CTE Program Review – Annual Program Update for 2021-2022
PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Business Administration**

Program Faculty Department Chair(s): Cole Chatterton, Heather Griffo, Irene Seto

Program SAC Chair(s): Heather Griffo and Cole Chatterton

Program Dean: Tanya Batazhan

Pathway Dean: Jen Piper

Please highlight where your classes are offered.

Classes/Services offered at: **CA** / **RC** / **SE** / **SY** / **NB** / **HC**

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

  ___   Competitive, based on admission criteria

  ___   Competitive due to limited capacity, based on order of application

  X   Open entry

  ___   Other _____

SECTION 2: REFLECTING ON DATA

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality
See Appendix A: Enrollment, Location and Modality Data for enrollment, location and modality charts.

Over the last five academic years, BA enrollments peaked at 983.7 SFTE in 2017-18 and have declined since then to 840.6 SFTE in 2020-21. While this reflects the general trend of the college's overall enrollment and the impacts of the pandemic, BA enrollment has declined at lower rates than the college's overall enrollment.

Prior to the pandemic, we see on-campus course enrollments spread more evenly between campuses as Sylvania and Rock Creek experience more enrollment decline than Cascade and Southeast. Prior to the pandemic, on-campus enrollment declined while online enrollment was more stable.

2A1. Does this data suggest any questions that the SAC would like to pursue?

The identification and tracking of non-online modalities - hybrid, remote, and blended courses - aren't accurately categorized leading to an inability to effectively analyze enrollments in those modalities. BA looks forward to the development of clear definitions and tracking codes that are student focused. This work will help students know what type of course they are enrolling in and help programs schedule courses in modalities that meet student needs. BA is willing to engage in the process to develop these definitions.

As we move into the one college model, we'd like to see campus data only tracked for courses that meet on a campus. Going forward remote courses and online courses should be excluded from campus data to allow for more accurate understanding of campus enrollments to inform scheduling decisions.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

Given the decrease in on-campus course enrollment prior to the pandemic, we will maintain the remote course modality in our course offerings. Our expectation is that remote sections will be utilized by some students who previously took online courses and others who previously took on campus courses.

Prior to the pandemic, Cascade and Southeast primarily ran on campus courses as hybrid courses while Rock Creek and Sylvania ran a combination of some of their on campus courses as hybrids. With better coding of these courses, we have an opportunity to understand student preferences and success rates of the modalities and determine how to schedule to best meet student needs and success.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Enrollment data at the campus level since the pandemic is inaccurate and has not been provided in our data charts. BA is concerned about our ability to accurately schedule on campus courses as we begin the thoughtful return to campus. Without student surveys or access to business student level data from the surveys conducted by the college, the only gauge we have for scheduling on campus courses at each campus for Fall 2022 will be from the Fall 2019.

Business represents a large number of PCC students - both CTE students and transfer students. Our program would benefit from the data collected through the college's market analysis especially in the area of course modalities and program data. In addition, the program would benefit from college efforts to attract adult learners to PCC - both students seeking to increase their education and those who are looking to retrain for a second career.

Given our large population of dual credit courses, we would like the ability to track students who continue with PCC to determine how many of these students come to PCC and continue in the Business program.

2B. Course Success Rates
See Appendix B: Course Success Data for course success charts

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% \, S = \frac{\textit{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\textit{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

In evaluating the course success data for courses with many sections, the results for the accounting sequence courses stand out most particularly. The two initial courses in the accounting sequence, BA 111 and BA 211, are among the BA courses with the lowest pass rates while the two courses at the end of the sequence, BA 212 and BA 213, are among the courses with the highest pass rate.

In the introductory courses, we historically see higher withdrawal rates. Prior to 2021-22, students were not required to take BA 111 and could progress directly to BA 211. As a result students in BA 111 may have been self-selecting the introductory course due to a lack of confidence in the subject matter while students who progressed directly to BA 211 may have benefitted from the BA 111 course to be more successful in BA 211. Given that BA 212 and BA 213 are at the end of a long sequence, students in those courses have developed the skills they need to be successful in accounting courses.

This is particularly interesting at this moment as the PCC accounting sequence has shifted as a result of the requirements of the four year university. Starting with this academic year, BA 212 has been eliminated and BA 211 has moved from three to four credit hours and has absorbed much of the BA 212 content. PCC accounting faculty have had concerns about the impact of this shift due to compliance with the HECC mandate on student success - especially to more vulnerable student populations and our CTE students. In an effort to mitigate this impact, the BA SAC has added BA 111 as a prerequisite for BA 211 starting with Fall Term 2021. The focus of our focal assessment for the year will be evaluating winter term BA 211 student performance on the critical learning outcomes for BA 111. Our hope is to use the assessment data to inform the need for updating the BA 111 course outcome guide.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

BA has traditionally offered a large number of courses in the three pre-pandemic modalities: F2F, hybrid, and online. While courses haven't been coded consistently during the pandemic, the data indicate that F2F student success was increasing prior to the pandemic, hybrid student success is decreasing, and online student success is increasing.

The decline in the hybrid success rate corresponds to SE and CA campuses expanding the hybrid modality to the majority of the course offerings on those campuses. As such, the hybrid success rate could be impacted by other demographic factors or a lack of student understanding about the nature of a hybrid course. The BA SAC believes that students are confused about the hybrid modality and that many do not understand that the course will have an increased homework load to account for the reduced class time. The BA SAC recommends

that courses be coded consistently and that students be provided details about the course modalities during orientation.

The pandemic has increased access for online students in a number of ways. Instructor use of Zoom has resulted in increased production of video content for online courses providing more opportunities to engage with course content and connect with online instructors. Online students have increased ability to meet with instructors during office hours through Zoom.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The BA SAC discussed the following strategies to understand/address lower student success rates:
- Use of video content in online and hybrid modalities and increased instructor presence with online students with video and remote office hour access.
- Consistent grading policies - especially in the area of equitable grading.
- Developing ways to understand why students are not completing courses
- Utilizing processes for reaching out to students and advisors during the first critical weeks of the term

Prior to the pandemic, the instructors at Cascade campus were involved in a project to introduce equity grading policies into their courses. These policies involved allowing student access to all materials at the beginning of the term, increasing the number of attempts on quizzes, allowing for some deadline flexibility and a grading floor for students that fully attempted coursework. Because this effort was implemented at only one campus, not all students in the program have access to these approaches.

The BA SAC is going to discuss equitable grading practices this year to determine if a SAC policy can be adopted that balances the need for flexibility and the responsibility we have to ensuring our students are prepared for the workplace.

Enrollment and % Success By Course and Student Demographics

See Appendix C: Demographic Completion Data for completion charts by gender, race, and Pell status

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The data indicates lower success rates for Black, Native American, and Latinx students along with lower success rates for students that have been awarded Pell grants. As stated earlier, the BA SAC is going to discuss equitable grading practices to determine if a SAC policy can be adopted given that these policies are inconsistently used in the program.

Overall, we'd like to see the college implement early warning tools that allow instructors to connect with advising and other college resources to support students that are not successful in the critical first weeks of the term.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

To fully understand lower success rates, the BA SAC would like more data in the following areas:

- percentage of unsuccessful students that completed the term and percentage that did not complete the term
- for the students that did not complete the term, we'd like to understand the reasons - academic issues or non-academic issues.
- understand success rates for students with academic accommodations to ensure we are serving this group of our students
- understand success rates by modality for vulnerable populations to identify if modality impacts success rates

Without a complete understanding of the root causes behind students not being successful and a snapshot of all of our student populations, we are not able to fully address approaches to help students increase their success levels.

2C. CTE Completions

Degree or Certification Title	Major Title	2016-17	2017-18	2018-19	2019-20	2020-21
Career Pathway Certificate	Entry Level Accounting Clerk	166	110	83	99	96
Certificate	Accelerated Accounting	41	42	23	24	24
Certificate - 1 year	Accounting Clerk	98	77	46	42	30
Certificate - 1 year	Marketing	8	11	13	12	15
Associate of Applied Science	Accounting	56	87	72	50	57
Associate of Applied Science	Mgmt	36	34	23	19	24
Associate of Applied Science	Marketing	6	6	10	8	11

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

The BA program does not independently track student completions. Business students come to PCC for a variety of reasons that are not adequately identified and tracked to ensure students are meeting their stated goals. Students take BA courses for the following reasons:

- Seeking a degree or certificate
- Plan to transfer to a four year institution
- Continuing education to enhance skills for existing career
- Visiting student from another institution

Because we are not capturing student intent, we do not have good mechanisms in place to evaluate if students are meeting their goals. Additionally, BA students have many paths to transfer to four year university - which include earning the ASOT-B, and AAS in General Studies, or a transfer without earning a PCC degree or certificate. The BA SAC is strongly advocating for a process to capture student intent to allow us to develop programming that addresses student goals and be able to track student goals to outcomes.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

With the exception of the career pathways certificate, completion of the accounting certificates and degrees has declined since our last program review. Completions of the Management and Marketing degrees have increased over the period - although the numbers are relatively low.

The data, combined with the current reorganization into the Business and Entrepreneurship Pathway, and the planned implementation of the Master Transfer Map (MTM) for business transfer students, suggest that the time is right for us to consider the best way to structure our program to meet the needs of our students in the future. This would require developing a better understanding of student intent, evaluating programs at other institutions, and identifying ways to create differentiation for PCC.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

In the area of accounting, specifically, the CPA Journal reports a reduction in the number of students pursuing accounting as a result of students pursuing careers in technology, the stagnation of starting accounting salaries, and the availability of jobs in sectors that don't require licensing. At the same time, there is a predicted shortage of bookkeeping professionals as baby boomers retire from these positions.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

We do not have this information.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

      X Multi Year Plan current and complete
      X 2021 Summary Data Report submitted
      X 2021 CTE Learning Assessment Report submitted

      <u>X</u> 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: This was an incredible project! The BA SAC has gone out of its way to produce a very comprehensive report and relevant assignment to prepare your students for the real world. The SAC is commended for collaborating with Writing faculty to bring an interdisciplinary lens to their assessment process. It's great to see the SAC using a norming session as a way to develop shared understandings of how to look at student writing! The reviewers are also particularly appreciative of the SAC's use of authentic student work and focusing on student achievement for an important outcome.

Suggestions/Comments: The reviewers see this project as a great starting point for a reassessment of the outcome following some work on assignment design and focused instruction. The SAC's idea for a pathway-focused writing course is really great and could benefit business students. This is the goal of Academic and Career Pathways, at its best.

Questions: Extrapolating from this project, what does the SAC envision for pathway-specific collaboration with writing faculty and others? What changes to instruction or assignment design would benefit your students best? For example, changing/revising the Business Style Guide is a great idea to build on.

SAC Response

Business program's focal assessment on the outcome of 'Communication' in 2020-21 received recognition as an exemplary assessment of student learning and was awarded a certificate. Here are the comments from the Learning Assessment Committee:

"The LAC would like to commend you on your excellent assessment project for the 2020-2021 academic year. It is of particular note that you followed through with an exemplary assessment process through all of the additional obstacles the pandemic created. The award this year honored SACs that demonstrated how their assessment project highlighted opportunities for improvement. This type of self-reflection and dedication to on-going quality improvement is one of the major goals of the learning assessment process."

The results of the 2020-21 Business Learning Assessment project that focused on 'Written Communication' were shared at the Business SACC meeting on October 27th, 2021 and the following two recommendations were discussed:

- Presenting the contents of the Business Style Guide in a simpler format for easy student reference.
- Business program collaborating with the writing department to improve writing across the curriculum that is pathway-specific.

To date, the the following progress has been made on these recommendations:

Business Style Guide
- During the STORI course development for BA 116 - Word for Workplace Communication, three tools were developed to help students understand and use the Business Style guide - a video discussing the purpose of a style guide, a hands-on tabular formatted reference tool, and a sample document with references to style guide elements.
- The Business program has reached out to distance learning to determine how these resources can be made available via D2L shells for all BA classes.
- In the meantime, the Business Style Guide has been added to the program specific area in the [Reading and Writing Center resource page](#)
- The BA program expects that the integration of the Word for Workplace Communication course into the BA program will also help to directly teach the Business Style Guide elements and formatting to students in the program.

Business Pathway-Specific Collaboration with the Writing Faculty

As noted in the comments of the Learning Assessment Committee, writing faculty played an integral part in the Learning Assessment project and provided an interdisciplinary approach. This led to further conversations on how writing skills carry from previous writing courses taken by business students.

A writing faculty was invited to attend the BA SACC meeting on October 27th, and the BA SACC discussed business pathway-specific collaboration with the writing department . A small group of BA205 (Business Communication) faculty have since begun preliminary conversation with the Writing faculty; one idea that is being explored is surveying business and writing faculty for sharing perspectives towards pathway and program-oriented writing needs. Broader initial discussions are planned between the writing and business faculty to see if a pathway-focused writing course is needed to meet student learning. This "Building Partnerships" between the Business and Writing programs resonates well with the PCC initiative of "[One College for Equitable Student Success](...)" framework.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

In the midst of a global pandemic and a college-wide reorganization, the BA SAC has moved the program forward in a number of ways.

Remote Operations

The Business Program successfully pivoted to remote operations for all courses and maintained enrollment during the pandemic. The program's ability to successfully pivot was supported by pre-pandemic efforts to expand and develop hybrid courses, use D2L for all courses, and offer a large number of our courses online. Faculty have been responsive and flexible to student circumstances, supply chain issues, and in changing circumstances. We worked with IT to ensure students had access to on campus software resources using Splashtop. Our students have benefitted from online access to support services and faculty during the pandemic. During this period, we have also continued to integrate new adjunct faculty.

Curriculum Development and Updates to Degrees and Certificates

In the past two years, the BA SAC has engaged in significant curriculum development.

Members of the SAC supported the three committees that were formed to develop plans for digital competency, digital literacy, and digital design curriculum associated with the closure of the CAWT program. BA developed and launched two digital literacy courses: BA 116 Word for Workplace Communications and Ba 216A Data Analytics with Excel and Tableau. BA also collaborated with CIS and MSD on their digital literacy and PowerPoint courses. Both digital literacy courses were developed for online teaching through the STORI process. The new courses were launched in Fall 2021.

In response to the requirement by the four year universities to change the accounting sequence (previously discussed in the Course Success section of this document), the accounting faculty redesigned BA 211 to move it from three credit hours to four and to move most of the content

previously taught in BA 212 into BA 211. The revised BA 211 course was developed for online teaching through the STORI process and the new sequence was launched in Fall 2021.

The BA SAC also reconsidered the placement of the business experience seminar in the program. Previously the seminar, which focuses on networking and job searching skills was placed at the end of the program and taken in conjunction with the cooperative education course. In the current business environment, students need these skills earlier in their program and to secure a cooperative education assignment. As a result, BA 280B was eliminated and BA 100 - Business Career Planning was developed and launched in Fall 2021. This change creates more equitable access to networking and career planning for all of our students.

Since the last program review, BA has launched two new capstone courses in accounting and management associated with the AAS-Accounting degree and the AAS-Management degree. Instructors for all BA capstone courses are currently meeting to ensure common approaches are used in the capstones and for assessment.

In response to the changes in the accounting sequence and the closure of the CAWT program, all BA degrees and certificates were revised effective Fall 2021.

Course Materials

BA has continued to pursue the use of OER material in our courses and has migrated two high enrollment courses (BA 211 and BA 213) to Panther Access - giving students access to course materials from day 1 of the term along with a 36% savings in cost in BA 213 and a 29% savings in cost in BA 211. This effort required extensive effort on the part of our accounting faculty to collaborate with internal stakeholders, publishing companies, and train our adjunct faculty. BA has an opportunity to continue this work by evaluating publisher platforms in the context of our students with academic accommodations.

Entrepreneurship

BA continues to work to expand the way we support students who are interested in starting their own businesses or side hustles. Student interest in entrepreneurship has been steadily increasing and is a factor in the current labor trends. The program has become actively engaged in NACCE and we currently have a one year temporary full time instructor dedicated to entrepreneurship. In conjunction with our Introduction to Entrepreneurship course, we have hosted on campus pitchfest competitions and have had student teams participate in INVENTOR. Updates to the entrepreneurship curriculum are currently under development.

Professional Development

A primary focus of professional development in the last year has been associated with remote teaching and use of zoom technology. Prior to the pandemic, Cascade faculty developed their skills and understanding of equity grading practices. Two faculty were awarded NIEA internationalization grants and three faculty were awarded internal PCC internationalization grants. Greg Rapp recently presented his collaboration with BA faculty and students in New Zealand to the PCC Board of Directors.

4B. Are there any challenges not described above that you would like to note here?

Remote Operations

The duration of the remote operations has had it's impacts on both faculty and students. Faculty are noticing an increase in student fatigue and persistence issues. Mental health issues and CARE reports are increasing. The impacts are not equitable as international students and non-native students have seen increased impacts. Students have not had consistent access to campus resources and have not been able to complete cooperative education. Faculty relationships with community partners have been fractured and faculty efforts have been under-appreciated leading to morale issues. Faculty have had to quickly increase their skills to teach remotely, use the zoom platform, and enhance online presence.

Reorganization

The reorganization in the midst of the pandemic/remote work has created some change management shock. While there are many benefits to the reorganization, there are areas where new processes and procedures have not been developed and implemented that are impacting students.

The reorganization and/or the advising redesign has created student confusion about advising and seems to have overloaded our advising staff. Better integration between faculty and advising within the pathways are needed.

As we move forward to a thoughtful return, enrollments are uncertain. FDCs are working hard to develop district wide schedules with a program perspective with a lack of data and direction about campus specific enrollments and campus block schedules.

Pauses on digital course adoptions and curriculum and degree changes impact faculty ability to keep courses current and adopt materials that integrate into our courses and ultimately impact students.

Faculty

For the past several years, the BA Faculty has had capacity issues as we have operated without the replacement of four retiring full-time faculty. This impacts the SACs ability to meet our administrative requirements and impacts student ability to engage and connect with faculty. As we move forward to backfill those outstanding positions, we should be succession planning for future retirements to ensure this situation does not happen in the future. This capacity issue was apparent in the need to develop two new courses and revise all of our degrees and certificates associated with the sunset of the CAWT program. Faculty are also impacted by the lack of certainty associated with the best instructor matrix, a lack of clear definition and standards for the newer modalities (remote, hybrid) being offered, faculty assessment, and the role of the FDCs in the future.

LDC/CTE Duality

The BA SAC serves students who transfer to four year colleges and offers a number of degrees and certificates. As a result, BA is designated as both CTE and LDC. This has often created an increased administrative burden and, at a minimum, a discussion to determine how to approach things like assessment and program review.

This duality has also created challenges as we measure how our program serves our students. The focus on degree and certificate completion ignores our transfer students who have many paths to transfer and aren't adequately captured with the ASOT-B degree. Focus on the MTM and HECC mandates ignores our CTE students and decisions can be made that negatively (and inequitably) impact them to support efforts to align with the four year universities. The BA program advocates for more intentional and accurate capturing of student intent as we move forward.

Equity

The BA SAC supports the college's efforts to become an equity driven organization. At the same time, we see college decisions being made that reduce equity for our students. The closure of the CAWT program without well thought out replacement learning options for digital literacy and the change in the accounting sequence are two examples.

4C. Do you see any opportunities in the near or long term that you would like to share?

Degrees and Certificates

BA looks forward to further integration with MSD and the SBDC in the Business & Entrepreneurship Pathway. We are excited about the ways we can better support our students in the new structure. To do this effectively, it is time to re-evaluate our degrees and certificates to be sure that we are helping our students build the right credentials for the 21st century. We need better data on student intent and will need to further update our curriculum in the areas of supply chain, project management, LEAN, Agile, business analytics, DEI and sustainability.

Reorganization/College Operations

The pandemic has provided us with an opportunity to re-envision how we support students going forward. Remote learning is working for a number of our students and BA plans to maintain remote as a modality going forward. Technology allows students to engage with faculty in new ways to support their learning and success. There are opportunities to expand these connections to career services and other areas of the college that contribute to student success.

As we integrate a cadre of new faculty into the program in the next year, we have the opportunity to ensure we have the right number of MYCs on board to serve our students. With district wide scheduling and budgeting we have the ability to equitably serve students on all campuses by evaluating our alignment of faculty to campuses.

Community Engagement

As we move out of the pandemic, we need to re-envision how we engage with the broader community - businesses, four year universities, and high schools. As we connect and reconnect with these partners, we need to be sure that we are engaging diverse voices. This includes our connections with PSU to promote internship opportunities for our students - especially our accounting students who are being recruited for internships in their second year.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](). If it is not up to date, submit the current list to [academicaffairs@pcc.edu]() and we can update Spaces for you.

Advisory committee roster will be current by the end of the term.

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Key input we have received from our advisory committee in the last year includes the following:

- Digital Literacy - a discussion about the digital literacy skills our students are expected to have in order to be successful in the workplace helped inform the development of our digital literacy courses that focus on Word and Excel and helped with our collaboration with MSD and CIS on their courses.
- Cultural Awareness - a discussion about DEI efforts in the firms of our advisory committee members provides context to share expectations and examples with students
- Remote Work - advisory committee members have provided their insights about remote work, video interviewing, and presentations to inform how we teach these skills to students - both before and during the pandemic.
- Business Style Guide - advisory committee members provided information about style guides used in their organizations that were used to draft the style guide used in the BA program. The committee reviewed and provided feedback on the final style guide.
- Entrepreneurship Curriculum - Advisory committee members have provided feedback on the curriculum in this area that is being used in the current curriculum review.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

The digital literacy and remote work input discussed above has been particularly helpful to our program this year.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

The BA SAC supports a joint advisory committee for the B&E Pathway that would support both BA and MSD. It's important that advisory committee members hire and engage with Associates Degree earning employees and that the members of the committee represent diverse voices and perspectives. Their perspective will be particularly important as we consider degree and certificate updates and integrate new curriculum into our program. We'd like to take advantage of opportunities to engage the advisory committee in student events.

The BA SAC would also support moving towards a BILT model that engages an advisory committee for the region that supports and provides input for multiple institutions.
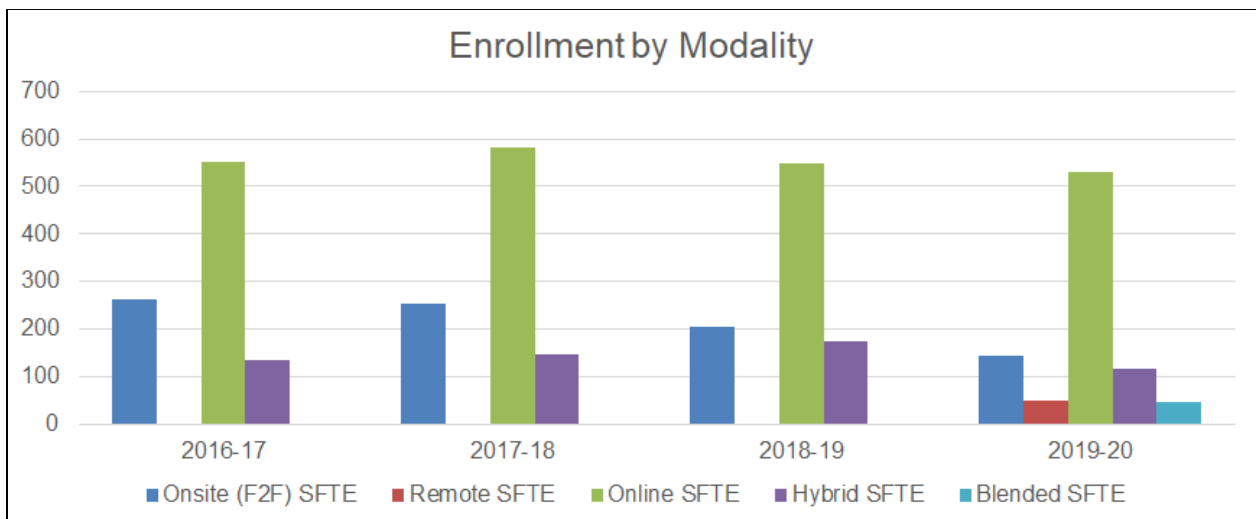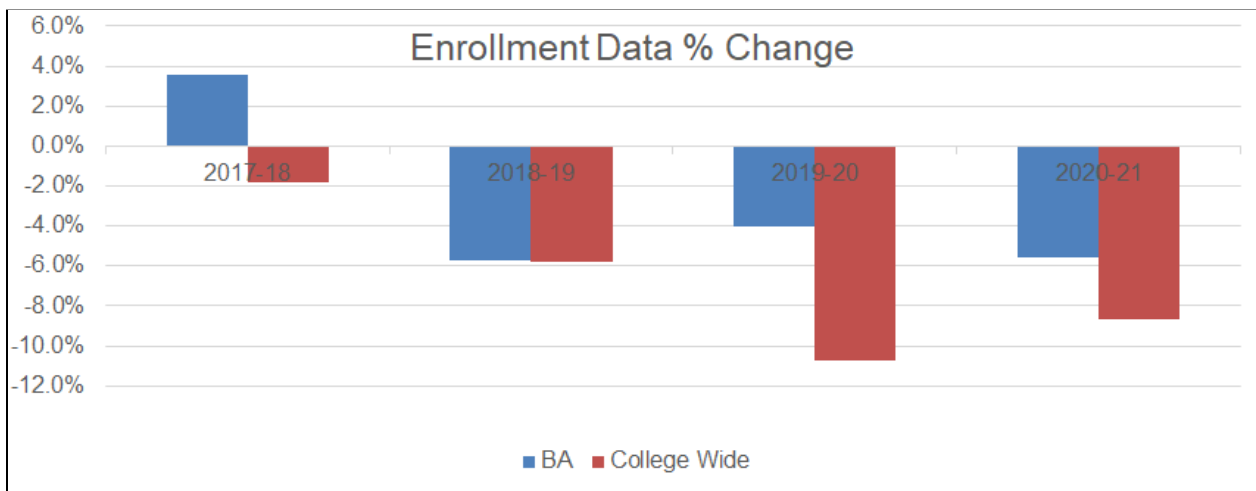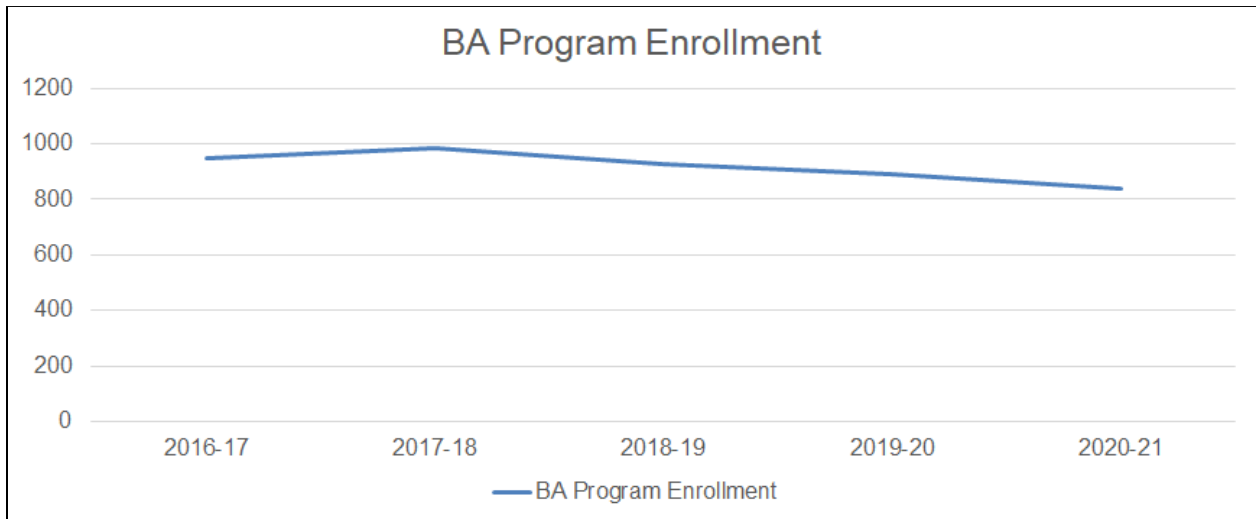
5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).
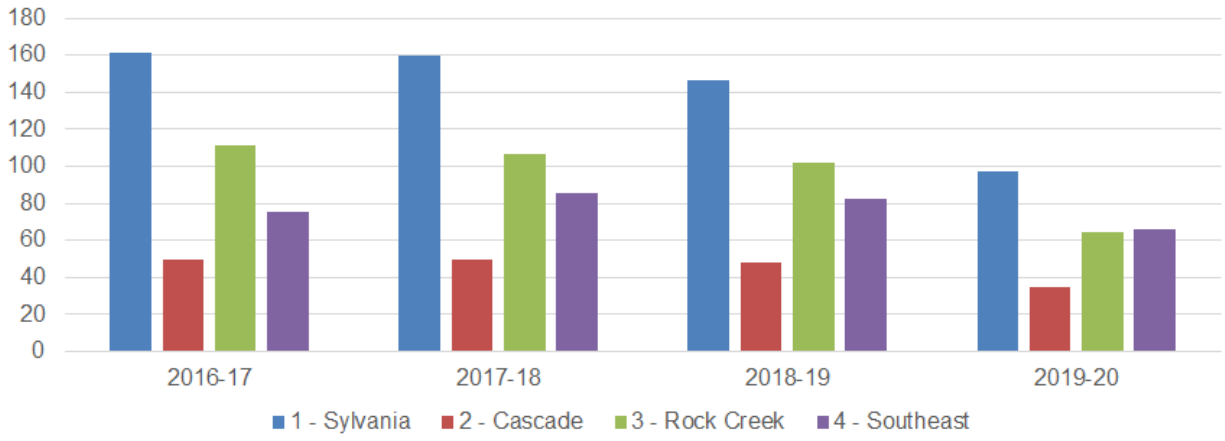
  YES / **NO**
- If yes:
    - What is the name of your accrediting body?

    - What is the typical accreditation cycle?

    - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.
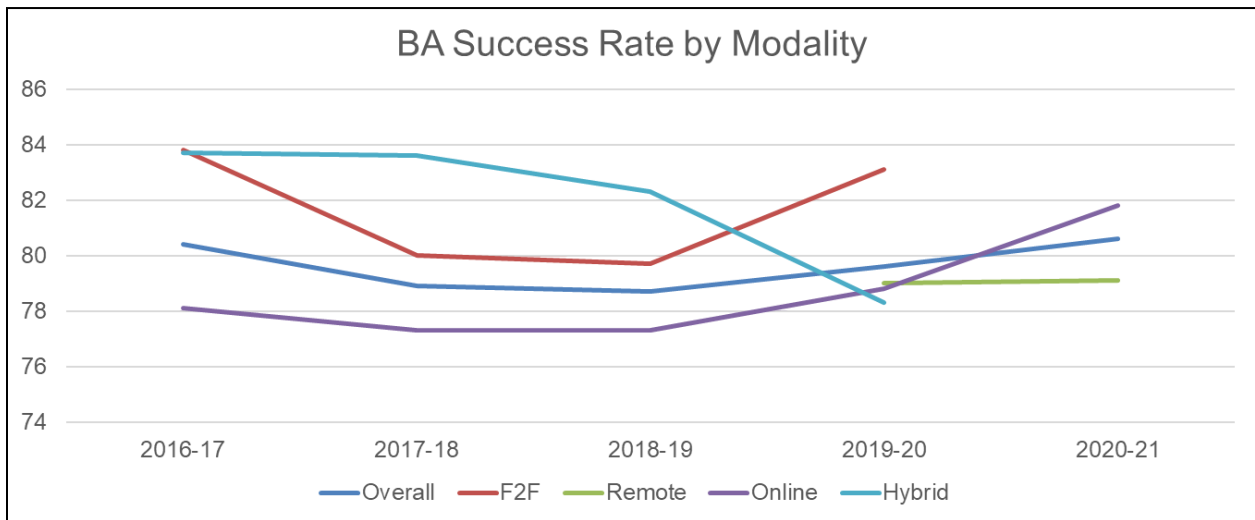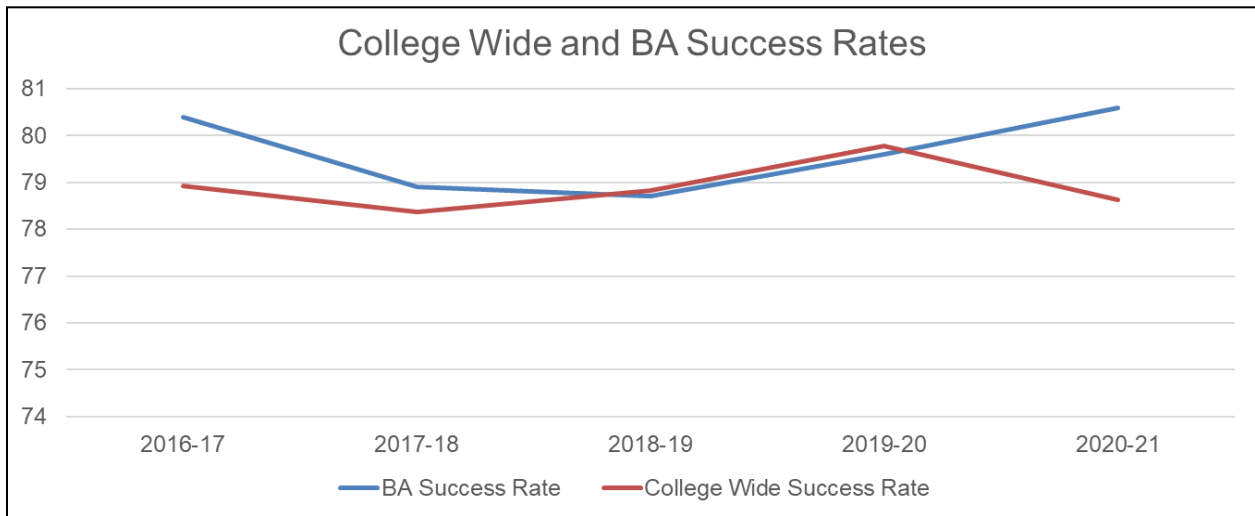
Appendix A: Enrollment, Location, and Modality Data

BA Program Enrollment

(Line chart showing BA Program Enrollment from 2016-17 to 2020-21, declining from approximately 950 to 840)

Enrollment Data % Change

(Bar chart comparing BA and College Wide percent change for 2017-18, 2018-19, 2019-20, and 2020-21)

Enrollment by Modality

(Bar chart showing Onsite (F2F) SFTE, Remote SFTE, Online SFTE, Hybrid SFTE, and Blended SFTE for 2016-17 through 2019-20)

Campus Based Course Enrollment

Appendix B: Course Success Data

College Wide and BA Success Rates

Legend: BA Success Rate, College Wide Success Rate

BA Success Rate by Modality

Legend: Overall, F2F, Remote, Online, Hybrid

BA Low/High Success Rates by Course

Course	2016-17	2017-18	2018-19	2019-20	2020-21
250	64.2	64.9	70.2	77.7	80.8
111	75.6	71.6	70.9	73.5	74.1
226	77.3	70	72.7	71.6	77.2

211	78	75.4	72.1	76	79.1
Average	*80.5%*	*77.9%*	*80.2%*	*80.1%*	*82.3%*
213	84.8	82.9	82	84.4	84.6
206	82.4	83.7	83.1	86.7	86.3
212	87	87.9	80.7	81.8	85.1
285	85.5	84.5	83.1	88.2	89.1

Accounting Sequence Success Rates
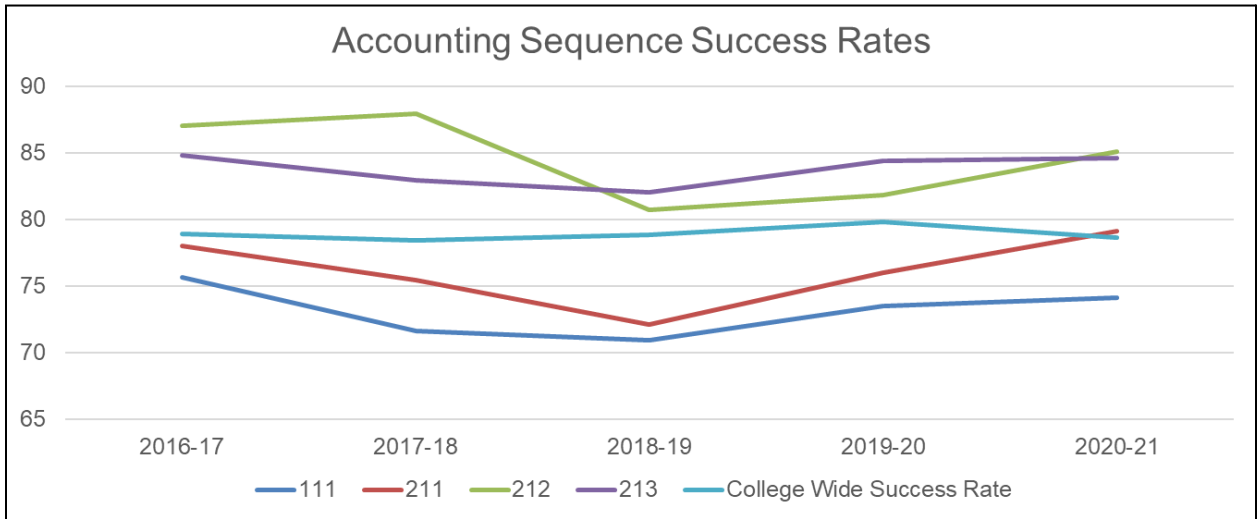
Appendix C: Demographic Completion Data

BA Course Success Rates by Gender

BA Course Success Rates by Race
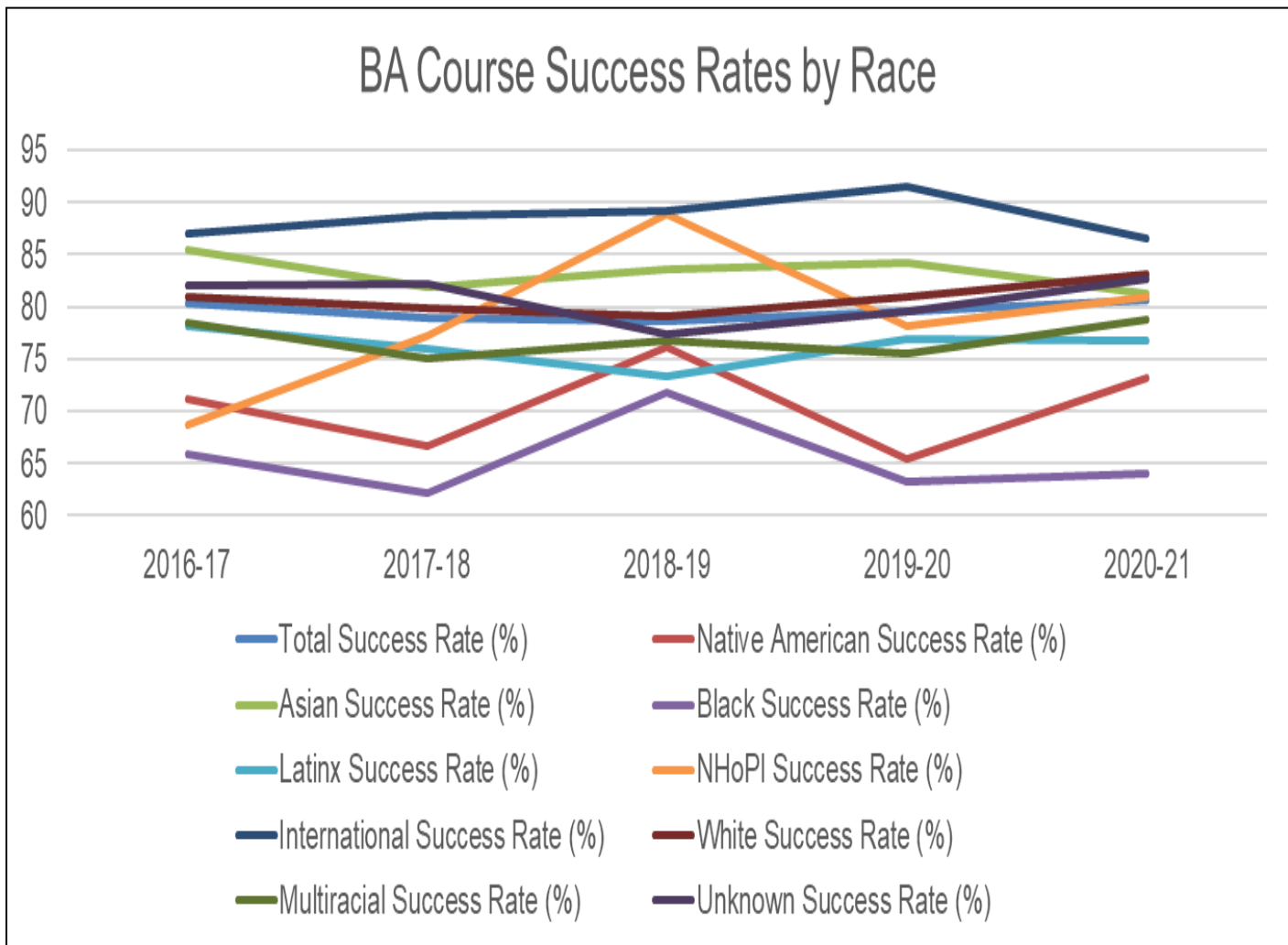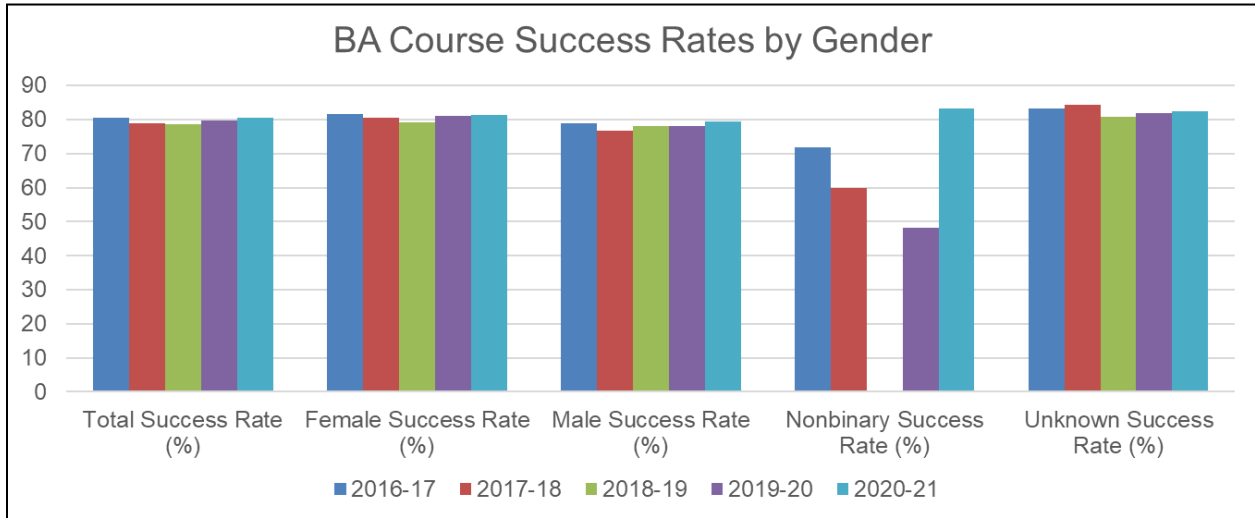
BA Course Success Rates by Pell Status

— Total Success Rate (%)　— Offered Success Rate (%)　— Not Offered Success Rate (%)