

BUSINESS & AVIATION DEPARTMENT/BUSINES PROGRAM DEPARTMENT & PROGRAM REVIEW ACADEMIC YEAR 2023-2024

To better align academic and operational reviews, Academic Program Reviews (APR) and Administrative Unit Reviews (AUR) are now known as Department & Program Reviews (DPR).

Section 1: Report on Previous Goals & Requests

Please limit your response to 250 or fewer words.

What goals did you set in your last APR/DPR? What requests did you make? Briefly explain the status and/or outcome of these goals and requests.

Below are the goals from the business program's last APR, along with the status/outcome of each goal:

- **Continue to create online versions of face-to-face Business courses in order to increase the overall number of Business courses with an online version.**
 - Enrollment demand continues to move towards online courses and away from in-person instruction. All business courses, except for one, are now available online.

- **Re-establish a dedicated business advisory board.**
 - The business advisory board was re-established after the last APR and met over the first three years as allowed with COVID restrictions in place. Turnover in the board through retirements and career relocations left the board without enough input to make the advice broad based and factual. In fact, the leadership of the advisory group has always wanted to rely on broad based data, rather than a few opinions, to decide the direction of the program. This is reflected in the prior membership of a local economist and personnel agency, and the program's desire to use data from LinkedIn to help make decisions.

The program is currently investigating platforms or software (such as Qualtrics) that will allow the program to poll students and alumni groups regarding needed courses, delivery modes, etc. as well as utilize those connections for internships and employment leads for new graduates.

- **Investigate adding new Business degrees and updating our office assistant certificate.**
 - Less is more in the business program as we removed the one-year marketing certificate, and the two-year management degree. The marketing certificate was removed due to low enrollment and the Management degree was removed as it was nearly identical to the Business Administration degree. The program is currently in the process of adding a six-month certificate, based upon requests from our K12 partners, that is a subset of our most popular two-year degrees.

- **Investigate the following possible course curriculum changes based on industry trends and needs:**
 - **Adding another finance course to bolster our students' financial education;**

- BA 218 Personal Finance has been added and is a required course in all two-year degrees except for the AST.
- **Adding an income tax course**
 - This course continues to be delivered by Community Education group at COCC.
- **Adding a dedicated business-focused Microsoft Excel course**
 - BA 220 Business Analysis and Budgeting was created to fulfill this mandate. However, it was later dropped, with the business specific content added to CIS 125E Excel, as there was significant overlap between CIS 120, CIS 131, CIS 125E and BA 220. To make up for the four credits removed from several degrees, a new requirement of CIS 197WP (WordPress) OR CIS 195 (Web Development I) OR CIS 183C (Introduction to Cybersecurity)" was added to boost the technical knowledge needed by business students outside of Excel.
- **Increasing the instruction of business operations and processes in our BA 207 Management Fundamentals II course which would then remove the need to offer BA 286 Business Processes**
 - Completed
- **Combining branding and advertising curricula in a single course (Marketing Principles II).**
 - The program did not combine branding and advertising into one course. Since the program had moved away from offering the stand-alone Advertising course in favor of BA 233 Internet Marketing, it was suggested during the last APR process to investigate the combination of the old Advertising course with our Branding course. In the interim, BA 232 Branding course became part of the Graphic Design program. Now that the Marketing Certificate is no longer offered, students do not need additional Advertising instruction.

Section 2: Fulfilling Your Mission

Please limit your response to 500 or fewer words.

What is your program or discipline mission statement, and how have you fulfilled this mission since your last APR/DPR?

- **The mission of the business program:** “The Business Discipline at Central Oregon Community College is committed to providing *everyone* a quality education that supports student learning, enhances student advancement and success, and meets the diverse workforce needs of our community; we accomplish this through our Associate of Science Oregon Transfer (ASOT) Business degree, Associate of Applied Science (AAS) Business Administration degrees, and our Certificate degrees. Our students will have an education based on both theory and applied learning that will create value for their stakeholders and society-at-large.”

The business program fulfills its mission by offering a diverse array of degree options designed to cater to the varied needs of the community. Through the Associate of Science Oregon Transfer (ASOT/AST) Business degree, Associate of Applied Science (AAS) Business Administration degrees, and Certificate programs, we strive to provide everyone with access to a quality education that supports student learning, enhances advancement, and meets the evolving needs of the workforce.

Our ASOT/AST Business transfer degree serves as a pathway for students planning to transfer to four-year institutions, ensuring a seamless transition to pursue further education in business-related fields. This degree equips students with a strong foundation in business principles, coupled with general education courses that foster critical thinking and communication skills essential for success in higher education and beyond.

For those seeking immediate entry into the workforce, our AAS Business Administration degrees offer practical, hands-on training tailored to meet industry demands. With a focus on applied learning, these programs provide students with the knowledge and skills necessary to excel in various business environments. From management and marketing to finance and entrepreneurship, our curriculum is designed to prepare students for diverse career opportunities and professional growth.

Additionally, our Certificate programs provide targeted training in specific areas of business, allowing students to acquire specialized skills quickly and efficiently. Whether pursuing a career change or seeking to enhance existing skills, these programs offer flexible options for students to meet their educational and career goals.

Central to our mission is the integration of theoretical knowledge with real-world application, ensuring that students graduate with both the conceptual understanding and practical experience necessary to create value for their stakeholders and society-at-large. By emphasizing experiential learning opportunities such as internships, case studies, and projects, we empower students to translate classroom learning into tangible outcomes that benefit their communities and contribute to economic growth.

In essence, the business program is committed to providing a quality education that equips students with the tools and resources they need to succeed academically, professionally, and personally. By offering a range of degree options, fostering experiential learning, and addressing the diverse needs of our community, we strive to fulfill our mission of supporting student advancement and meeting the workforce needs of today and tomorrow.

Section 3: College Goals and Initiatives

Please limit your response to 500 or fewer words.

How has your program or discipline participated in fulfilling the College's plans and priorities, attaining campus-wide goals, or participating in broad initiatives (e.g., strategic plan state or grant initiatives) since your last APR/DPR?

- The business program at COCC stands has helped fulfill the institution's (2018 – 2023) mission of promoting student success and community enrichment by providing quality, accessible, lifelong educational opportunities. Through a multifaceted approach, the program intertwines academic excellence with real-world applicability, thus empowering students and enhancing the community.

Firstly, the curriculum is crafted to equip students with comprehensive knowledge spanning various domains of business, including management, finance, marketing, and entrepreneurship. This holistic approach ensures that students develop a deep understanding of business principles while also cultivating critical thinking, problem-solving, and decision-making skills vital

for success in today's dynamic professional landscape. Additionally, the program emphasizes practical learning experiences through internships, case studies, and projects, bridging the gap between theory and practice and preparing students to seamlessly transition into the workforce or pursue further education.

Furthermore, the business program prioritizes accessibility by offering flexible learning pathways tailored to meet the diverse needs of students. Whether through traditional on-campus classes, online courses, or hybrid formats, students have the opportunity to engage with the curriculum in a manner that suits their individual circumstances, thereby democratizing access to education and ensuring inclusivity. Moreover, the program's faculty members are committed to providing personalized support and guidance, fostering a nurturing learning environment where every student can thrive and reach their full potential.

Beyond the confines of the classroom, the business program actively engages with the local community, serving as a catalyst for economic growth and development. Through partnerships with businesses, nonprofits, and governmental organizations, students have the opportunity to apply their knowledge and skills to real-world projects, thereby making meaningful contributions to the community while gaining invaluable hands-on experience.

The business program plays a pivotal role in advancing the institution's mission of promoting student success and community enrichment by providing quality, accessible, lifelong educational opportunities. By combining academic rigor with practical relevance, fostering inclusivity and personalized support, and actively engaging with the community, the program empowers students to achieve their academic and professional goals while also making meaningful contributions to the broader society. As a result, graduates emerge not only as skilled business professionals but also as ethical leaders and engaged citizens committed to driving positive change in their communities and beyond.

Section 4: Diversity and Inclusion Insights

Please limit your response to 500 or fewer words.

When you review Institutional Effectiveness data for this report, note that many dashboards include the ability to filter data by location, race or ethnicity, gender, Pell eligibility, veteran status, and other options. At COCC, we honor individual strengths and needs, celebrate different cultures and viewpoints, and strive for equity that addresses systemic injustices. As you review data that illustrates this rich diversity, what insights have you gained about your students and how you might help them achieve their goals? What are your area's strengths in terms of student equity? Challenges? How might your faculty learn more about any equity gaps represented in the data?

- The business program places a strong emphasis on acknowledging individual strengths and needs, fostering cultural diversity, and striving for equity to address systemic injustices. The data reflects the diverse composition of our student body, providing valuable insights into understanding our students and tailoring support mechanisms to facilitate their goal achievement.

Attrition Rates BA Program vs. COCC						
End of Winter Quarter, 2020 - 2024						
		2020	2021	2022	2023	2024
BILAPOC Students						
	COCC Overall	-6.7%	-9.8%	-6.0%	-7.4%	-7.7%
	BA Program	-8.5%	-5.0%	-9.7%	-14.0%	-6.3%
	Difference	-1.8%	4.8%	-3.7%	-6.6%	1.4%
Female Students						
	COCC Overall	-9.9%	-10.6%	-8.2%	-9.1%	-8.9%
	BA Program	-9.1%	-2.8%	-9.5%	-12.8%	-7.1%
	Difference	0.8%	7.8%	-1.3%	-3.7%	1.8%

In reviewing attrition rates for the past five years, several trends are apparent: 1) BILAPOC attrition has been higher in the business program than COCC overall for three of the past five years, 2) Female attrition rates have been higher in the business program for two of the past five years, and 3) Attrition rates for both BILAPOC and Females students have been lower in the business program over the last year than COCC as a whole.

The business program exhibits several strengths concerning student equity. Flexible learning options, such as online courses and evening classes, cater to the diverse schedules and commitments of our students, ensuring accessibility to education. Additionally, the program's emphasis on experiential learning through internships and work experience provides invaluable real-world exposure, supporting equitable opportunities for all students to develop practical skills.

Nevertheless, challenges persist in achieving full equity within the program. Systemic barriers, such as financial constraints and academic preparedness disparities, present obstacles for certain student cohorts. Addressing these challenges requires a multifaceted approach, including best teaching practices focused on inclusive teaching and awareness of implicit biases.

Currently the program solicits feedback directly from students in the classroom. In the future, surveys and focus groups will allow for a deeper understanding of their experiences and the barriers they encounter. By adopting an analytical approach to data interpretation, faculty can identify patterns and trends that inform targeted interventions to address equity disparities.

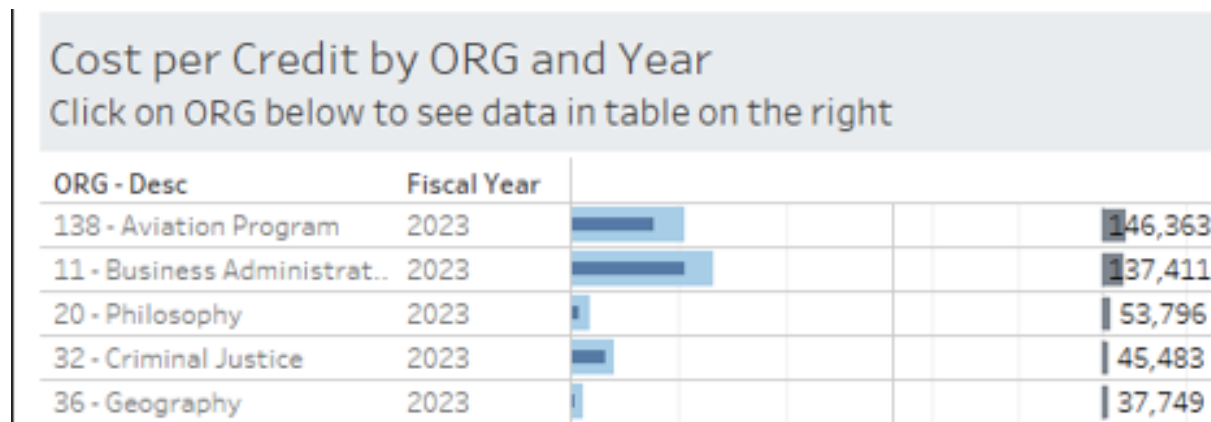
The business program remains committed to promoting equity and inclusion by leveraging data-driven insights to inform decision-making processes. While existing strengths such as flexible learning options and experiential learning opportunities contribute to equitable access, ongoing challenges necessitate continuous improvement efforts. Through systematic analysis and proactive measures, the program aims to create an environment where all students have equal opportunities to succeed.

Section 5: Strengths and Accomplishments

Please limit your response to 500 or fewer words.



Briefly share your department’s strengths and major accomplishments, noting that this should not be an exhaustive list, but rather the most important or significant accomplishments your program has achieved since the last APR/DPR.



Above data obtained from the RSC Dashboard with permission from Annemarie Hamlin, VPAA

The Business and Aviation Department is very proud of running the most productive two programs on campus, as measured by the surplus of funding generated by the two programs. While the Aviation Program is the most productive, the Business Program is a close second and substantially ahead of the next program.

Yes, this is a very business focused data point, but we are business professionals, so how else would we chose to be measured! Additionally, one of the key elements of the College’s Strategic Plan is sustainability, including financial sustainability. The Business Program is not only self-sustaining, but it also provides funding for other programs that are not as adept in generating positive cash flow.

The above financial results are the reflection of a truly outstanding faculty that deliver great classes and have developed a well-earned reputation for quality instruction. The program’s three full time faculty members have years of combined experience in industry that leads to credibility in the classroom, including Fortune 100 as well as start-up experience. Our adjunct and part time staff is comprised of professionals that have created and sold successful businesses, worked in senior management positions, and have served in local and national governmental offices. Our part time and adjunct staff also includes two COCC Emeritus Professors, as well as key employees of COCC itself, that continue to support the program at the highest level.

The program also supports other departments in achieving shared goals. The program has changed its relationship with the Small Business Development Center (SBDC) to one of cooperation and shared goals instead of competition. This is illustrated by business program faculty instructing SBDC courses, as well as SBDC staff instructing business courses. The program has also worked with the Computer and Information Systems (CIS) department to rationalize our course offerings, particularly in the offering of Excel courses. The program also increased the CIS requirements for our Entrepreneurship degree by including CIS 140 A+ Essentials I and CIS 145 A+ Essentials II.

The program has supported the northern campuses by offering streaming courses that rotate amongst the Redmond, Prineville and Madras campuses. The program continues to recruit faculty that will support our efforts in creating expanding course offerings in these locations.

The program is also very supportive of developing our new student pipeline by working closely with the College Now program to deliver appropriate course articulations. The program is currently finalizing a six-month certificate that was created in partnership with local high schools to support their demand for short term credentialing.

Section 6: Challenges

Please limit your response to 500 words.

Challenges/Barriers

- **Loss of Leadership:** the sudden loss of the instructional dean jeopardizes strategic direction, disrupts departmental operations, and undermines faculty morale and confidence. Overcoming this challenge will require swift action to fill the leadership vacuum, foster continuity, and maintain effective communication channels within the department.
- **Loss of All Full-Time Faculty:** all three full-time faculty will retire within this DPR cycle. This loss threatens to disrupt the continuity of instruction, jeopardize program quality, and strain the department's ability to provide comprehensive student support. Addressing this challenge will require proactive recruitment efforts, strategic planning, and innovative approaches to ensure the continued delivery of high-quality education to students.
- **Resource Constraints:** Limited funding or access to resources may hinder the ability to provide quality education, such as up-to-date technology, faculty development, and student support services.
- **Curriculum Relevance:** Ensuring that the curriculum remains relevant and aligned with the dynamic needs of the workforce could be challenging due to the rapid changes in industries and technologies.
- **Accessibility and Inclusivity:** Overcoming barriers to access for underrepresented or marginalized groups, such as financial constraints, geographic location, or lack of support systems, can be a significant challenge. See INDEX 1
- **Student Engagement and Retention:** Maintaining high levels of student engagement and retention, particularly in online or hybrid learning environments, requires effective strategies and support systems.
- **Alignment with Stakeholder Expectations:** Balancing the needs and expectations of various stakeholders, including students, faculty, employers, and the community, could pose challenges in program design and delivery.

Opportunities for Improvement or Development:

- **Enhanced Student Support Services:** Strengthening student support services such as academic advising, career counseling, and mentorship programs can help improve student success and retention rates.

- **Industry Partnerships and Work-Based Learning:** Developing partnerships with local businesses and industries to offer internships, cooperative education programs, and real-world projects can provide students with valuable hands-on experience and enhance their employability.
- **Curriculum Innovation:** Continuously reviewing and updating the curriculum to incorporate emerging trends, technologies, and best practices can ensure that students receive a relevant and future-ready education.
- **Diversity, Equity, and Inclusion Initiatives:** Implementing initiatives to promote diversity, equity, and inclusion, such as targeted recruitment efforts, culturally responsive teaching practices, and inclusive campus policies, can create a more welcoming and supportive learning environment for all students.

By addressing these barriers and leveraging these opportunities, the Business Discipline at Central Oregon Community College can further fulfill its mission of providing quality education, enhancing student advancement and success, and meeting the diverse workforce needs of the community.

Use data to support your narrative. For quantitative data, consult Institutional Effectiveness's [Dashboard Index](#) and the [Discipline FAQ](#).

Section 7: New Goals

List your goals and needs here. Include no more than five goals and indicate where/how you see these goals aligning with and/or positively impacting the current strategic plan or other important initiatives.

For each goal, you may also indicate your timeline for making progress and/or achieving the goal before the next DPR cycle.

1. Industry Partner Enhancement

- **Goal:** Strengthen and expand collaborations with local businesses and industry partners to enrich students' learning experiences and enhance their employability.

Action Steps:

- Identify key industries and businesses in the Central Oregon region that align with the Business Department's programs and career pathways.
- Develop strategic partnerships through initiatives such as internship programs, guest speaker events, industry-sponsored projects, and reviving the industry advisory board.
- Facilitate regular communication and engagement between faculty, students, and industry partners to ensure that curriculum content remains relevant and responsive to industry needs.
- Measure the impact of industry partnerships on student outcomes, including job placement rates, internship opportunities, and post-graduation success.

2. Secondary Partner Collaboration:



- Goal: Strengthen ties with secondary educational institutions, such as high schools and vocational schools, to create seamless pathways for students transitioning into the Business Department.

Action Steps:

- Establish articulation agreements and dual-enrollment programs with local high schools, through Sponsored Dual Credit Training to provide students with early exposure to college-level business coursework.
- Collaborate with secondary educators to develop curriculum alignment strategies and promote awareness of career opportunities in business-related fields.
- Organize outreach events, workshops, and career exploration activities to engage prospective students and their families and showcase the benefits of pursuing a business education at the college.

3. Alumni Engagement and Support:

- Goal: Cultivate meaningful relationships with alumni to create networking opportunities, mentorship programs, and support services for current students and recent graduates.

Action Steps:

- Establish an alumni network or association specifically for graduates of the Business Department, providing a platform for networking, professional development, and knowledge sharing.
- Develop mentorship programs that connect current students with alumni who can offer career advice, guidance, and industry insights.
- Leverage alumni expertise and resources to support student recruitment efforts, fundraising initiatives, and curriculum development projects within the Business Department.

These goals aim to strengthen partnerships with industry and secondary partners while also fostering a sense of community and support among alumni of the Business Department at Central Oregon Community College.

Section 8: Resource Needs

For each goal listed in Section 7, indicate what kind of resources, strategies, or support you need to achieve your stated objectives. The DPR Response team will review these requests and recommend the next step as appropriate in their written response.

To achieve the stated objectives for each goal, here are the resources, strategies, and support needed:

1. Industry Partner Enhancement:

Resources Needed:

- Access to a database or resources to identify key industries and businesses in the Central Oregon region.
- Funding or resources to develop and maintain strategic partnerships.



- Tools for measuring the impact of industry partnerships on student outcomes.

Strategies and Support:

- Collaboration with the COCC Center for Business, Industry, and Professional Development, local economic development agencies, and chambers of commerce to identify key industries and businesses.
- Dedicated staff or personnel to manage communication and engagement with industry partners.
- Regular feedback mechanisms to gather input from industry partners and adjust initiatives accordingly.
- Alumni involvement in industry partnerships to leverage their connections and expertise.

2. Secondary Partner Collaboration:

Resources Needed:

- Resources to establish and maintain articulation agreements and dual-enrollment programs with local high schools.
- Materials and resources for outreach events, workshops, and career exploration activities.
- Data analysis tools to monitor the effectiveness of partnership efforts.

Strategies and Support:

- Collaboration with local high schools and vocational schools to develop curriculum alignment strategies.
- Training or workshops for secondary educators to enhance awareness of business-related career opportunities.
- Dedicated staff or personnel for organizing outreach events and activities.
- Feedback mechanisms to gather input from secondary partners and adjust strategies as needed.
- Alumni involvement in outreach events to showcase career pathways and opportunities in business.

3. Alumni Engagement and Support:

Resources Needed:


- Platform or software for establishing and managing an alumni network or association.
- Funding for hosting alumni events, reunions, and networking mixers.
- Resources to develop mentorship programs and support services for students and recent graduates.

Strategies and Support:

- Collaboration with alumni associations or organizations to leverage existing networks and resources.
- Training or orientation sessions for alumni mentors to ensure effective engagement with students.
- Regular communication channels to keep alumni informed about events and opportunities.

By leveraging these resources, strategies, and support systems, COCC Business Administration can effectively achieve its goals of enhancing industry partnerships, strengthening ties with secondary partners, and cultivating meaningful alumni relationships within the Business Department.

INDEX 1



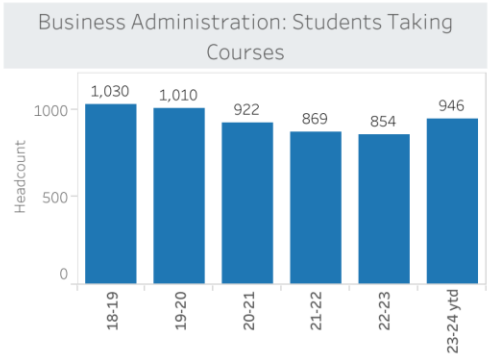
Students Enrolled in Discipline Courses

Examines all students enrolled in courses regardless of major.

Data Updated:
5/2/2024

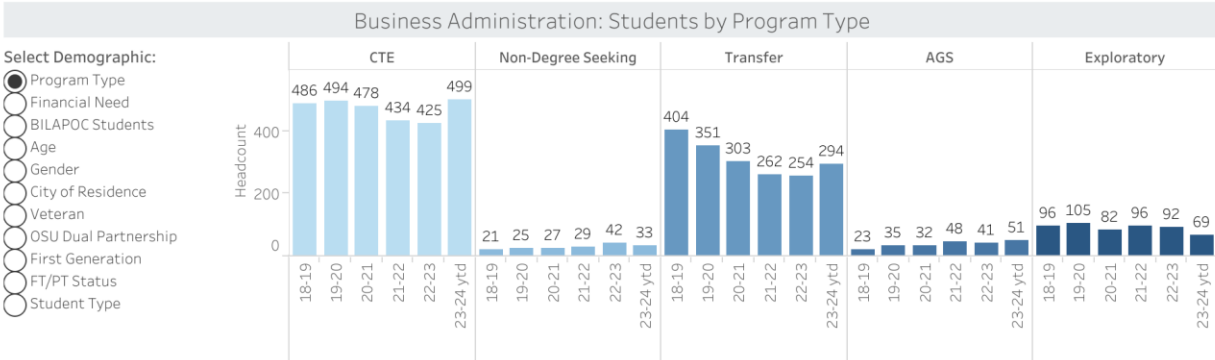
Tutorial

Select Term or Annual: Annual Select Discipline: Business Administration Select Subject: All Select Course: All Exclude College Now: Exclude College Now



Business Administration: Students Taking Courses by Program

Program	18-19	19-20	20-21	21-22	22-23	23-24 ytd
Marketing Communications	13	9	8	6	10	4
Computer Aided Drafting (C..	4	4	2	6	3	2
Psychology	16	6	6	5	18	17
Health Information Manage..	4	3	3	5	2	4
General Transfer - OSU	9	8	7	5	4	
Economics	4	7	4	5	2	3
Non-credit student	2		4	4	5	
Engineering	14	10	6	4	4	3
Emergency Medical Technici..		1	5	4	4	9
Cybersecurity and Networki..	4	7	8	4	3	14
Criminal Justice	9	12	7	4	7	7



BILAPOC Students Broken out by Race/Ethnicity

Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.

