop the interpersonal (“soft”) skills necessary to build and maintain effective working relationships with internal and external business holders. The ability to recognize conflict and deal with it appropriately is one part of meeting that objective. As part of this class, students are required to complete a final reflection paper that summarizes what they are learned in the class. The paper is divided into six sections in which the student must articulate the following:

* Clearly describes how conflict affects the workplace
* Identifies and compares major conflict management styles
* Compares and contrasts conflict style assessment instruments
* Correctly identifies conflict management styles personally used the most and least
* Describes situations where each conflict style is appropriately used
* Provides personal application of how to deal with future conflict situation

One section of BT111 Conflict Management was taught each term during Spring 2016, Summer 2016, Fall 2016, and Winter 2017. Grades were compiled for each section of the final reflection paper for 124 total students enrolled in BT111. Table 4.7 and Figure 4.2 show the distribution of scores (by percentage) for each section of the final reflection paper. Table 4.7 shows the percent of students in each grade range, while Figure 4.2 shows the number of students.

**FIGURE 4.2 BT111 FINAL REFLECTION PAPER RESULTS (Spring 2016 – Winter 2017)**

* Program map(s) for certificate or degree programs:
  + Describe any program changes (if applicable) that were a result of the mapping process.

As a result of the mapping process, the following changes are proposed for the 2017-18 academic year:

For the AAS in Business Technology degree, the Management option and the Marketing option have been merged into one option (Management and Marketing). Many students often meet the requirement for both options and those who choose the general degree (no options – just 15 credits of business electives), classes are taken from each area. Two classes from each of the previous tracks were kept to form the new track.

Our current AAS degree allows SP100 to fulfill the speech requirement, but several members of our Advisory Committee suggested that a *public speaking class* (specifically SP111) should be required instead. No changes will be made for next year, but we will continue to investigate whether to make that change later.

* Faculty Development:
  + Highlight key or innovative teaching approaches and methodologies. Describe any service learning, social, civic, cultural, flipped learning, gamification and/or economic components of note.

Working with many forms of blended technology, Joyce Graham encourages business students to apply their advancing writing/technology skills to real-world problems, creating tutoring groups in all classes, and modifying her teaching style to a greater use of inquiry-based instruction, working to motivate students to improve their problem-solving skills by active participation in the educational forum.

This spring, Melissa Polen will be attending a 3-month conference on using growth mindset strategies in the classroom. These strategies are designed to help students understand that challenges can be seen as opportunities of something they have yet to learn. With student success always the focus, giving students a growth mindset is important. Melissa will be piloting these strategies in her CS125ww spring session.

At our annual College Now meeting held in the Fall, we learned that some of the high schools have incorporated “infographics” into their curriculum. Infographics is a method of conveying information for presentations and reports (use of charts, patterns, pictures to help present data. Learning from our K-12 colleagues, we have incorporated that component into the BT114 Business English II class.

Ted Willhite is now teaching BA211 Financial Accounting students about the Accounting Technology Ecosystem.  Currently he is briefly mentioning how accountants capture data. Moving to a three-term accounting sequence, this will become a unit in class instead of a brief mention.

* + What faculty development resources do you need to strengthen these approaches and methodologies, and to support faculty in their understanding and application of outcome-based principles of instructional design and assessment?

Faculty continue to take advantage of professional growth funds to attend conferences and workshops, resulting in current information incorporated into their respective classes. These conferences generally deal with subject matter issues, rather than instructional design and assessment.

Internal training provided by Lori Sours and team has been the primary source of learning about outcome-based principles and assessment. That is likely to continue.

**Section Five - Significant Changes**

Based on the results of your outcomes assessment and other information, describe recent/anticipated changes (2017-18), such as:

* Major curricular changes (e.g., reduction in electives to support guided pathways and completion, new/discontinuing degrees/certificates/courses, etc.)

**BA130** **Concepts in Computing I** - We will replace this current requirement with CS60 PC Basics since students entering BA131 do not have the files management skills needed. CS60 offers more of what our students need, rather than the CS120 content used in BA130.

**BA131** **Introduction to Business Computing** – This class consists of the Word, PowerPoint, and Excel portions of the Microsoft Office Suite. We used to teach students how to use the e-mail and calendar features of Outlook, but were told that the college would no longer support that. Now, we recently heard that the computer labs have a link to Office 365, so this would be a good time to put this back into the outcomes for this class. In addition, our Business Advisory Committee indicated that Google e-mail is commonly used by the high schools and by younger students. So far, our demographics indicate that we are not serving a large number of millennials, so staying with Outlook may be satisfactory for now.

**BA206** **(Management Fundamentals)** –We have felt for years that the sequence of management classes were BT101 Human Relations in Organizations, BT102 Introduction to Supervision, BA206 Management Fundamentals, and BA224 Human Resource Management. JoAnne Beck, student and Advisory Committee member, commented that it would be more helpful to take BA224 Human Resource Management prior to BT102. This will be an advising issue.

Our Advisory Board mentioned that **BA228 Computer Accounting Applications (Quickbooks)** is a little too basic and we should consider moving to the “cloud”, as well as giving students opportunities to explore other accounting software options. While the department cannot afford to teach a variety of software programs due to licensing fees, students could research and report to the class other accounting options that businesses use.

**BT114 Business English II** – Joyce Graham mentioned that “infographics” are one way of conveying information for presentations and reports (use of charts, patterns, pictures to help present data. At our annual College Now meeting held in the Fall, we learned that some of the high schools have already incorporated infographics into their curriculum.

**BT115 Editing and Proofreading** has been deleted from the curriculum, as its content is covered in other writing classes.

**PSY201/SOC204/TA141** deleted from the AAS degree. Students already are required to take ECON115 Introduction to Economics to fulfill the social science requirement.

**BA243 Social Media Marketing** will moved from the Business Technology: Marketing option to a core requirement for every student on the two-year AAS degree.

**BT165 Writing a Business Plan** will be reconfigured into a “capstone” class and renumbered BT265. It will be an option to BA280 Cooperative Work Experience/Business on the AAS in Business Technology degree.

**BA238 The Art of Selling** – Bob Bagwell has developed this new course during 2016-17 do be offered for the first time as an elective during Fall 2017. Because of the RIF and the subsequent reduction in existing sections, it will now be placed on hold until such time as budgets allow for the expansion of programs.

The practical accounting sequence (**BT151-BT161-BT171**) is required of the Accounting Assistant track on the Business Assistant certificate, as well as the Accounting option on the AAS in Business Technology degree. All students are required to take BT151 Practical Accounting I, but we have difficulty in filling BT161 and BT171, even when offered on a staggered schedule on both the Riverside and Redwood campuses. Enrollment in the transfer accounting series (BA211 Financial Accounting and BA213 Managerial Accounting) is good and we are able to offer it on both campuses, as well as on-line, several times a year.

The department switched to the two-term transfer accounting sequence several years ago to align with Southern Oregon University, yet many community colleges still offer a three-term sequence (**BA211 Financial Accounting I, BA212 Financial Accounting II, and BA213 Managerial Accounting**). Students have to take all three classes in order to meet the BA211-BA213 two-term sequence at SOU. The advantage to moving back to a three-term sequence is the material can be covered at a slower pace (7-9 chapters per term, rather than 14 per term). This allows the instructor to go deeper into many subject and the students are able absorb the material better, resulting in higher completion rates.

This resulting change would allow the department to eliminate the Practical Accounting series. All students (transfer and CTE) would be required to take BA211 Financial Accounting I and BA212 Financial Accounting II. This will give them a solid foundation in financial accounting that every business student should have. Only accounting majors and transfer students would be required to take BA213 Managerial Accounting. The drawback to the three-term sequence is that there will be some confusion for students transferring to SOU since they only require BA211 and BA213. In the past, students would try to just take those two classes and skip BA212. By making BA212 a prerequisite to BA213 and requiring the whole sequence to be completed for transfer credit, that should help reduce the confusion.

* New/discontinuing policies

Over the years, the department has faced the issue of students changing their major to business, but having already completed CS120 Concepts in Computing I. Our program requires BA131 Introduction to Business Computing instead. While some of the outcomes and information overlaps, they are clearly not the same class. However, we have been very liberal in granting credit for CS120 on our CTE programs because we did not want to penalize the student by having them take 4 additional credits of BA131. However, the depth of coverage of Word, Excel, and Power Point in CS120 does not meet the level of proficiency that our business students need (as supported by our Advisory Committee). As previously stated, the content is similar, but not the same. Computer Science has never granted CS120 credit for BA131 for that very reason. Because we feel so strongly about the foundational skills gained in BA131 and the business emphasis of the class, the department will no longer accept CS120 as meeting the BA131 requirement beginning with the 2017-18 academic year.

* New faculty/staff or anticipated vacancies

Dr. Randy Wade is retiring at the end of August 2017 and will do a transition teach-out year through June 2018. His position will not be replaced, but rather, it will be absorbed within the department and he will continue to teach on an adjunct basis.

Alice Temple, department secretary, will retire in August 2017. Her position support multiple departments in “F” building at the Redwood Campus and will need to be filled.

* New/discontinued collaborations and partnerships

With the merging of the Management and Marketing options, **BA224 (Human Resource Management)** was scheduled to be discontinued. After meeting with our Advisory Committee in March, it was obvious that was a decision to which they were very much opposed. Our rationale was that our current class was at a higher level than our students needed. Taking a step back, we have reconsidered our plan to drop the class. Instead, we will be collaborating with the Rogue Valley chapter of the Society for Human Resource Management (SHRM) to determine what an entry-level human resource curriculum would look like and if there is enough demand for a Human Resource Assistant CPC. Due to the current RIF, it is not likely that we will go forward with this plan.

**Section Six - Institutional Learning Outcomes (ILOs)**

As part of the initial ILO process at RCC, the Business Technology department revised all course outlines during the summer/fall 2010 quarter, incorporating ILOs and CLOs. This was prior to the existing school of thought that fewer ILOs per course are better, so course outlines listed multiple ILOs for each Course Learning Outcome. A matrix was prepared listing all business courses and their respective ILOs. Those courses that listed ILOs the most were determined to be the most important ones for the department to focus on.

The ILOs and courses that we felt (at the time) represented key assessment points were as follows:

|  |  |
| --- | --- |
| BA226 Business Law | AK1 – Demonstrate the ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks. |
| BT114 Business English | AL5 – Use technological tools to research new information, solve problems, and communicate effectively.  COM2 – Express ideas clearly in oral, written and visual work. |
| BT160 Business Math | AK2 – Integrate previous and new learning, along with practical skills, to solve problems.  AK4 – Use numeracy skills for interpretation, synthesis, and analysis of data. |

At the end of each quarter, faculty teaching these three classes enter the proficiency level that students have attained for each ILO when grades are turned in. To our knowledge, no analysis of this information has been undertaken.

While the ILOs are still important for our department, we anticipate that the classes where they are measured will change to match our overall Program Learning Objectives. The classes we will focus on beginning in 2017-18 will be:

* BA101 Introduction to Business
* BA214 Business Communications
* BA226 Business Law
* BT105 Business Ethics
* BT111 Conflict Management
* BT265 Writing a Business Plan (Capstone)

**Section Seven – Summary**

* Describe the major strengths, challenges, and themes that emerged from your department/program review.

**STRENGTHS:**

* Faculty are all business professionals with master’s degrees or above.
* Continuity of mentorship and leadership.
* Strong sense of comradery within the teaching team.
* Good conflict management capabilities.
* High level of interdepartmental communication.
* Excellent administrative assistance.
* Teachers focus on meeting the needs of the students.
* Self-directed in nature, with strong sense of volunteerism.
* High level of subject expertise across the teaching team.
* Department is highly competent in technology which is fundamental to business today.
* Demonstrated ability to do more with less.

**CHALLENGES:**

Although course completion rates are high, program completion rates are low. This is a problem across departments. Although the college is focused on completion, it should be noted that many students come to RCC for a few classes in order to gain job readiness skills. After a term or two, they become employed. While this impacts our overall completion rate, it is still a measure of success.

Potential for flat to declining enrollment in the years ahead. The question is how we continue to offer fresh classes and programs, while marketing to other demographics not currently being served.

Student economic and social hardships continue to challenge the learning environment.

Technology will continue to provide alternatives to traditional business education. We have been a leader in on-line education, but not all students are suited for that mode of delivery. What can we do to offer traditional classroom instruction, while maintaining the most bang for our buck?

Reduced enrollment may linked to the perception of the value of attaining a college degree. This is another marketing issue to educate potential students that education pays.

Reduction in sections because of the current RIF will result in declining tuition income/FTE reimbursement, as well as making it more difficult for students to complete their programs in a timely manner.

With fewer full-time faculty, student advising will become a major issue. Currently business advisors have between 70-100 advisees (well beyond the number listed in the Collective Bargaining agreement). The number of advisees will only increase per faculty member.

**THEMES:**

* Specialized offerings could be more valuable in the years ahead (i.e., Human Resource Assistant CPC).
* Certification in specialized areas of business might be an attractive theme (i.e., a certificate in Business Privacy Policy Development).
* A business engagement theme could be attractive in tying local businesses to students through capstone courses that offer business plan development for small businesses.
* Pursue Certification in:
  + Microsoft Office components
  + QuickBooks Pro
  + Certified Bookkeeper

**Section Eight - Attachments**

* Program map for AAS in Business Technology degree (See Appendix)
* Sample syllabus

**BA131 INTRODUCTION TO BUSINESS COMPUTING**

**COURSE SYLLABUS**

**Melissa Polen, Instructor**

**Email:** [**mpolen@roguecc.edu**](mailto:mpolen@roguecc.edu) **or Blackboard Email**

**Telephone: 541-956-7500 ext. 7075**

**Office Hours: TBA & Posted in Blackboard**

**Course Title:** Introduction to Business Computing

**Institution:** Rogue Community College

**Type of Course:** Transfer

**Length of Course:** A minimum of forty (40) lecture hours per one term.

**Prerequisites:** BA130 or CS120 or documented proficiency

**Department Assignment:** Business Technology

**Department Mission Relationship:**

BA131 Introduction to Business Computing is a first-year required course for business majors designed to prepare students to successfully use the applications of Microsoft® Office 2016: Word 2016:, Excel 2016, and PowerPoint 2016. This course provides a foundation for subsequent business courses and is designed to prepare students to perform virtually any business task associated with the Microsoft® Office 2016 suite.

**Course Description:**

Covers basic computer applications for business. Students will gain hands-on experience with Microsoft Office 2016 applications using file management, word processing, spreadsheet, media presentation, and desktop information management software to create a variety of business documents, spreadsheets, and PowerPoint slide shows. Students must have access to the following Microsoft applications: Word 2016, Excel 2016, and PowerPoint 2016.

**Institutional Learning Outcomes:**

|  |  |
| --- | --- |
| **Personal Growth** | Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others. |
| **Communication** | Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work. |
| **Approach to Learning** | Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations. |
| **Critical Thinking** | Students can recognize own and others’ assumptions and cultural contexts, raise significant and relevant questions, demonstrate an ability to seek, organize, analyze, and interpret data, foresee consequences of actions, and engage in behaviors that support sustainability. |
| **Application of Knowledge** | Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks. |

**Intended Course Outcomes and key ILO (Institutional Learning Outcomes) indicators:** Typical assessments may include but are not limited to the following table. On successful completion of this course, students will be able to:

|  |  |  |
| --- | --- | --- |
| **Intended Outcomes:** | **Assessment Methods:** | **Key ILO Indicators:** |
| 1. Prepare business documents using *Word 2016*; analyze data using *Excel 2016;* prepare presentations using *PowerPoint* 2016; manage information by integrating Excel, Word, and PowerPoint *2016*. | 1. Students create a variety of business documents using Word 2016, employing a variety of formatting, styles, layouts, and functions. Students use Excel 2016 to analyze numerical data, prepare worksheets, develop formulas and functions, and generate charts. Students use PowerPoint 2016 to present information in a professional and well-organized format using such features as transitions, animation, and slide building, appropriate design templates and slide layouts, master slides, printing options, and image editing. scoring rubrics; simulated computerized testing on programs. |  |
| 2. Able to utilize the Office 2016 applications as professional management tools. | 2. Students demonstrate file management skills; students must organize and work with Excel spreadsheets, Word documents, and PowerPoint presentations, scoring rubrics; simulated computerized testing on programs. |  |
| 3. Present oral presentations using PowerPoint 2016. | 3. Students participate in class discussions and present an oral presentation to the class utilizing PowerPoint as a public speaking tool; scoring rubrics. |  |
| 4. Follows instructions to learn the functions of Word, PowerPoint, and Excel. | 4. Students follow instructions to learn the functions of the MS Office 2016 applications by preparing business documents, Excel spreadsheets, and PowerPoint presentations; quizzes are based on readings; simulated computerized testing on programs. | **AK 4 - Uses numeracy skills for interpretation, synthesis, and analysis of data.** |
| 5. Analyze and apply Office 2016 technology to solve problems and to complete information-processing tasks efficiently and effectively. | 5. Students must analyze and apply MS Office 2016 technology to produce business correspondence, to prepare spreadsheets, and to create media presentations; scoring rubrics; simulated computerized testing on programs. |  |
| 6. Organizes computerized records in a systemized fashion, merging and integrating source data from different MS Office 2016 applications. | 6. Students demonstrate ability to integrate Excel charts and data into a Word document; to copy selections of a Word document into an Excel worksheet, to integrate Word and Excel material into a PowerPoint presentation; scoring rubrics; simulated computerized testing on programs. |  |

**Required Text and Materials:**

1. Text: Office 2016 Marquee Series by Rutkosky Bundled with the SNAP code.
2. Software: Microsoft Office 2016\*
3. Online access to the internet and to Rogue Online (Blackboard) and SNAP, accessed at https://paradigmpublishing.instructure.com

**\*Please note that this class requires you to have full access to the following Microsoft® Office 2016 applications: Word 2016, Excel 2016, and PowerPoint 2016. (MS Office 2003, 2007, 2013 programs are NOT COMPATIBLE with course requirements.) However, all students have free access to the full set of Microsoft® 2016 applications available in the RCC labs and available for download utilizing the RCC student email address. Not having access to the full Microsoft 2016 applications is not an excuse for not completing assigned work on time. Likewise, extensions will not be given for not having the other required materials.**

**GRADES**

Grades are based on total points accumulated. Students can track their grades through the Blackboard grade book. The breakdown of assignments is below:

Concept Exams: 20 points each (1 attempt per exam – 220 points total)

Assigned Files: 10 points each (110 points total)

Capstone Exams & Files: 100 points (Word, PPT & Excel Separately)

Final Project: 100 points

Extra Credit: 30 points

**Total Points Available (Not Including Extra Credit): 730**

**The grading scale is shown below:**

98 -100% of total points A+

95 - 97% of total points A

92 - 94 % of total points A-

88 - 91 % of total points B+

85 - 87 % of total points B

82 - 84 % of total points B-

78 - 81 % of total points C+

75 - 77 % of total points C

70 - 74 % of total points C-

60 - 69 % of total points D

Below 60 % of total points F

**Grade Benchmarks:**

A-: Must reach no less than 671.6 points

B-: Must reach no less than 598.6 points

C-: Must reach no less than 511 points

**BREAKDOWN OF ASSIGNMENTS**

**Concept Exams:**

Each concept exam is worth 20 points and is a multiple choice exam given in SNAP. Students will have 90 minutes to take the exam and only one attempt. Be sure the thoroughly read the chapter **FIRST** before completing the assignment.

**Homework Files:**

After working through the entire section, students will turn in the requested activity file. Each file is worth 10 points and is to be submitted to the drop box in Blackboard. Students will have 30 minutes from the time that they submit to double check what has been sent to the drop box and if need be, email the corrected file to me.

**Capstones:**

After completing all of the sections within a program, students will complete their capstone work. Capstone work consists of a skill exam and a capstone file worth 100 points collectively. Students will have 3 hours to complete the skill exam portion which will be completed in SNAP. The skill exam is a hands-on, live simulation of the program. Students will have 3 attempts per question to show the correct steps. There is a capstone for Microsoft Word, PowerPoint, and Excel. If a major exam is missed, students will be allowed to make-up the exam at the end of the term with a deduction of 10% from the total score.

**Final Project:**

At the end of the term, students will create an integrated final project utilizing Microsoft Word, PowerPoint and Excel and submit in Blackboard. Students will be present the PowerPoint portion to the class on the last day of class.

**Extra Credit:**

Students will have the opportunity to complete an extra credit concept exam at the end of the term in SNAP. This will be worth 30 points.

**COURSE OUTLINE**

Upon successful completion of BA131, the student will be able to perform the following tasks using Microsoft® Office 2016:

1. Analyze and apply technology to solve problems and to complete information-processing tasks efficiently and effectively.
2. Utilize and customize features in the operating system or efficient use in a business setting.
3. Prepare business documents and correspondence using *Word 2016*. A variety of formatting, styles, layouts, and functions will be applied in various professional situations to create a variety of business documents.
4. Analyze data using *Excel 2016*. Analyze numerical data, prepare worksheets, develop formulas and functions, and generate charts in various business environments.
5. Prepare presentations using *PowerPoint* 2016. Present data and information in a professional and well-organized format using such features as transitions, animation, and slide building, appropriate design templates and slide layouts, master slides, printing options, and image editing.
6. Learn strategies for merging and integrating source data from different *Office 2016* applications.

**COURSE POLICIES**

**Participation:**

Students are expected to participate in this course. This class thrives on communication and working in small and large groups. Success in this course is dependent upon students arriving on time and staying for the duration of the class period. Students are responsible for staying current with the homework assignments. If you miss a class session, you will need to contact someone else in the class for notes.

**Electronic Devices:**

All cellphones and electronic devices must be turned off or set to silent before class. Never answer a cell phone in class, nor text message. If a student is expecting an important phone call, inform your instructor before class. No listening to IPods or other electronic recording devices during class.

**Late Work:**

Because of the departmental and state requirements for this course, **NO LATE ASSIGNMENTS, OR EXAMS WILL BE ACCEPTED. Students are expected to have the required course materials by the start of the term – extensions will not be given for not having the proper supplies**. If you miss an assignment, you will need to rely on the extra credit to make up for the lost points. Do not wait until the due date to begin your work. Start early on the week to ensure that you understand the concepts and skills.

**SNAP – Tech Support:**

It is your responsibility to contact support if you are having computer troubles. You need to configure your computer at the start of the term if you will be working from your home computer. Homework extensions will not be made for computer problems. If your computer does not work, you will need to use a computer on campus.

**Pass/NP/Audit:**

Students are advised that a grade of "C" or better is required for credit toward a certificate or degree. Grades of "Pass," "No Pass," or "Audit" will not count toward graduation, and students should check into their transferability.

**"I" Grade:**

Students requesting an "Incomplete" grade must have completed at least 75 percent of the coursework prior to the last week of class. The "I" grade is intended to provide a student with additional time to complete course requirements due to extenuating circumstances. It is not intended to reward procrastination. An Incomplete is granted at the discretion of the instructor. Students on financial aid should also be aware of the effect that an "I" grade may have on their award status.

**Withdrawal:**

It is imperative that students make certain to follow college policy and the term’s timeline if they plan to withdraw from the class. The responsibility of withdrawing from the class rests with the student to initiate and complete. After the last allowed date to drop, the instructor must assign the grade the student has earned for the work submitted during the term.

**Administrative Drop**:

Students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term. Please see “First Week Check-In” for details on checking into the course to avoid being administratively dropped from the course.

**Americans with Disabilities Act:**Any student who feels that he or she may need academic accommodations for a disability, such as vision, hearing, orthopedic, learning disabilities, psychological or other medical conditions, should make an appointment with the Disability Services Office. For more information, go to <http://www.roguecc.edu/disabilityservices/>

**Discrimination, Harassment and Sexual Violence Policies:**RCC is committed to ensure that its learning and working environments are free from all forms of discrimination and harassment, including sexual harassment. Therefore, it is a violation of College policy for any employee, student or third-party at RCC to engage in these practices.

In addition, RCC has a zero tolerance for sexual assault, stalking, intimate partner or domestic violence, dating violence and workplace violence. Anyone found participating in any of these activities will be subject to disciplinary action and prosecuted in accordance with RCC policies and procedures and Oregon state laws. For more information, go to <http://web.roguecc.edu/title-ix-and-sexual-misconduct>

**Safety:**The College assists in keeping the campus safe, but a safe campus can only be achieved through the efforts and cooperation of all students, faculty, and staff. For information on safety services, go to <https://www.roguecc.edu/safety/>

**Smoking restrictions (Board policy):**

Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to [www.roguecc.edu/TPTF](http://www.roguecc.edu/TPTF)

**STUDENT AND INSTRUCTOR EXPECTATIONS**

**Student Commitment:**

Students should budget adequate time each week for reading the textbook, completing all assignments, and working online. Many times, reading, preparing assignments, and learning new skills take extra practice, which means students may have to read something more than once or practice a function a second, third, fourth, or fifth time in order to fully understand and masterfully incorporate it into their practice with the applications. Students are responsible for keeping up to date with all lessons and assignments and communicating as needed with the instructor.

**Instructor Commitment:**

As your instructor, I will conduct the course with utmost respect, commitment, and integrity. I will follow the course outline as detailed in the course calendar, and should any changes be required, I will announce them well in advance to give you time to adjust. You can count on my availability, and you have the right to expect prompt responses to your questions, comments, and requests. I will grade your work in a timely manner and return it to you with constructive commentary. In sum, I will do my best to help you, but I cannot learn the material for you.

**Student Conduct:**

Enrollment at Rogue Community College carries with it certain obligations and responsibilities regarding standards of conduct which are compatible with the mission and functions of the College as an educational institution and the pursuit of educational goals. The college has identified various standards which maintain the integrity of the institution and promote the welfare of the College community. Students are obligated to certain behaviors and actions. It is expected that students will be responsible College citizens, respecting the rights and freedoms of others, individual differences, and diversity.

Unwillingness or inability to abide by the following standards may result in grounds for disciplinary action:

1. Students shall assist the education process. They shall not obstruct or disrupt teaching or other authorized College activities and functions on College controlled property or in the community. This includes using cell phones during class time. If you must use your phone, then have the courtesy to conduct your conversations outside the classroom. Students shall not have unauthorized entry to college facilities or block access to or egress from such areas.

2. Students are expected to schedule the time necessary to read the text, submit the online quizzes, answer the study questions, and be present to take the tests. I know that many of you work and are taking several classes. Many of you also are raising families. I can appreciate that--I've been there too! However, if you enroll in my class, I expect you to give it your best effort. If you cannot make that commitment, you should drop the class now.

3. Students shall respect individual dignity. They shall not participate in physical or verbal abuse or behave in a manner which threatens or endangers the health or safety of any person on College-controlled property or at College-sponsored or supervised functions. They shall not participate in sexual or other harassment (as defined in RCC Board of Education Policy) of any member of the College community or display conduct which is disorderly, lewd, or obscene.

4. Students shall respect the property of others. They shall not steal or damage property of the College, a member of the College community, or a visitor to College facilities. Students shall only use those College supplies, equipment, and funds that are authorized by College employees for such use.

5. Students shall not use, possess, or distribute alcoholic beverages, illegal drugs, firearms, explosives, dangerous chemicals, substances, instruments, other weapons, or items which can be used to inflict bodily harm or damage on College-controlled property or at College-sponsored or supervised functions.

6. GPA, scholarships, financial aid, and academic probation are all affected by your performance in this class. Remember, **you** earn your grade in this class--it is not given to you. Do not shift the responsibility for your grade to me.

7. I believe that students will conduct themselves in a moral and ethical manner, however, the pressures of school sometimes lead to unethical behavior. Students are expected to practice academic honesty. They shall not cheat; plagiarize; steal examinations or course material; knowingly furnish false information to the College; or forge, alter, or misuse College documents, records, or identification. Conduct that takes advantage of other students will not be ignored and appropriate steps will be taken should such conduct be discovered.

For details of possible disciplinary actions which may be imposed or of the student grievance procedure, please refer to the Student Rights and Responsibilities Statement in the Student Handbook. Students may seek resolution to decisions, conditions, and practices of Rogue Community College through Student Grievance procedures. **Consider this your first and only warning.**

* Link to department/program website

The main Business Technology homepage is located at <http://go.roguecc.edu/department/business-technology>.

Biographies and contact information for faculty (full-time and adjunct) and staff within the department is located at <http://go.roguecc.edu/department/business-technology/faculty-and-staff>.

Course descriptions are located at <http://go.roguecc.edu/department/business-technology/course-descriptions>. Currently only Business Technology (BT) courses are listed. This link needs to be updated to include Business Administration (BA) classes, as well as CS125ww and WR227.

Links to useful business resources are located at <http://go.roguecc.edu/department/business-technology/link-resources>. These resources are updated quarterly and currently include these sites:

* [AccountingCoach.com](http://www.accountingcoach.com/accounting-topics)
* [Annual Reports](http://www.annualreports.com/)
* [Census Population Clock](http://www.census.gov/popclock/)
* [Census Scope](http://www.censusscope.org/)
* [Chronicle of Higher Education](http://www.chronicle.com/jobs)
* [County Offices](http://www.countyoffice.org/)
* [Department of Labor](http://www.dol.gov/)
* [INC. Magazine](http://www.inc.com/)
* [Online Calculator](http://www.ifigure.com/)
* [Oregon Blue Book](http://www.bluebook.state.or.us/)
* [Oregon Business Guide](http://sos.oregon.gov/business/Pages/business-publications.aspx)
* [Quick MBA](http://www.quickmba.com/)
* [Small Business Administration](https://www.sba.gov/)
* [Small Business Recruiting and Hiring Guide](http://nectjobs.com/recruiting/)
* [Small and Home-Based Business Library](http://www.sbdcnet.org/small-business-information-center/home-business)
* [Unemployment Statistics (by state)](http://www.google.com/publicdata?ds=usunemployment&met=unemployment_rate&idim=state:ST130000&q=Georgia+unemployment+rate#met=unemployment_rate&tdim=true)
* [Urban Legends](http://www.snopes.com/)

**APPENDIX**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| * **Supporting Tables**   **TABLE 2.3 ASOT – BUSINESS** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 3 | 1 | 2 |  | **32%** | 6 |
| **Male** | 4 | 3 | 6 |  | **68%** | 13 |
|  |  |  |  |  |  |  |
| **Single** | 3 | 3 | 5 |  | **58%** | 11 |
| **Married** | 1 | 1 | 1 |  | **16%** | 3 |
| **Not Reported** | 3 | 0 | 2 |  | **26%** | 5 |
|  |  |  |  |  |  |  |
| **Asian** | 1 | 0 | 0 |  | **5%** | 1 |
| **Hispanic** | 0 | 0 | 3 |  | **16%** | 3 |
| **Multi-Racial** | 0 | 1 | 0 |  | **5%** | 1 |
| **Not Reported** | 1 | 0 | 0 |  | **5%** | 1 |
| **White** | 5 | 3 | 5 |  | **68%** | 13 |
|  |  |  |  |  |  |  |
| **20-29** | 6 | 4 | 6 |  | **84%** | 16 |
| **30-39** | 1 | 0 | 0 |  | **5%** | 1 |
| **40-49** | 0 | 0 | 1 |  | **5%** | 1 |
| **50-59** | 0 | 0 | 1 |  | **5%** | 1 |
| n = | 7 | 4 | 8 |  |  | 19 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.4 (AS) TRANSFER SOU: BUSINESS** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 16 | 23 | 19 |  | **67%** | 58 |
| **Male** | 6 | 12 | 11 |  | **33%** | 29 |
|  |  |  |  |  |  |  |
| **Single** | 9 | 14 | 14 |  | **43%** | 37 |
| **Married** | 3 | 6 | 9 |  | **21%** | 18 |
| **Not Reported** | 10 | 15 | 7 |  | **37%** | 32 |
|  |  |  |  |  |  |  |
| **American Indian** | 0 | 1 | 1 |  | **2%** | 2 |
| **Asian** | 0 | 0 | 1 |  | **1%** | 1 |
| **Black** | 0 | 1 | 0 |  | **1%** | 1 |
| **Hispanic** | 3 | 3 | 6 |  | **14%** | 12 |
| **Multi-Racial** | 0 | 1 | 3 |  | **5%** | 4 |
| **Not Reported** | 2 | 0 | 0 |  | **2%** | 2 |
| **White** | 17 | 29 | 19 |  | **75%** | 65 |
|  |  |  |  |  |  |  |
| **20-29** | 8 | 18 | 17 |  | **49%** | 43 |
| **30-39** | 11 | 11 | 6 |  | **32%** | 28 |
| **40-49** | 3 | 5 | 6 |  | **16%** | 14 |
| **50-59** | 0 | 1 | 1 |  | **2%** | 2 |
| n = | 22 | 35 | 30 |  |  | 87 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.5 BUSINESS ASSISTANT CERTIFICATE** | | | | | | | |
|  |  |  |  |  | |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | | **Percentage** | **Number** |
| **Female** | 27 | 13 | 47 |  | | **79%** | 87 |
| **Male** | 6 | 8 | 9 |  | | **21%** | 23 |
|  |  |  |  |  | |  |  |
| **Single** | 14 | 9 | 25 |  | | **44%** | 48 |
| **Married** | 6 | 3 | 19 |  | | **25%** | 28 |
| **Not Reported** | 13 | 9 | 12 |  | | **31%** | 34 |
|  |  |  |  |  | |  |  |
| **American Indian** | 0 | 0 | 1 |  | | **1%** | 1 |
| **Asian** | 0 | 0 | 3 |  | | **3%** | 3 |
| **Hispanic** | 1 | 1 | 3 |  | | **5%** | 5 |
| **Multi-Racial** | 1 | 1 | 1 |  | | **3%** | 3 |
| **Not Reported** | 0 | 1 | 0 |  | | **1%** | 1 |
| **White** | 31 | 18 | 48 |  | | **88%** | 97 |
|  |  |  |  |  | |  |  |
| **Less than 20** | 0 | 0 | 1 |  | | **1%** | 1 |
| **20-29** | 6 | 5 | 13 |  | | **22%** | 24 |
| **30-39** | 11 | 7 | 16 |  | | **31%** | 34 |
| **40-49** | 3 | 2 | 13 |  | | **16%** | 18 |
| **50-59** | 8 | 5 | 11 |  | | **22%** | 24 |
| **60-69** | 5 | 2 | 2 |  | | **8%** | 9 |
| n = | 33 | 21 | 56 |  | |  | 110 |
| **TABLE 2.6 BUSINESS INFO SPECIALIST CPC** | | | | | | | |
|  |  |  |  | |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** | |  | **2015-16** | |
|  | **Number** | **Number** | **Number** | |  | **Percentage** | **Number** |
| **Female** |  |  | 14 | |  | **100%** | 14 |
| **Male** |  |  | 0 | |  | **0%** | 0 |
|  |  |  |  | |  |  |  |
| **Single** |  |  | 3 | |  | **21%** | 3 |
| **Married** |  |  | 9 | |  | **64%** | 9 |
| **Not Reported** |  |  | 2 | |  | **14%** | 2 |
|  |  |  |  | |  |  |  |
| **American Indian** |  |  | 2 | |  | **14%** | 2 |
| **Hispanic** |  |  | 3 | |  | **21%** | 3 |
| **White** |  |  | 9 | |  | **64%** | 9 |
|  |  |  |  | |  |  |  |
| **20-29** |  |  | 2 | |  | **14%** | 2 |
| **30-39** |  |  | 4 | |  | **29%** | 4 |
| **40-49** |  |  | 4 | |  | **29%** | 4 |
| **50-59** |  |  | 1 | |  | **7%** | 1 |
| **60-69** |  |  | 3 | |  | **21%** | 3 |
| n = |  |  | 14 | |  |  | 14 |

The BIS CPC was introduced during the 2015-16 academic year

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.7 CUSTOMER SERVICE CPC** | | | | | | | | | |
|  |  | |  |  | |  |  |  | |
|  | **2013-14** | | **2014-15** | **2015-16** | |  | **3 year totals (2013-16)** | | |
|  | **Number** | | **Number** | **Number** | |  | **Percentage** | **Number** | |
| **Female** | 5 | | 1 | 23 | |  | **76%** | 29 | |
| **Male** | 2 | | 1 | 6 | |  | **24%** | 9 | |
|  |  | |  |  | |  |  |  | |
| **Single** | 3 | | 1 | 14 | |  | **47%** | 18 | |
| **Married** | 1 | | 0 | 9 | |  | **26%** | 10 | |
| **Not Reported** | 3 | | 1 | 6 | |  | **26%** | 10 | |
|  |  | |  |  | |  |  |  | |
| **American Indian** | 0 | | 0 | 2 | |  | **5%** | 2 | |
| **Hispanic** | 0 | | 1 | 4 | |  | **13%** | 5 | |
| **Multi-Racial** | 1 | | 0 | 1 | |  | **5%** | 2 | |
| **Not Reported** | 0 | | 0 | 1 | |  | **3%** | 1 | |
| **White** | 6 | | 1 | 21 | |  | **74%** | 28 | |
|  |  | |  |  | |  |  |  | |
| **20-29** | 1 | | 1 | 7 | |  | **24%** | 9 | |
| **30-39** | 1 | | 1 | 9 | |  | **29%** | 11 | |
| **40-49** | 0 | | 0 | 5 | |  | **13%** | 5 | |
| **50-59** | 2 | | 0 | 6 | |  | **21%** | 8 | |
| **60-69** | 1 | | 0 | 2 | |  | **8%** | 3 | |
| n = | 7 | | 2 | 29 | |  |  | 38 | |
| **TABLE 2.8: RETAIL SALES & SERVICE CPC** | | | | | | | | |
|  | |  |  | |  |  |  |  |
|  | | **2013-14** | **2014-15** | | **2015-16** |  | **3 year totals (2013-16)** | |
|  | | **Number** | **Number** | | **Number** |  | **Percentage** | **Number** |
| **Female** | | 0 | 0 | | 9 |  | **64%** | 9 |
| **Male** | | 1 | 1 | | 3 |  | **36%** | 5 |
|  | |  |  | |  |  |  |  |
| **Single** | | 0 | 0 | | 3 |  | **21%** | 3 |
| **Married** | | 1 | 1 | | 7 |  | **64%** | 9 |
| **Not Reported** | | 0 | 0 | | 2 |  | **14%** | 2 |
|  | |  |  | |  |  |  |  |
| **American Indian** | | 0 | 0 | | 1 |  | **7%** | 1 |
| **Hispanic** | | 0 | 1 | | 3 |  | **29%** | 4 |
| **White** | | 1 | 0 | | 8 |  | **64%** | 9 |
|  | |  |  | |  |  |  |  |
| **20-29** | | 0 | 1 | | 1 |  | **14%** | 2 |
| **30-39** | | 1 | 0 | | 8 |  | **43%** | 6 |
| **40-49** | | 0 | 0 | | 1 |  | **7%** | 1 |
| **50-59** | | 0 | 0 | | 3 |  | **21%** | 3 |
| **60-69** | | 0 | 0 | | 2 |  | **14%** | 2 |
| n = | | 1 | 1 | | 12 |  |  | 14 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.9 SMALL BUSINESS MANAGEMENT CPC** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 5 | 5 | 8 |  | **75%** | 18 |
| **Male** | 1 | 3 | 2 |  | **25%** | 6 |
|  |  |  |  |  |  |  |
| **Single** | 3 | 2 | 2 |  | **29%** | 7 |
| **Married** | 1 | 2 | 4 |  | **29%** | 7 |
| **Not Reported** | 2 | 4 | 4 |  | **42%** | 10 |
|  |  |  |  |  |  |  |
| **American Indian** | 0 | 0 | 1 |  | **4%** | 1 |
| **Multi-Racial** | 2 | 1 | 0 |  | **13%** | 3 |
| **Not Reported** | 0 | 1 | 0 |  | **29%** | 7 |
| **White** | 4 | 6 | 9 |  | **79%** | 19 |
|  |  |  |  |  |  |  |
| **Less than 20** | 1 | 0 | 0 |  | **4%** | 1 |
| **20-29** | 1 | 2 | 1 |  | **17%** | 4 |
| **30-39** | 1 | 1 | 6 |  | **33%** | 8 |
| **40-49** | 1 | 2 | 3 |  | **25%** | 6 |
| **50-59** | 2 | 2 | 0 |  | **17%** | 4 |
| **60-69** | 0 | 1 | 0 |  | **4%** | 1 |
| n = | 6 | 8 | 10 |  |  | 24 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.10 RETAIL MANAGEMENT (LTOY)** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 1 | 0 | 2 |  | **38%** | 3 |
| **Male** | 1 | 4 | 0 |  | **63%** | 5 |
|  |  |  |  |  |  |  |
| **Single** | 1 | 1 | 0 |  | **25%** | 2 |
| **Married** | 0 | 1 | 1 |  | **25%** | 2 |
| **Not Reported** | 1 | 2 | 1 |  | **50%** | 4 |
|  |  |  |  |  |  |  |
| **Not Reported** | 0 | 1 | 0 |  | **13%** | 1 |
| **White** | 2 | 3 | 2 |  | **88%** | 7 |
|  |  |  |  |  |  |  |
| **Less than 20** | 1 | 0 | 1 |  | **25%** | 2 |
| **20-29** | 0 | 0 | 0 |  | **0%** | 0 |
| **30-39** | 0 | 2 | 1 |  | **38%** | 3 |
| **40-49** | 1 | 2 | 0 |  | **38%** | 3 |
| n = | 2 | 4 | 2 |  |  | 8 |

The Statewide LTOY Retail Management certificate was discontinued at the end of the 2015-16

academic year due to low enrollment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.11 AAS BUSINESS TECHNOLOGY – GENERAL** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 16 | 10 | 20 |  | **78%** | 46 |
| **Male** | 6 | 6 | 1 |  | **22%** | 13 |
|  |  |  |  |  |  |  |
| **Single** | 7 | 10 | 12 |  | **49%** | 29 |
| **Married** | 5 | 2 | 6 |  | **22%** | 13 |
| **Not Reported** | 10 | 4 | 3 |  | **29%** | 17 |
|  |  |  |  |  |  |  |
| **Asian** | 0 | 1 | 0 |  | **2%** | 1 |
| **Black** | 0 | 0 | 1 |  | **2%** | 1 |
| **Hispanic** | 2 | 1 | 0 |  | **5%** | 3 |
| **Multi-Racial** | 1 | 1 | 0 |  | **3%** | 2 |
| **Not Reported** | 0 | 1 | 0 |  | **2%** | 1 |
| **White** | 19 | 12 | 20 |  | **86%** | 51 |
|  |  |  |  |  |  |  |
| **20-29** | 6 | 5 | 4 |  | **25%** | 15 |
| **30-39** | 8 | 5 | 8 |  | **36%** | 21 |
| **40-49** | 2 | 3 | 4 |  | **15%** | 9 |
| **50-59** | 3 | 2 | 3 |  | **14%** | 8 |
| **60-69** | 3 | 1 | 2 |  | **10%** | 6 |
| n = | 22 | 16 | 21 |  |  | 59 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.12 AAS BUSINESS TECHNOLOGY – ACCOUNTING** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 7 | 9 | 9 |  | **81%** | 25 |
| **Male** | 3 | 2 | 1 |  | **19%** | 6 |
|  |  |  |  |  |  |  |
| **Single** | 0 | 7 | 5 |  | **39%** | 12 |
| **Married** | 3 | 1 | 3 |  | **23%** | 7 |
| **Not Reported** | 7 | 3 | 2 |  | **39%** | 12 |
|  |  |  |  |  |  |  |
| **Hispanic** | 2 | 0 | 0 |  | **6%** | 2 |
| **White** | 8 | 11 | 10 |  | **94%** | 29 |
|  |  |  |  |  |  |  |
| **20-29** | 0 | 3 | 5 |  | **26%** | 8 |
| **30-39** | 4 | 4 | 1 |  | **29%** | 9 |
| **40-49** | 2 | 1 | 1 |  | **13%** | 4 |
| **50-59** | 4 | 1 | 2 |  | **23%** | 7 |
| **60-69** | 0 | 2 | 1 |  | **10%** | 3 |
| n = | 10 | 11 | 10 |  |  | 31 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.13 AAS BUSINESS TECHNOLOGY – MANAGEMENT** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 3 | 4 | 10 |  | **74%** | 17 |
| **Male** | 1 | 4 | 1 |  | **26%** | 6 |
|  |  |  |  |  |  |  |
| **Single** | 3 | 4 | 2 |  | **39%** | 9 |
| **Married** | 1 | 0 | 7 |  | **35%** | 8 |
| **Not Reported** | 0 | 4 | 2 |  | **26%** | 6 |
|  |  |  |  |  |  |  |
| **American Indian** | 0 | 0 | 1 |  | **4%** | 1 |
| **Multi-Racial** | 1 | 1 | 0 |  | **9%** | 2 |
| **Not Reported** | 0 | 1 | 0 |  | **4%** | 1 |
| **White** | 3 | 6 | 10 |  | **83%** | 19 |
|  |  |  |  |  |  |  |
| **20-29** | 1 | 0 | 1 |  | **9%** | 2 |
| **30-39** | 2 | 4 | 5 |  | **48%** | 11 |
| **40-49** | 0 | 2 | 1 |  | **13%** | 3 |
| **50-59** | 1 | 2 | 3 |  | **26%** | 6 |
| **60-69** | 0 | 0 | 1 |  | **4%** | 1 |
| n = | 4 | 8 | 11 |  |  | 23 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE 2.14 AAS BUSINESS TECHNOLOGY – MARKETING** | | | | | | |
|  |  |  |  |  |  |  |
|  | **2013-14** | **2014-15** | **2015-16** |  | **3 year totals (2013-16)** | |
|  | **Number** | **Number** | **Number** |  | **Percentage** | **Number** |
| **Female** | 3 | 2 | 3 |  | **89%** | 8 |
| **Male** | 0 | 1 | 0 |  | **11%** | 1 |
|  |  |  |  |  |  |  |
| **Single** | 1 | 1 | 1 |  | **33%** | 3 |
| **Married** | 1 | 0 | 0 |  | **11%** | 1 |
| **Not Reported** | 1 | 2 | 2 |  | **56%** | 5 |
|  |  |  |  |  |  |  |
| **American Indian** | 0 | 0 | 1 |  | **11%** | 1 |
| **Hispanic** | 0 | 1 | 0 |  | **11%** | 1 |
| **White** | 3 | 2 | 2 |  | **78%** | 7 |
|  |  |  |  |  |  |  |
| **Less than 20** | 0 | 0 | 1 |  | **11%** | 1 |
| **20-29** | 0 | 2 | 2 |  | **44%** | 4 |
| **30-39** | 0 | 1 | 0 |  | **11%** | 1 |
| **40-49** | 0 | 0 | 0 |  | **0%** | 0 |
| **50-59** | 0 | 0 | 0 |  | **0%** | 0 |
| **60-69** | 3 | 0 | 0 |  | **33%** | 3 |
| n = | 3 | 3 | 3 |  |  | 9 |

BT101 Human Relations in Organizations

BA131

Intro to Business Computing

Entry Requirements:

Placement Test

Advising

**Program Learning Outcomes (PLOs)**

1. **Business Ethics:** Demonstrate knowledge of ethical, legal, and socially responsible business behavior, while maintaining high levels of personal and professional integrity in today’s rapidly changing, multi-cultural, team-oriented business environment.
2. **Communication/Information Literacy:** Develop and deliver professional oral and written communications (using technology) that are appropriate to the topic, audience, and situation.
3. **Critical Evaluation/Decision Making:** Demonstrate critical thinking and problem solving skills by identifying, understanding, and applying basic theories terminology, and practices related to each functional area of business.
4. **Interpersonal Skills:** Develop interpersonal skills (soft skills) necessary to build and maintain effective working relationships with internal and external business stakeholders.

Business Technology AAS

Program Map

2/6/17 R Bagwell; 2/8/17 R Wade  
2/13/17 M Polen; 4/10/2017 M. Polen;

4/17/2017

MTH20 Pre-Algebra or equivalent PT score

P

RD90 College Reading or equivalent PT score

CS60 PC Basics I

P

BA218 Personal Finance

BT111 Conflict Management

BA226 Business Law

BT105 Business Ethics

BA214 Business Communications

BT160 Business Math

CS125ww Word Processing Applications

BA211 Financial Accounting I

BA280 Cooperative Work Experience

OR

BT265 Capstone Business Plan Course

BA223 Principles of Marketing

BA101 Introduction to Business

**Below: Courses that must be completed before starting program (or placement test score met).**

P

BA243 – Social Media Marketing

BT113 Business English I

BT114 Business English II

LIB127 Intro to Library Research Methods

Color Key

Electives

Courses in other departments

BA109 Ready, Set, Work – Techniques for landing a job.

WR90 College Writing or equivalent PT score

BT178 Customer Service

ECON 115 Introduction to Economics

One of the following:   
HE 112, HE250, HE252, HE261, HPE 295

BT102 Intro to Supervision

Elective

BA206 Management Fundamentals

BT121 Digital Marketing and e-commerce

BT106 Advertising

Management & Marketing Track

Accounting Track

BA212 Financial Accounting II

Elective

BA213 Managerial Accounting

BA177 Payroll & Tax Procedures

BA228 Computer Accounting Applications

CS125 application (except ww or ss)

Any foreign language

WR227 Technical Writing

Econ 201 Microeconomics

BA285 Applied Business Apps: Excel

Econ 202 Macroeconomics

BA213 Managerial Accounting

**ELECTIVE OPTIONS**

BA224 Human Resource Management

One of the following: SP100, SP111, SP115, SP218, or COMM225

BT250 Entrepreneurship

BA249 Retail Management

4

1

2

3

3

Intended Roles:

1