PROGRAM / DISCIPLINE REVIEW
Business Administration

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Contents

Purpose of Program/Discipline Review

- Inform the college community about a Career and Technical Education (CTE) program or a Lower Division Collegiate (LDC) or a Developmental Education (DE) discipline.
- Give Subject Area Committees (SACs) an opportunity to study specific topics related to the enhancement of student learning.
- Provide a forum for each SAC's findings to be communicated to Administration, during which the SAC and Administration can explore and determine ways to address the recommended improvements (including timelines and "check-in" points for follow-up actions between reviews).
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional accreditation and institutional assessment and improvement.

1. Program/Discipline Overview

A. **What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

Educational Goals and Objectives - The PCC Business Administration program prepares its students for entry-level positions in accounting, management, and marketing and for transfer to a four-year college to pursue a degree in a business discipline. The program has curriculum that focuses on critical thinking, problem solving, developing interpersonal skills, and the use of current technology. While BA emphasizes degree completion, there are short-term certificate options and stand-alone courses that students can take to increase specific skills that can be immediately applied in a business.

The program emphasizes job readiness, recognition of international business issues, and the emergence and growing importance of social issues. Many students also enroll in classes as they go through the process of retraining for new careers. Classes emphasize the gaining of technical expertise, critical thinking about current business issues, entrepreneurial skills, community service and philanthropy, and collaboration.

Business Administration recognizes that academic advising, individual and group tutoring and student awareness of certificate availability and transfer options are critical for support student support. For transfer students specifically, collaboration and alignment with four-year universities is an important component of helping students toward completion goals and is evidenced by our increasing partnerships with state-wide institutions.

The program continues to work with the challenge of effective student assessment. With the variety of program outcomes available, one size does not fit all. Our involvement with the Learning Assessment Council has brought a new focus on and evaluation of current assessment methods. BA continues to refine these methods and test their effectiveness as witnessed by our collaboration with Portland State University's accounting department and the testing of our students who transfer into its program.

The business environment, locally and otherwise, continues to change in relation to technology, the economy, global competition, and workforce diversity. The skills needed in entry-level positions are growing in number. Whereas in the past a basic entry-level accounting positions would require education in basic accounting and office skills, employers are now wanting applicants with more work-related experience. Higher level accounting positions, such as CPAs and tax consultants, are seeing stiffer entry requirements in order to be qualified. Entry-level management and marketing positions require at least an Associate's degree or training in vocational schools and related on-the-job experience. A four-year degree combined with formal or informal training brings higher level management job opportunities.

At a national level, students in all disciplines are recommended to achieve higher education levels to remain competitive. BA is working to build more internship experiences into the Business Administration program, since students are finding greater success in job placement

with this kind of background. Employers are looking for applicants with advanced written and oral communication skills. Students who master organizational skills like time management and technical and critical thinking skills are going to have greater success in university and business settings. Students are expected to have greater computer skills than was required of them five years ago. They are going to be expected to be able to keep up with constant change in a global society.

Changes in National Trends Since Last Review/Expectations for Next Five Years - The objectives of the program have remained virtually the same in the last several years in spite of the changes in the number of students and the program's diversity. BA is serving a growing number of high school students through our dual credit efforts. The number of degree-seeking students has not changed significantly while the number of students pursuing retraining appears to have dropped. BA continues to serve a large number of transfer students and our partnerships with four-year universities is growing.

The curriculum has expanded to meet evolving business expectations and economic changes while maintaining the goal to help students become competent business thinkers. BA has seen growth in the area of entrepreneurship and that is expected to continue. As technology keeps changing and the expansion of social media continues, BA will work to ensure the curriculum is up-to-date to meet those needs. The areas of sustainability and global awareness are receiving greater emphasis. BA is adding classes to the curriculum with a goal in mind of offering students a breadth of profit and non-profit business knowledge that will help them enjoy successful careers. BA expects to continue to grow and manage our curriculum to meet whatever changes and challenges the future brings.

Business Administration will ride the wave of change as more classes are being offered through distance learning. These classes allow the PCC business program to serve the growing groups of students such as working professionals, stay-at-home parents, active military, rural residents, and traditional campus students. At the same time, BA remains committed to fully supporting on-campus education now and into the future.

B. **Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or administrative response. Recommendations: (Program Review 2013 pages 70-71)**

i.   **Add BA faculty positions – Enhanced full-time presence will restore balance to FT/PT presence and deliver better student services and needed focus on assessment and other critical tasks. Business Administration recommends that two full time faculty positions be added at Rock Creek and one full time faculty position at Cascade.**

The BA SAC is grateful to the PCC Administration for approving this recommendation. The BA SAC now has four additional full-time faculty members.

The faculty members are:

Rock Creek – awarded two full time faculty positions: Scott Birk (2014) and Michael Hohn (2016).

Cascade/Southeast – awarded one full time faculty position: Kathleen Janicki (2015).

Southeast - awarded one full-time faculty position: Irene Seto (2017)

2013 Administrative response: Given the current and near-term budget environment, adding new Full Time Faculty is difficult. Please continue to dialog with your division dean about specific campus needs.

ii.   **Add BA Advisor Positions –** *Advising at Sylvania and Cascade significantly improves student success and retention.* **Business Administration recommends that one BA Advisor (Student Resource Specialist) position be added at Rock Creek and that BA Advising be expanded at Cascade.**

Results: Rock Creek awarded a full time Advisor (Student Resource Specialist) Suzanne Najafdari (2016). Suzanne was hired as a Perkins CTE advisor. She splits her time between four departments - Business Administration, Computer Applications/Website Development, Landscape Technology and Building Construction programs.

Cascade awarded expansion for Reba Stephney, Perkins Advisor, Student Resource Specialist (2013).

Southeast: Darcy Demers is a Perkins advisor. She started half-time 2015 and in 2017 she became full time. She is advisor for CAS, CAD, Aviation, BA, and Welding.

2013 Administrative response: Given the current and near-term budget environment, adding new Student Resource Specialist is difficult. Please continue to dialog with your division dean about specific campus needs and the possibility of adjustment of existing Student Resource Specialists workload to include Business Administration.

iii.   **Augment resources to support curriculum and assessment.** *Additional support will enhance the ability to meet curriculum development and assessment demands.* **Business Administration recommends that additional resources be provided to meet the Transfer, CTE, and TSA assessment requirements unique to the BA Program.**

Even with no funds being appropriated by PCC in the last five years the BA SAC members have continued to complete this unique work. With a relatively low FT to PT faculty ratio combined with seven degrees and certificates and a CTE/LDC mix, the BA SAC has struggled

to manage this workload and find resources to compensate PT faulty to help with this complex process.

Examples follow:

- Designed a seven-year comprehensive assessment plan to cover the complexity of BA's seven remaining degrees and certificates and CTE/LDC mix.
- Conducting Perkins TSA assessment every winter term covering all sections (average of 10 sections) of BA 212 (Principles of Accounting II).
- Removed several BA certificates to simplify assessment strategy.
- Completely redesigned marketing and management degrees to include capstone courses to be used for assessing degree outcomes.
- Developed marketing and management capstone courses (without any curriculum development funding.)
- Assessing all degree outcomes for marketing degree (and starting management degree next year) each year through capstone course.
- Meeting with PSU School of Business on a regular basis to discuss PCC transfer student success and issues.
- Worked with Institutional Effectiveness and PSU School of Business to assess effectiveness of BA 281: Accounting Skills Review.
- Worked with Institutional Effectiveness and PSU School of Business to evaluate the success of PCC transfer students in Intermediate Accounting compared to native PSU students.
- Met with PCC CAS faculty to discuss PSU concerns about transfer students' Excel skills in business classes.
- Bi-annually identifying high-performing principles of accounting students and sending them information about the PSU accounting program, internships and the Beta Alpha Psi accounting society.
- Hosted all-day Business Transfer workshops at Rock Creek and Sylvania campuses inviting Director of Admissions, Advising team, faculty and students (PCC alumni) from PSU School of Business to discuss and share details on admission, transfer requirements, academic preparation at PCC towards transfer, honor societies, mock interviews, internships and transfer success.
- Worked with Beta Alpha Psi Officers at Portland State University inviting them to campus BA 213 classes to share details on PSU Summer Leadership Programs (internship opportunities) made available to PCC students even before transferring to PSU.
- Worked with School of Business/Beta Alpha Psi at PSU towards creation of videos (for the target audience of PCC students aspiring to transfer and pursue Accounting education and career) and shared these videos with PCC business students (online and campus).
- Worked with curriculum office on articulation of business degree at Aberdeen College, Scotland.
- Discussed with the School of Business/Online Teaching department at Portland State University and Academic Affairs at PCC towards a seamless pathway for 4-year online Business degree.
- Discussed with the Dean of Business at Pacific University on articulation of PCC degree to 4-year Business degree at Pacific University.

2013 Administrative response: Given the current and near-term budget environment, providing additional financial resources is not likely.

iv.   **Enhance Part-time faculty training-** *The student classroom experience can be enhanced through innovative part-time faculty training.* **Business Administration recommends training be made available for part-time faculty consistent with the BA trial program underway at Cascade.**

Results:

Cascade: all instructors go through a very intensive vetting process and once hired are given a mentor to on- board during their first term.

Rock Creek: Hired one part-time instructor that went through FOOT and OIO training and on-boarding during her first term teaching.

Sylvania: Hired adjuncts from other campuses and from outside of the college. Used an on-boarding process to orient new adjuncts to the college that is similar to the process conducted by Cascade.

Southeast: New hires either came through the Faculty Diversity Intern program, or they were already teaching at another campus. Use Cole's checklist to be sure they have access to all information and resources.

2013 Administrative response: There are many good models available for the enhanced training of part-time faculty that is less resource intensive. BA recommends the SAC engage in a dialogue with the Teaching Learning Center coordinators to assist them with the implementation of training options.

v.   **Expand and enhance internationalization- Students and faculty will benefit from increased exposure to the globalized business environment.**

Business Administration recommends resumption and expansion of internationalization of BA curriculum. The BA SAC wishes to explore grant and other opportunities for faculty and students to obtain first-hand international experience via foreign travel, study and other exchanges.

Results: The Business program continues to expand on fostering interactions while promoting knowledge and experience in a global and multicultural context. This enables personal and professional growth for students and staff. Many business faculty have lived, worked or studied abroad and they have shown interest in many areas of internationalization including internationalizing the curriculum, staff development, speed culturing, bringing guest speakers with international background and Education Abroad. Several topics such as global inequality and justice, global business, leveraging on PCC international students and global business sustainability have been suggested and explored by faculty.

2013 Administrative Response: The SAC concurs and supports your recommendation.

vi. **Review course and degree offerings** – *Streamline or enhanced degree and course offering will help students meet today's evolving career environment.* **Business Administration recommends review of the number of BA course and degree offerings to better balance student enrollment demand, certificate and degree completion, faculty, interest, business trends, and university transfer requirements.**

During the past five years, the SAC undertook major overhauls of both course offerings and degree programs in, first, Marketing and then Management. In each case significant data was gathered from outside business including through the BA Business Advisory Council in support of the modification. In the case of both degrees, several new courses were added including degree capstone courses designed to measure student mastery at the end of the program. Modification of the programs also accented on-the-job skills acquisition through co-op programs, enhanced focus on communication and addition of technical courses better aligned to current trends.

As part of the data gathering, BA found that management degree students generally fall into two categories: students seeking to work in management in an established organization and students who are interested in starting their own business. BA found that there are an increasing number of students that are interested in starting their own business. The management degree revision included the development of two degree elective lists - one designed for students seeking a general management career path and one for students seeking to start their own business. This allows students more flexibility to develop the skills that are most needed in their desired career path.

2013 Administrative Response: The SAC concurs and supports your recommendation.

College support for loan default tracking- *College stakeholders will benefit from increased knowledge about loan default.* Business Administration recommends that college policy makers support the national state agendas to track default rates on student loans tied to particular degrees and institutions.

This recommendation is outside the scope of the Business Administration Department.

Administrative Response: The SAC concurs that this is important for our students, Portland Community College and everyone in higher education. Veronica Garcia, Dean of Students Affairs at Portland Community College, is currently tracking the default rates on student loans. Thank you for expressing interest in currently tracking the default rates on student loans. Please contact Veronica for additional information.

vii. **College Support for longitudinal studies** –*College stakeholders will benefit from increased knowledge about degree and earning relationships.* **Business Administration recommends that college policy makers support the national funding of longitudinal studies to college data that shows the relationship between particular degrees and employment/earnings.**

This recommendation is outside the scope of the Business Administration Department.

Administrative Response: Please provide a proposal to your SAC liaison to submit to the DOIs for further review.

viii. **Continue to seek and sustain relationship with alumni. Business Administration recommends continued effort to engage alumni from our program in the community. This is to gain feedback on the business administration program and to encourage current students to connect with alumni as mentors to ease the transition to transfer institutions, and to increase awareness of skills needed in the business marketplace.**

This recommendation is outside the scope of the Business Administration Department.

Administrative Response: The SAC concurs and supports your recommendation.

2. Outcomes and Assessment

Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes

The college has an expectation that course outcomes, as listed in the CCOG, are both accessible and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes

i.   What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

Our SAC currently has no official process for systematically reviewing course outcomes. Currently, course outcomes are evaluated in conjunction with a textbook revision. The need for a process to review course outcomes on routine basis has been identified both in this program review and in our own assessment activities. This will be considered in the BA program review recommendations.

ii.   Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) that were made as a result of assessment of student learning.

BA has used assessment results to inform instruction with the intent to improve student attainment of course outcomes. Examples of those efforts include:

- 2016 Marketing Capstone Results - The Marketing Capstone was launched in the spring of 2016. While it was not used for formal assessment reporting in the first year, feedback on student performance of degree outcomes was reported to the SAC in a presentation during the fall SAC meeting. A follow-up workshop was held for instructors who teach four core business courses to discuss ideas for improving success in three specific areas: critical thinking, teamwork, and presentations. Instructors shared ideas on how to improve student success in these areas to develop best practices.
- 2017 Marketing Capstone Results - One of the Marketing Degree outcomes was assessed in the 2017 Marketing Capstone course and submitted to the LAC in the annual learning assessment report. As a result of the assessment of this degree outcome, BA identified that students were not able to demonstrate their ability to use tables, illustrations and graphs in written reports or to develop illustrations that are easy to understand and inform their intended audience. BA took the following steps:
  - Reported the findings to the SAC in a presentation and written report with specific, actionable steps to improve instruction towards this degree outcome.
  - Launched a review of the CCOGs for Business Communication to provide further clarity about course activities for this degree outcome.

- ○ Initiated a discussion with the CAS faculty on ways our departments can collaborate to ensure students are learning how develop illustrations from both the technical point of view and from an audience's point of view.
- Subsequent actions relating to PSU-related assessments (discussed below in section 2C(i)) -
  - ○ The BA 281: Accounting Skills Review course was created as a result of assessment work done with PSU.
  - ○ Our subsequent conversations with PSU accounting faculty and advisors also revealed that our transfer students are still struggling with using Excel, completing case studies and are missing accounting professional development opportunities that are occurring at PSU during the sophomore year. These findings led to the following actions:
    - i. Accounting and CAS faculty met on May 31st, 2017 to discuss potentially revised content for beginning and intermediate Excel courses and/or creating an Excel for accounting course. This would positively impact both transfer and CTE students. (See Appendix 2C(i)(f))
    - ii. A business law instructor is currently working on an assessment project for next year involving case studies and critical thinking. This would also impact both transfer and CTE students.
    - iii. Twice a year, BA works with Institutional Effectiveness to identify high-performing students from our 211-213 accounting series and send these students a letter (see Appendix 2C(i)(b)) to encourage them to consider a career in accounting. This letter gives them contacts for advising at PCC and PSU and descriptions of professional development opportunities at PSU available to them before transferring. BA hopes this letter will also inspire our CTE students to consider transfer opportunities. BA has been receiving feedback from students about the impact our letter had on them (see Appendix 2C(i)(c)).

B. **Addressing College Core Outcomes**

i.   **Update the Core Outcomes Mapping Matrix.**

http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html

For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcome for passing students. (You can copy from the website and paste into either a Word or Excel document to do this update and provide as an Appendix).

See Appendix 2B(i).

C. **For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes.**

i. **Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.** *(If including any summary data in the report or an appendix, be sure to redact all student identifiers)*

Explanation of the Business SAC assessment methodology:

The BA program supports both CTE students and LDC students within the program. Up until now, BA has been required to conduct both LDC and CTE assessments. As such, some explanation is needed regarding our assessment methodology over the past few years.

In our first Multi-Year Assessment Plan created September 2016 (https://spaces.pcc.edu/pages/viewpage.action?pageId=52730900), PCC Core Outcomes were mapped to the ASOT-BA and Accounting Degrees & Certificates Outcomes. This mapping demonstrated how closely ASOT-BA (LDC) and Accounting (CTE) Outcomes align and the strong weight placed on professional competence. Also note that three of the six courses required for the ASOT-BA are the core accounting courses. BA 101 is required for the transfer degree and all of the accounting degrees and certificates.

It should also be noted that many of our students pursuing accounting degrees and certificates have the long-term goal of the ASOT – BA degree or other transfer degree options. Over 60% of our business students have the goal of eventually transferring to the PSU School of Business. Because of the close connection between the accounting CTE programs and the ASOT-BA transfer degree, BA will be assessing almost all of the outcomes together and stressing professional competence in our multi-year plan.

The methods of assessment will stress the evaluation of how our students are succeeding at Portland State University and if they are facing any significant barriers to success. BA has been approached by Sylvania Campus President Lisa Avery to pursue research projects with Portland State University as part of the Guided Pathways model. She serves on a national board for Guided Pathways. As part of this model, BA is looking for barriers to student success and researching ways to reduce these barriers. Portland State University has been identified as our most important measure of student success.

Portland State can be considered equivalent to the independent certification exams found in many CTE programs. While PCC student grades at PCC are not an appropriate assessment measure, these students' subsequent grades at PSU are equivalent to the results of these certification exams and are therefore are a valid assessment measure.

In our complex assessment planning, it was also recognized that our management and marketing degrees have distinctively different outcomes from the rest of our degrees and certificates, so they are being assessed independently each year using the new BA 289: Marketing Capstone and BA: 295: Management Capstone courses. After the following discussion of the PSU-related assessment work, the results of the marketing assessment work will be discussed under the CTE 2A section below.

In conjunction with the core outcome assessment redesign, going forward BA will be assessing the three CTE degrees and the LDC assessment will be completed through the general education process that is underdevelopment. The assessment for the AAS-Marketing and

AAS-Management degrees will be completed in the respective capstone courses for those degrees. The BA SAC is evaluating how to assess the AAS-Accounting degree and is considering following a capstone model similar to the Marketing and Management degrees.

Results of PSU-related assessment work:

Starting during the 2013 program review, the PCC business department has worked closely with the PSU School of Business to identify barriers to success for our business transfer students. This work has included the following:

- August 2013: 435 former PCC students' grades tracked through PSU Business School. Our students outperformed the PSU non-transfer students (see Appendix 2C(i)(d)).
- April 2014: PSU accounting faculty evaluated results of former PCC students in Intermediate Accounting compared to their native students. Our students outperformed the PSU non-transfer students (See Appendix 2C(i)(e).
- 2013: PCC accounting faculty met with PSU accounting faculty. Results:
  - PCC students need better Excel skills before entering PSU
  - PCC students need more experience with case studies
  - PCC students with too much time between Principles of Accounting at PCC and Intermediate Accounting at PSU don't do well. As a result of this finding, the one credit BA 281 - Accounting Review Skills course was created and offered spring and summer terms.
- 2016-2017: Assessment work was done focusing on the issue of the BA 281: Accounting Skills Review course. This course was created to prepare our transfer students for intermediate accounting at PSU when the students had a significant gap between taking their principles of accounting courses at PCC and starting intermediate accounting at PSU. The course has been in existence for two years and has included 71 students. While the class was intended for transfer students, accounting degree and certificate students also complete it to reinforce their understanding of accounting concepts.

BA worked with PCC Institutional Effectiveness and the PSU School of Business to evaluate our students who took BA 281 and how they performed in the first term of PSU's intermediate accounting compared to students who did not complete this review course.

The statistical evaluation (see Appendix 2C(i)(a)) of the effectiveness of our BA 281 course demonstrated that our students receive 13% higher intermediate accounting grades at PSU than students who didn't complete an accounting skills review course at PCC or PSU. BA feels this result reflects the value of the BA 281 course for both our transfer and CTE accounting students.

The statistical analysis also revealed that students who took BA 211, 212 and 213 accounting courses at PCC had 1.6% higher intermediate accounting grades at PSU than students who took the 211-213 series at PSU.

ii.   Do you have evidence that the changes made were effective by having re-assessed the same outcome? If so, please describe.

As discussed in the "Explanation of the Business SAC assessment methodology" section above, professional competence is an outcome heavily stressed in the business transfer degree and throughout the accounting degrees and certificates. For this reason, this outcome is included in the Multi-Year Assessment Plan five out of the seven years listed. BA's work with the Portland State School of Business is the primary method of assessing professional competence and this work is ongoing and continuous. For example, in 2013 the work with PSU determined that PCC BA students needed the BA 281: Accounting Skills Review course to adequately prepare them for the intermediate accounting series at PSU. This course was created and offered for two years before assessing the impact of the course in 2016/17. The results of this reassessment indicated that the changes made in 2013 were effective.

iii.   Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

BA learned that as a combined LDC/CTE program with seven degrees and certificates, the multi-year assessment plan needed to be thoughtful and strategic. It was identified that the outcomes for the transfer degree heavily overlapped with the one accounting degree and three accounting certificates and these degrees and certificates could be assessed together. This was discussed in more detail in section 2(C)(i) under "Explanation of the Business SAC assessment methodology." Going forward, the focus on CTE assessment will streamline the process and increase our ability to focus on the results of our assessment and using them to inform instruction.

iv.   Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify which ones and the challenges that exist.

The core outcomes of Cultural Awareness and Community & Environmental Responsibility tie to the ASOT - BA outcome: "Apply scientific, cultural and political perspectives to natural and social systems and uses an understanding of social change and social action to address the consequences of local and global human activity." The difficulty is that these outcomes don't tie to the outcomes of any required business courses for these degrees. In addition, the accounting degrees and certificates themselves don't include similar outcomes.

Because of this issue, three business faculty attended the PCC Curriculum Office's General Education and Core Outcomes workshop last winter. It is agreed that the Curriculum Office's belief that some college outcomes are best assessed at the general education level. This belief is fully supported by BA. This is especially true for CTE disciplines like accounting. BA will continue to participate in the "Gen Ed/Core Outcomes Endeavor" project. This participation is also important because BA 208: Introduction to Nonprofits and Philanthropy is currently a social science general education elective.

D. **For Career and Technical Education Programs: Degree and Certificate Outcomes**

i.   **Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.**

As indicated above, the BA SAC has developed an assessment strategy that incorporates both LDC and CTE assessment given the dual nature of our program. Our efforts to assess our CTE program involve the implementation of a Marketing Capstone course for the AAS Degree in Marketing and a Management Capstone course for the AAS Degree in Management. These courses were added to the respective degrees as part of overall degree revisions for both degrees. The Marketing Capstone course was launched in Spring 2016 and run again in Spring 2017. A Management Capstone course will also be launched. Because the courses are required for the degree and meant to be taken in the last two terms prior to graduation, the intent is to assess the entire population of students that earn these two degrees.

The capstone courses are/are being designed to assess all degree outcomes each year. While all degree outcomes will be assessed each year, one degree outcome will be the focus of the annual learning assessment report. To accomplish this, a rubric was developed for each degree outcome that identifies the criteria that students would be assessed on to demonstrate that they have met the degree outcome. Each rubric was developed by a team of instructors who teach in the marketing program. All of the course assignments are designed to assess student progress towards the degree outcomes. The structure of this course allows us to assess all degree outcomes each year in a repeatable assessment process designed to ensure student achievement of degree outcomes, review and evaluate trends, and work towards continuous process improvement.

Given that the marketing capstone has run twice, and the management capstone has not yet been run, the BA program is in the early stages of collecting this evidence.

ii.   **Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes.** *(If including any summary data in the report or an appendix, be sure to redact all student identifiers)*

For the 2016-17 academic year, BA selected one of the degree outcomes to assess the AAS-Marketing Degree. The outcome selected was *Degree Outcome 6: Utilize computer applications for appropriate marketing analysis, presentations, and reports.* The rubric for this degree outcome included in Appendix XXX. All elements for the rubric were assessed with one exception. A summary of the elements assessed is included in the Table XX below.

Code	Description	Assessment Methods

O6-1	Ability to use tables, illustrations, and graphs in written reports	Final Plan
O6-2	Ability to develop illustrations that are easy to understand and inform an audience	Midterm Presentation, Final Presentation, Final Written Plan
O6-3	Ability to develop presentation materials that employ professional document standards	Midterm Presentation, Final Presentation
O6-4	Ability to use tables, illustrations, graphs, and images in presentation materials	Midterm Presentation, Final Presentation
O6-5	Ability to use technology in a presentation	Midterm Presentation, Final Presentation
O6-6	Ability to use Excel to analyze and communicate marketing information	Not Assessed in 2017

Students completed the assignments listed above and were assessed by two instructors using a 0-3 point rubric where 3 indicated well developed skill and 0 indicated underdeveloped skill. The two instructors scored student assignments using a consensus model. The results of the assessment are included in Table XX below.

Degree Outcome 6
Utilize Computer Applications for Marketing Analysis, Presentations, and Reports
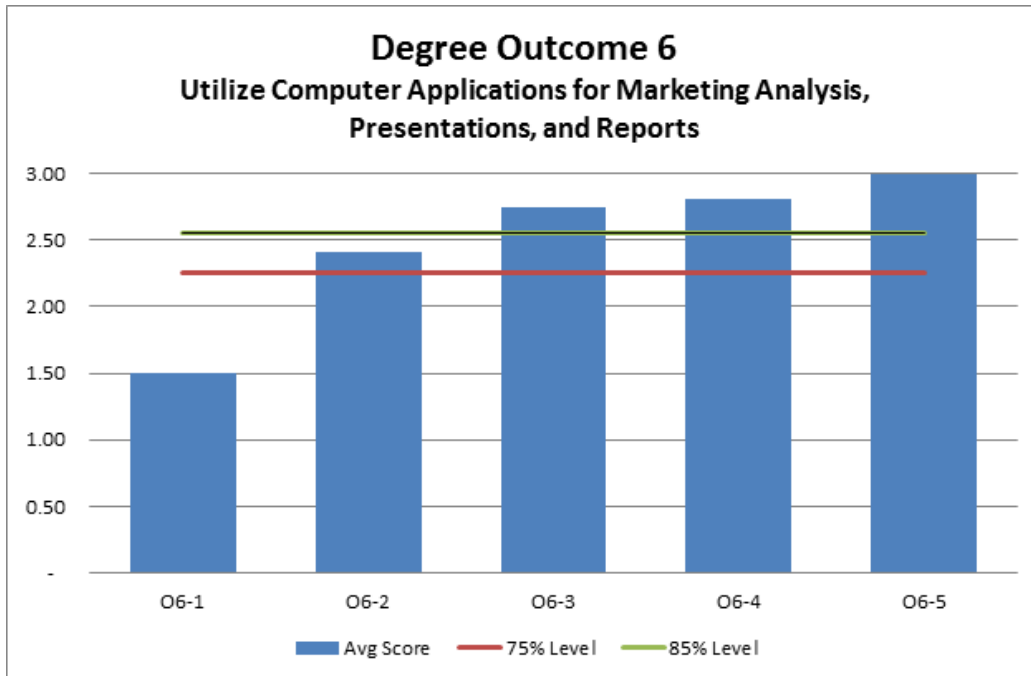
The BA SAC concluded the following from this assessment:

- Students are well developed in their ability to develop visual aids that are visible and match the flow of their presentation. Students are well developed in their ability to interact naturally with the visual aids as they present.
- Students exceed the 85% target but have not yet fully mastered their ability develop presentation materials that employ professional document standards and that take all opportunities to use tables, charts, graphs, and illustrations.
- Students exceeded the 75% target but are still developing the ability to correctly select tables, graphs, illustrations for their data or to enhance audience understanding
- Students are emerging in their ability professionally integrate tables, illustrations, and charts into written reports.

The SAC has identified opportunities to improve instruction associated with this outcome and has initiated action as detailed in Section 2.A.ii.

iii. **Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.**

Given the recent implementation of the Marketing Capstone course and the pending launch of the Management Capstone course, BA had just started collecting data and using it to inform instruction in our program. It is expected that there will be evidence of the changes made in future assessments.

iv. **Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?**

The BA SAC learned that as a combined LDC/CTE program with seven degrees and certificates, the multi-year assessment plan needed to be thoughtful and strategic. Assessment was particularly challenging for the AAS-Marketing and AAS-Management degrees because students do not have a defined progression of courses through the degree program. Developing capstone courses for these two degrees allow students to demonstrate their skills in a real-world application and for use to assess those skills in a meaningful and thoughtful way. BA is excited about the opportunity to continually assess and track student performance against degree outcomes.

v. **Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify which ones and the challenges that exist.**

The core outcomes of Cultural Awareness and Community & Environmental Responsibility tie to the ASOT - BA outcome: "Apply scientific, cultural and political perspectives to natural and social systems and uses an understanding of social change and social action to address the consequences of local and global human activity." The difficulty is that these outcomes don't tie to the outcomes of any required business courses for these degrees. In addition, the accounting degrees and certificates themselves don't include similar outcomes.

Because of this issue, three business faculty attended the PCC Curriculum Office's General Education and Core Outcomes workshop last winter. The BA SAC agrees with and fully supports the Curriculum Office's belief that some college outcomes are best assessed at the general education level. This is especially true for CTE disciplines like accounting. Participation in the "Gen Ed/Core Outcomes Endeavor" project will continue. Participation is also important because BA 208: Introduction to Nonprofits and Philanthropy is currently a social science general education elective.

3. Other Instructional Issues

(Note: for questions A-C, specific information can be found at:
http://www.pcc.edu/ir/program_profiles/index.html)

A. **Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?**

As seen with the rest of the college, the business program has experienced enrollment decline over the past five years. Overall, the business program has seen a steady decline in enrollment that aligns closely with the rate of decline college wide between 2011 and 2016 as seen below.
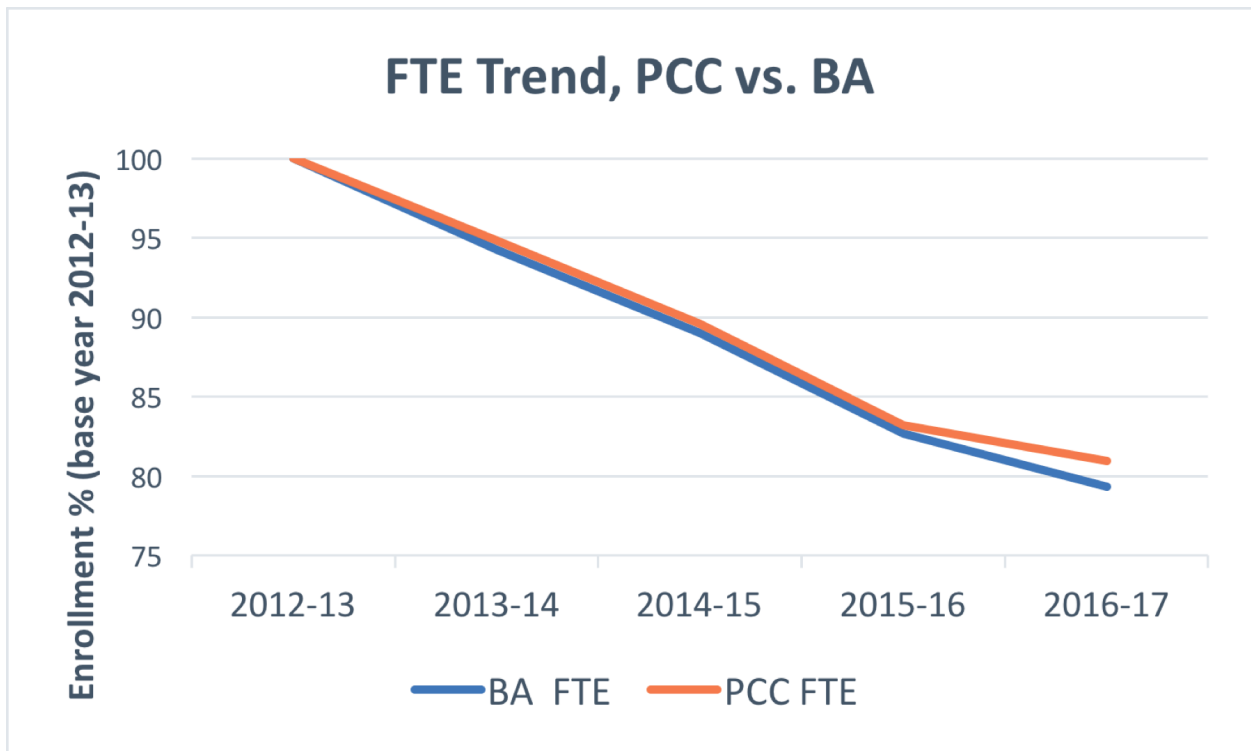
It is noticeable that the rate of decline during 2016-17 for the business program was slightly steeper at 4.0% than the 2.7% decline PCC wide. This could be attributed to the fact that Business is both a Career Technical Education(CTE) program as well as a Lower Division Transfer(LDC) program and the enrollment trend in both programs have been different at the college.

In general, the CTE programs have been experiencing a much higher rate of decline in enrollment in comparison to the LDC programs. This is trend is more dominant in the last two years as seen below.

Decline in Enrollment at PCC		
Year	CTE	LDC
2011/12 - 2015/16	-20.70%	-13.10%
2015-16	-8.10%	-5.00%
2016-17	-4.40%	-0.30%

For the Business program, taking a closer look at individual campuses, **Southeast Campus** has experienced a **strong growth of 57.2%** over the last five years. This campus became comprehensive in 2015 and has been able to add the following business classes: BA 205, BA 206, BA 224, BA 177, BA 228, BA 150, BA 250 and BA 235 with the goal to make it possible for a business student to take each of the required classes for their degree at Southeast Campus. While required classes for Accounting and Management Degrees are offered at this campus, not all electives are offered.

There has been a gradual increase in number of sections offered as well, ranging from 10-11 sections in 2015 to 14-17 now. A strong growth is seen in Distance Learning front increasing from a single section per term in 2015 to 5-7 sections per term now.

Recently, the 30-credit Entrepreneurship certificate, which is part of Management and Supervisory Development program and includes several business classes, has been approved and this could potentially increase enrollment in business classes at the South East campus.

Business Enrollment has been declining at all the other three campuses as shown below:

5-year decline between 2012-13 and 2016-17

Cascade	-	28.1%
Rock Creek	-	23.1%

Sylvania	-	22.6%

Cascade campus offers about 40 sections each term, with about 70% of the sections offered online. Currently all campus sections (about 12 on an average each term) are offered with an online line shell and are marked as CLWEB (hybrid classes) even if the class meets on campus for 100% of the contact hours. Essentially campus and CLWEB classes are treated the same at Cascade campus.

Going forward, Cascade plans to offer campus classes once a week to meet student needs. This format has leveraged an upward interest from students as it is difficult for them to travel to campus for M/W or T/R schedule. By spring '18, all campus classes will meet once a week.

Partnership with outreach programs to provide classes in the community for credit and working with high schools have been prioritized at Cascade to help improve enrollment.

In the last five years, the following **new courses** have been offered at Cascade:

- BA 150 Introduction to Entrepreneurship
- BA 235 Social Media Marketing
- BA 278 Eco-Innovation and Social Entrepreneurship

BA 235 has been popular over the last two years with enrollment reaching full capacity every term. The other two classes have been challenged to get traction though all the three classes have had additional marketing at the campus to gain visibility.

Sylvania campus offers about 63 sections each term, with about 50% of the sections offered online. **New courses** offered at SY since the last program review are:

- BA 209 Introduction to Grant Writing (campus)
- BA 235 Social Media Marketing (campus and online)
- BA 236 Product Management and Branding (campus)
- BA 289 Marketing Capstone (campus)

The following two courses have been reviewed closely since the last program review and have been modified to suit current research and market needs:

- BA 240 Nonprofit Financial Management and Accounting (online)

- BA 290 Basic Income Tax Preparation (online)

The Social Media Marketing course (BA 235) has been popular at Sylvania campus with consistently strong enrollments. Other new courses have had smaller enrollments associated with the transition from the previous AAS-Marketing degree requirements and the new requirements that include BA 236 and BA 289. This transition should be completed in the next few terms and BA expects to see increased enrollments. Currently, the courses are being offered once per year to balance the program needs with enrollment.

Rock Creek campus offers about 53 sections each term with about 55% of the sections offered online. **New course**s offered at Rock Creek campus in the last five years have been:
- BA 277 Business Practices and Contemporary Social Issues (campus)
- BA 239 Advertising (online)
- BA 281 Accounting Skills Review (online)

Both BA 239 and BA 281 have been popular and are offered every term with good enrollment tracking.

Impact on campus evening sections: It is noticeable that the number of evening campus sections have declined steeply in the last 5 years. For example, here is a comparison of fall terms sections between 2013 and 2017 showing an overall reduction. Many evening campus sections have migrated as online sections even though some classes (especially Accounting) are offered in the evenings to help students with day jobs so they can learn better in a traditional lecture class environment rather than online.

Business Administration - Evening sections		
Campus	Fall '13	Fall '17
Cascade	9	2
Rock Creek	6	4
South East	4	5
Sylvania	10	7
Total	29	18

Snapshot of enrollment details at all four campuses

Campus	FTE	FTE	FTE	FTE	FTE	5-year
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**Change**
CA	307.3	298.76	265.51	246.3	221.05	-28.10%
RC	384.79	356.28	344.82	315.79	295.74	-23.10%
SE	53.02	54.02	61.55	72.58	83.34	57.20%
SY	452.11	419.44	393.62	354.93	349.72	-22.60%
BA Total	1197.22	1128.5	1065.5	989.6	949.85	-20.70%

What (if any) factors within control of your SAC may be influencing enrollments in your courses?

In the last five years, online classes have had the least impact with the overall decline in enrollment while campus and hybrid classes have experienced an overall 6% decline.
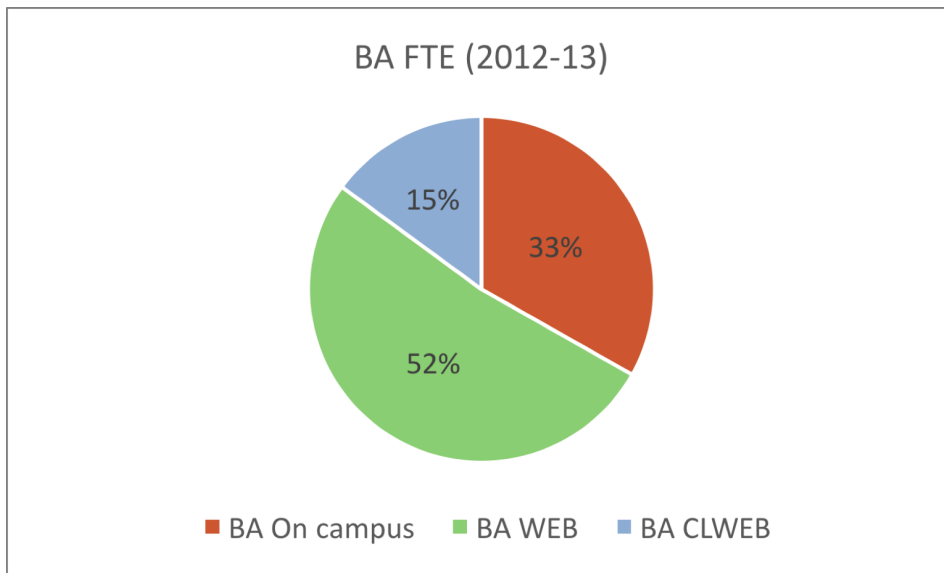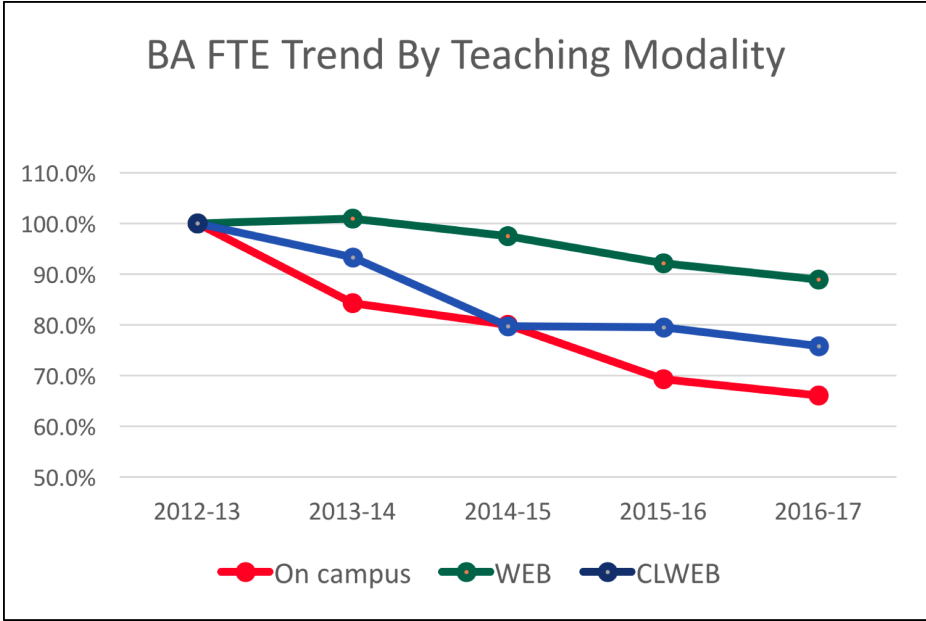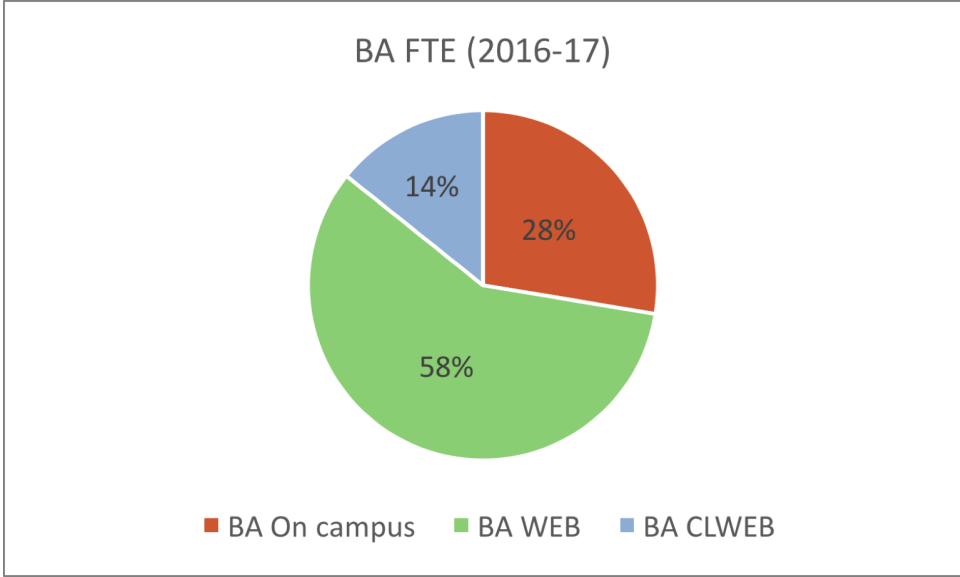
BA FTE (2012-13)

33%

52%

15%

■ BA On campus   ■ BA WEB   ■ BA CLWEB

BA FTE (2016-17)

- BA On campus 28%
- BA WEB 58%
- BA CLWEB 14%

BA FTE Trend By Teaching Modality

On campus — WEB — CLWEB

Business Administration FTE Trends by Instructional Method					
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
On-Campus	397.6	335.1	317.9	275.6	262.4
Web	620.9	626.6	605.1	571.9	552.1
CLWEB	178.7	166.8	142.5	142.1	135.4

Business Administration FTE Trends by Instructional Method					
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
*Total BA FTE	1197.2	1128.5	1065.5	989.6	949.9

Students in the business program are currently able to progress through the program by taking courses in any order with some limited exceptions. BA has started to evaluate the effect of this on retention and completion.

Strategy reduces our students' ability to build on what they have learned as they move through our program. Offering a more detailed guide to help students take classes in a progression could increase their success level. In conjunction with that effort, progression data could be used to reach out to students at various points in the program to offer encouragement to high performing students towards success and to connect struggling students with resources that would help them improve their success level.

B. **Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, how is your SAC addressing this?**

While tracking classes for student success rates, it has been figured that there are more online classes with lower pass rates than campus classes. Overall, campus business classes have the highest success rates and there is 11.6% difference in pass rate (grades of A,B,C,P) for courses offered via campus vs. web.

Percent difference Class vs Web Pass rates District wide 2016-17
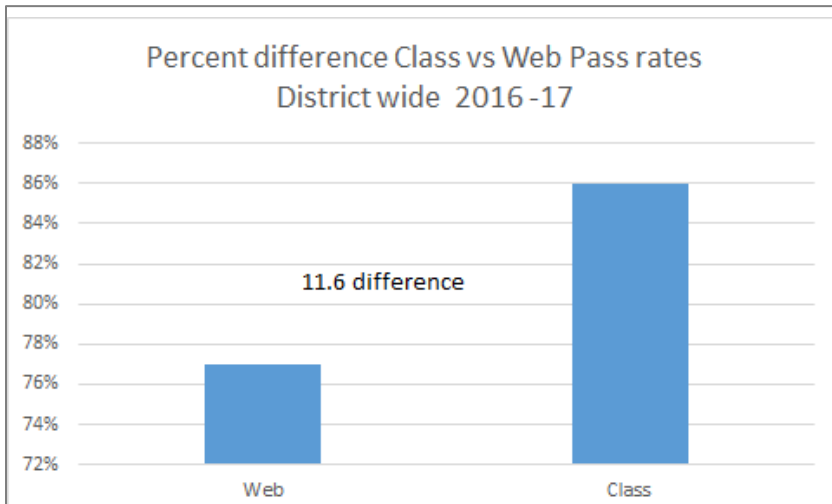
See Appendix Tables: 3B, 3B.i, 3B.ii

The online modality offers less access to resources such as tutoring, office hours, advising, etc. which may be contributing to the lower success rate. Online students may be less prepared for learning in an online environment as well. At the campus level, business department advisors meet with students as well as visit classrooms sharing pertinent details on the program and every campus has a student learning center giving students access to tutors helping students perform better.

Tracking individual sets of data for campus and online classes becomes pertinent and institutional effectiveness can send automatic reports to the department to focus on this data that is relevant for student success and retention.

Lower online success rate also implicates allocating resources towards faculty training, consistency in online teaching and assessment, frequent review of course materials and assessments, sharing best practices and using a variety of learning tools to attain learning objectives. Business department will benefit with additional focus on the challenge area of online student success rate in general and towards specific courses.

C. **Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.**

The majority of BA courses are offered both on-campus and online. All BA courses are offered online except 7 courses. They are:

- BA-114 Financial Survival
- BA-208 Introduction to Non-Profit & Philanthropy
- BA-209 Introduction to Grant Writing
- BA-236 Product Management & Branding
- BA-277 Business Practices & Contemporary Social Issues
- BA-289 Marketing Capstone

A majority of these are newly developed course offerings that focus in the areas of non-profits, marketing and social responsibility. Currently these classes are offered on campus only and that modality seems to fit well with certificate/degree needs. There is no immediate plan to develop them as online classes.

In 2016-2017, for students enrolled in accounting classes and general business classes the breakdown in enrollment between online and On-Campus is as follows:

2016-17 Enrollment	On-Campus	Web
Accounting	19.25%	80.75%
General Business	40.30%	59.70%

Student Enrollment
Accounting
2016-17

On-Campus 19%

Web 81%

Student Enrollment
General Business
2016-17

On-Campus 40%

Web 60%
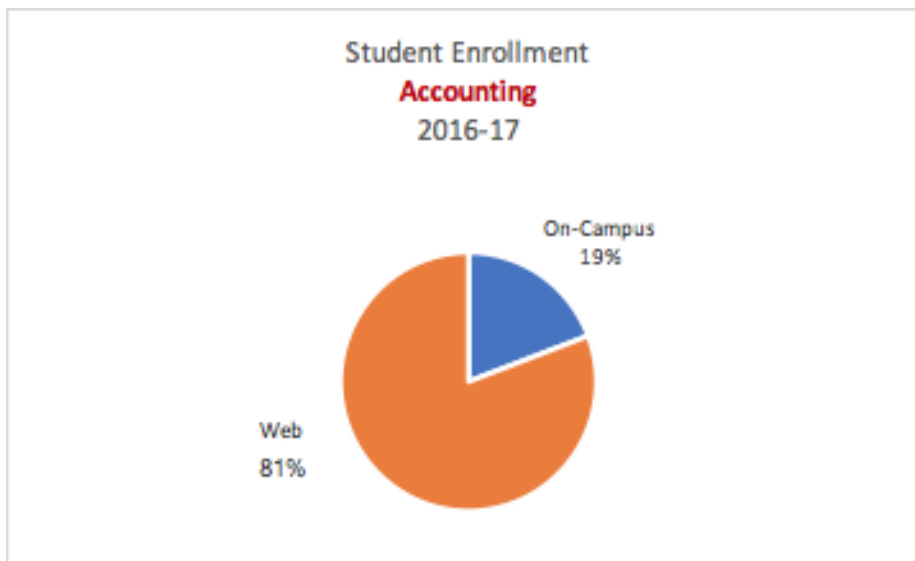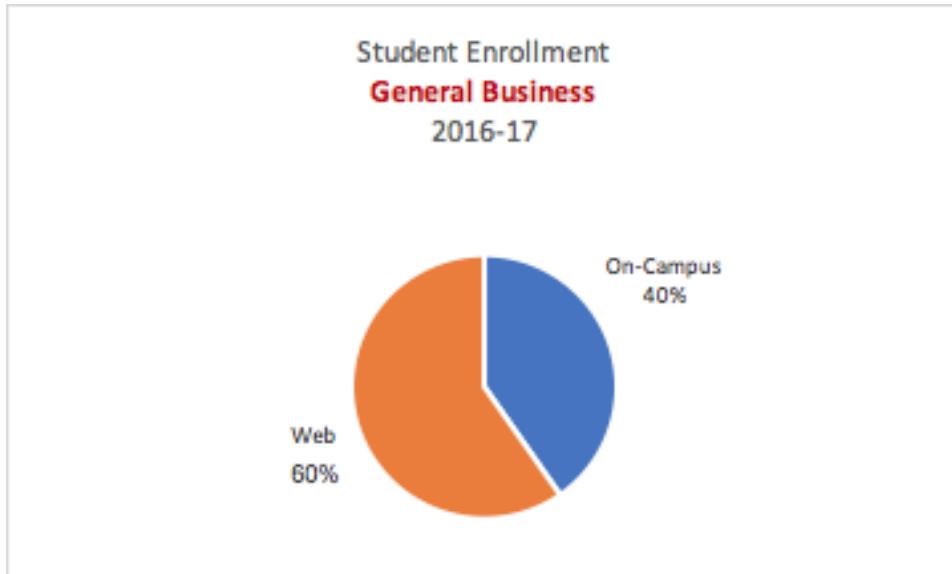
For courses offered both via DL and on-campus, are there differences in student success?

During 2016-2017, students enrolled in the on-campus sections averaged 85.6% success rate in passing their course compared to 77.8 % success rate for students enrolled online.

During 2016-2017, in **accounting classes**, students enrolled in the on-campus sections had an 87.3% success rate in passing their course compared to 77.6% success rate for students enrolled online for their accounting classes.

During 2016-17, in **general business** classes, students enrolled in the on-campus sections had an 83.8% success rate in passing their course compared to 77.9% success rate for students enrolled online for their non-accounting business classes.

Student Success rate (earning A,B,C,P) in Business (2016-17)

Courses	On-Campus	Online
Accounting	87.3%	77.6%
General Business	83.8%	77.9%

All students have equal access to resources at PCC; however, online students often are not able to schedule a time to travel to campus to utilize the resources as effectively as students enrolled in on-campus sections. Faculty encourage students to schedule conference meetings using Collaborate and telephone calls to support student learning outcomes. **Tutoring** both in-person and online is available to all students. All campuses have **Perkins Advisors** and **Academic**

Advising assistance available to students enrolled in online and on-campus classes. Sequencing courses (BA-211, BA-212 and BA-213) and offering hybrid (CLWEB course sections which have both an on-campus and online component) courses provide flexibility contributing to students' success.

BA accounting faculty develop and use a **common D2L course** shell for accounting business courses to maintain consistent instruction across the different online and on-campus sections of their courses.

Backpack—every student is oriented to online course expectations, which improves student success in online courses. Previously not all students had online orientation training.

Business Online Best Practices—the business faculty collaborate sharing best teaching practices which are then implemented in online course offerings.

In addressing **Accessibility Standard**s, business faculty work with Distance Learning to test 3rd party publisher content to provide the best possible learning experience for all students.

If yes, describe the differences and how your SAC is addressing them.

Business students must take the common core courses: BA-101 (Introduction to Business), BA-205 (Business Communications) and BA-131 (Introduction to Business Technology). These courses provide a firm foundation for students to build toward success in other business courses.

Success rate(A,B,C,P) in 3 core General Business courses during 2016-17:

Course #	DL Pass Rate	Campus Pass Rate
BA 101	79%	82%
BA 131	76%	87%
BA 205	83%	88%

In the **Accounting series**, sequencing courses supports student outcomes. In 2016-2017, **BA 211 enrollment was 32.7% higher than BA 212 and 34.8% higher than BA 213.** BA-211 is a required course for some certificates, whereas BA-212 and BA-213 are not required for certificates which may be contributing towards the higher enrollment in BA-211. Frequently students repeat BA-211 to earn a higher grade and to reinforce their understanding of the course content.

Success rate for the sequence of accounting courses:

Course #	DL Pass Rate	Campus Pass Rate
BA 211	74%	82%
BA 212	85%	89%
BA 213	83%	88%

Success rate for BA-111 Introduction to Accounting:

Course #	DL Pass Rate	Campus Pass Rate
BA 111	74%	76%

Business faculty need initial training on D2L BrightSpace. Faculty with previous training on D2L BrightSpace need continuing training on the software to provide excellent service to students.

All online and hybrid courses are reviewed by Quality Matters staff for accessibility and consistency to ensure that Online classes pass standards. Online and hybrid courses ensure that all the students are given equal opportunity to success for differently- abled students.

D. **Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.**

Internationalization of the curriculum

Becoming informed about what is happening in the global business world while engaging with diverse people and perspectives within and outside the college creates opportunities for business students to enrich themselves on global awareness and intercultural competency. This in turn helps them at work place and at transfer institutions.

Business program facilitates students to develop global awareness and perspectives via classes towards their certificate or degree. **Recent business courses have expanded curriculum to include specific areas as follows:**

BA 235 (Social Media Marketing) –
          global marketing considerations

BA 236 (Product Management and Branding) -
      global issues in product management and distribution

BA 277 (Business Practices and Contemporary Social Issues) –
      International Business theory and practice

BA 278 (Eco-Innovation and Social Entrepreneurship) –
      global business methods, practices and policies;
      globally responsible business and ethics management

Towards multicultural interface, faculty have **creatively integrated ESOL/international students** to increase cross cultural competency of business students.

Speed Culturing has been a means for the business program to acknowledge and recognize global diversity at the college as opportunities for learning. It works as follows:

English as a Second Language(ESOL) and international students are integrated with business students via speed culturing where faculty from both disciplines generally discuss, collaborate and compose 4 or 5 questions that relate to the course content of the business course. Much like the format of 'speed dating', business students have the chance to ask these questions to ESOL students who have multicultural background and represent several countries. These conversations where partners are switched every 5-6 minutes give a chance for business students to gain diverse international perspectives in just about only one hour or more.

Speed culturing provides a chance for the two disciplines to collaborate and provide a positive experience to students. Business students talk with peers from all over the world on topics such as entrepreneurship, business models, use of technology, business culture, supply chain, etc. allowing them to gain intercultural competence.

Several sessions of speed culturing were held between Business and English as a Second Language classes:

Fall '16
BA 131(Michael Hohn) and ESOL (Mike Bene) at Rock Creek

Winter '17
BA 101(Kamiar Daraee) and ESOL (Dan Davies) at Rock Creek

BA 205 (Michael Hohn) and ESOL (Mike Bene) at Rock Creek

Spring '17

BA 101 (Kamiar Daraee) and ESOL (Dan Davies & Sarah Barrett) at Rock Creek

BA 205 (Michael Hohn) and ESOL (Mike Bene) at Rock Creek.

More details at http://news.pcc.edu/2016/11/students-engage-in-speed-culturing-to-learn-more-about-one-another/

In yet another format of collaboration, several business faculty have invited ESOL (Level 7 Communication) students who are relatively fluent and can participate in class discussions to visit their business classes to experience lectures in English as a means to taking General Education classes. This provides a positive experience for students from both disciplines. Intrigued by their visits to Business classes, ESOL students often mention in their feedback that they would like to explore taking business classes later.

Here is a sample feedback from an ESOL student after visiting BA 131(Introduction to Business Technology) class:

'I got my own realistic knowledge that I hope to apply it into my career in the future. In general, this is an interesting class that I would like to come back and ask the teacher some questions about my ideas of starting a business'.

Business faculty have also brought local professionals with international experience to different campuses to provide a global perspective to students:

On May 15th, 2015, an executive panel titled 'Business Education & Global Cultural Awareness' was held successfully as a kickoff event at the Third Business Transfer Workshop at Rock Creek campus. This event was sponsored by PCC Internationalization committee and the panel consisted of Chris Siems, Global Program Director, Intel Corporation, Bill Tung, VP, International Distribution, Columbia Sportswear and Brenda Eichelberger, Professor, School of Business, Portland State University. The panel members emphasized the importance of cross cultural awareness for students and the global diversity and inclusion at workplace along with why 'to think globally and act locally' is critical for an entrepreneurial role.

Link to the event is available at: https://www.youtube.com/watch?v=M6rVljYz840

On May 10th, 2017, Dr. Wanna Prayukvong (Fulbright Scholar from Mahidol University, Thailand and hosted at Babson College, Wellesley, MA) spoke to business students at Sylvania campus about the Buddhist Economics Approach to business and shared details on research on the interconnectivity between culture and business. Her visit was made possible by Fulbright Scholar Program's Outreach Lecturing Fund and the PCC Internationalization Steering Committee. This event brought students in direct contact with an expert in the field to share views on business practices in other parts of the world and the interconnectivity of culture.

Links to the event is available at: http://news.pcc.edu/2017/05/wanna-prayukvong/

Additionally, Business faculty have **utilized professional development opportunities** to attend conferences/workshops with a focus on infusing internationalization in the curriculum.

Business faculty represented CTE departments in the Study Abroad Committee that discussed and finalized vision and mission statements for PCC's Education Abroad along with the structure of study abroad proposals.

With the impact created by study abroad on transferability and positioning students better in the market, Business faculty are also **keen to work with the Office of Education Abroad towards short-term faculty-led Ed Abroad opportunities** for students in the near future.

All Inclusive Access Special Project

BA had the unique opportunity to pilot and launch the first All Inclusive Access delivery system for the college. Launched in the Fall 2017 term, BA-213 All-Inclusive Access Pilot

Project to reduce textbook and materials costs for students and to streamline access to textbook publisher learning management systems. This project saves students more than 56% (a savings of $90.35) on course materials. The costs for the electronic textbook and Learning Management System Access Code are charged at the same time as tuition. Students are able to utilize their financial aid more seamlessly using this billing system.

Students no longer have to stand in line at the bookstore or order course materials, then wait for those materials to be delivered. Course content is delivered to students using a single sign-on which increases student productivity, especially at the start of each term. Course content is interactive and adaptive, providing immediate feedback to students. This real-time feedback provides to each student the course content indicating the tasks that they have mastered and the specific content that they need to review to improve their understanding.

BA plans to extend the All-Inclusive Access model to other accounting classes. In collaboration with the Bookstore Manager, Ken Brown, BA plans to extend the All-Inclusive Access model to BA-211 in spring 2018 term. The college plans to extend the All-Inclusive Access model to other disciplines over the next 2-5 years.

In February 2018 a survey was conducted of the BA 213 fall and winter sections and 37 students responded with the following thoughts about the pilot project:

- 65% of the students were satisfied to extremely satisfied with the cost savings.
- 43% of the students purchased the optional printed textbook.
- 70% recommended expanding the inclusive access model to BA 211 and 212.
- 57% of the students liked having the MyAccountingLab homework manager embedded in D2L.

Community Based Learning

Many BA courses include a Community Based Learning component in the curriculum.

BA-205 Business Communication requires a project with a philanthropic mission. Students are required to choose a compelling message that they want to communicate to a larger audience. Once the student has chosen the message, they self-select into teams. The team needs to find an outreach organization in our local community to assist in mobilizing the effort. The message needs to communicate one of four points:

·   Get an audience to give

·   Get an audience to purchase

·   Get an audience to take action

·   Get an audience to think and feel differently

Several business students have been honored by PCC with Community Based Learning Awards. The following excerpt is from a student honoree testimony:

"The CBL project at Neighbor 2 Neighbor offered real world experience. We learned about the major components of business, from marketing and sales to production and distribution, and have gained useful skills in each. My goal is to continue launching small philanthropic business ventures, get the up and running and the hand them off to those who are better suited to run them. Creating Neighbor 2 Neighbor has been one of the most fulfilling academic experiences of my life. It has made me truly appreciate what it means to have a good learning

environment and has allowed me to step out of my comfort zone and really push myself to try something new." "Classes at PCC and projects such as Neighbor 2 Neighbor have rekindled my interest in Academics and in all honesty, I feel blessed to have access to such an incredible resource as PCC here in my community."

"I have learned that community engagement is crucial to the success of any society and that it is a responsibility of each and every one of us to play an active role within our community. In the end the word 'community' within Portland Community College as a much deeper meaning to me now than before."

BA-101 Introduction to Business has a Community Based Learning assignment:

Team Project—Community Outreach to a Non-Profit Organization

Contemporary businesses are embracing a community-based model in which the community becomes an essential component for long-term success.

Being a steward for community outreach can be the critical edge in having your résumé excel in the eyes of decision makers.

Select a nonprofit group and provide 4 hours of service to the community. During this outreach, students will be required to take pictures to showcase work in action and to informally interview another volunteer.

Note: Team members should select the same nonprofit group or a group that provides the same type of services.

Write a 5-page paper in which you explain the following:

- Why the group chose the nonprofit IRS form of incorporation
- The conversation exchanged with a fellow volunteer
- Any personal feelings about the experience
- Why you think this assignment was assigned in a business course

E. **Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.**

Business maintains articulation agreements to teach BA 111 and BA 101. These agreements allow students to dual enroll in a high school course and a PCC course. As part of the agreement, the high school faculty members agree to maintain PCC's standards of achievement in the high school course and Business provides training, orientation, and curriculum updates. Business assesses the courses to ensure quality and consistency in the course offerings and maintains on-going relationships with the high school faculty. The three schools currently participating are Franklin High School, Glencoe High School, and Sunset High School.

The Faculty Liaison observes the Dual Credit class period or meets with the high school instructor to discuss topics related to the course that may include but are not limited to the curriculum development, share ideas, answer questions, etc. This type of visit is not mandatory but may be useful for purposes of following up with the high school instructor after making

suggestions for improvement. It is highly recommended that liaisons make at least one visit per year.

BA faculty liaison, Scott Birk, has been a great partner to Dual Credit. He has completed school visits at most of our current articulations and been out to visit the business program at Tualatin High School where there is a teacher who would like to articulate BA. These visits were rather informal; the intent being to establish a concrete support team for each high school instructor.

"High schools would love to develop an even stronger working relationship with BA. Schools that have a large amount of unmet needs desire to articulate even more BA, but the rigid instructor qualifications have held back the growth. It would be good to see a teacher with a master's in education and years of business experience approved under demonstrated competency, but this has yet to happen." (per Kate Depaolis July 26th)

PCC has implemented a new online professional development system with workshops and classes from A to Z. Dual credit faculty can and are encouraged to access this free resource, 24/7, no cost.

School Year	Number of high schools	Number of Instructors	Students	Credits Earned
2012 - 13	3	5	109	369
2013 - 14	3	5	120	460
2014 - 15	3	4	107	428
2015 - 16	3	3	93	386

F. **Please describe the use of Course Evaluations by the SAC.**

The BA SAC use the College's standard Course Evaluations to collect and evaluate students' perceptions, their emerging and existing needs and their goals. Based upon trends, the BA SAC members adjust their approaches and make corrections, as needed to reconcile the College's mission and the student's expectations and goals.

Have you developed SAC-specific questions?

No, the BA SAC did not develop SAC-specific questions for course evaluations. In some targeted courses, the BA SAC's faculty members for particular courses sometimes will create custom-questions to ensure that these particular courses meet accreditation standards, show responsiveness to our higher education partner's expectations for transfer students, and the course content aligns with the Business Advisory Committee's recommendations.

As a tech-prep program, the BA SAC receives guidance from our Business Advisory Committee. Its recommendations influence our course content and allows us to better forecast trends in employment-demands.

Has the information you have received been of use at the course/program/discipline level?

Yes, the BA SAC relies upon the information received for continuous quality improvement in educational services delivered at the course/program/discipline levels?

4. Needs of Students and the Community

A. **Have there been any changes in the demographics of the student populations you serve? If there have been changes, how has this impacted curriculum, instruction or professional development?**

Anecdotally, the demographic of the student population in the BA program has not changed since the 2013 BA Program Review, with the exception of more Oregon Promise students at Rock Creek campus. There has been a perceived increase in students utilizing Trade Act benefits and TUI due to recent economic changes. One example of an increase of TAA students is due to October 2015 layoffs of over 900 employees in the Portland metro area for Capital One company.

B. **What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?**

Faculty members work one-on-one with Disability Services and affected students who attend their classes. All communications are kept confidential. Students' needs are given high priority and they are met as prescribed by Disability Services agreements.

In 2014 and 2015, when the discussion of the adoption of a new accounting textbook began, Disability Services was integrally involved. The textbook adoption committee tackled the difficult assignment of finding a textbook that not only could be made readily accessible to sight-challenged students, accompanied by an online learning management system (LMS) that offered the same accessibility. Virtually all of the textbook publishers offer textbooks that are or can be made accessible to this group of students. However, Pearson Publishing was proactive in its efforts to provide an online LMS that would fit our needs. Pearson worked with the Business Department for over 18 months in developing MyAccountingLab into the LMS currently in use, along with alternative Excel-based homework problems that sight-challenged students can use with screen reading technology. This was a significant accomplishment for the Business Department, Pearson Publishing, and Disability Services that demonstrates the department's dedication to this important group of students.

Faculty members who work with Disability Services and disabled students do experience some challenges, however. Outside of extending the time for disabled students to complete assignments or take examinations, it can be difficult for faculty members to feel like they're meeting these students' needs with the limited information they often receive from Disability Services. For example, if a student has a particular disability that might have an impact on the way a faculty member might make presentations in class, that information would be helpful to know. If a particular disability could impact other students in the class or in a group project

setting, that information would likewise be beneficial. Since faculty members are required to treat any Disability Services request with confidentiality, the Business Department believes this kind of additional information should be shared with faculty members within those same expectations.

The Business Department does not have statistical data that tells about its students who use the Disability Services system.

C. **What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?**

Business administration has been a leader in developing online course offerings and has one of the largest online programs at the college. Several initiatives have helped us address specific areas of program concern:

Instructor engagement - An online best practices document was adopted by the SAC in 2013. The basic tenets of this document were influential in development of some of the college-wide 'What Works in Online Teaching' document.

Course development - Numerous business faculty have been through Quality Matter training and are able to both develop against the QM rubric and evaluate peer classes in accordance to that rubric.

Interactive courseware - Business faculty have taken leadership roles in developing online video for use in the DL classroom and well as use of online rooms (real-time audio and video interaction) for group activities and instructor conferences.

Learning management / homework - Business faculty, especially in accounting, have proactively integrated online homework management systems that aid students in the practice and mastery of complex accounting methods.

Accessibility - Business Administration has worked closely with publishers to facilitate accessibility for online resources including homework management systems. While this process has, at times, been time-consuming and frustrating, at least one publisher (Pearson) has been supportive in this area.

D. **Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.**

Feedback from Transfer Institutions:

BA 281 (Accounting Skills Review)
A one credit online course has been introduced at PCC based on conversations with Portland State University towards students' better preparedness transferring to Accounting degree at 4-year college.

Business Transfer Workshops
Business Transfer Workshop was held in **May 2014** at the Event Center in Rock Creek campus. About sixty potential transfer students attended and met with Advisors and Admissions counselors from Portland State University. The entire event was recorded, and the link was placed in Business Department web pages. This was the 2nd Transfer Workshop organized at Rock Creek campus.

Based on prior success of the event, Business department continued networking with School of Business at PSU and organized the Business Transfer Workshop in **May 2015** at Rock Creek campus. At this event, collaborating with PCC Internationalization Steering Committee an executive panel titled 'Business Education and Global Cultural Awareness' was held as the kickoff event. Panelists were Chris Siems, Manager, Intel Corporation, Bill Tung, VP, Columbia Sportswear, Brenda Eichelberger, Professor, School of Business, PSU and the event was moderated by Dr. Dave Stout, Dean, Sylvania campus.

Link to the event is available at: https://www.youtube.com/watch?v=M6rVljYz840

The Transfer workshop continued with presentations from Portland State University School of Business Advisors and Director of Admissions, PCC General Advisors and Perkins Advisors. The panel event with PCC Alumni and PSU transferees detailing on the ease of transition to 4-year college, academic preparedness, being involved with the college community participating in various clubs, etc. was a huge success.

In spring term 2016, the Transfer Workshop was rotated to Sylvania campus. The Business Advisor from Sylvania campus facilitated the event. Approximately 45 students attended the event, where PSU Business Advisors and a panel of 5 PSU students presented information and conducted a Q&A session for prospective PCC Business Transfer students.

The PSU student panel represented several business concentration areas: Accounting, Management & Leadership, Marketing and Supply and Logistics. After the panel presentation, Tien James discussed the Honors Program at PSU, and Elizabeth Almer presented information for transferring in to the School of Business Administration at PSU.

After the workshop PCC and PSU Business advisors were available for one-on-one conversations.

PCC/PSU online degree
In 2015, Discussions were held with Dr. Kendra Cawley, Dean for Academic Affairs, Dr. Anne Haberkern, Curriculum office, Gary Steadman (Director of PSU online teaching) and Erica Wagner (Dean, Undergraduate Programs, PSU School of Business) on PCC/PSU business online degree. Minutes of this meeting is available in the appendix.

Congratulatory letters to high performing students
Starting in 2016, collaborating with the School of Business, Portland State University, PCC Business Department has been sending a joint PCC/PSU letter to high performing PCC students congratulating on their excellent academic performance and letting students know about the 'Summer Leadership Program' where the Big Accounting firms are reaching out to students as
early as the summer of their sophomore year for internship recruitment. This way transfer students will get an opportunity to apply for these internship positions (and potentially full-time positions after graduation).

Beta Alpha Psi Officers from Portland State visit PCC Accounting classes
Beta Alpha Psi officers from School of Business at Portland State University were invited to BA 213 classes where they informed PCC students about the Accounting Internship opportunities and helped with tips on resumes and interviews.

Best Practices sessions with Accounting Faculty at PCC and Portland State University Accounting faculty from both institutions met during 2016 to discuss on

- Academic transition issues (performance by PCC transferees in ACTG 381 at PSU).
- Excel usage in accounting series at PCC.
- Statement of Cash Flows -- how it is taught at PCC and in ACTG 381.
- Student exposure to 10K.
- Expected workload per week for 211/212/213 at both institutions.

Professor from School of Business Portland State joins Business Advisory Committee
Brenda Eichelberger, Professor, School of Business, Portland State University is a member of the PCC Business Advisory Committee and provides valuable transfer perspectives for academic performance, student success and

Beta Alpha Psi Videos
at Portland State University has created the following videos which have been shared with

PCC Business students (both online and campus classes). These videos share details about:

- The accounting program at Portland State University
- Accounting professional certifications
- Employment scope for accountants
- Job search supports and internship opportunities for PCC students
- Other services offered through Beta Alpha Psi, the honor scholar group for accounting majors.

BAP Introductory video
https://www.youtube.com/playlist?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

BAP Video 1 So You Want to Become An Accountant:
https://youtu.be/Rt9SsZsGPVE?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

BAP Video 2 Unique Road of Employment for Accountants:
https://youtu.be/bvBMMVvvswY?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

BAP Video 3 Portland State University Support for Your Job Search:
https://youtu.be/908ddvwotHE?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

BAP Video 4 Beta Alpha Psi: https://youtu.be/16doe_LLm9Y?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

5. Faculty: reflect on the composition, qualifications and development of the faculty

A. **Provide information on how the faculty instructional practices reflect the strategic intentions for Diversity, Equity and Inclusion in PCC's Strategic Plan, <u>Theme 5</u>. What has the SAC done to further your faculty's inter-cultural competence, and creation of a shared understanding about diversity, equity and inclusion?**

Business department is dedicated to Equity and Inclusion as it mirrors both the institution's vision and our program's voice to our students. To that end the following are communities and committees where relationships have been formed:

The Cascade Inclusion Change Team (ICT) endeavors to make the campus a more equitable and inclusive place to study and work. Business faculty have been involved in it right from developing the vision and mission statements to establishing goals, organizing work and mobilizing campus resources.

Partnering with English as a Second Language(ESOL) department, 'Speed Culturing' events have been organized where students get direct experience of other cultures right within the college via conversations.

Our department has continued to work with the office of Diversity and Inclusion via the Faculty Diversity Internship Program and the District Leaders Diversity Council sub-committee.

Business program also collaborates with many of same campus resource people who work to support diversity and inclusion such as staff and students in the Multicultural Centers, Women's Resource Centers, Advising, Cooperative education, Community Based Learning, Internationalization Steering Committee and the Office of International Student Services.

Bringing a variety of Speakers, including industry representatives, some Fulbright Scholars, teaching about a wide array of cultures and countries, both local and international.

Developing courses to include international elements along with diversity and inclusion.

Business has also participated in Whiteness Month, Social Justice seminars and Critical Race Theories training. Through a 'train the trainer' lens, the learning from these activities have been used to provide climates where honest conversations are preferred over perfect conversations.

B. **Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <u>http://www.pcc.edu/resources/academic/instructor-qualifications/index.html</u>)**

No significant changes to instructor qualifications have been made since the previous review. Business Administration continues to review and update our instructor qualifications.

C. **How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.**

Of those faculty members who responded to the request for data, the Business Administration department can report the following hours invested in professional development since the last program review.

Maintaining/Improving subject matter expertise (SME): 2,285 hours

Improving instructional expertise (IE): 830 hours

Additional unrecorded hours could conservatively increase those devoted to maintaining and improving SME to over 2,700 and those for IE to over 1,200. Most of the hours categorized as SME are those required to keep faculty current in their various professional certifications. As such, faculty pay for these classes on their own. On the other hand, many opportunities for improved instructional expertise are funded by PCC and most of the faculty members reporting data took advantage of those opportunities. These efforts on the part of our faculty assure our students and administration that the Business Administration department is offering the best prepared faculty possible.

It is common for faculty to share things they learn through professional development opportunities with one another through SAC meetings, department meetings, and committee work. Several of these faculty members have been responsible for developing the course shells that the rest of the department uses in most of its classes. The continual development and sharing of faculty skills keeps Business Administration classes on the cutting edge.

By way of recognition of a few of the Business Administration faculty, Debbie Austin and Alexa Maros completed their doctoral programs since our last program review. Samantha Hopf has kept her accounting skills sharp for over 20 years as she's worked with some 20 other accountants in PCC's Financial Services department. Diane Pallas has worked closely with the Department of Revenue in Salem in developing the tests taken by candidates for the Oregon Licensed Tax Preparer's certification. Cole Chatterton, Michael Hohn, and Heather Griffo donate their time as board members of organizations outside of PCC.

6. Facilities, Instructional and Student Support

A. **Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.**

Various BA courses need classrooms equipped with computers for student use. For student success, many business technology and accounting related courses require a computer for every student in the classroom. The limited availability of these computer equipped classrooms at every campus may result in BA course sections being scheduled in regular classrooms or at times that are difficult for some BA students to attend. Ensuring there are an adequate number of computer equipped classroom hours dedicated to BA at each campus would better support students enrolled in BA courses. Dedicating hours at each campus for BA classes would alleviate the issue for students missing the learning opportunity to use computers for the required course content. This would facilitate scheduling more creatively so that as many sections as possible are scheduled in a computer equipped classroom when needed. Another way in which BA optimizes use of our classrooms is through scheduling online and hybrid courses and BA works with other departments to effectively utilize non-business dedicated classrooms.

Impact of classroom/lab space and technology on student success:

The BA curriculum and instruction includes the subject areas of accounting, finance, marketing, and management. Readily available computers would allow students to apply what they read and hear about in class, particularly in areas such as accounting where computer use is standard practice both in college and in the workplace.

Typically, BA classrooms have electronic podiums with monitors, computers, and overhead projectors. These podiums include the ability to plug in a laptop computer in order to provide customized content. This technology is also widely used by the faculty to deliver lectures enhanced with PowerPoint presentations and to present videos and other multimedia.

Typically, each classroom has some whiteboard space, allowing faculty and students to spontaneously illustrate a concept is critical to classroom instruction. While many classrooms have adequate whiteboard space, often the whiteboard space is covered by the projector screen which reduces the whiteboard available for instruction. Reconfiguring the whiteboard space so that it is not covered by the projector screen would better facilitate learning.

All BA courses regardless of modality including campus based, distance learning and hybrid, have access to online course shells where instructors may post content, which faculty believe substantially adds to the resources available to support student success in BA courses. The online resources and tools allow for the utilization of differing pedagogical approaches and affords faculty the opportunity to reach students outside of typical campus class hours and during times of inclement weather or other unforeseen campus closures.

Overall, these have helped BA provide consistent quality instruction.

B. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Business assignments often require outside research, including retrieving data, reading scholarly materials and research and journalistic sources such as the Wall Street Journal and S&P Net Advantage. For example, students may be asked to seek out newspaper articles that can be used to illustrate concepts learned in class. They may use newspaper subscriptions through the PCC library or online news sources. Some supplementary reading materials are put on reserve at the library as well. The PCC library also provides resources to help students with the researching and writing papers.

There are a large number of outside of the classroom resources that can enhance the student experience as they study the business curriculum. These resources include the library, the Small Business Development Center at CLIMB, Advisors, Cooperative Education, Tutoring Centers, faculty contact and connections with local business resources and professionals. Online students have access to comparable resources that are offered to campus students.

PCC provides campus based tutoring available to students. Additionally, there is online tutoring, for all students. There are computers available at every campus for drop-by use. The computers are staffed by student peers to assist students with general computer support and printing. Some courses / instructors also use web-based learning tools to support student success such as MyAccountingLab and MyBusinessLab. While there are free supplementary resources like Khan Academy, BA does not feel these can replace the value of individual tutoring assistance for business and accounting students.

C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

The BA SAC believes that a fundamental focus on advising, tutoring, and awareness of certificate and transfer programs is required to support our diverse student population. At the same time, many of our students are participating in extracurricular campus events and utilizing the resources available to them as they engage with others throughout the school and community.

Each campus has several resource centers that serve different needs, all with the same goal of promoting student success by providing access and improving student retention. The BA department has worked closely with counseling resources to help students who might need additional support. In conjunction with ASPCC—PCC's student leadership group—and the resource groups and counselors, many of the SAC members work and serve in different roles during various events throughout the year. They have helped students gain meaningful leadership skills and valuable experience and have helped students understand the importance of service to others, all while promoting our Business program.

- The Business Administration SAC continues to work with its publishers in the area of accessibility relative to textbooks and online learning management systems. Our work with Pearson Publishing during the adoption process of the new BA 211/212 accounting textbook supports the department's commitment to making all of its material accessible to all students.

- The Business Administration student advisors have received training and are closely aligned with the goals of the college to support students from all backgrounds including race, veteran status, gender identification, and socio-economic status.

- As noted in the 2013 Program Review, a faculty survey was conducted that highlighted instructor readiness to teach and interact with students from diverse backgrounds. Through professional development opportunities at PCC and other institutions, Business Administration faculty continues to build skills and experience necessary to meet these students' needs. The research conducted in 2012 indicated that Business Administration faculty were already well exposed to the demographic driven needs of many of our students. The department has continued to build upon that foundation. Some of the key professional development trainings that faculty have received are in the areas of social justice, critical race theory, and equity and inclusion.

- Usha Ramanujam, a full-time BA instructor at Rock Creek, is the chair of PCC's Internationalization Committee. She has worked hard to spread the concept of inclusion of our international students in the Business Administration department as well as throughout the rest of the college.

- Two programs in which the BA department participates have been successful in helping our international students become better acclimated to American culture in general and to PCC in particular. Speed culturing has already been discussed in this document and it has become a regular and eagerly anticipated event at Rock Creek each term since its inception. The other program is a partnership between the Rock Creek BA department and Cynthia Thornburgh's ESOL classes. In an effort to help our international students become accustomed to interacting with others in English, many upper-level ESOL students visit BA classes to listen to lectures, take notes, and participate in discussions. They report back to

Professor Thornburgh on the things they learned as part of their class grade and she summarizes those reports and forwards them to us for our review.

7. Career and Technical Education (CTE) Programs only

To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field:

A. **Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three Advisory Committee meetings in the appendix.**

The Business program advisory board is an active group that has provided valuable insights to business faculty. The board consists of 15 members from the business community that represent accounting, marketing, and management fields. Board members work in both the for-profit and non-profit sectors, including some government agencies. The board meets with business faculty twice each year in November and May for breakfast meetings on the Sylvania Campus.

The chair of the board for the past five years was Tony Andrade, a partner with the accounting firm Moss Adams. Keri Caffreys, a senior human resources analyst with Multnomah County, is the current board chair.

The advisory committee discussions have been wide ranging and are always helpful to provide faculty with further insights about hiring trends, emerging skills sets sought by employers, and to build valuable relationships with the business community.

Board members were especially helpful in recent revisions made to the AAS Marketing degree. The faculty committee charged with the revision sought insights from employers about required skills in marketing jobs. Many board members responded to a detailed survey and provided additional contacts for us to survey. Their information added valuable guidance to BA in revising the degree.

B. **Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.**

PCC Board of Directors and the President offer insight to overall enrollment projections via budget reports. It is assumed that BA enrollments follow these projections:

2015-2017 Biennium Budget:

In FY2012, enrollment peaked, but as the economy recovers and people find employment, enrollment has decreased each year since then through FY 2015. Over the FY 2015-17 Biennium, **further decreases in enrollment** are anticipated as the economy continues to recover and people head back to work.

2017-19 Biennium Budget:

2017-19 biennium adopted budget was built on **flat enrollment**.

Marketing degrees:

The growth for jobs in the marketing field are expected to be strong in future. Data from the Bureau of Labor Statistics highlights this growth.

"Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations." "With Internet-based advertising becoming more important, advertising managers who can navigate the digital world should have the best prospects."

(source: United States Department of Labor, Bureau of Labor Statistics. << www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6>>

OR labor market data projects high demand for payroll/bookkeeping/accounting clerk:

	Avg Annual Salary - Oregon	Avg Annual Salary - Portland-Metro	Employment Outlook through 2024	Recommended Education
Payroll Clerk	45,997	49,216	Somewhat **larger**	High school diploma, those with postsecondary non-degree have advantage
Bookkeeping /accounting clerk	40,629	43,503	Much larger	Postsecondary non=degree award, Associates degree have advantage

C. How are students selected and/or prepared (e.g., prerequisites) for program entry?

Students self-select for admission into the Business Administration Program. Their preparedness is set by asset scores and pre-requisites for introductory courses. For BA 101, the

prerequisite courses are WR115, RD 115, and MTH 20 or equivalent placement test scores. Often, students at the level of RD 115 and MTH 20 struggle. Universal among all of our college's students, typical barriers to entry and degree or certificate completion exist for Business students also. Typical barriers include general (financial difficulties, parental obligations and family demands; and schedule conflicts (caused by balancing the competing demands of work), family and college; and institutional barriers such as parking shortages. There is an under-supply of parking spots allocated for employees, students, and people with disabilities placards. Many students may underestimate the time commitment necessary to complete work outside of actual seat-time for courses.

D. **Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.**

Stay in School Media Campaigns by State and National Governments

The Administrative Response to the AY 2013-2014 BA Program Review suggested that the BA SAC consider whether advocacy of a two-year BA associates' degree served the students when the data suggests that a bachelor's' degree is the typical minimum education for the majority of BA related employment opportunities. After thoughtful consideration, the SAC concluded that the BA associates degrees need to be marketed better for potential employers and policy makers. For example, a terminal degree at the associates level benefits students, because it freezes the students' qualifications when accreditation standards change. For another reason, the student has an incremental achievement that bolsters the students' sense of well-being. For prospective employer applicants who show tangible steps and take action are more credible than candidates who merely verbalize their good intentions.

The national and state employment experts urge labor force participants to "stay in school" for their direct-economic and workplace advantages. In the post-industrial era the national and state forecasts show that students' future employment opportunities and potential higher earnings tend to increase with higher educational levels.

Portland Community College's BA Program students may not receive

recognition for the workforce-readiness for high-wage jobs, because of the current dominant narrative in public policy. Although post-secondary training or an associate's degree may provide the essential skill sets demanded for high-wage and abundant employment vacancies, the experts, the general public, the workforce, and our students may not recognize those facts. Policy makers, the media and the Oregon Employment Department focus their campaign for prospective students on the competitive advantage of a bachelor's degree.

Community colleges need to do a better job of marketing the quality of their educational services and the skillsets they develop our students. Community colleges may be able to meet workplace demands and serve as a way to combat credential inflation (and the companion costs).

Oregon Employment Department's Regional Economist Christopher Rich in "Don't Sell Yourself Short, or the Value of a Bachelor's Degree" states:

"According to data from the Pew Research Center, nearly every American feels that college is important. Almost all parents (94%) expect their children to attend college, roughly three quarters (73%) of adults feel that college is "…essential to get ahead in life," and Americans across the board believe they would have a larger salary with a college degree or a smaller salary without one. Folks are divided, however, on the "mission" of college. Close to 40 percent of Americans feel the main goal of a college education is personal growth while nearly half (47%) feel the main goal is preparation for the labor force. Some people might argue that both missions are essentially the same. Regardless of the purpose of college, from a labor market perspective the value of a bachelor's degree is revealed in the data."

[source: https://www.qualityinfo.org/-/don-t-sell-yourself-short-or-the-value-of-a-bachelor-s-degree]

High-Wage Jobs Require More Education

The Pie Chart "High-Wage Jobs Require More Education" tells part of the story.

High-Wage Jobs Require More Education
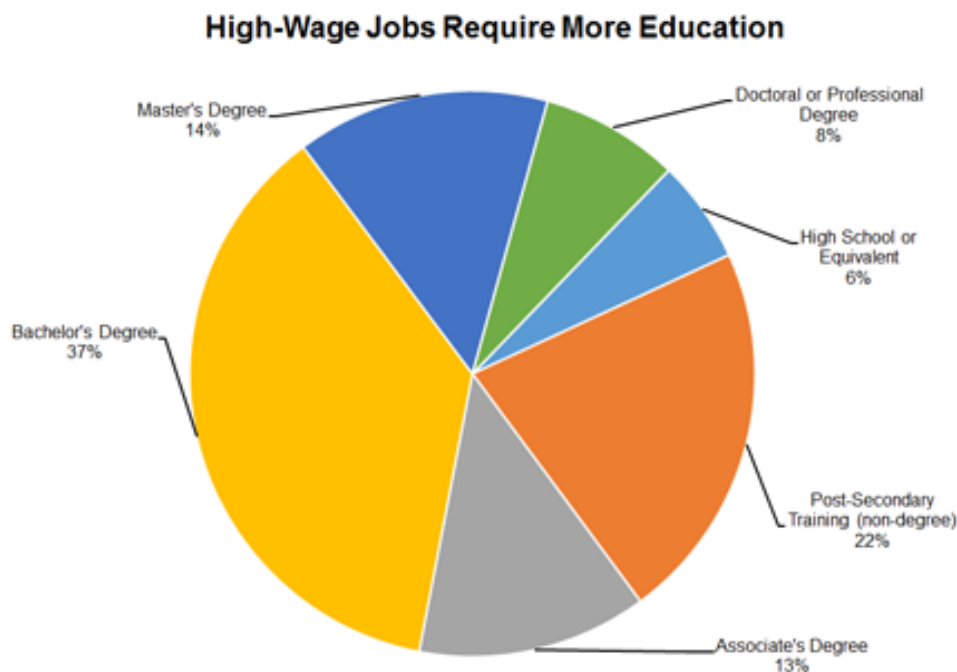
Source: Occupational Employment Projections, Competitive Education Level for High-Wage Jobs, 2014-2024

Education = Earnings

For another perspective on the correlation between education and earnings, the Bar Graph "Education = Earnings" shows a typical 25 year old Oregonian's potential.

More Education = Higher Pay
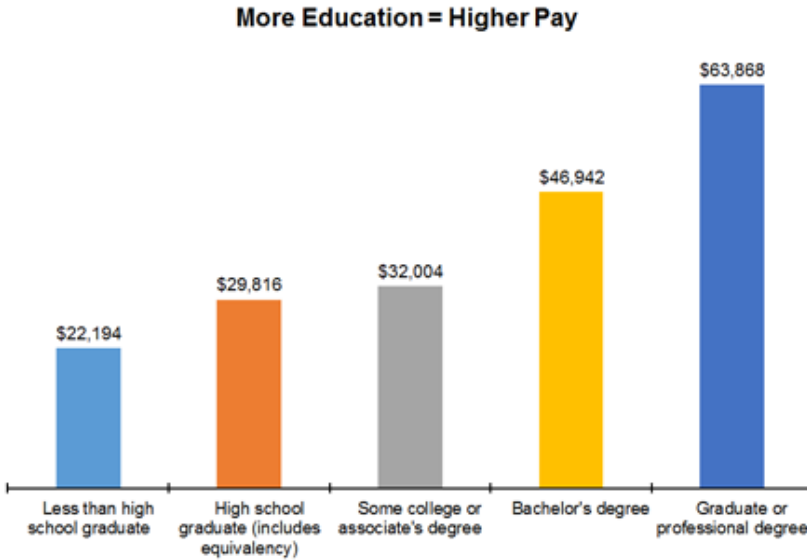
Source: U.S. Census Bureau Median Earnings for Oregonians Age 25 Years and Older by Educational Attainment Level, 2016.

Source: https://www.qualityinfo.org/-/should-i-continue-my-education-some-reasons-why-you-should]

Growth in College Graduates

The Pie Chart "Growth in College Graduates by Oregon Counties" summarizes the demographic trend within the labor force. Increasingly, in core populations around the four main campuses show that the majority of labor force participants have at least a bachelor's degree.

Growth in College Graduates by Oregon County
Age 25 to 64, 2010 to 2016

[Source:https://www.qualityinfo.org/-/should-i-continue-my-education-some-reasons-why-you-should]
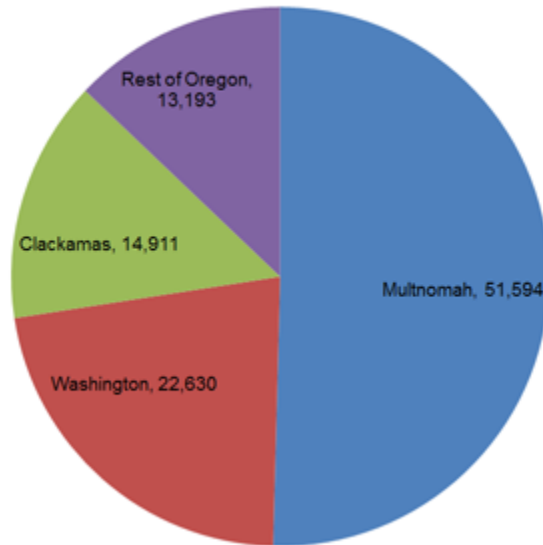
See Appendix 7D for more information.

The Business Administration's students' job placement and cooperative education "co-op data" aggregates from all campuses. Sylvania Campus collected data re: cooperative education numbers since last program review.

This data is uploaded to BA SAC Google Sheets.

In support our previous faculty recommendations from former BA Program Reviews, the College has started to increase decentralization of Perkins-funded employment specialists (including Sylvania, Rock Creek, Southeast Center, and Cascade Campuses). Anecdotally, faculty, staff and students have observed that local access assists students in their progress with job-placement, job-readiness and employment seeking strategies.

E. **Please present data on the number of students completing Degree(s) and/or Certificate(s) in your program. Analyze any barriers to degree or certificate completion that your students face and identify common reasons why students may**

leave before completion. If the program is available 100% online, please include relevant completion data and analysis.

The barriers within the BA Program student population are typical of those found among the entirety of the College's student population. This discussion considers the barriers from the program/college perspective and the student perspective.

Program/College Barriers

With the exception of the accounting course-sequence, most of the courses in the business program have few prerequisites which allows students to take their courses in any order. While this cafeteria model serves students in other programs who take business courses as part of another degree, it doesn't serve business student's well. Our cafeteria approach results in the following:

- Student confusion about degree requirements and a lack of clear and consistent progression through the degree

- Students don't always acquire the needed skills or build on their skills as they progress through the program

The business program supports the movement toward guided pathways and has actively engaged in training and the literature on this model. The adoption of a guided pathway model for BA program students would enable the following:

- Clear communication about degree requirements and the appropriate progression through those requirements.
- Enable students to build on their skills as they progress through the program
- Develop course schedules that better meet student needs
- Increase our use of data to support student feedback on progress

Another barrier to successful completion is that students engage in self-advising when they would be better served by College-advisors. Typically, students are not seeking advising services early enough (or if at all) during their College enrollment.

When students self-declare their program or degree at PCC, the students experience a lot of confusion regarding which degree is their most appropriate choice. Therefore, students may be following their GradPlan with the wrong option. They discovered too late in their academic career that they lack essential coursework or have taken coursework they don't need. This is

particularly problematic for students in the BA program, which has both CTE and transfer options in Business.

First generation college students may lack the knowledge of how to seek out the proper College resources to help them stay on track and to minimize the number of courses necessary to meet their goals in a timely manner.

Another barrier to completion in the BA program is the courses that are taught only or exclusively online. Some students struggle with online learning.   Some students are forced to attempt to complete courses multiple times. The "online only" course offerings are especially challenging to International Students as well, since they are only allowed to take one online course per term.

Some International Students must find an alternative to "online only" course offerings because of constraints on their visas. With support from the College's International Advisor and a BA program advisor, International Students can take some courses outside of PCC in order to complete their certificate or degree in their allotted time.

Student Barriers

Some PCC students face many social and economic barriers while pursuing their AAS or transfer degrees and program certificates. For example, some students are working full time, even when they are receiving Federal Financial Aid. For another example, students may be full-time or part-time care-givers for their dependents (including children or infirm or ill extended family members). After beginning at PCC, they may drop out for a while in order to focus their attention on raising children or caring for a family member. If the student returns to PCC, after a long absence, the returning student feels unaccustomed to College. There is a readjustment period. These students may optimistically choose to attend full time but need to drop some courses in their first term back because of the course workload. These students may become discouraged and drop out, but many continue on and take fewer courses per term, which is a longer timeline than they anticipated.

Finances seem to be one of the major barriers for younger students who are no longer living at home with their families or mature adults earning low-wages while they trying to complete their certificate or degree. Since the 2013 BA Program Review, there has been a significant increase in the cost of housing in the Portland area.

Sometimes a barrier to completion is that Unfamiliarity with the College's internal administrative procedures is a barrier to course-completion. Too few students don't realize there are actions they can take to appeal how to navigate financial aid (Time Frame Extensions for their financial aid or how to manage the system of Satisfactory Academic Progress Appeals for academic probation or suspension.

Student-debt-ratio compare to their actual or potential incomes are barriers to completion. to income-earning potential Unfortunately, when students don't complete their certificates or degrees, due any of these factors, they are often left with a lot of student loan debt and without no degree or other the credentials that could assist them in finding can lead to better employment opportunities and higher paying jobs. If the program is available 100% online, please include relevant completion data and analysis.

BA program certificates and degrees are not designed to be completed 100% online. However, it is <u>possible</u> for students to complete the AAS Accounting degree and accounting certificates online, especially if the student is able to take online courses at colleges outside of PCC and have those credits transferred back to PCC or if a student comes into the program with prior completed credits that count towards the degree or certificate.

The AAS Management and the AAS Marketing degree cannot be completed online since there is an in-person capstone course required for both degrees. The College data-collection methods need improvement before an adequate response to this question becomes possible. At this time, there is no data available to isolate how many students have completed their BA degree or certificate 100% online from students who took a combination of online and in person courses.

F. **Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.**

The lower division transfer students who graduate with BA AAS degrees have a seamless transition into upper division business courses, especially at Portland State University. As mentioned elsewhere in this Program Review, both Portland State University and PCC faculty members engage in student-testing for quality assurance purposes that reveal whether PCC's lower division courses match those of PSU's in terms of student readiness. The results showed PCC students were at least as prepared or better prepared for upper division courses in comparison to the non-transferred PSU cohorts. A second factor is that the two Business Programs meet in-person to collaborate on plans on how to recruit students and to improve course offerings. A third factor is that PSU faculty and staff do direct-recruitments to PCC's students at PCC events and through in-class presentations.

Although PCC's BA Program does collaborate with other four-year colleges, our relationship with PSU is better established. Geography, tuition-costs and the fact that more of our students transfer to PSU than to other colleges influence our mutual incentives to collaborate.

BA AAS degree-holders must complete specific math requirements to continue into upper division courses. to a four-year college school of business when they complete the required

level of math for that school For example, the BA AAS degree only requires Math 65. In contrast, while four-year colleges require at least Math 243 Statistics I. and Sometimes require Math 244 Statistics II and Math 241Calculus for Business.

BA AAS degree-holders must complete other particular courses to continue into upper division courses for their bachelor's degree. The requirements depend on their graduation plans. An additional college level Writing course is required for transfer to a four-year school, as well as public speaking (only required for the AAS Marketing degree). All 3 accounting courses are required for four-year colleges of business, but not all BA AAS degrees require all accounting courses.

Any business student may continue on A bachelor's degree in business provides the ideal foundation for additional future academic and professional opportunities. After earning their bachelor's degrees, any business student can decide to earn a variety of advanced and diverse degrees, such as, a Masters' in Business Administration (MBA), Masters' in Public Administration (MPA) or a law degree. For students who are interested in becoming want to become a Certified Public Accountant (CPA), they can enroll in the post-bac certificate programs in Accounting offered at PSU, Linfield and SOU. Or, the potential CPA student may independently they can take the additional required courses to satisfy the Oregon CPA Board requirements.

See Appendix 7F for more information.

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

Develop a process for reviewing and updating our course CCOGs on a regular basis. The BA SAC currently updates CCOGs and course materials on an ad-hoc and as needed basis rather than a more deliberate and systematic approach on a rolling basis. Given the dynamic nature of our field and the continued innovations in access to course materials, we should develop a schedule by which courses CCOGs and materials are reviewed on a regular basis.

Develop Course Level Best Practices – The SAC should actively foster opportunities for all instructors for a course (full time faculty and part-time) to interact and share best practices. This would create more integration between our part-time and full-time instructors and could benefit students with the implementation of best practices in more sections of a course.

Continue to expand OER and Inclusive Access models to reduce student course materials costs and increase equitable student success. Continue working with publishers and other technology providers to create accessible course materials while maintaining instructor academic freedom, content quality and student affordability.

Expanding the marketing capstone course model to management and possibly accounting degrees to enhance assessment of all CTE degrees. Ideally, every CTE degree outcome would be assessed every year. Being relieved of assessing our LDC transfer degree will allow us to focus on the CTE outcomes in a more meaningful manner.

Further develop advisory capacity of Business Advisory Council. Over the past five years, BA has improved the capacity of our business advisory council by recruiting members from a wider variety of industries and job functions and increasing attendance at our meetings. We would like to increase our ability to leverage this group to enhance our instruction by being more collaborative between advisory council meetings.

Explore options for improving online student success and retention rates. The data collected in this program review confirms our experience that students in our online sections are not as successful as student in our face to face sections. The BA SAC would like to further understand this differential and develop ways to increase student success in online courses. Access to BA Advisors for online students will also be evaluated in an effort to increase retention of these students.

Track graduate job placement. We do not have a method to track even on a sampling basis how successful our graduates are in finding jobs in their desired career. We would like to look at alternatives for tracking our graduates after they leave PCC.

Expand and enhance internationalization – Students and faculty will benefit from increased exposure to the globalized business environment. Business Administration recommends resumption and expansion of internationalization of BA curriculum. The BA SAC wishes to explore grant and other opportunities for faculty and students to obtain first-hand international experience via foreign travel, study and other exchanges.

B. **What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)**

Support faculty as subject area curriculum experts in their selection of course materials. The business program has demonstrated a long-standing commitment to balancing the following objectives when selecting course materials:

- Accomplishment of course and degree/certificate outcomes

- Quality of content and technology

- Academic freedom and innovation

- Student affordability

- Equitable student access and retention

As part of equitable student access, our program has worked closely with distance learning in testing and screening publisher applications and professional software to optimize accessibility. We support this objective fully, but face substantial obstacles in always finding perfect solutions immediately when we are using complex technology that is necessary for meeting our program outcomes and supporting student success and retention. We are concerned the college is sacrificing the value of many of the above objectives in favor of one that can't always be perfectly accomplished in the short-run. We are also concerned that the college has not developed a realistic plan and resources to support faculty in addressing this work. This is highly technical work with complex legal considerations and the college does not appear to have the expertise in place to support this work in the manner that respects all considerations for course material selection.

Continue exploring applications of the Guided Pathways model appropriate to the business program. We believe our students would benefit from a more defined progression through the courses in our program that would allow them to improve their skills progressively and build confidence. Given the size of our program and the fact that it is operated on all PCC

campuses, access to student progression data would allow faculty and advisors to create designated student touchpoints to encourage students through the program. This data would also allow us to identify struggling students to provide them with support. We believe this effort will increase equitable student success and completion rates over the long run.

Increase the level and type of support from distance education to develop engaging online course materials. We believe more commitment to online course development tools would help to increase our retention and success rates in online courses. We would like to see more access to video development tools, video content, and more ability to edit and comment on student work within D2L.

Expand inclusive access at PCC beyond the current BA 213 pilot project. A college-wide plan needs to be developed to locate development funding, research best practices, and resolve identified issues.

Enhance part-time faculty training – The student classroom experience can be enhanced through innovative part-time faculty training. Business Administration recommends training be made available for part-time faculty.

Support select lower enrolled on the ground courses to ensure that all of our courses are run on the ground once per year at select campuses. This will enable us to support the equitable student success initiatives by meeting the needs of students who are not able to succeed in an online course.

Appendix 2B(i): Core Outcomes Mapping

Mapping Level Indicators:

0: Not Applicable.

1: Limited demonstration or application of knowledge and skills.

2: Basic demonstration and application of knowledge and skills.

3: Demonstrated comprehension and is able to apply essential knowledge and skills.

4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

SAC - BA: Business Administration - Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
BA 101	Introduction to Business	2	2	2	3	2	3
BA 111	Introduction to Accounting	3	2	4	1	3	2
BA 131	Computers in Business	2	2	2	3	2	2
BA 141	Introduction to International Business Law	4	2	4	3	3	3
BA 150	Introduction to Entrepreneurship	3	2	2	2	3	4
BA 177	Payroll Accounting	4	2	4	1	3	3
BA 203	Introduction to International Business	2	3	3	4	2	2
BA 205	Solving Communication Problems w/Technology	4	2	2	3	3	2
BA 206	Management Fundamentals	2	3	2	2	3	2
BA 207	Introduction to E-Commerce	2	2	3	2	2	2
BA 208	Introduction to Nonprofits and Philanthropy	3	4	4	4	3	3
BA 209	Introduction to Grant Writing	4	2	3	1	4	1
BA 211	Principles of Accounting I	3	2	4	1	4	4

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
BA 212	Principles of Accounting II	4	2	4	2	4	4
BA 213	Principles of Accounting III	4	2	4	2	4	4
BA 218	Personal Finance	4	2	4	1	4	4
BA 222	Financial Management	4	2	4	1	4	4
BA 223	Principles of Marketing	3	2	2	2	2	2
BA 224	Human Resource Management	4	3	4	4	3	3
BA 226	Business Law I	2	3	3	2	2	3
BA 227	Business Law II	2	3	3	2	2	3
BA 228	Computer Accounting Applications	4	2	4	1	4	3
BA 234	International Marketing	4	2	3	3	3	3
BA 235	Social Media Marketing	4	1	4	3	4	2
BA 236	Product Management and Branding	4	2	4	3	4	2
BA 237	Fundamentals of Import / Export	2	2	4	3	4	2
BA 238	Sales	3	3	2	3	3	2
BA 239	Advertising	3	2	3	2	2	2
BA 240	Nonprofit Financial Management & Accounting	2	2	4	1	4	2
BA 242	Introduction to Investments	4	2	4	2	4	3
BA 249	Principles of Retailing & E-tailing	3	4	4	3	3	3
BA 250	Small Business Management	2	2	3	2	2	2
BA 255	Project Management – Business Environments	4	1	4	2	3	3
BA 256	Income Tax	4	2	4	1	4	4
BA 277	Business Practices and Contemporary Social Issues	3	2	4	3	4	4
BA 278	Eco-Innovation and Social Entrepreneurship	2	4	4	3	3	3
BA 280 A	Cooperative Education: Business Experience	3	2	2	3	3	3

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
BA 280 B	Cooperative Education: Business Experience - Seminar	3	2	2	3	3	3
BA 281	Accounting Skills Review	1	1	3	1	3	2
BA 285	Human Relations – Organizations	2	3	2	3	3	2
BA 289	Marketing Capstone	4	0	4	2	4	2
BA 290	Basic Income Tax Preparation	2	0	2	0	4	2
BA 295	Management Capstone	U/D	U/D	U/D	U/D	U/D	U/D

Appendix 2C(i)(a): PCC to PSU – Analysis of Student Performance in Financial Accounting & Reporting I

<u>BA 281 at PCC</u> to PSU ACTG 381

20 Students found to be at PSU who transferred in BA 281 – Accounting Skills Review from PCC between Fall Term 2014 to Fall Term 2016. Of those 20, 13 completed ACTG 381 with the following grades:

- A's – 2
- A-'s – 1
- B+'s – 1
- B's – 3
- B-'s – 3
- C+'s – 1
- C's – 1
- D - 1

This equates to an average grade around a B- to B (2.87) in PSU's ACTG 381.

Note that most (ten) students did well achieving A's or B's but due to the low number of students in the group, the three students who received C's and a D bring the average down.

Three students are registered for ACTG 381 in Winter Term (one of them is the student who received a D above). The other four students in the initial 20 have not pursued ACTG 381 as of Winter Term 2017.

<u>PSU ACTG 281</u> to 381 Analysis

When we review students who took ACTG 281 at PSU from Fall Term 2014 to Fall Term 2016, we find that 57 students took ACTG 281 and of those 57, there were 49 instances of the students taking ACTG 381. I say "instances" instead of students because there were just 39 students who went on to take ACTG 381, but seven students repeated ACTG 381 multiple times (two to three times).

The average grade in PSU's ACTG 381 for students who completed ACTG 281 at PSU equates to around a C+ to B- (2.59).

<u>No ACTG/BA 281</u>- PSU ACTG 381 Analysis

There were 860 instances of students completing ACTG 381 between Fall Term 2014 to Fall Term 2016 who had not passed BA/ACTG 281 at either PSU or PCC.

The average grade in PSU's ACTG 381 for those students who had not completed either 281 equates to around a C+ to a B- (2.53).

BA 211, 212, 213 at PCC to PSU ACTG 381

553 students took BA 211, 212 or 213 at PCC from fall 2014 to fall 2016, there were 453 attempts at ACTG 381.

The average grade for those students in PSU's ACTG 381 equated to a C to C+ (2.48).

BA 211, 213 at PSU to PSU ACTG 381

350 students took BA 211, 213 & ACTG 381 at PSU between fall 2006 to fall 2016 (larger date range to get sample sizes more closely matched) with 417 course attempts at ACTG 381.

The average grade for those students in PSU's ACTG 381 equated to a C to C+ (2.4

Appendix 2C(i)(b): Letter to high-performing students from 211-213 accounting

Dear Student's Name,

Congratulations! Your PCC accounting professor last term has recognized you as an outstanding student. We are commending you for your performance and encouraging you to pursue an accounting degree at Portland State University. There is a diverse array of possible careers in accounting and the job market and compensation for accountants remains strong.

The road to employment in accounting starts as early as your sophomore year. We're inviting you to connect with PSU accounting faculty and students before you transfer to PSU, so you don't miss key professional development and recruiting events. Here is how you can do this:

- Sign up for the Beta Alpha Psi (BAP) listserv at http://bappdx.org. BAP is a student run accounting honor society providing career guidance, facilitating the job search process and building community among accounting students. The following BAP events are essential in preparing for *Meet the Firms,* the premier accounting recruiting event held in each October.
    - CPA Firm Open Houses at Deloitte, EY, KPMG, Moss Adams, and PwC – September 21, 2017
    - Resume Critiques - August 2017
    - *Mock Interviews* - September 2017
- Attend the *2017 OSCPA Career Showcase*, which will be held at the Oregon Convention Center on Thursday, September 28, 2017 from 6:00 – 8:30 p.m. (Register at: https://www.orcpa.org/event/C17009)
- Visit http://bappdx.org/resources/ and watch a four part video series explaining the unique road to employment in the accounting profession as well as the numerous career and academic services available at PSU.
- Detailed information about PSU undergraduate accounting degree requirements can be found at http://www.pdx.edu/sba/bachelors-degree-in-business-accounting

The following PCC accounting faculty and PSU advisors can also help you explore your options:

- Usha Ramanujam, PCC Rock Creek, 971-722-7508, usha.ramanujam@pcc.edu
- Kathleen Janicki, PCC Cascade, 971-722-3408, kathleen.janicki@pcc.edu
- Cynthia Killingsworth, PCC Sylvania, 971-722-8070, cynthia.killingsworth@pcc.edu
- PSU School of Business Career & Academic Advising, 503-725-3712, sbainfo@pdx.edu

Again, congratulations on a job well done last term and please consider pursuing an accounting degree at Portland State University!

Sincerely,

Cynthia Killingsworth
Professor Elizabeth Almer, CPA, PhD
PCC Accounting Faculty
Accounting Area Director

Appendix 2C(i)(c): PCC/PSU Letter Student Feedback

"I wanted to let you know how the application for the Summer Leadership Programs went.

Thanks to you, I applied to Aldrich Summer Leadership program and went to the one day conference this last Wednesday! I accidentally only applied for this one conference because I was a little confused and thought I was applying to all of them simultaneously, but I miss understood exactly where to apply for the other ones. I also didn't exactly know what it was that I was signing up for. I'm so glad I did it. I had a fantastic time meeting other accounting students and some experienced CPA staff.

I'm also really glad that of all the firms I could have applied for, I applied for Aldrich's program. I love their culture and their mission as a company. Everyone I met (including the CEO) was wonderful, and I could very much see myself working there in the future.

Thank you for encouraging me to apply! This experience really gave me perspective on the next steps in my education and my future career! I am really excited to finish my associates and start my Bachelors this coming Fall at PSU!"

Appendix 2C(i)(d): A Summary of Academic Performance of PCC Transfer Students Who Enrolled in Business Upper-Division Courses at PSU

August 2013

Prepared by Lina Lu, Portland State University, Institutional Research and Planning

1. Purposes of This Study

This study analyzed the academic performance of PCC transfer students who enrolled in upper-division business courses at PSU. Specifically, the study focused on students who enrolled in 200-level BA courses at PCC and took 300-level BA courses at PSU. The purpose of this study was to examine PCC students' grades in PSU 300-level BA courses and their relationship to PCC 200-level preparation classes.

The study tried to answer the following questions:

- How many PCC transfer students who took 200-level BA courses at PCC also enrolled in 300-level BA courses at PSU? How many courses did they take?
- How many received ABC grades? How many received DFW grades for BA 300-level courses at PSU?
- How many students took all four PCC 200-level preparation courses? Did they do better at PSU 300-level courses than those who didn't?

2. The 2010-11 Cohorts of PCC Transfer Students

This cohort was used for this study:

2010-11 Cohort – PCC students who took 200-level BA courses during 2010-11 academic year; and enrolled in PSU 300-level BA courses 2011-12 and 2012-13.

The cohort was defined as:

a)   Those enrolled in BA 200-level courses before enrolling at PSU,

b)   with grades (A, B, C) in these courses,

c)   They enrolled in PSU 300-level BA courses.

PCC 200-level BA courses used in this study include:

- BA 211 - Principles of Accounting I
- BA 212 - Principles of Accounting II
- BA 212 - Principles of Accounting III
- BA 205 - Solving Common Problems with Technology

As a result, **435** PCC students (unduplicated headcount) were included in this study.

3. 300-Level BA Courses at PSU

The 300-level BA core courses at PSU included:

- BA 301 – Research and Analysis of Business Problems
- BA 302 – Organizational Behavior
- BA 303 – Business Finance
- BA 311 – Marketing Management
- BA 325 – Competing with Information Technology
- BA 339 – Operations and Quality Management
- BA 385 – Business Environment

All business majors are required to pass all of the above courses with a grade of "C" or better. Students can take the BA 300-level core courses in any order, although it is recommended that students take BA 301 and the BA courses that corresponds with the major/option that he or she chooses.

All grades were classified into two groups:

1. A/B/C - A, B, C, & P grades;
2. D/F/W - D, F grades, and other grades (W, I, X, M)

4. Data Sources

PCC provided a list of students who took 200-level BA courses.

PSU used the PCC list to identify those students who took 300-level BA courses at PSU. PSU student and course databases were used to track those students who enrolled in seven 300-level required BA courses during 2011-12 and 2012-13 academic years, as well as their grades of these courses.

5. How many PCC transfer students enrolled in 300-level BA core courses at PSU? How many courses did they take?

Table 1 shows PCC transfer students enrolled in all 7 PSU BA 300-level core courses during 2011-12 and 2012-13 academic years. Among 435 PCC students, more students (87.4% or n=380) enrolled in BA 303 – Business Finance than the other 6 courses. Compared to other courses, fewer students (n=260 or 59.8%) enrolled in BA 385.

Table 1: PCC Transfer Student Enrollment in 300-Level BA Core Courses at PSU

PSU 300-Level BA Core Courses	Enrollment	
	#	%
BA 301 – Research and Analysis of Business Problems	361	83.0
BA 302 – Organization Behavior	338	77.7
BA 303 – Business Finance	380	87.4
BA 311 – Marketing Management	341	78.4
BA 325 – Competing with Information Technology	340	78.2
BA 339 – Operations and Quality Management	265	60.9
BA 385 – Business Environment	260	59.8

6. How many received ABC grades? How many received DFW grades for BA 300-level courses after entering PSU?

BA 301 – Research and Analysis of Business Problems

Table 2 shows the grades in BA 301. Of 361 students who enrolled in this course, 90% (n=325) received A/B/C grades, while 10% (n=36) received D/F/W grades.

Table 2: PCC Students' Grades of BA 301 at PSU

| 200-Level PCC Course Taking # | BA 301 – Research and Analysis of Business Problems | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
1	116	90.6	12	9.4	128	100.0
2	96	93.2	7	6.8	103	100.0
3	76	84.4	14	15.6	90	100.0
4	37	92.5	3	7.5	40	100.0
Total	325	90.0	36	10.0	361	100.0

BA 302 – Organizational Behavior

Table 3 shows the grades in BA 302. Overall, 87.9% (n=297) of all students (n=338) who enrolled in this course received A/B/C grades, while 12.1% (n=41) received D/F/W grades.

Table 3: PCC Students' Grades of BA 302 at PSU

| 200-Level PCC Course Taking # | BA 302 – Organization Behavior | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
1	105	94.6	6	5.4	111	100.0
2	87	77.7	25	22.3	112	100.0
3	70	89.7	8	10.3	78	100.0

Table 3: PCC Students' Grades of BA 302 at PSU

| 200-Level PCC Course Taking # | BA 302 – Organization Behavior | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
4	35	94.6	2	5.4	37	100.0
Total	297	87.9	41	12.1	338	100.0

BA 303 – Business Finance

Table 4 shows the grades in BA 303. Among 380 students who enrolled this course, 89.2% (n=339) received A/B/C grades while 10.8% (n=41) had D/F/W grades.

Table 4: PCC Students' Grades of BA 303 at PSU

| 200-Level PCC Course Taking # | BA 303 – Business finance | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
1	115	85.2	20	14.8	135	100.0
2	105	90.5	11	9.5	116	100.0
3	85	92.4	7	7.6	92	100.0
4	34	91.9	3	8.1	37	100.0
Total	339	89.2	41	10.8	380	100.0

BA 311 – Marketing Management

Table 5 shows the grades in BA 311. Among 341 students of this course, 326 (95.6%) students received A/B/C grades; while 15 students (4.4%) had D/F/W grades.

Table 5: PCC Students' Grades of BA 311 at PSU

200-Level PCC Course Taking #	BA 311 – Marketing Management					
	A/B/C		D/F/W		Total	
		%		%		%
1		97.5		2.5		100.0
2		95.1		4.9		100.0
3		91.5		8.5		100.0
4		100.0				100.0
Total		95.6		4.4		100.0

BA 325 – Competing with Information Technology

Table 6 shows the grades in BA 325. Overall, 92.4% (n=314) of all students (n=340) who enrolled in this course received A/B/C grades, while 7.6% (n=26) received D/F/W grades.

Table 6: PCC Students' Grades of BA 325 at PSU

200-Level PCC Course Taking #	BA 325 – Competing with Information Technology					
	A/B/C		D/F/W		Total	
		%		%		%
1		87.6		12.4		100.0
2		92.2		7.8		100.0
3		96.4		3.6		100.0
4		97.5		2.5		100.0
Total		92.4		7.6		100.0

BA 339 – Operations and Quality Management

Table 7 shows the grades in BA 399. Overall, 92.1% (n=244) of all students (n=265) who enrolled in this course received A/B/C grades, while 7.9% (n=21) received D/F/W grades.

Table 7: PCC Students' Grades of BA 339 at PSU

| 200-Level PCC Course Taking # | BA 339 – Operations and Quality Management | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
1	91	93.8	6	6.2	97	100.0
2	62	93.9	4	6.1	66	100.0
3	60	90.9	6	9.1	66	100.0
4	31	86.1	5	13.9	36	100.0
Total	244	92.1	21	7.9	265	100.0

BA 385 – Business Environment

Table 8 shows the grades in BA 385. Overall, 93.8% (n=244) of all students (n=260) who enrolled in this course received A/B/C grades, while 6.2% (n=16) received D/F/W grades.

Table 8: PCC Students' Grades of BA 385 at PSU

| 200-Level PCC Course Taking # | BA 385 – Business Environment | | | | | |
| | A/B/C | | D/F/W | | Total | |
	#	%	#	%	#	%
1	96	94.1	6	5.9	102	100.0
2	64	90.1	7	9.9	71	100.0
3	54	96.4	2	3.6	56	100.0
4	30	96.8	1	3.2	31	100.0

Table 8: PCC Students' Grades of BA 385 at PSU

200-Level PCC Course Taking #	BA 385 – Business Environment					
	A/B/C		D/F/W		Total	
	#	%	#	%	#	%
Total	244	93.8	16	6.2	260	100.0

7. Did PCC students perform differently in their 300-level BA courses at PSU?

As shown in Table 9, more transfer students (95.6%) in BA 311 - Marketing Management received A/B/C grades than in the other 6 courses, while 87.9% of transfer students received A/B/C grades in BA 302 - Organization Behavior had.

Table 9: 300-Level Course Grades Comparisons of 7 BA 300-Level Course
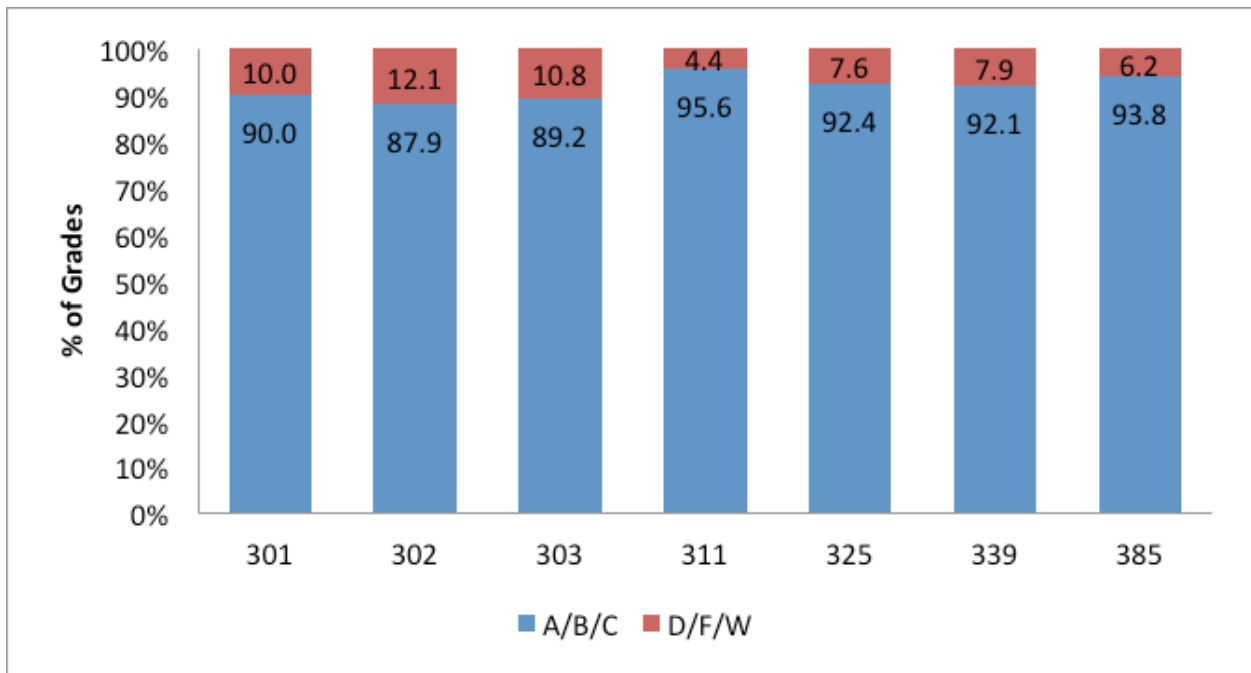
8. How Many Students Took All 4 PCC 200-Level Courses? Did They Do Better at PSU 300-Level Courses than Those Who Did Not?

Among the 435 PCC transfer students who enrolled at PSU, 42 (9.7%) took all four PCC BA 200-level courses before entering PSU; 102 (23.4%) took 3 of the 4 courses; 127 (29.2%) took 2 of the 4 courses; and 164 (37.7%) only took 1.

This study examined whether transfer students' 200-level course taking patterns affected their grades of 300-level courses at PSU. As shown in Table 10, the students who were in a '4-of-4' pattern did slightly better (94.2% of A/B/C grades) than those of other patterns (91.7%, 90.1%, & 91.4% of A/B/C grades respectively).

Table 10: 300-Level Course Grades Comparisons among Transfer Students with Different 200-Level Course Taking Patterns
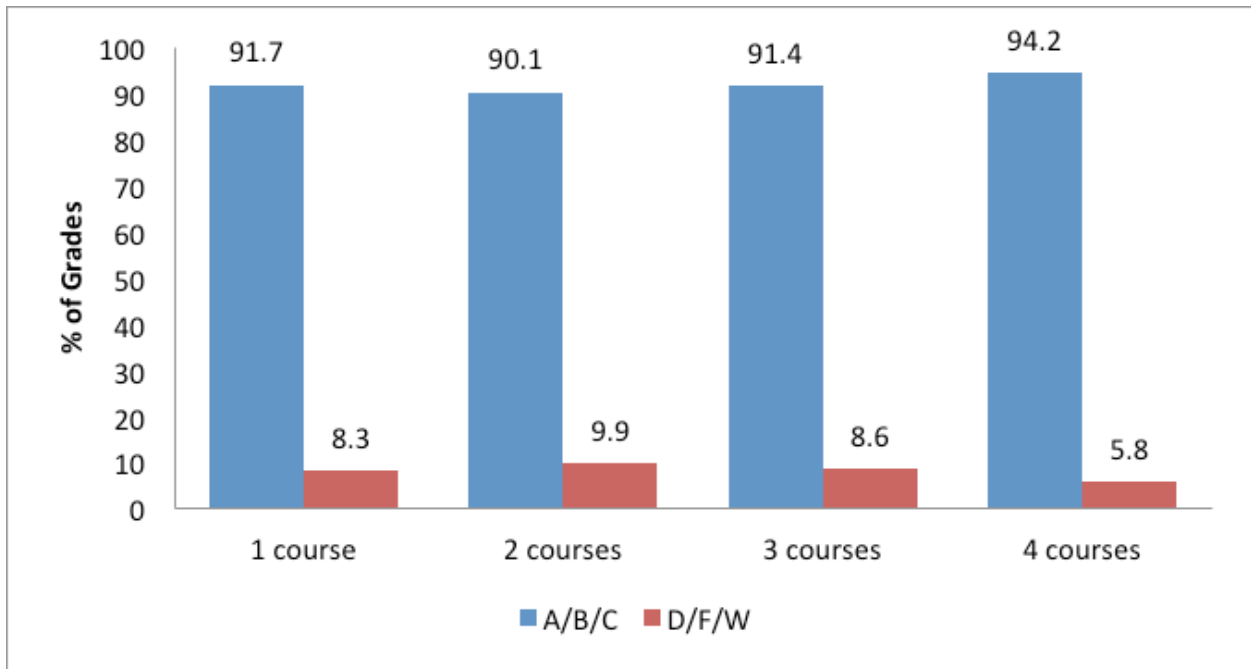
9. **Summary**

1. **In 5 out of 7 BA 300-level courses (see Table 9), over 90% of PCC transfer students received A/B/C grades (BA 301, BA 311, BA 325, BA 399, & BA 385).**
2. **For 7 BA 300-level core courses, on average, 91.4% of the PCC transfer students received A/B/C grades.**
3. **PCC transfer students who took 200-level courses with the 4-of-4 pattern received more A/B/C grades than those with 1/2/3-of-4 patterns. Taking preparation classes (200-level) seemed to be a positive factor in academic performance at PSU upper division courses (see Table 10).**

In summary, PCC students who took 200-level BA courses with A/B/C grades were well prepared for PSU upper-division courses.

Appendix 2C(i)(e): PSU/PCC Intermediate Accounting Success Survey

To: Usha Ramanujam, Portland Community College

From: Elizabeth Almer and Kathy Rupley, Portland State University

Date: April 17, 2014

Re: Intermediate Accounting Success Survey

Background:

To evaluate factors that affect the success of students enrolled in the first intermediate accounting course (Actg 381), a survey was given to students enrolled in Actg 381 for the terms Fall 2012, Winter 2013, and Fall 2013. We conducted this survey to understand how PCC and PSU students were performing in the PSU upper division classes and whether the format of the PCC class (on-line vs. traditional) impacted intermediate accounting success. We also examined whether factors identified in prior accounting success studies impacted success.

Model:

Ordinary least squares (OLS) regression models were run whereby students' final numerical grades were regressed on the following independent variables of interest: where introductory course was taken (and if taken at PCC, whether online or face), time elapsed between taking introductory and intermediate course, years of accounting working experience, major, and whether student took an ALEKs online course. Control variables were included to control for student aptitude (grade in Actg 211/212; repeat student in Actg 381) and instructor grading differences. Additionally, we modified the model by aggregating PCC factors (online and face-to-face) into a single PCC factor and finally, comparing online to face-to-face introductory instruction, regardless of the location.

Descriptive statistics:

Average ACTG 381 grade was a 2.61 (B-); 86% of students received a passing score

- BA211/212
    - 35.6% of students took BA211/212 at PCC; 38.4% at PSU; and 26% elsewhere
    - 13.0% of students took BA 211 online; 86.6 % took BA 211 face to face

Average time lapse between BA211 and ACTG 381 was 2.6 years (median 1.5)

    - 71.5% of students were accounting majors
    - 33.5% of students took ACTG 199 or 281 using ALEKs
    - 12.6% of students had previously taken ACTG 381 and not earned a passing grade

 Discussion of Regression Results:

The following factors were found to be significant and positively associated with academic success in Actg 381: taking introductory course through the PCC online platform, time lapse between introductory and intermediate course, and accounting major. The surprising positive association for the time lapse variable may be driven by post-bac students. Non-significant results indicate the following variables of interest are not relevant: students taking the course at PCC vs. PSU, accounting work experience, and students taking an online ALEKs prep course. The non-significant ALEXs results may be due to unprepared students self-selecting this course to mitigate poor performance in the intermediate course. For the control variables, results indicate that student aptitude was significantly associated with the intermediate grade [grade in introductory course (positive) and retake of intermediate class (negative]. Results also indicate significant differences amongst instructor grading.

Implications of Results:

1. PCC: Results indicate online introductory course is effective
2. PCC vs. PSU: Results do not indicate a differential for location of introductory course
3. PSU: Consider standard mean Actg 381 GPA to reduce variability amongst instructors
4. PSU: Given success of PCC online introductory course, consider offering similar online course

Descriptive statistics

Regression Results: Intermediate Accounting Success

(N = 477)

	Pred. Sign	Model 1		Model 2		Model 3	
		Coeff.	p-value	Coeff.	p-value	Coeff.	p-value
Intercept		0.98***	0.001	0.99***	0.001	1.03***	0.000
Variables of Interest:							
PCC Online	+/-	0.46***	0.010				
PCC Face-to-Face	+/-	-0.04	0.733				
PCC	+/-			0.08	0.531		
PSU	+/-	0.07	0.565	0.05	0.690		
Online	+/-	-0.04	0.733			0.41**	0.021
Face-to-Face	+/-	-0.04	0.733			0.00	0.968
Time Elapsed Since Intro Course	+/-	0.03**	0.036	0.02*	0.064	0.02*	0.073
Accounting Work Experience	+	0.00	0.752	0.00	0.719	0.00	0.716
Accounting Major	+	0.29***	0.005	0.30***	0.005	0.29***	0.006

	Pred. Sign	Model 1		Model 2		Model 3	
		Coeff.	p-value	Coeff.	p-value	Coeff.	p-value
ALEKs (Actg 199/281)	+	-0.06	0.545	-0.07	0.461	-0.07	0.502
Control Variables:							
Introductory course GPA	+	0.45***	0.000	0.45***	0.000	0.45***	0.000
Retake of Actg 381	-	-0.41***	0.002	-0.45***	0.002	-0.42***	0.003
Instructor 1	+/-	-0.36***	0.010	-0.36***	0.011	-0.36***	0.010
Instructor 2	+/-	-0.20*	0.093	-0.21*	0.086	-0.21*	0.083
Instructor 3	+/-	-0.27	0.119	-0.21	0.235	-0.26	0.138
Model Summary							
Adjusted R^2 (%)		16.93		15.61		16.72	
F		9.09***		9.00***		9.69***	

Note: The dependent variable is equal to the student grade for Actg 381. Values in the table represent the coefficient, followed by the p-value. The following symbols indicate significant effects: * significant at the .10 level; ** significant at the .05 level; and ***significant at the .01 level (one-tailed for directional expectations, and two-tailed otherwise).

Appendix 2C(i)(f): Summary of BA Accounting and CAS Discussion of Excel for Accounting Students.

Greetings

I just wanted to send out a summary of our meeting on Tuesday. I think we had a very useful and productive discussion on the issues related to Excel skills for our Accounting students.

Here is the list of items we talked about and decided to pursue. Please add/correct anything I missed or didn't get right.

- The Accounting faculty will discuss the possibility of making CAS 171 - Intermediate Excel a required course for the BA and Accounting degrees: AAS and the state-wide transfer degrees.
- The CAS Excel faculty will discuss the possibility of adding accounting-relevant projects in the CAS 171 course. They will consult with the Accounting faculty for suggestions and input. (It appeared as if all of the specific skills are taught in CAS 171 but without a focus on Accounting.)
- The Accounting faculty will have a broader discussion on the possibility of creating a specialized "Excel for Accounting" course taught by the Accounting faculty. We discussed the idea of this course being either a 1-credit or 2-credit course that focused only on the specific skills students are lacking as they transfer to 4-year schools. This course would include CAS 171 and BA 212 as prerequisites.
- The CAS faculty will have a broader discussion on creating a placement assessment tool for students to possibly place directly into CAS 171 without having to first take 170.

We didn't discuss the need for a follow-up meeting but it might be useful for sometime in the Fall.

I think that was it!

Thanks

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Appendix 2C(ii) - CTE

AAS-Mktg Outcome 6: Utilize computer applications for appropriate marketing analysis, presentations, and reports.

	0	1	2	3
Ability to use tables, illustrations, and graphs in written reports O6-1	Reports do not include tables, illustrations, and graphs	Reports include tables, illustrations, and graphs that are readable, inserted with appropriate text wrapping, titles, captions, and sizing with multiple issues	Reports include tables, illustrations, and graphs that are readable, inserted with appropriate text wrapping, titles, captions, and sizing with some inconsistency.	Reports include tables, illustrations, and graphs that are readable, inserted with appropriate text wrapping, titles, captions, and sizing.
Ability to develop illustrations that are easy to understand and inform an audience in either written or verbal communication settings O6-2	Reports and presentations do not use tables, graphs, and illustrations.	Incorrect selection of table, graph, or illustration for the data or information presented. Illustration does not enhance audience understanding	Inconsistent selection of table, graphs, or illustration or illustrations inconsistently enhance audience understanding	Correct selection of table, graph, or illustration for the data or information presented. Illustration enhances audience understanding
Ability to develop presentation materials that employ professional document standards O6-3	Unable to develop presentation materials	Significant issues developing presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable	Inconsistent ability to develop presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable	Ability to develop presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable

	0	**1**	**2**	**3**
Ability to use tables, illustrations, graphs, and images in presentation materials O6-4	Unable to use tables, illustrations, graphs, and images in presentation materials	Presentations include tables, illustrations, images, and graphs that are readable, professionally. Presentation misses opportunities to use tables, illustrations and graphs	Presentations have consistency issues with the inclusion of tables, illustrations, images, and graphs that are readable, professionally. Presentation uses all opportunities to use tables, illustrations and graphs	Presentations include tables, illustrations, images, and graphs that are readable, professionally. Presentation uses all opportunities to use tables, illustrations and graphs
Ability to use technology in a presentation O6-5	Unable to use technology while presenting	Significant issues with visibility of visual aids, presentation of visual aids in the room and to the audience, the flow of the visual aids in the presentation, or with natural interaction with the visual aids as they present	Some inconsistency in visibility of visual aids, presentation of visual aids in the room and to the audience, the flow of the visual aids in the presentation, or with natural interaction with the visual aids as they present	Visual aids are visible and take the room size and audience into consideration. Visual aids match the flow of the presentation. Presenters interact naturally with the visual aid and are aware of them as they present
Student is able to use Excel to analyze and communicate marketing information O6-6	Student is not able to develop a spreadsheet the presents clear and complete content while taking advantage of headings,	Student has significant issues developing a spreadsheet the presents clear and complete content while taking advantage of headings,	Student demonstrates some inconsistency in developing a spreadsheet the presents clear and complete content while taking advantage of headings,	Student is able to develop a spreadsheet the presents clear and complete content while taking advantage of headings, formatting, and formulas

	0	**1**	**2**	**3**
	formatting, and formulas	formatting, and formulas	formatting, and formulas	

Capstone Final Presentation Grading Rubric

	0	1	2	3
Presentation Content – 10%				
Target Market Discussion	No information provided on target markets	Information about target markets had significant gaps	Provided information about target markets with some issues	Provided complete information about target market
Promotion Plan Discussion	No information provided on promotion plan	Information about promotion plan had significant gaps	Provided information about promotion plan with some issues	Provided complete information about promotion plan
Budget Discussion	No information provided on promotion budget	Information promotion budget had significant gaps	Provided information about promotion budget with some issues	Provided complete information about promotion budget

Capstone Final Presentation Grading Rubric

	0	1	2	3
Launch Plan Discussion	No information provided on launch plan	Information about target markets had launch plan	Provided information about launch plan with some issues	Provided complete information about launch plan
Presentation Delivery – 45%				
Ability to present to an audience using good voice projection and natural body language O1-1	Student is unable to present with good voice projection, use natural body language, and engage in a conversational and professional style	Student has multiple issues with voice projection, natural body language, and conversational and professional style	Student is able to present with good voice projection, use natural body language, and engage in a conversational and professional style with some inconsistency	Student is able to present with good voice projection, use natural body language, and engage in a conversational and professional style
Ability to present to an audience maintaining eye contact and audience engagement O1-2	Student is unable to engage the audience and maintain eye contact while presenting	Student has multiple issues engaging the audience and maintain eye contact while presenting	Student is able to engage the audience and maintain eye contact while presenting with some inconsistency	Student is able to engage the audience and maintain eye contact while presenting
Ability to present to an audience without relying on notes or overly relying on other visual aids O1-3	Student presents by reading notes or slides	Student uses notes to present	Student is able to present without notes and uses slides as notes with some noticeable reliance on the slides.	Student is able to present without notes and uses slides to keep on track without reading slides and overly relying on them

Capstone Final Presentation Grading Rubric

	0	1	2	3
Ability to use audience time effectively during a presentation and interact in a discussion or Q&A O1-4	Student has significant delays in presentation set up, goes significantly over defined presentation time and is not able to effectively manage questions and answers	Student is prepared to present at the designated time, presents within the designated timeframe, and is able to manage questions and answers effectively with multiple issues	Student is prepared to present at the designated time, presents within the designated timeframe, and is able to manage questions and answers effectively with some minor issues	Student is prepared to present at the designated time, presents within the designated timeframe, and is able to manage questions and answers effectively
Ability to make a presentation with a team O4-4	Students are not able to handoff to other presenters or maintain professionalism while team members are presenting	Students are have many issues handing off to other presenters and maintaining professionalism while team members are presenting	Students are have some issues handing off to other presenters and maintaining professionalism while team members are presenting	Students are able to handoff to other presenters and maintain professionalism while team members are presenting
Ability to dress professionally when giving a presentation O1-8	Student does not present in business casual attire	Student has some elements of business casual attire	Student demonstrates business casual attire with a few minor issues	Student demonstrates business casual attire during presentations
Presentation Materials – 45%				

Capstone Final Presentation Grading Rubric

	0	1	2	3
Ability to develop presentation materials that are appropriate to the assignment and provide the right level of detail O1-5	Presentation materials do not meet the defined purpose	Presentation materials have issues with organization and detail, but meet the defined purpose	Presentation materials have some organizational issues, but meet the defined purpose, and are at the right level of detail	Presentation materials are organized, meet the defined purpose, and provide the right level of detail
Ability to develop presentation materials that employ professional document standards O6-3	Unable to develop presentation materials	Significant issues developing presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable	Inconsistent ability to develop presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable	Ability to develop presentation materials using slide templates and/or slides with common look and feel, fonts are consistent, slides are readable
Ability to use tables, illustrations, graphs, and images in presentation materials O6-4	Unable to use tables, illustrations, graphs, and images in presentation materials	Presentations include tables, illustrations, images, and graphs that are readable, professionally. Presentation misses opportunities to use tables, illustrations and graphs	Presentations have consistency issues with the inclusion of tables, illustrations, images, and graphs that are readable, professionally. Presentation uses all opportunities to use tables, illustrations and graphs	Presentations include tables, illustrations, images, and graphs that are readable, professionally. Presentation uses all opportunities to use tables, illustrations and graphs

Capstone Final Presentation Grading Rubric

	0	1	2	3
Ability to develop illustrations that are easy to understand and inform an audience O6-2	Presentation does not use tables, graphs, and illustrations.	Incorrect selection of table, graph, or illustration for the data or information presented. Illustration does not enhance audience understanding	Inconsistent selection of table, graphs, or illustration or illustrations inconsistently enhance audience understanding	Correct selection of table, graph, or illustration for the data or information presented. Illustration enhances audience understanding
Ability to use technology in a presentation O6-5	Unable to use technology while presenting	Significant issues with visibility of visual aids, presentation of visual aids in the room and to the audience, the flow of the visual aids in the presentation, or with natural interaction with the visual aids as they present	Some inconsistency in visibility of visual aids, presentation of visual aids in the room and to the audience, the flow of the visual aids in the presentation, or with natural interaction with the visual aids as they present	Visual aids are visible and take the room size and audience into consideration. Visual aids match the flow of the presentation. Presenters interact naturally with the visual aid and are aware of them as they present
Ability to use proper spelling, grammar, and mechanics in written reports and presentation materials O1-7	Significant errors in spelling, grammar, and mechanics in presentation	Patterns of errors in spelling, grammar, and mechanics in presentation	Few errors in spelling, grammar, and mechanics in presentation	Use of accurate spelling, grammar, and mechanics in presentation

Table 3B   BA 2016-17 Course Success Rates by Web, Campus, and CLWEB Sections

BA 2016-17 Course Success Rates by Web, Campus and CLWEB Sections							
		WEB		Campus		CLWEB	
		# Enrollments	% ABCP	# Enrollments	% ABCP	# Enrollments	% ABCP
BA 101	CA	204	75%			205	80%
	RC	450	80%	297	90%	63	90%
	SE	67	78%	187	75%	42	74%
	SY	135	81%	449	80%	48	79%
BA 111	CA	158	73%			65	88%
	RC	69	72%	149	72%		
	SE			97	78%		
	SY	139	77%	132	73%	53	79%
BA 114	RC			6	83%		
BA 131	CA	99	77%			51	69%
	RC	226	74%	49	100%	71	92%
	SE			69	99%		
	SY	133	80%	25	84%	72	76%
BA 150	SE			44	80%		
BA 177	CA	92	82%				
	RC	151	79%			16	94%
	SE					15	80%
	SY			15	87%		
BA 203	RC	62	84%				
	SY	43	63%				
BA 205	CA	159	82%			66	88%
	RC	221	80%			168	89%
	SE			76	92%		

BA 2016-17 Course Success Rates by Web, Campus and CLWEB Sections							
		WEB		Campus		CLWEB	
		# Enrollments	% ABCP	# Enrollments	% ABCP	# Enrollments	% ABCP
	SY	208	87%	102	88%	85	85%
BA 206	CA	106	75%				
	RC	131	83%				
	SE			23	91%		
	SY	94	87%				
BA 207	RC	19	58%				
	SY	69	75%				
BA 208	SY			16	88%		
BA 209	SY					9	67%
BA 211	CA	186	74%			68	84%
	RC	215	71%	187	77%		
	SE	26	77%	95	83%		
	SY	213	76%	332	84%		
BA 212	CA	146	88%			56	91%
	RC	99	86%	91	86%		
	SE			88	86%		
	SY	189	83%	221	90%		
BA 213	CA	200	79%			17	88%
	RC	166	86%	40	88%	95	86%
	SE			53	91%		
	SY	145	84%	25	84%	121	89%
BA 218	CA	94	76%				
	SY	98	80%				

BA 2016-17 Course Success Rates by Web, Campus and CLWEB Sections							
		WEB		Campus		CLWEB	
		# Enrollments	% ABCP	# Enrollments	% ABCP	# Enrollments	% ABCP
BA 222	CA	21	67%			13	92%
	RC	45	76%				
	SY	50	92%				
BA 223	CA	97	64%			17	88%
	RC	70	84%	21	95%		
	SE					36	92%
	SY	145	72%	53	77%	18	72%
BA 224	CA	162	85%				
	SE					5	60%
BA 226	CA	115	73%			26	96%
	RC	43	60%	19	58%	44	57%
	SE			21	76%		
	SY	197	88%	77	74%		
BA 228	CA	94	80%				
	RC	87	79%				
	SY	67	82%	71	86%		
BA 234	SY	11	73%				
BA 235	CA	46	83%				
	SE			26	96%		
	SY					27	78%
BA 236	SY			9	100%		
BA 238	SY	70	71%				

BA 2016-17 Course Success Rates by Web, Campus and CLWEB Sections							
		WEB		Campus		CLWEB	
		# Enrollments	% ABCP	# Enrollments	% ABCP	# Enrollments	% ABCP
BA 239	RC	101	81%				
	SY			12	75%		
BA 240	SY	77	77%				
BA 242	CA	19	53%				
	RC	40	43%				
	SY	103	77%				
BA 250	CA	128	67%				
	RC	89	53%	13	85%		
	SE			17	82%		
BA 255	CA	13	92%				
BA 256	RC	87	66%				
	SY	72	85%				
BA 277	RC					25	84%
BA 278	CA	23	39%				
BA 280A	CA	1	100%	10	100%		
	RC			1	100%		
	SE			9	78%		
	SY			20	100%		
BA 280B	CA	8	100%				
	SE			6	67%		
	SY	10	100%				
BA 281	RC	34	94%				

BA 2016-17 Course Success Rates by Web, Campus and CLWEB Sections							
		WEB		Campus		CLWEB	
		# Enrollments	% ABCP	# Enrollments	% ABCP	# Enrollments	% ABCP
BA 285	CA	65	80%				
	RC			33	100%		
	SE			33	94%		
	SY	144	83%				
BA 289	SY			8	100%		
BA 290	SY	24	79%				

3B.i Filtered from 3-B (above) - CLWEB + WEB = WEB success rates %

2016/17 WEB High to Low Success		
Course	# Enrollments	% ABCP
BA 101	1	100%
BA 101	8	100%
BA 101	10	100%
BA 101	34	94%
BA 111	13	92%
BA 111	50	92%
BA 111	197	88%
BA 111	146	88%
BA 114	94	87%
BA 131	208	87%
BA 131	166	86%
BA 131	99	86%
BA 131	72	85%
BA 150	162	85%
BA 177	70	84%
BA 177	145	84%
BA 177	62	84%

2016/17 WEB High to Low Success		
Course	# Enrollments	% ABCP
BA 177	131	83%
BA 203	144	83%
BA 203	46	83%
BA 205	189	83%
BA 205	67	82%
BA 205	159	82%
BA 205	92	82%
BA 206	101	81%
BA 206	135	81%
BA 206	450	80%
BA 206	65	80%
BA 207	94	80%
BA 207	133	80%
BA 208	221	80%
BA 209	98	80%
BA 211	87	79%
BA 211	24	79%
BA 211	151	79%
BA 211	200	79%
BA 212	67	78%
BA 212	139	77%
BA 212	26	77%
BA 212	99	77%
BA 212	103	77%
BA 212	77	77%
BA 212	213	76%
BA 212	45	76%
BA 218	94	76%
BA 218	69	75%
BA 222	106	75%
BA 222	204	75%

2016/17 WEB High to Low Success		
Course	# Enrollments	% ABCP
BA 222	226	74%
BA 223	186	74%
BA 223	115	73%
BA 223	158	73%
BA 223	11	73%
BA 224	69	72%
BA 224	145	72%
BA 226	70	71%
BA 226	215	71%
BA 226	128	67%
BA 226	21	67%
BA 228	87	66%
BA 228	97	64%
BA 228	43	63%
BA 234	43	60%
BA 235	19	58%
BA 235	89	53%
BA 235	19	53%
BA 236	40	43%
BA 238	23	39%

3B.ii Filtered from Table 3-B - on Campus success rate %

2016/17 CAMPUS High to Low Success			
Course	Campus	# Enrollments	% ABCP
BA 236	SY	9	100%
BA 280A	CA	10	100%
BA 280A	RC	1	100%
BA 280A	SY	20	100%
BA 285	RC	33	100%
BA 289	SY	8	100%
BA 131	SE	69	99%

2016/17 CAMPUS High to Low Success			
Course	Campus	# Enrollments	% ABCP
BA 226	CA	26	96%
BA 131	RC	140	96%
BA 235	SE	26	96%
BA 223	RC	21	95%
BA 177	RC	16	94%
BA 285	SE	33	94%
BA 205	SE	76	92%
BA 222	CA	13	92%
BA 223	SE	36	92%
BA 206	SE	23	91%
BA 212	CA	56	91%
BA 212	SE	53	91%
BA 212	SY	221	90%
BA 101	RC	360	90%
BA 205	RC	168	89%
BA 111	CA	65	88%
BA 208	SY	16	88%
BA 212	CA	17	88%
BA 223	CA	17	88%
BA 205	CA	66	88%
BA 177	SY	15	87%
BA 205	SY	187	87%
BA 212	RC	135	87%
BA 212	SY	146	87%
BA 212	SE	88	86%
BA 228	SY	71	86%
BA 212	RC	91	86%
BA 250	RC	13	85%
BA 211	SY	332	84%
BA 211	CA	68	84%

2016/17 CAMPUS High to Low Success			
Course	Campus	# Enrollments	% ABCP
BA 277	RC	25	84%
BA 211	SE	95	83%
BA 114	RC	6	83%
BA 250	SE	17	82%
BA 101	SY	497	80%
BA 131	SY	97	80%
BA 150	SE	44	80%
BA 177	SE	15	80%
BA 101	CA	205	80%
BA 111	SE	97	78%
BA 235	SY	27	78%
BA 280A	SE	9	78%
BA 211	RC	187	77%
BA 226	SE	21	76%
BA 101	SE	229	76%
BA 111	SY	185	76%
BA 223	SY	71	75%
BA 239	SY	12	75%
BA 226	SY	77	74%
BA 111	RC	149	72%
BA 131	CA	51	69%
BA 209	SY	9	67%
BA 280B	SE	6	67%
BA 224	SE	5	60%
BA 226	RC	63	58%

Appendix 4D

Beta Alpha Psi (PSU) created the following videos which have been shared with PCC Business students (both online and campus classes)

(Playlist) : https://www.youtube.com/playlist?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

- **BAP Video 1 So You Want to Become An Accountant:** https://youtu.be/Rt9SsZsGPVE?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

- **BAP Video 2 Unique Road of Employment for Accountants:** https://youtu.be/bvBMMVvvswY?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

- **BAP Video 3 Portland State University Support for Your Job Search:** https://youtu.be/908ddvwotHE?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

- **BAP Video 4 Beta Alpha Psi:** https://youtu.be/16doe_LLm9Y?list=PLcuuCj5E7Q-52z6boLEC7aeyctJz5lfqu

Appendix 7D - 10 Year Trend

Portland-Metro High-Wages and High Openings & Median Wages 2016 Related to Business Administration Program

Typical Educational Levels Applied to BA Program-Related Jobs - Projected from 2014-2024

Legend:

All tables use the Oregon's Employment Department's definitions for the following terms:

Median 2016 Wage: $20.26

Median Total Openings: 101

Post- secondary

Post-secondary non-degree education beyond high school that usually results in a certificate of completion

Associate

Associate degree two years of study beyond high school leading to a degree

High Demand Occupations

Occupations with more than the median number of total 2014-2024 openings in the area

High School

High school diploma or equivalent

Appendix 7F - Graduates of the program continuing their education

PSU/PCC Online Business Degree Meeting

Wednesday, September 16, 2015 1:00-2:30pm
Location: PCC Sylvania, TCB 116

Invitees

Kendra Cawley	x	Gary Steadman	x
Anne Haberkern	x	Erica Wagner	x
Usha Ramanujam	x	Becky Sanchez	x
Andy Freed	x	Johannes De Gruyter	x
Charmagne Ehrenhaus	x	Sarah Traxler	x
Jessica Morfin	-	Loraine Schmitt	x
Marta Hoenig	x	Rondi Schei	x
Steve Beining	x	Kristin Benson	x

X=Attended

Proposed Agenda

- Introductions
- Brief review of project and previous meeting
- Identify the key components of the project
- Outline next steps for each component
- Assign a point person for each component area of project

Meeting Notes

- Brief review of project and previous meeting
  - Hoping to create a fully online degree pathway and partnership that could be replicated across other schools / departments in the future.
  - Overview of first meeting between PCC & PSU
    - Focused on gauging interest; considering the existing agreements that are in place that we might be able to draw upon.
    - Hoping to repackage existing pathways in a way that might support this program offering for students.
    - Discussed the idea of a shared portal.
    - Areas identified to further flesh out: creating a pathway that is accessible to students at various starting points, building out infrastructure to support this

Start-to-Finish Online Bachelor's Degree in Business Pathway Partnership

Questions to discuss with PCC and PSU

- Who are our target students?

- What are our key success measures for the program?
    - What does success look like?
    - How do we ensure the program is beneficial for students?

- What are our priorities for moving each focus area forward?

- What are our priorities within each focus area?

- What is our timeline?

- Who are our points of contact for each focus area?

- Do we have a number we're targeting for enrollment?

- Discuss possible project teams and who might be on them

- What are the deliverables for each project team?

- Are we all envisioning the same outcome when we refer to the creation of a shared online portal? (e.g.: a shared D2L shell with co-branding, or a technical solution where co-enrolled students interact with a single portal)
    - What do we mean by 'online portal'?
    - Are we using the right language?

- What does PCC need to do in order to secure faculty approval?
    - Who might be the point person for this?

- To what extent do we want to formalize the project between PSU/PCC?