



Three-Year Instructional Program Review Template
Tentative Due Date: May 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
- Office Supervision 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
- Masyn Phoenix, Adjunct Faculty
- Rebecca Phoenix, Adjunct Faculty

Authorization:

After the document is complete, it must be signed by the Department Faculty and Vice President of Instruction prior to submission to the President.



Signatures of Department Faculty



Signature of Vice President of Instruction



Date of Submission

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

Mission: Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves our diverse community.

Vision: Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement and economic success.

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 and lead to a living wage job in a variety of fields. The BA program helps move the mission of the college forward by delivering lifelong learning and professional competence skills; practicing effective communication skills; engaging in critical thinking, practical analysis, and problem solving; and developing educated citizens who appreciate ethical principles and cultural differences.

The BA program has a historic presence at TBCC and is the first program to offer fully online courses, which benefits students who need a flexible schedule to pursue a degree or certificate. These courses represent educational excellence as they utilized 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 four Certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer in Business degree and starting in 2022, the Associate of Science Transfer (AST) in Business, students have many options available to them. Many graduates of the BA program are working in the community as represented within the composition of the advisory committee.

Core Themes

1. **Educational Excellence:** Students are provided with the opportunity to succeed in an equitable, inclusive and supportive environment that enhances individual and professional growth, through academic, personal and professional development.
2. **Economic Success:** The College contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.
3. **Leadership, Partnership and Community Engagement:** The college and its students, staff and faculty serve as educational and community leaders through professional development, skill building, or partnership with local business and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services.

The Core Themes and Institutional Learning Outcomes relate to each other as follows:

MISSION: Core Theme Values Institutional Learning Outcomes (ILO)

MISSION: Tillamook Bay Community College creates *bridges to opportunity* by providing *quality education that serves the needs of our diverse community*.

bridges to opportunity	Economic Success	Student Success; Personal & Friendly Environment	Lifelong Learning & Professional Competence: Students will engage in and take responsibility for intentional learning, seeks new knowledge and skills to guide their continuous and independent development and adapt to new situations.
providing quality education	Educational Excellence	Student Success; Academic Excellence; Personal & Friendly Environment	Communication Skills: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas. Problem Solving Skills: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.
serves the needs of our diverse community	Leadership, Partnership and Community Engagement	Resourceful Teamwork; Personal & Friendly Environment	Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures

In particular, the BA program directly furthers TBCC's core theme of Educational Excellence. With over 70% of the students successfully completing courses, BA students make consistent and timely progress toward their individual educational goals. BA coursework utilizes best practices involving students connecting with other students; interactions through forum discussion; personal reflection journals; video instructions and lecture; comprehensive assignments; capstone seminar project; 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, managers, and business owners with curriculum shaped and reviewed by local employers. The program meets a broad range of student needs including recent high school graduates, incumbent workers, and people seeking a new 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 along with 25% of the course credits within general studies. 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 start 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 prepare 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 evaluation functions.

Students pursuing the accounting track prepare for work as bookkeepers, tax preparers, loan officers, accounting clerks, and accounting specialists. Students learn skills to record transactions and post entries; analyze, create, and review financial statements, prepare payroll; and perform other accounting functions to make prospective management decisions.

The program outcomes are as follows (see Appendix D for a list of certificate outcomes):

Program Learning Outcomes	Institutional Learning Outcomes
Social Skills: Work effectively and ethically within a diverse business team.	ILO IV: Students will demonstrate respect, honesty, fairness, and ethical principles by understanding and appreciating differences in cultures and behaviors.
Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.	ILO III: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgment based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.

Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.	ILO I: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.
Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders.	ILO II: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

2.0 Program Data and Trends Analysis

2.1 Program Name: Business Administration

(See Appendix A for Data Table – pp. A1-A3)

Data Point	Table	Trend	Highest Year
Enrollment	2.1.a	There has been a steady increase since 2016 (420) through 2019. 2020 decreased which was consistent across the campus, particularly due to Covid.	(2019) 840
Number Program Majors	2.1.b	The combined number of students earning BAUDM and OTBU was 60; in 2019, 14.3% of all students earned these degrees. Over the three-year average, 12.5% of TBCC degrees come from business.	(2019) 60
Total FTE	2.1.c	From 2018-2020, BA courses accounted for 99.61 FTE with a range from 27-37 FTE annually; with two full-time faculty, this averages to 49.8 FTE.	(2019) 36.93
Number Sections Offered	2.1.d	Although the number of courses remain steady (between 26-29), the number of sections increased in 2018 as the BA program now offers smaller enrolled summer classes to support student success and achievement.	(2018 & 2019) 45
FTEF	2.1.e	The three year average (2018-2020) is 0.6917; starting in 2020 three adjunct faculty have also taught classes as full-time faculty also have committee responsibilities; some BA courses also support and are integrate into other degrees, such as the ASOT – Business degree and the AAS in Healthcare.	(2019) 0.7693

Fill Rate	2.1.f	The highest one term fill rate was fall 2018 (54%); The three average fill rate for fall = 45.91%, winter = 40.89%, and spring = 34.50%, which follows the college-wide enrollment trend.	(2019) 43.50%
% Students Persisting from Fall to Fall	2.1.h	BUADM students persisted better (50%) than All Other Majors (41%) from 2018-2020, but it is recognized that the number of BA students (22) is significantly less than all others (272); a persistence advantage here could be due to having two full-time faculty reliably teach a majority of their courses so students understand consistent course expectations.	(2018-2020) 50.0%
Average Successful Completion Rate	2.1.i	Despite lower enrollments and FTE in 2020 (see 2.1.a & 2.1.c), it was the highest in successful completion; part-time students representing a major of TBCC students, so 2020 could have represented a higher completion year; also more familiarity and student support for online education may improve this measure.	(2020) 16

2.2 Program Peer Comparison

How does your program compare with peers?

Based on size, location, and curricula, the three most comparable colleges with Business Programs are Clatsop (CCC), Oregon Coast (OCCC), and Columbia Gorge (CGCC); however currently, CGCC does not have a department chair and no one responded to the request for information so Umpqua (UCC) was contacted.

- Clatsop (CCC) offers two AAS degrees: 1) Accounting Technician and 2) Business Management; and four Career Pathways: 1) Accounting for Business Certificate, 2) Entry Level Accounting Clerk Certificate, 3) Business Professional Certificate, and 4) Entrepreneurship Certificate.
- Columbia Gorge (CGCC) offers two AAS degrees: 1) Accounting and 2) Entrepreneurship/Small Business Management; two Certificates: 1) Accounting/Bookkeeping and 2) Entrepreneurship; and a Career Pathway Certificate in Entry-Level Accounting Clerk Career Certificate.
- Oregon Coast (OCCC) offers one AAS degrees in Accounting; and two Career Pathways: 1) Accelerated Accounting Certificate; and an Entry-Level Accounting Clerk Certificate.
- Umpqua (UCC) offers four AAS degrees: 1) Business Technology in Business Management and Marketing and 2) Office Technology as Executive Business Assistant and Medical Office Administration; four Certificates: 1) Entrepreneurship 2) Supervision, 3) Medical Billing & Collections Clerk, and 4) Office Assistant; and three Career Pathway Certificate in 1) Financial Services, 2) WAFC Retail Management and 3) Front Office Medical Assistant.

Program leaders from all three colleges provided information regarding the following questions.

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

CCC - This past years, enrollment in business courses is slightly up despite enrollment being down in other programs at the college. The previous two years were stable. It seems that many students studying business valued the convenience of online and Zoom/remote courses.

OCCC - The program is primarily online. Online options for education have increased dramatically throughout the pandemic. The program itself may face a need to define a clear value proposition to attract students it would have automatically acquired in the past.

UCC – Program enrollment has increased slightly over the last couple of years. Once the changes for the AST – Business occur, they plan on marketing it and helping train advisors to help promote it. COVID has hurt all the programs on campus, but Business is holding steady.

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

CCC - Many students enjoy the freedom of online/remote schooling, but some students prefer in-person learning. It will be a challenge to offer coursework that meets both sets of demands when there is not enough demand to run multiple sections of courses. Other challenges include keeping up with changing technology trends and changing workplace skillset demands.

OCCC - A real opportunity for a small, rural county that is primarily based on retail sales and tourism/hotel/restaurant which would seem to be in helping our local business owners and middle managers develop skills that help them grow their business. The challenge is that these businesses are extremely diverse so the department needs to identify a certificate or degree that satisfies enough of their needs and then determine how to deliver it.

UCC - Challenges continue to be marketing what is available and helping students to understand the pathway to a career in business.

Analysis:

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

- Overall enrollment trends for all colleges are similar; however, the enrollment at TBCC has been more steady and consistent.
- Online classes and learning continue to be a necessity and focus for all colleges.
- Successful marketing efforts to promote the degree, through multiple media outlets, is necessary to see an enrollment impact.
- TBCC's AAS 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.

- Besides TBCC, CCC is the only comparable college that requires a Cooperative Education class within their degree. TBCC is unique in requiring both cooperative education and a business capstone seminar.
- 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.

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?

(See Appendix A for Data Table – p. 4)

Program Name: Business Administration (2018-2020)

Group	Number of Students Enrolled	Average Successful COURSE Completion Rate
Males	636	80.19%
Females	1526	81.72%
Hispanic/Latino	547	84.10%
White	1440	80.42%
Unknown	176	79.55%

Analysis Highlights:

- Female students (70.6%) outnumber male students (29.4%). This ratio is higher than the general demographics of TBCC students from 2018 (56% female and 44% male).
- 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 66.6% of BA students identify as White.
- Hispanic/Latino students are slightly more successful in course completion compared with White and Unknown students.
- Female students are slightly more successful in course completion compared with male students.

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

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

2.5 Other Data

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 reviewed annually in order to meet the emerging expectations and economic changes within today's business environment while maintaining a goal to support students becoming competent business professionals. As technology continues to permeate all aspects of business and learning, efforts to embrace these changes occur within the curriculum. The choice of curriculum learning materials has 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 use Open Education Resources (OER). OER's are more economical for students (saving over \$770,000 college-wide for students through fall term 2020) and allows 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?

- Full-time faculty are successfully teaching in 92% of program's business courses.
- Student retention from fall-to-fall is slightly more successful compared with all other majors.
- Student retention from fall-to-fall from 2018-2020 compared to 2015-2017 increased by 12%.
- Over the last two year, more students have earned the Accounting Clerk and Entry-Level Accounting Clerk Certificates.

- Open Education Resources (OERs) and/or textbooks that are available for check-out in library are utilized in over 85% of the program courses.

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

- Student persistence from fall-to-winter is slightly less when compared with all other majors.
- Student enrollment and the number of students in the program peaked in 2019.

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

- Develop opportunities to increase enrollment in male and Hispanic/Latino students.
- Investigate program certificates in emerging business and computer subject areas.
- Explore opportunities to increase successful completion rate (supporting students, not lowering standards) for White and Undisclosed students.
- Develop opportunities to increase enrollment and program numbers across the board.

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

- Developing strategies to attract and increase enrollment post-pandemic.
- Exploring how to improve persistence and retention for all students.

3.0 Student Learning Outcomes Assessment

The SLO process has three components. All curriculum development requires considering assessment. Assessment promotes equity, links courses, programs, and institutional outcomes, asks questions, solves problems, and seeks to improve student learning. Assessment is the connection between desired results and accomplishments. Assessment must measure it and make plans to improve results. All assessment starts with the following questions:

- What are we trying to do (the goal)?
- How will we know when we have accomplished it (evidence)?
- Where are we now (current state of performance)?
- What steps do we need to take to improve where we are (action plan)?
- Who should be involved in our action plan (collaboration)?
- How is our action plan working (reflection)?
- Once we have achieved the goal, what will our next steps be?



Institutional Learning Outcomes (ILO): TBCC's ILO's are ultimately measured in several different ways. First, the teaching faculty measures them at the end of every single course (that contains an ILO), and every single course (linked to an ILO) must move a student closer to

achieving ILO's. Second, ILO's are directly measured by an annual survey of all TBCC graduates (Graduation Survey). The ILO's are worked on annually during the Faculty Self-Evaluation and reflection process. Thus, ILO's are continually measured on an individual, and collective, cycle. Care has been taken to design courses, and programs, so that students continue to experience and move towards mastery of ILO's. The results of this assessment are used to improve student learning.

Program Learning Outcomes (PLO): Program Learning Outcomes are what TBCC graduates are expected to achieve through completing their program (degree or certificate). At TBCC, PLO's are measured at the conclusion of every course (individually) by teaching faculty and during program review (collectively). Program Learning Outcomes are also measured by an annual survey of all TBCC graduates (Graduation Survey) and end-of-the-program seminar course. Thus, PLO's are continually measured on an individual, and collective cycle. All programs have been designed so that students achieve mastery of program learning outcomes by the end of their successful program completion. PLO's are routinely assessed and that the results of this assessment are used to improve student programmatic learning through Program review goal setting and annual review of goal achievement.

Course Learning Outcomes (CLO): Course Learning Outcomes are what a student is expected to know, think, or do at the end of their course experience. These are measurable and observable. Students cannot pass a course without achieving CLOs.

Courses build skill and content mastery, and they cumulate in program mastery. Courses are mapped to programs, and programs to institutional learning outcomes. Every program is designed so that the cumulative classes result in mastery of both Program Learning Outcomes and Institutional Learning Outcomes. The process in its entirety is the process of measuring the Student Learning Outcomes, or SLO's. For further clarification, a mapping document is maintained in the Curriculum SharePoint, which describes these processes.

Each faculty member works on individual course improvements. Each time a class is taught they measure outcomes, collect student feedback (via student surveys), and assess themselves. Finally, faculty document what will be done differently next time.

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. Most recently, one PLO was revised to better reflect a broader and academic explanation for computer and information skills. 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.

The following are examples of student learning improvements:

- BA 101 – More content was embedded throughout the class regarding forces that shape a business due to economics (CLO #1). The student scores improved; several students commented that this topic on economics was one of their key learnings from the class.
- BA 205 – To improve their practice giving a persuasive speech and from the request of a couple students, a sample speech was shared (CLO #3). Beyond just submitting the presentation, students were required to submit a Presentation Outline that particularly highlights transitions.
- BA 206 – Students assisted in identifying and developing key business terms, similar to a class glossary (CLO #1), which complement the key terms already highlighted by faculty.
- BA 213 – A weekly Muddiest Point forum was added for students to discuss especially difficult areas in that week's material. It allows for more interaction with other students and the instructor.
- BA 223 - During the week prior to conducting primary research (CLO #3), students were required to share their survey draft into a class forum discussion and give feedback to each other. With peer feedback, students commented that it improved their final survey and its results.
- BA 226 – After analyzing exam question data (those which were most challenging for students), the exam questions were revised and the textbook study guide questions were updated.
- BA 228 – More videos were added for some chapters highlighting common questions students have had. Excel spreadsheets were embedded, which allows them to understand how to synthesize Excel with QuickBooks. This also makes it more efficient to grade and decreases size of files to upload into Moodle.
- BA 256 – Due to the constantly changing landscape of taxation, a current events forum each week was added to the class so students are aware of the dynamic effect of tax policy and laws. They are finding that taxes affect them more.
- BA 285 – While forums, journals, and a written paper provided assessments for student learning regarding effective team behavior strategies (CLO #3), students still need more opportunities to understand team dynamics (which support PLO #1: Social Skills). Three business case studies were added in which student further learned about the importance of effective team conduct and behavior.
- BA 290 – An essential program outcome is social skills (PLO #1); students are required to collaborate on two case study papers.

Overall, students are showing improvement in SLOs. Through time, with the college's new assessment process, student improvement data will be easier to disaggregate and analyze.

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

During the 2019-2020 academic year, there was focus on two PLOs, which parallel the college's focus on the two institutional outcomes of Cultural Awareness and Problem Solving. Overall, students assessed higher in related outcomes compared with the college-wide average.

2019-2020 Outcomes (% of students assessed at Advanced or Competent level)

	CLO	PLO	ILO
BA, CAS	83.21	77.1	76.62
TBCC Average	77.48	77.67	76.05

The following are a couple examples of how CLOs support PLOs (see Appendix F).

BA PLO - Social Skills: Work effectively and ethically within a diverse business team. Students learn skills and roles that are important when working within teams through numerous measures and opportunities. Examples of improvement include:

- BA 206: targeted forum discussions regarding 1) culture & social networks and 2) team roles.
- BA 277: targeted forum discussion regarding discrimination.
- BA 285: targeted forum discussions regarding 1) communication and 2) cultural diversity.
- BA 290: two case study assignments have students work together as a team.

BA PLO - Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions. Students practice analytical and critical thinking while developing solutions to problems. Examples of improvement include:

- BA 101: a final assignment in which they analyze an actual public corporation.
- BA 223: a final assignment in which they construct five key sections of a market plan.
- BA 250: a final assignment in which they assess qualities and characteristics of a successful small business.

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

Within the last three years, the student learning outcome assessment process has continuously been improved and modified starting with the original data base assessment reporting on class learning outcomes data and narrative questions. Within the narrative questions, one key question is "What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1 above?" This question allows everyone to close the assessment loop and plan for learning improvements.

Within this academic year (2020-2021), the assessment process was updated to a similar but different system in which SLOs are disaggregated for each student, as required for accreditation. Within this is a new system, learning outcomes are analyzed and results are interrupted. More training and time is needed to know how effective this is for the program and program results.

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

- Same as 3.3

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans

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

The ultimate goal for this program is to have a well-defined Business degree pathway that meets the needs of local industry and our community as well as the varying needs of students (workforce, transfer). Previous short-term (1 year) and mid-range (2-3 years) goals are summarized here:

- Expand 1 year and/or less than 1-year college certificates and career pathways.
 - BA faculty explored and assessed certificate options and alternatives. After reviewing and discussing these with the BA Advisory committee, the current offerings were found to be appropriate and satisfactory. No new courses were needed to align within the current degree map.
- Engage more teachers and high schools students with dual credit courses.
 - TBCC currently collaborates with two local high schools (THS & NKN HS) in offering BA dual-credit courses. TBCC BA faculty consistently meet with high school teachers, but no expanded course opportunities were identified as the schools have not expanded class offerings for students. Terms in which dual credit courses were offered were adjusted within the high schools to better accommodate their scheduled offering needs and when the class was best offered for their students.
- Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.
 - BA faculty annually reviewed curriculum with the BA Advisory committee to ensure that courses and course outcomes most effectively prepare students for employment; no significant changes were made. Faculty and the Advisory committee continue to discuss a prerequisite option of keyboarding within the program.
- Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.
 - BA faculty researched and agreed upon a standard exam for both Beginning Word and Beginning Excel. The processes and coordination for this test is similar to the keyboarding challenge exam in that it is coordinated with the Library, Business Office, and Student Services.
- Institute a survey for current students and graduates regarding the quality of instruction provided by the TBCC business department.
 - Survey data collection started in 2019. It was administered as a voluntary survey through Survey Monkey. Although to date, there has only been data collected from 15 respondents, the results are found in Appendix E. In terms of satisfaction, 87% of the students answered satisfied to very satisfied; 13% answered neutral; 0% were dissatisfied.

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

No extra resources were allocated for the previous program goals.

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

- Write 2021 program review with short and long-term goals by June 2021.
 - A three-year program review is a part of the college's planning and strategic efforts to encourage a review of student data, outcomes, and success.
- Review and revise CCOGs by January of 2021.
 - As the college continues to improve its systems and forms, a thorough review of all BA & CAS classes was important particularly since one of the prerequisites (Math) for a majority of the classes needed to be modified. During the revision process, most course learning outcomes remain the same, but a few changes were necessary. Further review of PLOs and ILOs may require amendments, particularly if ILOs change after accreditation.
- Embed career exploration activities per Guided Pathways (GP) for fall term, 2022.
 - Within the Guided Pathways initiatives, the development of a business learning community is recognized along with the need for branding each community. The BA program will continue to work with the GP leadership on what is involved within these learning communities along with the need to implement career exploration activities. It is recognized that career exploration best starts within BA 101: Introduction to Business to expose students to a variety of career paths. Furthermore, as GP continues to develop goals and efforts to what can occur within these learning communities, BA faculty will work to assist these practices.
- Modify curriculum to support the Statewide Associate of Science Transfer (AST) – Business by the end of 2022.
 - The AST-Business was developed to make it easier and more consistent for students to complete their first two years, earn an Associates degree, and be eligible for junior standing when transferring to one of the seven Oregon Public Universities (OPUs). This work started three years ago and is almost finished, but there is still a need to develop degree maps for students, determine PLOs for the degree, and provide clear advising for students. Two courses (in particular CAS 170 and BA 211) need to modify course content in order to achieve alignment and meet compatibility. BA faculty have reviewed the course content change, but faculty need to revise the curriculum in order to cover the appropriate learning expectations.
- Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full-time faculty to teach in person as well as online and may grow FTE by 2023.
 - Since the last program review, two adjunct faculty have started teaching two BA classes (BA 224 and BA 277) which covered for full-time faculty workload, but those courses are still online. The BA degree is promised to be available online and college data shows that

online classes are more popular than on-ground classes; however, if on-ground classes can increase FTE to support the college's strategic goals, select classes need to be researched and developed for this traditional teaching modality.

- Update to a current version of the Microsoft Office (MS) software by end of 2022.
 - Over the past several years, faculty have been teaching the 2013 Microsoft Office software, which is similar to most of the colleges and universities within the state. While it is still commonly used within the workplace, some businesses but most students are using MS 2016 or MS 2019. Later this year, MS 2021 should be available. Through further research and consulting with the BA advisory board, the series of computer application science (CAS) courses need to be teaching a newer version of MS Office.
- Pilot Hy-Flex Instruction in the fall of 2021.
 - TBCC is exploring and starting to implement Hy-flex instruction which allows students to participate in learning via three modalities: 1) face-to-face, 2) synchronous online, and 3) asynchronous online. Following the training, BA 101 may be offered via Hy-Flex. Based upon the pilot experience and results, other classes might incorporate this teaching methodology.

5.2 Long-term Plans (six year cycle)

- Strengthen the pipeline of students entering the Tillamook workforce and economy.
 - While the BA program currently connects with employers, such as students participating in cooperative work experience and employers participate on the BA Advisory committee, there is always a need to have a larger variety and pool of employers. This would benefit students when looking for internships and employment. The BA program is interested and eager to assist a career services department, which would support students in discovering scholarships, choosing a career path, and finding jobs.
- Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.
 - This program would benefit from collaborating with the college's Advancement and Business Offices. By 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. This would benefit both the BA program and the college's Foundation.
- Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.
 - Currently, BA faculty survey students during spring term that is primarily focused on student satisfaction (results are in Appendix E). Other community colleges have similar surveys, but they also specifically survey graduated students. BA faculty need to assess and learn from their survey practices to determine best questions. BA faculty can 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, reviewed, and used for improvement.

- Hold meetings with adjunct to discuss retention and completion data.
 - With an increase in adjunct faculty teaching more BA courses, having more conversations regarding teaching strategies to improve student success will hopefully lead to improved retention and completion data.

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

The areas of researching, meeting, collaborating, and discussing plans should not require additional resources. Although some of the planning 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 (see Appendix G for BA annual budget).

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	\$5,500	Annual Budget (annual purchase of books)
Computer Hardware		
Computer Software		
Training		
Other (promotion)		
Total Requested Amount	\$5,500	

6.1 Describe the resource request.

Previously, BA faculty personally purchased textbooks for checkout through the library as a benefit for students. By updating to a newer version MS office, textbooks would need to be purchased, as currently there are no open education resources (OERs) available. This request asks the college purchase the newer version textbooks for three courses. On average, the textbooks are \$100 each. Based on what is currently on loan in the library, there are 25 copies for CAS 133 (\$2,500), 20 copies for CAS 170 & 171 (\$2,000); and 10 copies for CAS 216 (\$1,000).

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 with MS Access, MiniTab, or another data retention system, which could be sourced so that it integrates with other departmental needs.

6.2 What program outcome(s) does the resource request address?

The purchase of textbooks within the CAS courses support the particular PLO of Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.

6.3 What measurable outcome(s) will result from filling this resource request?

The purchase of updated textbooks support several strategic goals; most directly, it supports textbook savings to students (EE4.1). It also supports the goals for students making consistent and timely progress toward their individual educational goals (EE1) as they can do not have to spend money on textbooks.

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. 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 will benefit both the college and BA program as they promote the program.

6.4 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

Advisory Committee Membership		
Name	Title/Job	Community of Interest
Amy Blackburn	EDC/Tourism Accountant	EDC
Shannon Cahoon	Community Develop. Manager	FibreFederal CU
Shane Stuart	Human Resources Manager	Tillamook PUD
Robin Pepper	Business Office Specialist	TBCC
Briar Smith	Human Resources Manager	Till. Farmers Co-Op
Micah Smith	CFO	Till. Regional Hospital
Joanna Stelzig	Public Relations Manager	Tillamook PUD
Wendy-Jo Wolf	Food Safety Program Manager	Tillamook Creamery
Amber Zwald	Office Manager	Zwald Trucking
Tami Schild	CTE Coordinator	ESD
Christy Hartford	Principal	THS
Heidi Buckmaster	Principal	NKN
Teresa Rivenes	VP of Instruction	TBCC

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 various business industries, 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.

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 2021), the advisory committee will have an opportunity to provide feedback. Afterwards, the final version will be shared during the fall meeting (tentatively, November 2021).

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 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 are sought as the committee includes several TBCC graduates. As discussed in section 7.2, employers responded positively to the program's redesign and online degree offering. Through emails and meetings, employers provide input, direction, guidance, and affirmation for courses, course outcomes, and program outcomes. Several examples are included here:

- **Course Level:** Committee members chose to review two to three courses that match their field of experience. During the review, they evaluated course outcomes; content and topics; and syllabus format and schedule. Committee members agreed that courses cover important are relevant key topics within each subject matter.
- **Degree Level:** Based on the committees feedback and reviewing other school's approach to teaching the accounting sequence, the AAS-Business degree was streamlined and changed to the 2019-2020 degree were made including:
 - Changes: for the BA 211-213 sequence, all three (3) courses are now four (4) credit; the history course was replaced for another writing course so that students could learn more about persuasion and argument.
 - Added: Math 105: Math in Society, rather than requiring students to learn just algebra, this class provides a more relevant math; BA 218: Personal Finance, so that students learn life topics such as budgeting, banking relationships, borrowing, insurance, risk management, real estate, investing, portfolio management, retirement and personal taxes.
- **Program & Certificate Learning Outcomes:** first, the committee affirmed the four (4) program learning outcomes along with revising the specific outcome regarding computer skills. Outcomes for all four (4) certificates were created, reviewed, and agreed upon by the committee. The committee inquired about the certificates and they were pleased to learn that the certificates are embedded within the Associates degree as students acquire

them; the certificates benefit students who may need to take courses at a slower pace and they are credentials that can be included in a resume as a hiring advantage.

- Program Goals: the committee regularly reviews and approves the short and mid-term goals.
- Job Research Findings: job opportunities and skills were collected regularly to match skills being taught to align with what industry partners are seeking for high school students or college graduates (see Appendix B). Committee members affirmed that the research was relevant and that the program was appropriately addressing job readiness skills for students.

It is further worth noting that 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.

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

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 (see Appendix C). 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 (see Appendix C). 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. 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 C).

For Associates degrees, two job sectors (Loan Officers and Lodging Managers) are anticipating increases around 12.0% over the next ten years. While Secretaries & Administrative Assistants and Retail Sales Supervisors & Managers anticipate annual replacement openings (159 & 158 respectively), growth in these fields are decreasing and slow. General & Operations Managers and Accountants & Auditors both have a respectable ten-year anticipated growth (7.7% & 8.7%) along with annual replacement openings (138 & 47).

Finally, while looking through the Bachelor degree level, General & Operations Managers will have the most annual replacement openings (138) and a 7.7% increase in jobs. The largest percent increase (18.8%) will be within Financial Managers; there are expected to be 20 annual replacement openings. Other job –Public Relations Specialists –are expecting growth (5.6%) and with a decent expected annual replacement openings number at 19.

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 have 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 business courses 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:

- 72.7% of the students successfully complete BA courses, showing that these students are making consistent and timely progress toward their individual educational goals.
- Female students (70.6%) outnumber male students (29.4%) which is slightly higher than the general demographics of TBCC students.
- BA students are more demographically diverse than the county in general.
- Hispanic/Latino 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.
- 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 four 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.
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.

- Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.
- 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)
 - Write 2021 program review with short and long-term goals.
 - Review and revise CCOGs.
 - Embed career exploration activities per Guided Pathways (GP).
 - Modify curriculum to support the Statewide Associate of Science Transfer (AST) – Business.
 - Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full-time faculty to teach in person as well as online and may grow FTE.
 - Update to a current version of the Microsoft Office (MS) software.
 - Pilot Hy-Flex Instruction.
- 5.2 Long-term Plans (six year cycle)
 - Strengthen the pipeline of students entering the Tillamook workforce and economy.
 - 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.

10.0 Vice President of Instruction Program Review Summary Page

I want to start this review with a sincere appreciation and kudos to Tom Atchison who worked tirelessly on this review and incorporated feedback from multiple others along the way. I would also like to thank, and appreciate, Michael Weissenfluh, Masyn Phoenix and Becca Phoenix for their participation in this undertaking. It takes a village!

The Business department has a number of clear strengths as recognized by the FTE and student learning outcomes. It is one of our most successful programs at TBCC. The Business degrees and certificates are available online, the business department is piloting other instructional methods (hybrid, hy-flex) and collaborates with other degrees such as Healthcare to expand its reach in positive ways. The Business department is also highly committed to OER's, best instructional practices and department improvement over time. Their tracking of CLO, PLO and ILO improvement is a model for the entire college.

All of that said, there is still room to grow. I would like to see the Business department continue to engage in Guided Pathways, explore an Entrepreneurship certificate/program, and explore ways to incorporate new technologies in the world of business.

Moving forward, goals include;

SHORT TERM

- Grow dual credit/expanded options courses and work with new faculty as they come on in high schools.
- Review and revise all CCOG's and modify curriculum to align with new classes and transfer degree
- Embed career exploration activities per Guided Pathways
- Update to new Microsoft Office software
- For Guided Pathways, implement career exploration activities within BA 101: Introduction to Business.
- Pilot hy-flex instruction
- For the MTM, decide out to cover the appropriate learning outcomes within our Accounting sequence (BA 211-213).

MID TERM

- Explore Entrepreneurship cert/program
- Begin to consider ways to improve retention and completion

LONG TERM

- Strengthen the pipeline of students entering the Tillamook workforce and economy.
- 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.
- Hold meetings with adjunct to discuss retention and completion data.

Again, thank you for all you do to make, and continually improve, Tillamook Bay Community College and the community at large. Your work does not go unnoticed.

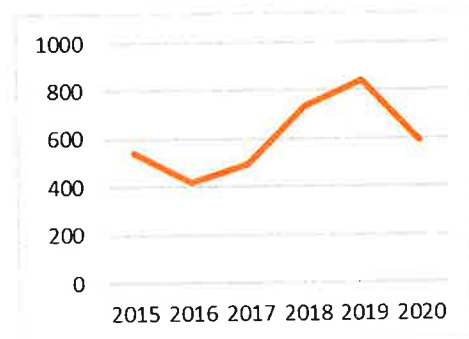
Appendix A: Academic Years – 2018-2020

2.0 Program Data and Trends Analysis

The tables below summarize the courses that were conducted in this three-year period for the courses in these areas: BA, CAS

2.1.a: Enrollment

Enrollments	Term				Total
Year	SU	F	W	SP	
2015					543
2016					420
2017					493
2018	106	262	197	169	734
2019	127	259	257	197	840
2020	54	161	175	199	589
Total	287	682	629	565	3619



This table counts the number of enrollments in all the program courses, split out by term and year. 2,163 enrollments from 2018-2020.

2.1.b: Number Program Majors

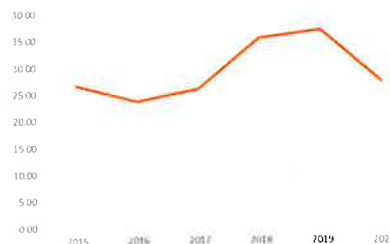
Year	BUADM	OTBU	All Other Majors
2015	22 (8.7%)	NR	232 (91.3%)
2016	25 (11.5%)	NR	193 (88.5%)
2017	24 (12.0%)	NR	177 (88.0%)
2018	31 (7.77%)	17 (4.26%)	351 (87.97%)
2019	38 (9.07%)	22 (5.25%)	359 (85.68%)
2020	28 (6.80%)	18 (4.37%)	366 (88.83%)
Total	194 (10.06%)	57 (2.95%)	1,678 (86.99%)



This table counts the number of students enrolled at TBCC each year, by their major for that year. This count of students is not unduplicated. Each student shows up once in each year they were enrolled.

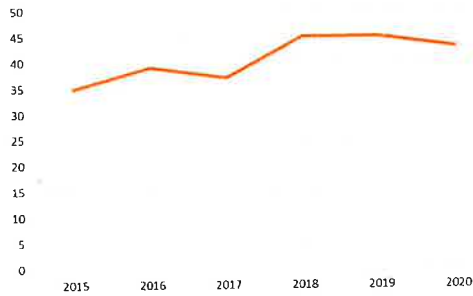
2.1.c: Total FTE

Year	Summer	Fall	Winter	Spring	Grand Total
2015					26.6
2016					23.6
2017					26.0
2018	6.82	12.06	9.30	8.76	35.50
2019	6.84	9.94	11.09	9.06	36.93
2020	3.06	6.75	8.00	9.36	27.18
Total	16.72	28.75	28.38	27.18	177.24



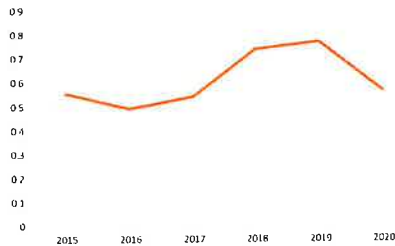
2.1.d: Number Sections Offered

Year	Courses	Total Sections
2015	26	35
2016	30	39
2017	28	37
2018	29	45
2019	26	45
2020	27	43
Grand Total	166	244



2.1.e: FTEF

Year	FTEF:
2015	0.5549
2016	0.4907
2017	0.5424
2018	0.7396
2019	0.7693
2020	0.5662



FTEF – Fulltime Equivalent Faculty – annual FTE earned by the program divided by the full time credit hours expected of faculty each term (for three terms, so 48).

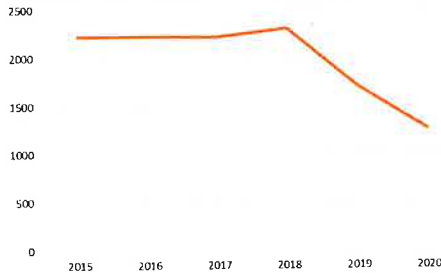
2.1.f: Fill Rate

Year	Term			
	Summer	Fall	Winter	Spring
2018	22.40%	53.99%	42.00%	36.48%
2019	32.33%	44.73%	48.73%	37.03%
2020	11.64%	39.00%	31.95%	29.98%

The percentage of seats filled in each section

2.1.g: WSCH/FTEF

Year	Sum of WSCH
2015	2222.5
2016	2225.5
2017	2214.4
2018	2306.0
2019	1712.0
2020	1260.0
Grand Total	11940.4



Weekly Student Contact Hours – The total number of weekly student contact hours for all students in all classes in the program.

2.1.h: % Students Persisting from Fall to Winter

Majors	Persisted		Dropped		Total	
	n	%	n	%	N	%
2018-2020 BUADM	16	72.73%	6	27.27%	22	100.00%
2018-2020 All Other Majors	202	74.26%	70	25.74%	272	100.00%
Grand Total	218	74.15%	76	25.85%	294	100.00%

% Students Retention from Fall to Fall

Majors	Retained		Dropped		Total	
	n	%	n	%	N	%
2015-2017 BUADM	27	38.0%	44	62.0%	71	100.00%
2015-2017 All Other Majors	218	36.2%	384	63.8%	602	100.00%
2018-2020 BUADM	11	50.00%	11	50.00%	22	100.00%
2018-2020 All Other Majors	112	41.18%	160	58.82%	272	100.00%
Grand Total	368	38.06%	599	61.94%	967	100.00%

The table reports the fall to winter persistence (fall to winter term) and retention (fall to fall term) rates for new students at TBCC. This analysis includes all students that begin in the fall term as undergraduate degree-seeking students, and is consistent with the measurement in our strategic plan. The table compares the persistence and retention rates for AAS in Business majors (as reported at admission) with all other majors. This is a different sampling approach than the previous analyses so the totals will not match totals

2.1.i: Average Successful Completion Rate

Total Degrees Earned	2018	2019	2020	Grand Total
Accounting Clerk Cert.		3	4	7
Entry-Level Accounting Clerk Certificate		5	3	8
AAS in Business Administration	2	4	7	13
AS Transfer in Business	2	2	2	6
Grand Total	4	14	16	34

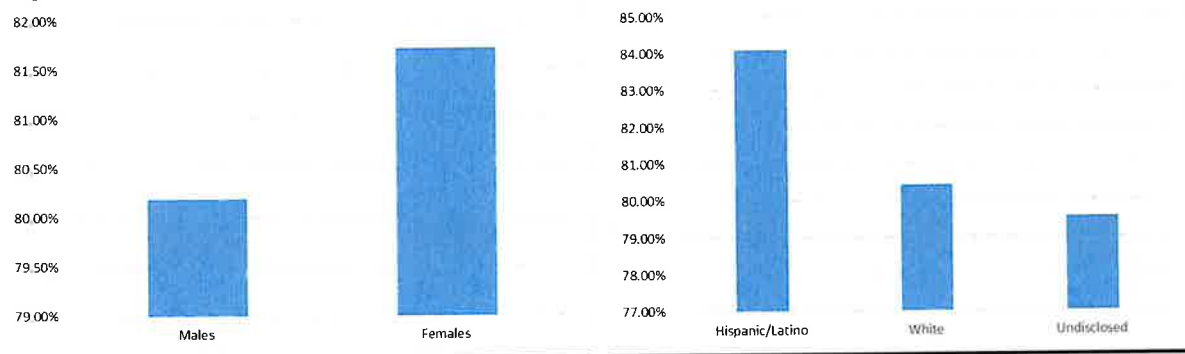
Typically we measure completions using a cohort rate – meaning we track the group of new students to TBCC over 3 years (for full-time students) or 4 years (for part-time students), and then report the percentage that completed a certificate or degree. Because of the lag time, we have completion rates for students who began at the college in 2016, and only for full-time students who began in 2017. The number of Business majors at admission is very small, so the completion rate isn't useful. During this three-year period, 34 degrees were awarded to a total of 20 students.

- 5 students earned both certificates and the AAS in Business Administration
- 2 students earned both certificates and the AS Transfer in Business
- 8 students earned only the AAS in Business Administration
- 4 students earned only the AS Transfer in Business
- 1 student earned the Entry-Level Accounting Clerk Certificate (and is still enrolled in Business)

2.3: Student Enrollment and Achievement by Gender and Race/Ethnicity

Group	Number of Students Enrolled	Average Successful Course Completion Rate
Males	636	80.19%
Females	1526	81.72%
Hispanic/Latino	547	84.10%
White	1440	80.42%
Undisclosed	176	79.55%

These data suggest that Hispanic/Latino students pass at a slightly higher rate than other students. The trend for all groups is toward increasing passing rates over the last 3 years.



Appendix B: Advisory-Committee - Job Position Examples

Collected occasionally from local postings in the Headlight Herald and/or from company websites.

CARE: Receptionist

Duties:

- Greeting clients, assisting clients with paperwork, and providing basic services.
- General office tasks such as filing, phones, copying, and correspondence.

Required Qualifications

- Ability to communicate clearly and kindly with a diverse population.
- Strong computer skills.

CARE: Housing Case Manager and Homeless Street Outreach Specialist

The person in this position will act as CARE's case manager for Supportive Services to Veteran Families (SSVF), homeless prevention and permanent housing programs, as well as street outreach to and case management of homeless clients. In order to be successful at this job, a person should be able to be detailed, flexible, compassionate, patient, tolerant, and dependable. This position will require a significant amount of local travel in this person's own car. Mileage reimbursement will be provided. Experience in case management is required and bi-lingual and/or bi-cultural applicants are strongly considered.

Required Qualifications

- Good customer service skills
- Ability to work closely with homeless and low income people
- Computer literate, experience with Microsoft Office software, especially Excel spreadsheets
- Bilingual English and Spanish
- Organization, willingness to pay attention to details, and no fear of paperwork.
- Past case management experience preferred
- Experience working with Veterans preferred

MARIE MILLS: Office Manager/Bookkeeper

Duties:

- Past experience with full charge bookkeeping
- Experienced with QuickBooks accounting and payroll software.
- Responsible for agency benefit administration

TBCC: Executive Assistant to the College President and Board

Under the guidance of the College President, the executive assistant will provide administrative support for the operations of the president's office and the Board of Education, as well as management of projects related to these areas. The Executive Assistant supports the accurate and timely production and distribution of information, prepares meeting logistics, serves in a confidential capacity, contributes to internal and external communications for educational programs and activities and events, and work cross-functionally with departments and faculty, students, the public and other partners in a professional manner to advance the College mission and goals.

Major Areas of Responsibility:

- President's Office Administration
- Board of Education Administration
- Project Management

Required Qualifications

- Minimum of three years' experience in office administration or executive level support
- Previous experience taking and preparing meeting minutes; high level thinking as well as attention to detail
- Previous experience in project and/or event coordination
- Previous experience drafting correspondence and written communications on behalf of others
- Must have experience using technology to support office functions including Microsoft Word, Excel, Outlook, web based tools, and software's
- Previous experience managing and creating electronic and paper filing systems

TCCA: HR Specialist

The HR Labor Specialist is responsible for providing outstanding service and comprehensive support to TCCA employees, with a strong focus in advocacy and a solutions-based approach. In this role you will work with Key Department Managers, and the People and Culture Team within multiple HR functional areas for our company. While the role has a wide range of duties ranging from administrative to support and design of strategic projects and programs. In addition, you will support a large part of EEO, Affirmative Action, and unemployment claims.

Duties:

- Conducts new employee orientations, ensuring all necessary forms and documents are completed and returned. Enters new employee information into HRIS system, working closely with Payroll and Information Technology Services. Sets up all necessary personnel files, answers questions, and schedules follow up as needed.

- Responsible for all On-the-Job training functions and requirements with the State of Oregon, including submitting reports, and reimbursement requests. Coordinates the Work Opportunity Tax Credit and associated documents and filing.
- Strong professional communication skills, including ability to communicate with diplomacy and tact. Solid initiative, self-direction, and high-level problem-solving skills

Required Qualifications

- High School Diploma; Associates Degree preferred
- 2-4 years previous administrative experience and/or experience in an HR role
- Previous experience with giving presentations to small groups
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook

TCTD: Administrative Assistant

Administrative Assistant is a confidential class position, responsible for a wide range of duties that support the work of the General Manager. These responsibilities include serving as board clerk, coordinating special projects, implementing public outreach event and social media campaigns, preparing reports for the General Manager, serving as the primary point of contact for receiving and processing public records requests, and properly maintaining the District's records.

Required Qualifications

- High School Diploma; Associates Degree preferred
- 2-4 years previous administrative experience and/or experience in an HR role
- Previous experience with giving presentations to small groups
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook
- Strong customer service orientation

TCTD: Office Specialist 2 - Health

The work consists of independently performing a full range of standard and non-standard clerical assignments and resolving a variety of non-recurring problems.

Required Qualifications

- Two years of progressively responsible office or clerical experience with six months in health care. Two years of education above the high school level may be substituted for experience
- Skill in the use of various software systems such as word processing, spreadsheets, and databases.
- Able to make independent decisions under general guidelines.
- Able to communicate effectively in oral and written form.
- Able to prioritize own work and serve as a trainer or consultant for lower classified staff.
- Able to courteously meet and deal with other employees, committee members, vendors, consultants, outside agencies, and the public.

TPUD: Engineering Field Representative

An Engineering Field Representative (EFR) is responsible for the design and staking of service extensions, minor system improvements and upgrades, and ordinary replacements. The EFR works closely with customers, contractors, developers and other District personnel to ensure that District facilities are properly installed.

Required Qualifications

- High School Diploma; Associates Degree preferred
- Good computer skills, excellent customer service skills and an ability to portray a positive view of the organization
- Familiarity with construction standards and practices is preferred
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook
- Ability to read and understand various technical codes, regulations, and standards
- Demonstrated work ethic and team-work skills, professionalism, desire to provide a superior customer care experience
- Efficient and pleasant telephone and verbal communication style, basic math skills, and business writing abilities are required
- Attention to detail and ability to multi-task are essential to this position

Appendix C: Area Employment Projects from OLMIS

Wage Range 2020- Certificate Level

Bookkeeping, Accounting, and Auditing Clerks

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$13.62	\$16.90	\$20.75	\$25.08	\$29.88	\$21.31	\$44,336
Northwest Oregon	\$12.83	\$15.15	\$18.74	\$23.37	\$28.12	\$19.55	\$40,671
Portland Tri-County	\$15.76	\$18.26	\$22.23	\$26.20	\$30.75	\$22.74	\$47,305
Portland-Metro	\$15.88	\$18.27	\$22.22	\$26.42	\$30.89	\$22.83	\$47,482

Retail Salespersons

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$12.16	\$12.56	\$13.94	\$16.55	\$21.33	\$15.80	\$32,847
Northwest Oregon	\$12.50	\$12.60	\$13.35	\$15.70	\$19.83	\$14.95	\$31,092
Portland Tri-County	---	---	---	\$16.49	\$21.23	\$16.61	\$34,552
Portland-Metro	\$13.79	\$13.87	\$14.85	\$16.49	\$20.88	\$16.56	\$34,428

Supervisors and Managers of Retail Sales Workers

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$13.00	\$15.89	\$19.72	\$25.96	\$33.35	\$22.39	\$46,562
Northwest Oregon	\$14.29	\$16.66	\$19.67	\$25.02	\$30.28	\$21.30	\$44,293
Portland Tri-County	\$13.80	\$15.68	\$19.80	\$26.65	\$35.21	\$22.85	\$47,521
Portland-Metro	\$13.80	\$15.94	\$19.81	\$26.60	\$35.43	\$22.86	\$47,551

Billing and Posting Clerks

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$15.52	\$17.44	\$20.28	\$23.78	\$27.61	\$20.84	\$43,353
Northwest Oregon	\$15.69	\$17.17	\$19.42	\$22.86	\$26.93	\$20.29	\$42,199
Portland Tri-County	\$16.04	\$18.05	\$21.17	\$24.38	\$28.73	\$21.60	\$44,926
Portland-Metro	\$15.93	\$18.17	\$21.49	\$24.62	\$29.10	\$21.81	\$45,358

Occupation Profiles Report - AAS Degree Level

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

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	29,558	27,347	-7.5%	-221	3,185	2,964
Northwest Oregon	1,489	1,357	-8.9%	-13	159	146
Portland Tri-County	14,297	13,423	-6.1%	-87	1,551	1,464

Tax Preparers (132082)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,341	1,480	10.4%	14	160	174
Northwest Oregon	51	56	9.8%	0	6	6
Portland Tri-County	610	685	12.3%	8	74	82

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

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,639	14,857	1.5%	22	1,545	1,567

Accountants and Auditors (132011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	13,221	14,648	10.8%	143	1,299	1,442
Northwest Oregon	485	527	8.7%	4	47	51
Portland Tri- County	7,898	8,928	13.0%	103	784	887

Lodging Managers (119081)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,005	1,132	12.6%	13	110	123
Northwest Oregon	147	164	11.6%	2	16	18
Portland Tri- County	317	366	15.5%	5	35	40

Supervisors and Managers of Retail Sales Workers (411011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	21,865	22,641	3.5%	78	2,447	2,525
Northwest Oregon	1,424	1,451	1.9%	3	158	161
Portland Tri- County	9,741	10,210	4.8%	47	1,097	1,144

General and Operations Managers (111021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	33,773	37,526	11.1%	375	3,096	3,471
Northwest Oregon	1,528	1,645	7.7%	12	138	150
Portland Tri- County	18,242	20,782	13.9%	254	1,695	1,949

Loan Officers (132072)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,346	4,599	5.8%	25	374	399
Northwest Oregon	126	141	11.9%	2	11	13
Portland Tri- County	2,634	2,863	8.7%	23	230	253

Human Resources Assistants, Except Payroll and Timekeeping (434161)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,340	1,337	-0.2%	0	152	152
Northwest Oregon	45	44	-2.2%	0	5	5
Portland Tri- County	757	766	1.2%	1	86	87

Payroll and Timekeeping Clerks (433051)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,159	2,155	-0.2%	0	237	237
Northwest Oregon	64	64	0.0%	0	7	7
Portland Tri- County	989	993	0.4%	0	109	109

Administrative Services Managers (113011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,034	4,437	10.0%	40	353	393
Northwest Oregon	186	195	4.8%	1	16	17
Portland Tri- County	2,071	2,322	12.1%	25	183	208

Occupation Profiles Report - BACHELOR Degree Level

Human Resources Specialists (131071)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,813	7,416	8.9%	60	714	774
Northwest Oregon	237	243	2.5%	1	24	25
Portland Tri- County	4,304	4,773	10.9%	47	455	502

Accountants and Auditors (132011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	13,221	14,648	10.8%	143	1,299	1,442
Northwest Oregon	485	527	8.7%	4	47	51
Portland Tri- County	7,898	8,928	13.0%	103	784	887

Public Relations Specialists (273031)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,207	3,483	8.6%	28	348	376
Northwest Oregon	178	188	5.6%	1	19	20
Portland Tri- County	2,158	2,391	10.8%	23	236	259

Financial Managers (113031)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	7,916	9,551	20.7%	164	673	837
Northwest Oregon	239	284	18.8%	4	20	24
Portland Tri- County	5,037	6,196	23.0%	116	433	549

General and Operations Managers (111021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	33,773	37,526	11.1%	375	3,096	3,471
Northwest Oregon	1,528	1,645	7.7%	12	138	150
Portland Tri- County	18,242	20,782	13.9%	254	1,695	1,949

Marketing Managers (112021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,844	5,516	13.9%	67	460	527
Northwest Oregon	54	55	1.9%	0	5	5
Portland Tri- County	3,802	4,463	17.4%	66	367	433

Appendix D: Program and Certificate Outcomes

AAS Program Outcomes

Students who successfully complete the AAS in Business Administration degree will develop skills and knowledge appropriate for entry level bookkeeping and accounting positions.

Upon successful completion of this AAS in Business Administration degree, students will be able to:

1. **Social Skills:** Work effectively and ethically within a diverse business team
2. **Thinking Skills:** Apply analytical and critical thinking to evaluate information, solve problems and make decisions
3. **Communication Skills:** Communicate effectively, appropriately, and professionally to internal and external stakeholders.
4. **Information Literacy Skills:** Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.

Accounting Clerk Certificate (1 Year)

Students who successfully complete this certificate will be able to:

1. Apply methods within in the accounting cycle, evaluate information, and make decisions based on accounting records, payroll procedures, and financial statements.
2. Communicate effectively with employees and diverse business teams.
3. Use computer applications for accounting procedures, managerial analysis, and presentations.

Office Supervision (1-Year)

Students who successfully complete this certificate will be able to:

1. Apply analytical thinking and problem-solving strategies to make managerial decisions.
2. Communicate effectively with employees and diverse business teams.
3. Use computer applications for accounting procedures, managerial analysis and presentations.

Entry-Level Accounting Clerk Certificate (< 1-Year)

Students who successfully complete this certificate will be able to:

1. Communicate effectively using standard accounting terminology.
2. Apply accounting procedures and practices using computer software.

Basic Computer Literacy Certificate (< 1-Year)

Students who successfully complete this certificate will be able to:

1. Practice essential computer literacy tasks and demonstrate proper use of computer hardware.
2. Prepare business documents using Microsoft Office Word, Excel, and PowerPoint.

Appendix E: Student Satisfaction Survey (2018-2020)

1 Gender

Female	9	60%
Male	6	40%
Chose not to answer		
Total	15	

2 Age Range

Under 18		
18-24	6	40%
25-34	3	20%
35-44	2	13%
45-54	4	27%
55-64		
Over 65		
Total	15	

3 How many hours per week do you work?

Not Currently Working in a paid position	1	7%
Less than 10 hours per week		
Between 11 to 20 hours per week	5	33%
More than 21 hours per week	9	60%
Total	15	

4 Current Credits Enrolled

Less than 5	3	20%
Between 5-11	5	33%
Between 12-15	6	40%
More than 16	1	7%
Total	15	

5 How much of your degree is currently complete?

Less than 25%		
26% to 50%	4	27%
51% to 75%	7	47%
More than 75%	4	27%
Total	15	

6	Which most closely describes your present educational situation/goals		
	2 year A.S. degree in Accounting	7	47%
	2 year A.S. degree in Management	6	40%
	Earn one year certificate		
	Earn degree & transfer to 4-year	2	13%
	Take Prereq. & transfer to four year college		
	Total	15	

7	How satisfied are you with the overall quality of instruction provided by the TBCC business department		
	Very Satisfied	6	40%
	Satisfied	7	47%
	Neutral	2	13%
	Dissatisfied		
	Very Dissatisfied		
	Total	15	

Appendix F: Summary of BA & CAS Student Assessments

		Advanced	Competent	Developing	Emerging
2018-2019	CLOs	24.3%	56.4%	19.0%	0.3%
	PLOs	20.3%	60.4%	19.0%	0.3%
	ILOs	13.2%	67.1%	19.6%	0.1%
	CLO Achievement	80.7%			
	PLO Achievement	80.7%			
	ILO Achievement	80.3%			
<i>Achievement = Advanced or Competent</i>					

2019-2020	CLOs	21.5%	61.7%	13.5%	3.2%
	PLOs	13.4%	63.7%	18.8%	4.0%
	ILOs	9.1%	67.5%	19.4%	3.9%
	CLO Achievement	83.2%			
	PLO Achievement	77.2%			
	ILO Achievement	76.6%			
<i>Achievement = Advanced or Competent</i>					

Appendix G: Business Administration Budget

Account	Description	Budget Amount	
		Original	Modified
1000-240-5050-00	Instructional Salaries - Regular	\$163,796.00	\$163,796.00
1000-240-5060-00	Instructional Salaries - Adjunct	\$16,524.00	\$16,524.00
1000-240-5070-00	Hourly Wages	\$600.00	\$600.00
1000-240-5080-00	Other Payroll Expenses	\$45.00	\$45.00
1000-240-5081-00	Insurance Benefits	\$32,757.00	\$32,757.00
1000-240-5082-00	Workers' Comp Insurance	\$778.00	\$778.00
1000-240-5083-00	FICA	\$13,840.00	\$13,840.00
1000-240-5084-00	PERS Contributions	\$34,868.00	\$34,868.00
1000-240-5085-00	Unemployment Insurance	\$2,352.00	\$2,352.00
	Personal Services Total	\$265,560.00	\$265,560.00
1000-240-6010-00	Supplies	\$200.00	\$200.00
1000-240-6012-00	Textbooks	\$250.00	\$250.00
1000-240-6020-00	Travel and Meetings	\$1,750.00	\$1,750.00
1000-240-6060-00	Membership Dues	\$200.00	\$200.00
	Materials & Services Total	\$2,400.00	\$2,400.00
Total CTE - Business Administration		\$267,960.00	\$267,960.00