



# TILLAMOOK BAY

## COMMUNITY COLLEGE

**Three-Year Instructional Program Review Template**  
**Tentative Due Date: June 30 of the Academic Year Assigned**

**Program Name: Business Administration**

**Degrees and Certificates offered within Program:**

- Associate of Applied Science in Business Administration
- Accounting Clerk One-Year Certificate
- Entry-Level Accounting Clerk Career Pathway Certificate
- Basic Computer Literacy Career Pathway Certificate

**Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

**Participants in the review:**

- Tom Atchison, Business Administration Instructor
- Michael Weissenfluh, Business/Computer Instructor

**Authorization:**

After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer prior to submission to the Curriculum and Assessment Committee.

Signatures of Department Faculty

Signature of Chief Academic Officer



Date of Submission  
June 1, 2018

## **1.0 Mission and Goals**

*1.1 Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.*

### **College Mission & Vision**

The Business Administration (BA) program directly serves to fulfill the mission and vision of Tillamook Bay Community College (TBCC) by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals. The BA program has a historic presence at TBCC and was the first program to offer fully-online courses allowing more students that need a flexible schedule to pursue this degree or certificate. These courses represent educational excellence as they are taught utilizing Quality Matters' nationally recognized educational standards and outcomes comparable with statewide universities and community colleges.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science degree and three Certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. Graduates of the BA program are working in the community as represented within the composition of the advisory committee.

### **Core Themes**

In particular, the BA program directly furthers TBCC's core theme of Educational Excellence. With 80% of the students successfully completing courses, BA students make consistent and timely progress toward their individual educational goals. BA coursework is designed to utilize best practices involving students connecting with other students, interactions through forum discussion, personal reflection journals, video instructions and lecture, comprehensive assignments, and activities involving teamwork. Such activities provide an opportunity for students to succeed in an inclusive and supportive environment in which students demonstrate the core program outcomes of social skills, thinking skills, information literacy, and communication skills.

### **Program Description**

Throughout the BA program, Tillamook Bay Community College is preparing future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed to meet a broad range of student needs including recent high school graduates, incumbent workers, and people seeking a career.

The BA program combines a foundation of core courses in business management and accounting as well as specialized classes within each area of emphasis. All courses prepare students with social, thinking, information literacy, and communication skills that are in demand by employers. Students learn to effectively write and speak, to be a part of a team, to apply analytical and critical thinking, and to use computer applications for

appropriate analysis. Furthermore, all students study key business concepts including law, economics, human relations, ethics, and managerial accounting. At the completion of the program degree, students demonstrate what they have learned in the classroom with real-world experience through cooperative education and a business capstone seminar.

Graduates are employed throughout the county in businesses like manufacturing, retail, tourism, transportation, health care, government, and professional services. Some students have started and operate successful small businesses.

Based upon job positions reviewed and deemed appropriate for program graduates by the BA program advisory committee, students in the management track are prepared for work as administrative assistants, office administrators, project coordinators, managers, and owners. These positions evaluate performance, formulate policies, manage daily business operations, and coordinate hiring, supervising, and dismissal functions.

Students pursuing the accounting track are prepared for work as bookkeepers, tax preparers, accounting clerks, and accounting specialists. Students learn skills to analyze and record transactions, post entries to general ledgers, create and review reports and financial statements, prepare payrolls and perform other accounting functions, and analyze financial information to make prospective management decisions.

## **2.0 Program Data and Trends Analysis**

*2.1 For each data point listed below, summarize the trend. (Attach three year longitudinal data to appendix.)*

### **Program Name: Business Administration**

*(See Appendix A for Data Table – pp. A1-A8)*

<b>Data Point</b>	<b>Table</b>	<b>Trend</b>	<b>Highest Year</b>
Enrollment	2.1.a	After a high in 2015, enrollment dipped in 2016, corresponding with a state-wide enrollment decline. 2017 shows another increase as program enrollment picked up and is holding steady.	543
Number Program Majors	2.1.b.1-6	The trend is relatively consistent as it has varied between 22-25 student majors. The trend shows consistency, with BA program majors	25

		representing approximately 10.5% of total students enrolled at the college.	
Total FTE	2.1.c	Similar to previous Enrollment data, 2015 was the highest year. After the state-wide decline in 2016, 2017 BA program FTE rebounded back to 26.0. This two-year increase looks promising for growth.	26.6
Number Sections Offered	2.1.d	Despite 2016 not being the highest year of enrollment, it was the year with the most sections offered. One explanation is that 2016 was the second year of the inaugural online degree. Last year (2017), there were 37 sections as students became more familiar with the established pattern by which classes are offered.	39
FTEF	2.1.e	The three year average (2015-2017) is 2.347. After the steady years (2015-2016) there was a slight drop in 2017 (2.229). Due to the limited number of full-time faculty at TBCC, faculty have to cover more committees and responsibilities than those at other, larger institutions. The two faculty members in the BA program consistently carry more than what is considered to be the full-time load for two faculty (2.0), represented by the 2.417 FTEF (full-time equivalent faculty). This is reflective of the fact that courses in the BA program also support and are integrated into other degrees, with additional sections in BA and CAS taught to support the ASOT – Business and the AAOT degrees.	2.417
Fill Rate	2.1.f	The three year (2015-2017) fill rate average is 44%; however the high in 2015 of 53% slightly skews the average as the last two years have shown an increase from a low of 37% to this year at 43%. The decline in 2016 in part follows a college- and state-wide enrollment decline. Prior to 2016, classes had the potential to be cancelled due to low enrollment numbers. That year, the college completed a two-year guarantee map which included several BA courses for both BA	53%

		<p>majors and non-majors. This plan is projected to be kept in place which means the upward trend in 2017 should continue. The increase in the fill rate can also be attributed to a growing familiarity and sense of ease among students with online offerings, as well as efforts to provide support and training for online students.</p>	
WSCH/FTEF	2.1.g	<p>Weekly student contact hours per full-time equivalent faculty (WSCH/FTEF) is a productivity measure to evaluate the impact full-time faculty have on FTE generation for the college. For this data, the typical convention nation-wide is to use 510 (number of hours associated with one FTE) as a comparative measure, which would indicate that a full-time faculty member is generating one FTE, roughly, per week for the college. For two of the three years, BA enrollment approximately met this benchmark, with a high year of 538.8. This is further confirmation of the contributions of programs beyond the BA degree that program faculty have in the college.</p>	538.8
% Students Retained from Fall to Fall	2.1.h.1-4	<p>2017 shows the highest fall-to-fall persistence, with prior years being relatively close respectively (36.4% and 36.0%). When looking at actual student numbers, each year there has been a nominal increase from eight to 10 students from 2015-2017. This may be an indication of the success of support provided to online students as well as consistent improvements in online instruction at the college.</p>	41.7%
Successful Completion Rate	2.1.i	<p>The highest year was 2014-2015, but there has been a slight decline since; This may be accounted for by growing enrollment in BA online courses by non-BA majors, students who may not be as accustomed to online learning. Further student education and support for online education for non-majors may improve this statistic further.</p>	80.5%

## **2.2 Program Peer Comparison**

***How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)***

Based on size, location, and curricula, the three most comparable colleges with Business Programs are Clatsop (CCC), Oregon Coast (OCCC), and Columbia Gorge (CGCC).

- Clatsop (CCC) offers two AAS degrees: 1) Accounting Technician and 2) Business Management; five Career Pathways: 1) Entry-Level Accounting Clerk, 2) Accounting for Business Management, 3) Communications in Business, 4) Business Professional and 5) Entrepreneurship; and one One-Year Certificate: Business Professional.
- Oregon Coast (OCCC) offers two AAS degrees: 1) Accounting and 2) Administrative Assistant (which is within the CAS department); an Accelerated Accounting Certificate; and an Entry-Level Accounting Career Pathway Certificate.
- Columbia Gorge (CGCC) offers two AAS degrees: 1) Accounting and 2) Management; two Certificates: 1) Accounting/Bookkeeping and 2) Marketing; and a Career Pathway Certificate in Entry-level Accounting Clerk.

Program leaders from all three colleges were contacted and they provided information regarding the following questions.

What are the enrollment trends in your program over the past five years?

Due to college-wide financial struggles, CCC had a unique situation in 2012 as they had a college-wide faculty layoff. The college announced plans to suspend the Business Program, although it never actually occurred. However, due to layoffs and faculty contract restrictions, the CCC BA faculty were limited to offering only 22 credits a term for the 30 months after the layoff. This forced students to take a longer time to complete or required them to take summer classes to complete. Many students looked elsewhere for earning their degree, with those students commonly choosing to take classes online through Portland Community College and Linn Benton Community College (because of their connection with Oregon State University). Prior to the layoff, CCC graduated about 15 students per year - currently, they have about seven BA graduates annually.

OCCC is going through self-accreditation with candidacy visit scheduled for February, 2018. They are experiencing low enrollment in accounting courses and even less within the Office Assistant Degree. They offered a hybrid, dual-credit course with one of the high schools, but eventually all but five students dropped the class.

In June, 2017, CGCC completed their five-year Business Program review; they noted that of the most significant findings were department leadership changes, mission revision, course descriptions adjustments, course offering reductions, and four new course additions. Enrollment data showed a decline; however, student retention had increased slightly. Lack of enrollment was explained as a general decrease in the total number of students college-wide, lack of departmental focus, and loss of a full-time faculty member to maintain contact and focus on student success.

What challenges are you seeing for your program in the next three years?

CCC plans to expand offerings by developing an AAOT-Business Guided Pathway to help minimize the loss of credits for students who start out pursuing the AAS degrees but change to the transfer degree. Although their marketing efforts are currently stuck in neutral due to "silo wars", they hope to expand their promotions. They plan to continue collecting data and to target companies that have tuition reimbursement programs.

OCCC wants to expand enrollment numbers and hopes to achieve this through more hybrid and online classes. Similar to what the TBCC BA department developed in 2015, they would like to streamline their course degree offerings, then offer their degree online.

CGCC looks to establish a BA Advisory Committee to develop strategies and increase outreach to potential students. They recognize the need for better marketing promotions and they hope to open a full-time faculty position.

### **Analysis:**

Through this program review, there are a number of insightful observations. A summary of these include:

- Overall enrollment trends for all four colleges are similar; however, the enrollment at TBCC has been more steady and consistent with less turnover of faculty.
- CCC and CGCC have marketing issues similar to the ones faced by TBCC. In 2015 when the online BA degree was introduced, there were focused, successful marketing efforts to promote it. Ongoing and consistent marketing through multiple media outlets is necessary to see a real impact on enrollment.
- TBCC's AAS degree's core curriculum parallels the other peer colleges; however, the TBCC BA degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.
- While CCC and CGCC also require a Cooperative Education class within their degree (it is an elective for OCCC), TBCC is unique in requiring both Cooperative Education and a business capstone seminar (which is modeled after COCC).
- TBCC and all the peer colleges offer an Entry-Level Career Pathway Certificate in Accounting with similar course content. However, the BA 211, 212, & 213 sequence at CCC are 4 credit classes.

- TBCC has two comparable Career Pathways Certificates, while other colleges also offer pathways in Business Professional, Entrepreneurship, and Communications.
- TBCC exclusively offers a Basic Computer Literacy Career Pathway. As the TBCC Advisory Committee continues to promote that graduates need to be skilled in computer literacy, this certificate remains relevant and important.
- CGCC's Program Review is a 5-Year review compared with TBCC's 3-year review process. Having five years of comparable data may lead to better data and a broader perspective.

### **2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity**

**Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?**

#### **Program Name: Business Administration**

<b>Group</b>	<b>Number of Students Enrolled</b>	<b>% Students Retained from Fall to Fall</b>
<b>Males</b>	19	NR
<b>Females</b>	34	NR
<b>Asian-American</b>	NR	NR
<b>African-American</b>	NR	NR
<b>Filipino</b>	NR	NR
<b>Latinx</b>	8	NR
<b>Native American</b>	NR	NR
<b>Other Non-White</b>	NR	NR
<b>Pacific Islander</b>	NR	NR
<b>White</b>	41	35.17%
<b>Unknown</b>	NR	NR

<b>Course Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>All students</b>	80.50%	77.40%	73%
<b>Women</b>	81.10%	75.50%	70.70%
<b>Men</b>	79.10%	82.00%	75.90%
<b>By Race</b>			
<b>White</b>	81.80%	76.10%	69.10%
<b>Latinx</b>	83.10%	87.10%	84.10%
<b>Unidentified</b>	66%	71.90%	79.70%

*Note: This is Unduplicated 2015-2017 Student Data*



### **Analysis:**

An initial glance of the data may be a misleading or lead to false conclusions because of the low number of total students (53). With the benefit of longitudinal data for future reviews, more analysis and trends are possible. However, a few observations are worth noting:

- Female students (64%) outnumber male students (36%). This ratio is slightly higher than the general demographics of TBCC students (56% female and 44% male). Furthermore, this female-male ratio is consistent with nationwide research and trends as female enrollment increases and male enrollment declines.
- From information provided by TBCC's Institutional Researcher during the fall 2017 in-service, Tillamook County is less ethnically diverse when compared with statewide data. Throughout the state, 76% of students identify as White. Within Tillamook County, white representation is 84% of the total population. BA students are actually more diverse than the county as only 77% of BA students identify as White.
- It appears that Hispanic students have higher persistence Fall-to-Fall than White students; however, with such a small sample size (8 Hispanic students), caution should be taken in drawing definitive conclusions. When looking at Successful Completion, Hispanic and White students are similar at 11.11% and 11.23% respectively.

It is worth repeating that this is TBCC's first 3-year window of student data. With ongoing years of data, stronger analysis and conclusions are possible.

### ***2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.***

At this time, there are no certifications associated with the Business Administration degree.

### ***2.5 Other Data***

*Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.*

At this time, besides information referenced later and found within the Appendices, there is no additional data necessary for listing here.

### **Analysis**

The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to support students in becoming competent business professionals. As technology continues to permeate all aspects of business and learning, efforts have been made to

embrace these changes within the curriculum. The choice of curriculum learning materials have gradually expanded to offer students a breadth of business knowledge along with the integration of current critical issues like globalization, ethics, social media, and corporate social responsibility.

The BA program has welcomed the opportunity and challenge to develop online courses for a fully-online degree. All the BA faculty have completed the Quality Matters (QM) online instructor training and certification. Quality Matters is a faculty-centered, peer review process designed to certify the quality of online and hybrid courses through course review and improvement processes. By incorporating audio and video lectures to augment traditional in-class instruction, students are more successful in achieving course and weekly learning outcomes.

In order to support student success, the program has implemented an initiative for the degree to exclusively use Open Education Resources (OER). OER's are not only more economical for students (saving over \$400,000 college-wide for students through winter term 2018) but also allows for faculty to edit, add, and customize learning materials. Additionally, the use of OERs ensures that students have texts and supplementary resources on the first day of class which helps to create an environment for student success and retention.

## **2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

### *2.6.1 What are the strengths of your program as indicated in the above data?*

- Student persistence rate remains consistent and slightly more successful compared with all other majors.
- Classes are small, compared to other colleges, which allows more one-on-one interaction and support between students and teachers.
- BA classes are guaranteed.
- BA faculty uses OER textbooks in BA courses.
- Business faculty are QM certified and use a QM-based online class template which provides consistency and quality for students.
- Moodle is an effective platform for both the students and teachers to communicate and interact throughout the course.
- Business faculty fully participate in this program review; there are no passive participants.
- TBCC has good relationships with other four-year colleges making it easy and comfortable for students to transfer.
- There is dedicated administrative support for the BA program.

### *2.6.2 What are the weaknesses of your program as indicated in the above data?*

- On-grounds courses are not available for students who prefer this learning environment, which is a function of limited faculty and scheduling along with the

potential for diluting current enrollment across online and on ground courses. However, this dilution could be offset by the potential to attract a larger student base for the program by offering on-ground classes.

- Typically, courses are offered only one section per term, meaning that most classes are only offered once per year.
- There are a limited number of business electives offered each term.

#### *2.6.3 What are the opportunities for your program as indicated in the above data?*

- Online classes allow students from across the state and in Washington and Idaho to take TBCC BA courses.
- The BA program could continue partnering with other colleges, universities, and businesses, as well as dual-credit courses with other high schools.
- Work with the TBCC Foundation to develop focused scholarships for BA students.
- Involvement of BA students in more community service-learning activities would expand greater community outreach and involvement.

#### *2.6.4 What challenges exist for your program based on the above data?*

- Tillamook County lacks of affordable single dwelling housing; the population is a stagnant and aging demographic. As such, TBCC has less potential for student enrollment growth.
- Students interested in online classes have other options throughout the state at both public and private schools.
- TBCC offers fewer students opportunities, such as social gatherings or clubs, compared with larger institutions.

### **3.0 Student Learning Outcomes Assessment**

#### **3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?**

The Program (PLO) and Course Learning Outcomes (CLO) were revised in 2017 to better align them with Institutional Learning Outcomes (ILO) and institutional aims. CLOs are assessed by BA faculty through a Request for Information (RFI) each term utilizing course evaluations, exams, assignments, and student projects. The BA faculty regularly discuss course-level student outcomes and shared best practices associated with teaching and assessing CLOs. As a result, courses are regularly updated with changes implemented to improve teaching strategies and student learning.

While the newly implemented comprehensive assessment process started after the fall of 2017, through prior Request for Information (RFI), the following improvements to student learning were identified or implemented.

- BA 101 – the use of objective exam questions and individual assignments whereby students research actual business ethics and socially responsible practices proved effective; different weekly reading response assessments were developed that require students to recognize ethical implications within other aspects of business decision making.
- BA 111 – assignments were revised to include a faculty- prepared Excel template for homework preparation by students with hints and checkpoints so students can more accurately assess if they are on track.
- BA 211 – assignments were revised to include a faculty- prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 212 – assignments were revised to include a faculty-prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 213 – assignments were revised to include a faculty-prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 226 - exam question statistics revealed a few chapter topics in which students were less successful; improve reading response journal and instructional materials were provided so that students would be more successful.
- BA 277 - assignment instructions were revised with only one main problem so that students can incorporate better research and create better responses.
- BA 285 - another assessment was developed specifically for the third topic: organizational behavior and processes.
- CAS 133 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years.
- CAS 170 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years.
- CAS 171 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years

### **3.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?**

Revision of program level outcomes has been a top priority while working with the BA Program Advisory committee. The committee members shared past and current job postings. These job descriptions were compiled and summarized for analysis, then the top skills were identified (see Appendix B). These top skills aided in identifying and narrowing the discussions involving program learning outcomes.

With contribution from the advisory committee, the program outcomes were ranked; the result was four meaningful, yet concise, skills that were approved by the committee: 1) social, 2) information literacy, 3) thinking, and 4) communication (see Appendix C).

Then, all BA courses outcomes were mapped to these program outcomes in order to demonstrate how many core courses have course level outcomes that directly apply to program learning outcomes. A description of the program alignment results were as follows:

- Social Skills: Work effectively and ethically within a diverse business team (5 Courses – 7 Outcomes)
- Information Literacy Skills: Use computer applications for managerial analysis, presentations, and reports (5 Courses – 8 Outcomes)
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions (12 Courses – 25 Outcomes)
- Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders. (12 Courses – 23 Outcomes)

It is important to note that more program learning outcomes are addressed within the degree when other accounting and management courses of emphasis are included along with general educational courses.

### **3.3 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?**

At this time, only two challenges seem to potentially be affecting the whole assessment process. First, based on feedback from the advisory committee, students need professional social skills in order to be effective employees. Social skills, often called soft skills, are challenging to directly assess, especially within an online program. There needs to be continued discussion and research into best practices for assessing this outcome.

Second, while the outcome process was recently instituted, it is new for TBCC and for all faculty at TBCC. Once the full, two-year cycle of classes have been assessed, there will be more information to fully develop an improvement strategy.

## **4.0 Evaluation of Progress Toward Achievement of Previous Program Plans (Section 4.0 N/A 2017-18)**

### ***4.1 Evaluate steps taken to achieve plans established in the last program review.***

The program has made numerous improvements since the last review in 2011. The following summarizes and evaluates the most significant improvements.

- Degree Mapping: Previously, TBCC offered two separate degrees: AAS Accounting and AAS Management. These degrees included numerous electives that were challenging for TBCC students to complete within two years. By

identifying core business courses for all business students, regardless of management or accounting emphasis, students are now better prepared with a core knowledge in both management and accounting. Through the revised TBCC BA degree map, students gain both a broad knowledge and focused learning within an area of emphasis. Additionally, students are also now able to complete the degree in two years with classes guaranteed to be offered, regardless of class enrollment numbers.

- Cooperative Education & Business Seminar: Within the curriculum redesign, two prior plans were also achieved. Students emphasizing in both accounting and management are now required to complete an internship (Cooperative Education) prior to graduation. Furthermore, an end-of-program capstone course is required, developed similar to Central Oregon Community College's (COCC) course, which involves students completing a project or simulation. Combined, these courses provide a thorough technical skills assessment in which student demonstrate their business knowledge and skills.
- Advisory Committee: Until 2013, the program did not meet consistently with an advisory committee. Now the program seeks input and feedback twice-a-year through the committee (see section 7.1 for a list of current committee members). Based on advisory committee feedback, two other curriculum improvements were implemented:
  - The baseline requirement for *CAS 121: Keyboarding Skillbuilding* was increased to 45 wpm and a challenge exam was implemented in the fall of 2017.
  - *CAS 170: Beginning Excel* is now required for all business students, with accounting students additionally taking Intermediate Excel. Excel is required early within the degree, prior to taking many of the accounting classes, since the ability to use spreadsheets is essential for both accountants and managers.
- Integrated Ethics: With increased ethical offenses occurring within business, the faculty agreed to integrate aspects of ethics and/or social responsibility into sections of each course. In addition, there is a designated Business Ethics class (BA 277) within the curriculum.

#### ***4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.***

No extra resources were allocated toward previous program goals; however Title III funds were instrumental in allowing for the development of all BA courses now being offered online.

## **5.0 Program Plans**

### ***5.1 Short-term Plans (three year cycle)***

5.1.1 *Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next three year cycle.*

- **Expand 1 year and/or less than 1 year college certificates and career pathways.**

Research shows that students benefit when they can acquire incremental certificates while progressing towards a degree. While exploring peer colleges, other schools offer alternative certificates. BA faculty first needs to explore and assess these certificates to confirm which certificates are beneficial and relevant for Tillamook County employers, then review the appropriate certificates with the BA Advisory committee. Finally, any new coursework needs to be assessed and aligned within the current degree map.

- **Engage more teachers and high schools students with dual credit courses.** While TBCC currently partners with two local high schools (THS & NKN HS) in offering BA dual-credit courses, TBCC BA faculty need to continually meet and network with the local high schools to expand more course opportunities, such as BA 111: Introduction to Accounting (if qualified instructors exist). Further discussions between the college and high schools are needed to better understand how schools schedule and assign course placement in order to better promote BA courses. By building upon the success of the current courses, the BA program needs to develop promotional materials to encourage more high school students to take dual-credit offerings.
- **Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.**

BA faculty continue to annually review curriculum with the BA Advisory committee to ensure that courses and course outcomes most effectively prepare students for employment. Through ongoing networking and staying aware of statewide curriculum trends, necessary adaptations may need to be made within the BA degrees. Also, faculty continue to actively participate in Oregon's Unified State Transfer Agreement (USTA) discussions in case course outcomes need to align with statewide outcomes.

5.1.2 *What specific aspects of these plans can be accomplished without additional financial resources? (See 5.1.1 above)*

At this time, most of these plans can be addressed without additional resources; however, if the development of additional classes, promotional materials, or meeting expenses are required, additional resources to build these classes would be necessary.

## **5.2 Long-term Plans (six year cycle)**

5.2.1 *Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.*

- Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.**

BA faculty need to research standard and best practices available for competency tests. If there are adequate, recognized existing tests available, faculty could implement these, but at this time, tests that involve both knowledge of the software and demonstrated skills when using the software do not exist. A plan would need to be developed for an assessment that combines both test questions and practical exercises. Finally, processes and coordination, similar to the keyboarding challenge exam, need to be coordinated with the Library, Business Office, and Student Services.
- Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.**

This plan should and would benefit from partnering with the college's Advancement and Business Offices as this network could support other advancement and foundation efforts. While meeting together, there would be a need to map a process for gathering Alumni information while looking at potential opportunities and obstacles. Simultaneously, other colleges would be contacted to understand how they have developed their Alumni networks. Finally, there needs to be the development and maintenance of an Alumni database.
- Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.**

First, other schools already have similar surveys, so BA faculty need to assess and learn from their best practices along with the types of questions within the surveys. As these surveys are collected, sorting and developing a TBCC survey is necessary. Finally, BA faculty will collaborate with TBCC's Institutional Researcher to ensure consistent practices and implementation with other college surveys. As survey data is collected, the information needs to be maintained and reviewed.

*5.2.2 What specific aspects of these plans can be accomplished without additional financial resources?*

The areas of researching, meeting, collaborating, and discussing should not require additional resources. Although some of the planning activities would require release time for BA faculty from their existing busy responsibilities.

**6.0 Requests for Resources**

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
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Personnel	\$3,000	Professional development general fund or through a grant to support faculty development/adoption of proficiency tests
Other (promotion)	\$1,000	College Advancement & Foundation Partnership
<b>Total Requested Amount</b>	<b>\$4,000</b>	

### **6.1 Describe the resource request.**

Based upon the short and long-term plans, future resources would support growth within the BA program.

First, as no satisfactory competency tests exist for Beginning Word and Excel, BA faculty request professional development resources to design and develop such tests. Historically, course development was paid at a rate of \$1,500 per class.

Second, in order to maintain information and data provided by alumni, an effective database system needs to be developed (or discovered) along with someone assigned to maintain it. One database would maintain current contact information and another data system would maintain post-graduate survey feedback. These databases could be developed internally through the use of MS Access and/or MiniTab or another data retention system could be sourced so that it integrates with other departmental needs.

Third, as new certificates and pathways are developed as well as promoting dual credit courses, updated marketing materials would support steady growth for the BA program. Additionally, it has been three years since the online BA program has been actively promoted. Therefore, it would be beneficial to reinvigorate the program by promoting it again, reminding potential students the benefits of this online program.

### **6.2 What measurable outcome(s) will result from filling this resource request?**

As faculty review and/or revise courses and curriculum sequencing as appropriate to meeting current business trends, course outcomes will satisfy both employer and student needs. While the revision focus is to ensure students are gaining relevant skills, it will also address student success in completing courses which further leads to students successfully completing the degree. As such, there are two measures within TBCC's strategic plan that are calculated annually: 1) EE2.1 - Degree Completion - Measured by the overall percentage of students completing a degree within 150% of normal time and 2) EE3.1 Course Learning Outcomes - Measured by the percentage of students satisfactorily achieving Course Learning Outcomes. Any course or curriculum changes will be benchmarked by student success measures.

The competency exam's purpose is to benefit students in earning course credits within content and/or skills that they can already demonstrate. By having the exams, students can complete their degree more quickly as it reduces the number of credits needed to

complete, which also saves students money. Degree completion is annually measured by the overall percentage of students completing a degree within 150% of normal time (EE2.1 - Degree Completion). Additionally, for students pursuing only a certificate, the TBCC strategic plan includes a separate measure (EE2.2- Certificate Completion), which is measured by the percentage of students completing certificates.

It is reasonable to assume that in order for students to complete the degree in a timely manner, students also need to persist term-to-term and year-to-year. The following two measures are also included with the strategic plan as measured outcomes: 1) EE1.2: Term-to-Term Retention - measured by the increase in the percentage of degree seeking students enrolled in credit courses in their first fall term at TBCC, who re-enroll in the winter term, and 2) EE1.3: Year-to-Year Retention - measured by the increase in the percentage of degree seeking students enrolled in credit courses in their first fall term at TBCC, who re-enroll the following fall.

By having both an alumni network and post-graduate survey, BA Advisory committee members and alumni could demonstrate ongoing support for TBCC's success, particularly the BA program. The information provided by alumni will assist in program improvement by providing feedback from program completers. As this information is gathered and shared, it will assist with ongoing, increased knowledge of the work skills needed in today's workplace. The faculty are able to integrate these skills into the appropriate courses within the BA Program. As described in the 3.2 section of this program review, through ongoing program assessment, the program learning outcomes are continuously evaluated. This leads to more successful student achievement of the program outcomes. Program Learning Outcomes (EE3.2) are measured by the percentage of students satisfactorily achieving program outcomes within the strategic plan. Indirectly, having increased alumni's support, the college and BA program will benefit as they promote the program, which is a measure within the Self-Evaluation (see Appendix D).

### ***6.3 How does this request further college fulfillment of the college mission and its Core Theme objectives?***

With these resources, the BA program will continue to create bridge opportunities for student success with existing and improved degrees and certificates, along with the potential for more certificates and updated coursework. Through alumni information and feedback, the program can continue to respond to student and employer needs with curriculum that demonstrates educational excellence. Furthermore, these resources are focused on improving student success, persistence, and degree completion. Finally, through research and by keeping aligned with best practices, the program will continue achieving academic excellence.

## **7.0 Advisory Committee and Employer Input (CTE Programs Only):**

### *7.1 List Current Advisory Program Membership*

<b><u>Community Partners</u></b>	
Amy Blackburn	EDC & Tourism Accountant
David Hollandsworth	State Farm
Diane Lyda	Retired/Till. County
Kimber Hall	FibreFederal
Kristine Hayes	SAI
Meghan Wismer	US Bank
Mike Arseneault	ReCreateNow
Nikki Underwood	FibreFederal
Stephanie Hurliman	OED
Terri Filosi	Till PUD
Tim Lyda	City of Till.
<b><u>Community Partners &amp; Alumni</u></b>	
Amber Stein	Zwald Trucking
Joanna Stelzig	Till PUD
Robin Pepper	Bookkeeper
Wendy-Jo Wolf	TCCA

*7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.*

An important partner of the BA program is the advisory committee which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum is current to meet the needs of business and industry. Members discuss general program content, skills graduates need, job opportunities, career trends, and strategic planning.

The committee consistently meets twice each academic year and is attended by representatives from business and industry, TBCC faculty, local high school partners, and the Regional Coordinator of Career and Technical Education. Agendas are based on topics pertinent to members and meetings are facilitated to encourage discussion, feedback, and dialogue on emerging issues. Current activities with the advisory committee include creating a better understanding of their role and the implementation of self-evaluations (see Appendix D for a sample self-evaluation).

During the last four years, the advisory committee began by learning about the courses and curriculum which led to discussions involving the program's redesign. With their support and approval, the program received state approval and adaptation for online implementation. Employers emphasized the need for the BA program being available for incumbent workers; expressed concern over student readiness and professionalism; and encouraged the importance of job fairs, job shadowing opportunities, and cooperative educational experiences.

When asked about the value of industry certifications, the advisory committee's response was that they are not valued or important at this time. The committee urged the program to further emphasize basic computer skills, soft skills, teamwork, communication, interviewing preparation, and professionalism.

Finally, the advisory committee provided examples of 10 management-oriented and four accounting-oriented job positions (see Appendix B). The qualifications guided the BA program faculty when developing course and program learning outcomes (see Appendix C).

### *7.3 Date final program review to be shared with advisory committee membership:*

This program review will be shared in draft form via email prior to the spring meeting. During the spring meeting (May 17, 2018), the advisory committee will have an opportunity to provide feedback. Afterwards, the final version will be shared during the fall meeting (tentatively, November 8, 2018).

## **8.0 High School, Community, and Employer Outreach**

*8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?*

Some of the largest employers in Tillamook County include the TCCA, Kiwanda Hospitality Group, Tillamook County, Tillamook PUD, and Tillamook Regional Medical Center. Representatives from some of these largest employers are currently advisory committee members. Efforts continue to be made to expand the committee membership with more large and smaller employers.

*8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?*

Through the advisory committee, feedback about the program and graduates is sought as the committee includes several TBCC graduates. One member shared how TBCC has assisted her personally and professionally with more job opportunities. Furthermore, when the TCCA needed Project Management and Six Sigma training, they collaborated with the college. The BA faculty responded quickly by developing course

outcomes, finding an industry qualified instructor, then provided these trainings as an accredited college course (BA 120: Project Management and BA 214: Lean Manufacturing and Process Controls).

As discussed in section 7.2, employers responded positively to the program's redesign and online degree offering. Through email and meetings, employers provide input, direction, guidance, and affirmation for courses, course outcomes, and program outcomes.

It is further worth noting that recently, an advisory committee member suggested that the BA faculty follow-up with more alumni regarding the key skills and knowledge learned while at TBCC, and then, to solicit these alumni to participate in the Advisory committee.

*8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?*

For students earning the Business Administration with an Accounting emphasis, the program draws information from O\*Net (<https://www.onetonline.org/link/summary/43-3031.00>) for jobs in Bookkeeping, Accounting, and Auditing Clerks. The important skills and knowledge necessary include computing, classifying, and recording numerical data to keep financial records complete; performing any combination of routine calculations, posts, and verifications to obtain primary financial data for use in maintaining accounting records; and checking the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Sample jobs include Accounting Clerk, Accounting Assistant, Accounts Payables Clerk, Bookkeeper, Account Clerk, Accounts Payable Clerk, Accounts Receivable Clerk, Account Receivable Clerk, Accounts Payable Specialist, and Accounting Associate.

For students earning the Business Administration with a Management emphasis, the program draws information from O\*Net (<https://www.onetonline.org/link/summary/11-1021.00>) for jobs as General and Operations Managers. The important skills and knowledge necessary include planning, directing, or coordinating the operations of public or private sector organizations; formulating policies, managing daily operations, and planning the use of materials and human resources. Sample jobs include Business Manager, Facilities Manager, Facility Manager, General Manager (GM), Operations Director, Operations Manager, Plant Manager, Production Manager, and Store Manager.

*8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.*

Labor market data was collect from the Oregon Labor Information System (OLMIS) at [www.qualityinfo.org](http://www.qualityinfo.org). The data is projected information including the Tillamook region

(Northwest Oregon), Portland-Metro area, and the state of Oregon. The data was collected based on the BA Advisory committee positions, peer community colleges, and comparable occupations. Then jobs were sorted by the recommended level of education: Certificate, Associate, and Bachelor (See Appendix E and Appendix F).

At the Certificate level, the largest number of annual replacement openings (131) is in Retail Sales with an expected increase of 8.8% (however these tend to be low paying jobs). The largest percent increase change (11.3%) will be within Billing and Posting Clerks, but annual replacement openings will be 7 positions. Finally, while annual replacement openings within Bookkeeping, Accounting, and Auditing clerks will be 13, it represents a 7.8% decrease in employment.

For Associates degrees, two job sectors (General & Operations Managers and Accounting & Auditors) are anticipating increases around 8.0%. General and Operations Managers anticipate an annual replacement of 29 jobs, while Accounting and Auditors will be 16. Another job sector (Secretaries and Administrative Assistants, Except Legal, Medical, & Executive) anticipates a 2.7% increase with annual replacement opening of 16 positions.

Finally, while looking through the Bachelor degree level, General & Operations Managers will have the most annual replacement openings (29) and a 7.8% increase in jobs. The largest percent increase (8.1%) will be within Accounting & Auditors; there are 16 annual replacement openings. Other jobs – Financial Managers (6.5%), Marketing Managers (4.0%), and Human Resource Specialists (2.2%) – are expecting growth, but only anticipate single-digit replacement openings.

*8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?*

The program maintains dual credit offerings for BA 101: Introduction to Business and BA 150: Introduction to Entrepreneurship. These agreements allow students to dual enroll in a high school course and a TBCC course. As part of the agreement, the high school faculty members agree to maintain TBCC's standards of achievement in the high school course. TBCC faculty has shared instructional and assessment materials along with online Moodle shells in order to aid the high school teachers and promote consistency between schools. The TBCC BA program faculty assesses the courses to ensure quality and consistency in the course offerings and maintains on-going relationships with the high school faculty. The two schools currently participating are Tillamook High School and Neah-Kah-Nie High School. The BA program would expand dual credit offerings in BA 111 (Introduction to Accounting) if there is interest and sufficient enrollment numbers from the high school (if teachers are qualified).

## **9.0 Executive Summary**

The Business Administration (BA) at Tillamook Bay Community College (TBCC) prepares future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed for a wide range of students including recent high school graduates, incumbent workers, and people seeking a new career.

The BA program fulfills the mission and vision of TBCC by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals. Program data showed:

- 80% of the students successfully complete BA courses, showing that these students are making consistent and timely progress toward their individual educational goals.
- Female students (64%) outnumber male students (36%) which is slightly higher than the general demographics of TBCC students.
- BA students are more demographically diverse than the county in general.
- Although it was a small sample size, Latinx students persist Fall-to-Fall at a greater rate than White students.

The BA program was the first program to offer fully-online courses, and the BA faculty welcomed the opportunity to develop online courses for the online degree. BA faculty completed the Quality Matters (QM) online instructor training and certification, which represents educational excellence as course are developed and taught utilizing nationally recognized educational standards and outcomes comparable with statewide schools.

When comparing the TBCC BA program with peer colleges a couple key findings include:

- Overall enrollment trends for all four colleges are similar; however, the enrollment at TBCC has been more consistent.
- TBCC has experienced significantly less faculty turnover than peer colleges.
- TBCC's BA degree has a core curriculum that parallels the peer colleges; however, TBCC's degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science (AAS) degree and three certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to assist students become competent business professionals.

Important partners for the BA program include dual credit course instructors with two local high schools, and the BA advisory committee which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum meets the current needs of business and industry. Members discuss general program content, skills that graduates need, job

opportunities, career trends, and strategic planning. With their guidance, new program outcomes were created in the areas of:

- Social Skills: Work effectively and ethically within a diverse business team.
- Information Literacy Skills: Use computer applications for managerial analysis, presentations, and reports.
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.
- Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders.

Finally, BA faculty identified both short-term and long-term goals as follows:

- 5.1 Short-term Plans (three year cycle)
  - Expand 1 year and/or less than 1 year college certificates and career pathways.
  - Engage more teachers and high schools students with dual credit courses.
  - Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.
- 5.2 Long-term Plans (six year cycle)
  - Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.
  - Build and maintain an alumni connections network to identify opportunities that will further increase student success and promote the college.
  - Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.



## Chief Academic Officer Program Review Summary Page

The BA program faces some challenges as it seeks to grow in the coming years. These are vividly illustrated by the fact that the two full-time faculty are carrying the teaching load of 2.4 full-time faculty, as evidenced by the FTEF calculation. This measure does not take into account the multiple additional responsibilities carried by the faculty around the college, some of which go beyond the typical full-time faculty assignments.

While the sections taught by the current faculty do have excess available capacity, as shown by the average fill rate, the potential for growth which could be taken advantage of by serving a new group of students in on-ground sections is beyond the current capacity of the faculty to offer and teach. This is also likely to be the case if additional certificates are identified and developed with the degree “umbrella.”

Therefore if on-ground section offerings are to be contemplated, or new courses developed for new certificate programs, these sections will need to be taught by adjunct faculty, thus increasing the operating costs of the program. Allowances and adjustments would need to be made in future years’ budget formulation for this to occur.

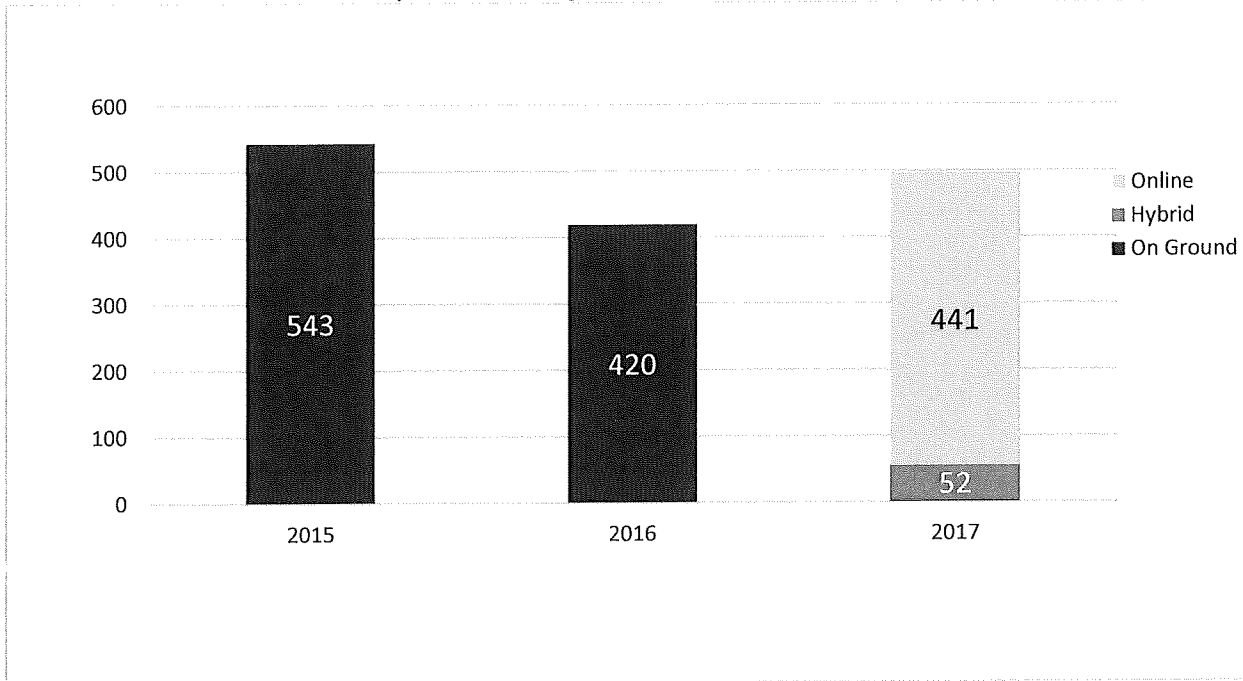
For the short-term goals of the program which involve the exploration of new certificate development, the budget ramifications need to be considered, with support from college leadership for the additional operational costs. Nevertheless, as this could lead to enrollment growth and higher FTE, this consideration should be encouraged.

Long-range goals including the development of new proficiency exams and the development of an alumni network are solid plans, and should be encouraged.

**Appendix A: Program Review Data and Trends**  
**Business Administration**

**Section 2.1.a: Program Enrollment**

**Table 2.1.a: Enrollment in BA program courses, 2015 – 2017**  
(includes majors and non-majors)



\*Includes BA (Business Administration) and CAS (Computer Application Systems) courses, which support multiple degrees.

Source: TBCC Student Information System.

Note: The Business Administration became a fully online program in the fall of 2015. However the college's data system was not at that time set up to be able to distinguish between enrollments in on-ground, hybrid and online courses. By the year 2016-17, courses had been coded to make this distinction.

## Section 2.1.b: Program Majors

### 2.1.b.1: Annual Number of Business Administration Program Majors (Duplicated Headcount – see note)

Row Labels	2015		2016		2017		Total Count	Total %
	Count	%	Count	%	Count	%		
Business Administration	22	8.7%	25	11.5%	24	12.0%	71	10.6%
Students in all other majors	232	91.3%	193	88.5%	177	88.1%	602	89.5%
<b>Grand Total</b>	<b>254</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>201</b>	<b>100.0</b>	<b>673</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

Note: Duplicated Headcount: Students are counted in each year they are enrolled and thus may be counted in more than one year.

### 2.1.b.2: Business Administration Annual Number of Program Majors Disaggregated by Gender

Row Labels	2015		2016		2017		Total Count	Total %
	Count	%	Count	%	Count	%		
<b>Business Administration</b>								
F	13	5.1%	16	7.3%	16	8.0%	45	6.7%
M	9	3.5%	9	4.1%	8	4.0%	26	3.9%
<b>Students in all other majors</b>								
F	122	48.0%	109	50.0%	96	47.8%	327	48.6%
M	110	43.3%	84	38.5%	81	40.3%	275	40.9%
<b>Grand Total</b>	<b>254</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>201</b>	<b>100.0</b>	<b>673</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

Note: Duplicated Headcount: Students are counted in each year they are enrolled and thus may be counted in more than one year.

**2.1.b.3: Business Administration Annual Enrollment of Program Majors  
Disaggregated by Race/Ethnicity**

Row Labels	2015 Count	2015 %	2016 Count	2016 %	2017 Count	2017 %	Total Count	Total %
<b>Business Administration</b>								
Hispanic	4	1.6%	NR	NR	NR	NR	12	1.8%
White	18	7.1%	18	8.3%	18	9.0%	54	8.0%
Asian	NR	NR	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR	NR	NR
<b>Students in all other majors</b>								
Native American	5	2.0%	NR	NR	NR	NR	12	1.8%
Hispanic	29	11.4%	34	15.6%	33	16.4%	96	14.3%
White	162	63.8%	136	62.4%	119	59.2%	417	62.0%
MultiRacial	6	2.4%	6	2.8%	7	3.5%	19	2.8%
Asian	NR	NR	NR	NR	NR	NR	NR	NR
Unknown	29	11.4%	12	5.5%	13	6.5%	54	8.0%
<b>Grand Total</b>	<b>254</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>201</b>	<b>100.0</b>	<b>673</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

**Table 2.1.b.4: Business Administration Program Majors,  
for Combined Years 2015-2017**

Row Labels		
<b>Business Administration</b>		
Student Majors Count		53
Student Majors as %age of all college majors		10.5%
<b>Students in all other majors</b>		
Count		451
%age of all other majors		89.5%
<b>Total Count</b>		<b>504</b>
<b>Total %</b>		<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

**Table 2.1.b.5: Business Administration Program Majors, for Combined Years 2015-2017, Disaggregated by Gender**

Row Labels	F	M	Grand Total
<b>Business Administration</b>			
Count	34	19	53
%	12.1%	8.5%	10.5%
<b>Students in all other majors</b>			
Count	246	205	451
%	87.9%	91.5%	89.5%
<b>Total Count</b>	<b>280</b>	<b>224</b>	<b>504</b>
<b>Total %</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

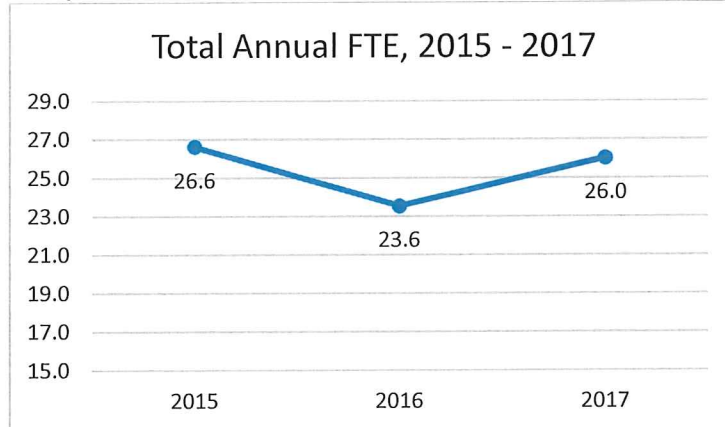
**Table 2.1.b.6: Business Administration Program Majors, for Combined Years 2015-2017, Disaggregated by Race/Ethnicity**

Row Labels	Unknown	Hispanic	Native American	Asian	White	MultiRacial	Grand Total
<b>Business Administration</b>							
Count	NR	8	NR	NR	41	0	53
%	NR	11.1%	NR	NR	11.3%	0.0%	10.2%
<b>Students in all other majors</b>							
Count	38	64	NR	9	324	14	451
%	92.7%	88.9%	NR	100.0%	88.8%	100.0%	89.5%
<b>Total Count</b>	<b>41</b>	<b>72</b>	<b>NR</b>	<b>9</b>	<b>365</b>	<b>14</b>	<b>504</b>
<b>Total %</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

## Section 2.1.c: Program FTE

**Table 2.1.c: Total Business Administration Program Annual FTE  
(Fall, Winter and Spring Quarters Combined)**



Source: TBCC Student Information System.

## Section 2.1.d: Annual Program Sections/Courses Offered

### 2.1.d: Number of Business Administration Program Courses and Sections Offered, 2015 – 2017

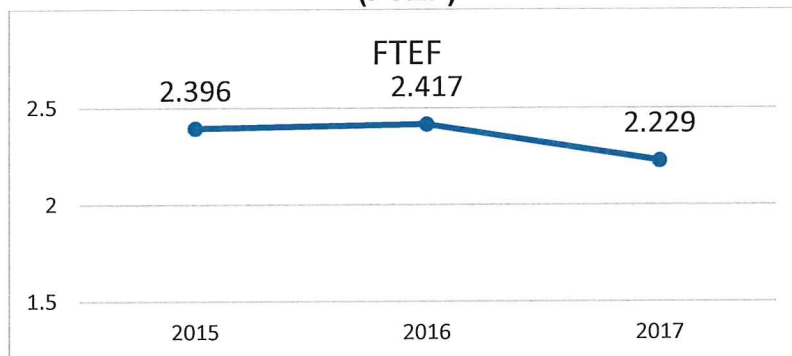
2015 – 26 courses with 35 total sections

2016 – 30 courses with 39 total sections

2017 – 28 courses with 37 total sections

## Section 2.1.e: Program FTEF

**Table 2.1.e: Business Administration Program Full Time Equivalent Faculty (FTEF)**

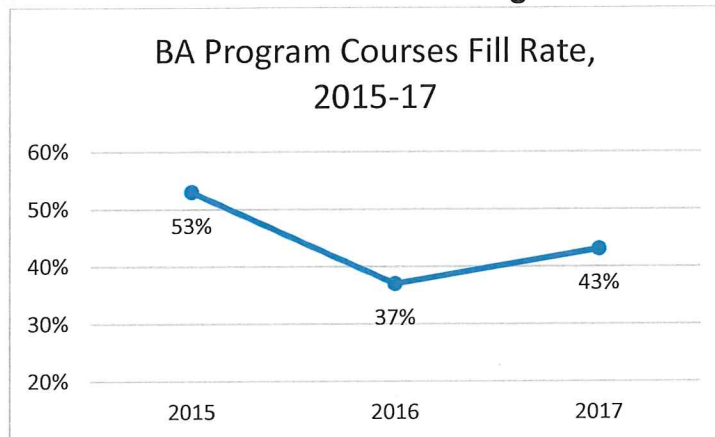


Source: TBCC Student Information System.

Note: FTEF is calculated on the basis of an average full-time faculty load of teaching 16 credits per quarter, or 48 credits over fall, winter, and spring quarters. The BA program has two full-time faculty and no adjunct faculty. Therefore the two full-time faculty are carrying the equivalent load of 2.229 full-time faculty.

## Section 2.1.f: Program Section Fill Rate

**Table 2.1.f: Business Administration Program Section Fill Rate**

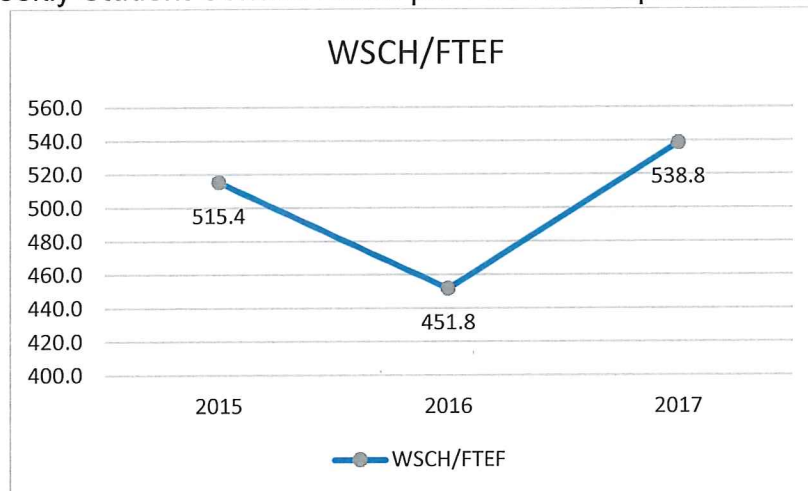


Source: TBCC Student Information System.

Note: Fill rate represents the total enrollment in BA program course sections as a percentage of available seats. As such it is an indication of capacity available within the program to accommodate increases in enrollment.

## Section 2.1.g: Program WSCH/FTEF

**Table 2.1.g: Business Administration Program WSCH/FTEF**  
(Weekly Student Contact Hours per Full Time Equivalent Faculty)



Source: TBCC Student Information System.

Note: WSCH/FTEF equals the total number of students enrolled in BA courses multiplied by total weekly contact hours, divided by the FTEF number. As such it is an indication of the weekly FTE generated by full-time faculty within the program. 510 contact hours = one FTE student.

	2015	2016	2017
WSCH/FTEF	515.4	451.8	538.8
FTEF	2.396	2.417	2.229
WSCH	1235.0	1092.0	1201.0

## Section 2.1.h: Program Student Retention

**Table 2.1.h.1: Business Administration Student Retention – Fall-to-Fall, 2015-17**

Returned Next Fall	Business Administration	Students in all other majors
yes	38.0%	36.2%
no	62.0%	63.8%
<b>Grand Total</b>	<b>100.0</b>	<b>100.0</b>

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Students are aggregated across years 2015-2017. Students may be duplicated across years since enrolled in more than one year.

**Table 2.1.h.2: Business Administration Annual Student Retention Rates, 2015-2017**

Returned Next Fall	2015		2016		2017		Total n	Total %	
	n	%	n	%	n	%			
<b>Business Administration</b>									
yes	8	36.4%	9	36.0%	10	41.7%	27	38.0%	
no	14	63.6%	16	64.0%	14	58.3%	44	62.0%	
<b>Students in all other majors</b>									
yes	85	36.6%	58	30.1%	75	42.4%	218	36.2%	
no	147	63.4%	135	70.0%	102	57.6%	384	63.8%	

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality. Students may be duplicated across years since enrolled in more than one year.

**Table 2.1.h.3: Business Administration Program Fall-to-Fall Student Retention Rates Disaggregated by Year and by Gender**

Returned Next Fall	2015		2016				2017					
	F	M	F	M	F	M	F	M				
	n	%	n	%	n	%	n	%	n	%		
yes	5	38.5%	NR	NR	NR	NR	NR	NR	6	37.5%	NR	NR
no	8	61.5%	6	66.7%	11	68.8%	5	55.6%	10	62.5%	NR	NR

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.



**Table 2.1.h.4: Business Administration Program Fall-to-Fall  
Student Retention Rates  
Disaggregated by Year and by Race/Ethnicity**

Returned Next Fall	Unknown		Hispanic		Asian		White	
	n	%	n	%	n	%	n	%
<b>2015</b>								
yes			NR	NR			6	33.3%
no			NR	NR			12	66.7%
<b>2016</b>								
yes	NR	NR	NR	NR	NR	NR	6	33.3%
no	NR	NR	NR	NR	NR	NR	12	66.7%
<b>2017</b>								
yes	NR	NR	NR	NR			7	38.9%
no	NR	NR	NR	NR			11	61.1%

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

### Section 2.1.i: Successful Completion rate

**Table 2.1.i: Successful Program Course Completion Rate (includes BA and CAS courses)**

	2014-15	2015-16	2016-17
Successful Completion Rate	80.5%	77.4%	73.0%
Number of enrollments	543	420	441

Source: TBCC Student Information System. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C or P. The percentage of students who were unsuccessful includes students who received a grade of D, F, NP, AU (audit) or W for the course.

## Appendix B: Advisory-Committee - Job Position Examples

### Advisory Committee Job Positions - Accounting Emphasis

	TCCA: Bookkeeper	TCCA: A/P Spec	TPUD: Accountant	FFCU: A/P Specialist
<b>Duties/Responsibilities</b>				
Maintain A/R, A/P, payroll files	X	X	X	
Reconcile general ledger, A/R, A/P, payroll		X	X	X
Prepare 1090 &/or 1099		X	X	X
Review billings & adjustments		X	X	X
Assist in month-end closing		X		X
Balance daily cash & reconcile totals	X			X
Prepare A/P payments		X		X
Maintain sufficient inventory	X			
Oversee A/R	X			
Post & document information	X			
Review invoices		X		
Maintain vendor records				X
<b>Qualifications</b>				
<b>Education</b>				
HS Diploma or GED	X	X	X	X
Assoc. Degree	preferred	preferred	required	
<b>Experience</b>				
Bookkeeping or accounting	3 yrs.	2 yrs.	2 yrs.	
POS system	preferred			
Handling cash	1 yr.			
<b>Job Knowledge</b>				
GAAP		X	X	
Filing procedures & record keeping			X	
<b>Skills</b>				
MS Office; comp. literacy	Interm.	Interm.	X	
10-key			X	
Math: fractions, %, ratios			X	
Auditing procedures			X	
<b>Abilities</b>				
Communicate effectively	X	X	X	X
Work independently	X	X	X	X
Attention to details, accuracy		X	X	X
Maintain quality employee relationships	X	X		X
Manage & prioritize time		X	X	X
Identify & solve problems			X	X
Work as a team player	X	X		
Handle confidential info		X		
Work under pressure/deadlines		X		
<b>Physical</b>				
Standing & walking	X		X	
Sitting	X		X	
Hearing & Vision	X		X	
Lifting 25 lbs.	X			
Travel (some, local & regional)			X	

**Advisory Committee Job Positions - Management Emphasis**

	TCC A: Asst. Retail Mgr.	TPU D: Admin Asst. to HR	TPUD: Engine er. Field Rep.	TPUD: Engine er. Coord.	TPUD: Utility Asst. Coordinat or	TPUD: Energy Program Represent ent	FFCU : Jr Loan Offic er	FFCU: Memb er Serv Rep	FFCU : Jr Loan Offic er	Insur : Prod . Assi st
<b>Duties/Responsibilities</b>										
Maintain accurate records		X	X		X			X	X	X
Prepare and proofread documents & reports		X		X	X	X		X		
Assist manager	X						X			
Coordinate projects & work flow				X	X					
Customer service							X	X		
Accept loan applications							X			
Administer quality program						X				
Analyze data						X				
Approve, deny, or recommend loans							X			
Calculate and track costs & payments					X					
Communicate clear expectations	X									
Design & stake extensions			X							
Execute business goals	X									
Identify, track, and analyze sales & marketing trends	X									
Investigate bill inquiries						X				
Manage rebate programs						X				
Monitor records & licenses (CDL)		X								
Open new accounts								X		
Perform audits & inspections						X				
Perform field & load checks			X							
Prepare & schedule field work	X									
Prepare & transcribe meeting minutes				X						
Prepare annual billings					X					
Recruit talent	X									
Schedule appointments				X						
Train staff	X									

**Qualifications**

**Education**

Assoc. Degree		X		X	X	X	X		
HS Diploma or GED	X	X	X						
Bach. Degree	preferred								
ODL			w/in 30 days		w/in 30 days	X			
Public Notary				required				if needed	
Related experience						3 to 5 yrs.			

**Experience**

Customer service	4+ yrs.					X	X		X	4 yrs.
Office support		2 yrs.		2 yrs.	1 yr.					
Utility or telecom. industry				desired	desired					
Clerical							X			
Construction standards			X							
Financial or credit union							X			
Food handler's card	X									
Supervision	1 yr.									

**Job Knowledge**

General office practices				X	X		X	X	X
Record-keeping methods		X		X	X		X		X
Office support work flow				X	X				
Construction techniques						X			
Electric service industry practices						X			
Open meeting protocols		X							
Project maangement						X			
Utility code specifications			X						

**Skills**

MS Office	Intern.	Intern.	Basic	Basic	Intern.	Intern.			
Standard office equipment		X	X	X	X		X	X	
Basic math			X	X	X	X			
Calculator						X	proficient	proficient	
Typing							proficient	proficient	
Filing		X							
POS Systems	X								
Property & casualty license									pass
Staking & surveying software			X						

**Abilities**

Build & maintain effective relationships	X	X	X	X	X	X	X	X	X	X
Communicate effectively	X	X	X	X	X	X	X		X	X
Comply and follow policies/guidelines		X	X	X	X	X		X	X	

Develop & maintain alliances with leadership	X	X	X	X	X		X	X	
Identify & solve problems			X	X	X	X	X		X
Make decision independently		X	X	X	X	X			X
Plan & organize multiple tasks simultaneously		X		X	X	X	X		X
Responsive to customers				X	X	X	X	X	X
Meet deadlines			X	X	X				X
Maintain records		X	X	X					
Maintain confidentiality		X							
Read maps & blueprints			X						
Prepare estimates			X						
<b>Physical</b>									
Standing & walking	X	X		X	X	X			X
Travel (some, local & regional)		X	X	X	X	X			
Lifting 25 lbs.	X			X	X				X
Hand & finger use (some repetitive motion)	X	X			X				
Hearing & Vision		X	X				X		
Maneuver in exterior field environment			X		X	X			

## Appendix C: TBCC BA Program Outcomes

Results of your top five (5) outcomes:

Rank	Outcome
	Access, use and evaluate information in business decision making.
<b>4</b>	Analyze business situations and evaluate possible solutions in the context of the business setting.
<b>5</b>	Apply an understanding of the management process inclusive of planning, organizing, leading, and controlling resources within organizations.
<b>3</b>	Communicate effectively in various forms.
	Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
	Demonstrate knowledge and application of prescribed ethical codes and behaviors in the workplace.
	Demonstrate the ability to apply and synthesize the functional areas of business to make sound business decisions.
	Practice within the legal, ethical, and economic standards of the business environment.
<b>2</b>	Use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems and make sound decisions.
<b>2</b>	Utilize computer applications for appropriate managerial analysis, presentations, and reports.
<b>1</b>	Work effectively in a team and group setting.
	Other:

## Appendix D: Advisory-Committee Self-Evaluation

Criteria	Yes	No	Unsure
The committee has held at least two meetings.			
The committee membership is diverse in gender and ethnicity and is composed of individuals whose occupational areas include: labor, supervisors, managers, educators, past/current students.			
The committee meeting minutes are maintained as a permanent record and are distributed to the members of the advisory committee.			
The agendas are prepared and distributed in advance of each meeting.			
Members are notified of meetings in a timely manner.			
Committee members are aware of the specific purposes of the committee and are familiar with related school policies.			
Instructors and administrators attend the committee meetings regularly.			
Committee meetings are well attended by members.			
The committee has been involved in the development and review of the program curriculum.			
The committee has reviewed the current program curriculum to determine if it is meeting the needs of the students and the projected employment needs of business and industry.			
The committee promotes and publicizes the program.			
The committee develops and carries out a yearly plan of action/program of work.			
The committee assesses the impact of recommendations yearly.			
The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc.			

*Note: The yellow shaded areas represent high response scores within the "No or Unsure" column. These criteria are targeted items currently being discussed within the BA Advisory Committee for improvement.*

## **Appendix E: Business Administration Occupations**

### ***Certificate***

Entry-Level Accounting Clerk  
Bookkeeping, Accounting, and Auditing Clerks  
Supervisors and Managers of Sales Associates  
Acct. Payable Specialist #  
Billing and Posting Clerk (CGCC) \*  
Account Collector (CGCC) \*  
Payroll and Timekeeping Clerk (CGCC) \*  
Sales Associate (CGCC) \*

### ***Associate Degree***

Administrative Assistant  
Tax Preparer  
Payroll and Timekeeping Clerk  
Supervisors (Office and Administrative Support)  
Hotel Manager  
Accountant #  
Assistant Retail Manager #  
Administrative Assistant to Human Resources #  
Engineering Coordinator #  
Utility Assistant Coordinator #  
Loan Officer #  
Supervisors and Managers of Office and Administrative Support Workers (431011)  
(CCC) \*  
Accounts Payable Administrator (CGCC) \*  
Payroll Specialist (CGCC) \*  
Administrative Services Manager (CGCC) \*  
Managers, All Other (CGCC) \*

### ***Bachelor Degree***

Human Resource Specialist  
Accountants and Auditors  
Public Relations Specialists  
Certified Public Accountant, Auditor (CGCC) \*  
Management Accountant (CGCC) \*  
Chief Financial Officer (CGCC) \*  
General and Operations Manager (CGCC) \*  
Marketing Managers (CGCC) \*

**Source:** # - Advisory Committee Submitted Job Positions / \* - Comparable Community Colleges



## Appendix F: Area Employment Projects from OLMIS

### Wage Range 2017- Certificate Level

Note: These occupations have a large share of part-time workers. Annual wages for occupations with a large share of part-time workers may overstate actual income.

#### **Bookkeeping, Accounting, and Auditing Clerks**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	25,555	25,123	-432	-1.7%	0	251	251
Northwest Oregon	1,294	1,193	-101	-7.8%	0	13	13
Portland-Metro	9,673	10,432	759	7.8%	112	95	207

Note: for Bookkeeping, Accounting, and Auditing Clerks Includes Payroll, Timekeeping, Accounts payable – includes many certificate level positions when looking at job postings.

#### **Retail Salespersons**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	63,827	73,621	9,794	15.3%	979	2,212	3,191
Northwest Oregon	3,789	4,123	334	8.8%	33	131	164
Portland-Metro	26,078	30,553	4,475	17.2%	448	904	1,352
Southwestern Oregon	2,096	2,332	236	11.3%	24	73	97

## Supervisors and Managers of Retail Sales Workers

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,344	15,860	1,516	10.6%	152	321	473
Portland-Metro	5,177	5,883	706	13.6%	71	116	187

*No Projections for NW OREGON*

## Billing and Posting Clerks

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,251	7,463	1,212	19.4%	121	131	252
Northwest Oregon	328	365	37	11.3%	4	7	11
Portland-Metro	3,008	3,555	547	18.2%	54	63	117

## Bill and Account Collectors

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,888	3,867	-21	-0.5%	0	95	95
Northwest Oregon	80	78	-2	-2.5%	0	2	2
Portland-Metro	2,307	2,342	35	1.5%	3	56	59

**Occupation Profiles Report - AAS Degree Level**

**Secretaries and Administrative Assistants, Except Legal, Medical, & Executive (436014)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,035	29,039	2,004	7.4%	200	285	485
Northwest Oregon	1,494	1,534	40	2.7%	4	16	20
Portland-Metro	10,231	10,987	756	7.4%	74	108	182

**Tax Preparers (132082)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,566	1,827	261	16.7%	26	39	65
Northwest Oregon	42	41	-1	-2.4%	0	1	1
Portland-Metro	543	602	59	10.9%	5	14	19

**Supervisors and Managers of Office and Administrative Support Workers (431011)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,649	16,510	1,861	12.7%	186	221	407
Portland-Metro	6,319	7,199	880	13.9%	87	96	183

***No Projections for NW OREGON***

### Accountants and Auditors (132011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	12,623	15,328	2,705	21.4%	270	337	607
Northwest Oregon	604	653	49	8.1%	5	16	21
Portland-Metro	6,496	7,814	1,318	20.3%	130	173	303

### Lodging Managers (119081)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	466	527	61	13.1%	6	9	15
Northwest Oregon	109	116	7	6.4%	1	2	3
Portland-Metro	111	121	10	9.0%	1	2	3

### Supervisors and Managers of Retail Sales Workers (411011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,344	15,860	1,516	10.6%	152	321	473
Portland-Metro	5,177	5,883	706	13.6%	71	116	187

**No Projections for NW OREGON**

### General and Operations Managers (111021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,869	32,029	4,160	14.9%	416	705	1,121
Northwest Oregon	1,140	1,229	89	7.8%	9	29	38
Portland-Metro	12,676	14,689	2,013	15.9%	200	321	521

### Loan Officers (132072)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,628	4,143	515	14.2%	52	60	112
Northwest Oregon	54	57	3	5.6%	0	1	1
Portland-Metro	1,684	1,942	258	15.3%	26	28	54

### Human Resources Assistants, Except Payroll and Timekeeping (434161)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,384	1,427	43	3.1%	4	16	20
Northwest Oregon	39	38	-1	-2.6%	0	0	0
Portland-Metro	622	650	28	4.5%	3	7	10

Note: Replacement openings occur when workers permanently leave an occupation for reasons such as retirement

### Payroll and Timekeeping Clerks (433051)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,044	2,150	106	5.2%	11	55	66
Northwest Oregon	105	100	-5	-4.8%	0	3	3
Portland-Metro	817	869	52	6.4%	5	22	27

### Administrative Services Managers (113011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,274	3,707	433	13.2%	43	61	104
Northwest Oregon	162	170	8	4.9%	1	3	4
Portland-Metro	1,610	1,835	225	14.0%	22	30	52

**Occupation Profiles Report - BACHELOR Degree Level**

**Human Resources Specialists (131071)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,755	6,378	623	10.8%	62	140	202
Northwest Oregon	272	278	6	2.2%	1	7	8
Portland-Metro	3,130	3,560	430	13.7%	43	76	119

**Accountants and Auditors (132011)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	12,623	15,328	2,705	21.4%	270	337	607
Northwest Oregon	604	653	49	8.1%	5	16	21
Portland-Metro	6,496	7,814	1,318	20.3%	130	173	303

**Public Relations Specialists (273031)**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,281	2,567	286	12.5%	29	27	56
Northwest Oregon	122	134	12	9.8%	1	2	3
Portland-Metro	1,343	1,547	204	15.2%	20	16	36

### Financial Managers (113031)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,308	7,275	967	15.3%	97	149	246
Northwest Oregon	217	231	14	6.5%	1	5	6
Portland-Metro	3,574	4,139	565	15.8%	56	85	141
Southwestern Oregon	136	145	9	6.6%	1	3	4

### General and Operations Managers (111021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,869	32,029	4,160	14.9%	416	705	1,121
Northwest Oregon	1,140	1,229	89	7.8%	9	29	38
Southwestern Oregon	895	927	32	3.6%	3	23	26

### Marketing Managers (112021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,185	4,981	796	19.0%	80	99	179
Northwest Oregon	149	155	6	4.0%	1	4	5
Portland-Metro	2,552	3,040	488	19.1%	49	60	109