On March 15, 2013, the Business Administration SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Business Administration Program and Program Review; B) provide suggestions and observations; and C) provide the administrative response to the SAC recommendations.

**Noteworthy Efforts or Achievements**

- Adapting model Faculty Diversity Internship program to provide mentoring to PT faculty in a robust and intentional way.
- Significant efforts to support smooth and efficient transfers into baccalaureate programs at Portland State University and at Marylhurst University.
- Thoughtful analysis of job availability and training needs.
- Linkage of professional development with instructional changes.
- Extensive internationalization.
- In online courses, commend use of common shells, attention to Quality Matters (QM), active involvement with Distance Learning (DL) department.
- Expanding of Instructor Qualifications to keep up with the latest trends in business and ensure a broader quality of instruction.
- New course offerings to keep up with the latest trends in business. These include additional courses in non-profit, international business and e-commerce.
- Scheduling coordination among the department chairs and division deans across the district.
- Additional degrees and certificates added to Business Administration to keep up with the latest demands.
- The development of the Students4Giving program.
- The addition of service learning as an option in business classes.
- Involvement with local high school teachers to provide dual credit for high school students.
- The addition of an Income Tax Preparation course to meet industry demand.
- Inclusion of sustainability in the curriculum.
- Collaboration with Career Pathways to develop successful programs for English language learners.
- Development of a Business Club at both Rock Creek and Sylvania.
- Availability of Business Administration courses offered at centers.
- Extensive use of the assessment/feedback/program improvement planning and implementation as evidenced in the changes to courses and assignments.
- An active Business Administration Advisory Committee that meets to make recommendations that are then evaluated by the Business Administration faculty.
- Collaboration with the Small Business Development Center to connect students with their services.
- Speaker series developed to enhance student experience.
- Ensuring tutoring support is available for all Business Administration students.
- A program review that includes institutional research data and survey of students.

**Suggestions and Observations**

- It is important to connect the dots between assessment of student learning and changes to improve teaching and learning. Accreditation is looking for our use of evidence to make changes. The standard in question is: “4.B.2. The institution used the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.” Please keep this in mind when reporting results of assessment-driven changes at the course and program level.

- We acknowledge that BA has the unusual challenge of needing to address outcomes of many specific degrees and certificates and Technical Skill assessments and the college course outcomes explicitly since the later are the basis of the ASOT degree. It is important that the BA faculty find a way to do this in a way that is meaningful for the SAC. Again, there is a relevant accreditation standard: “4.A.3: The institution documents, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. It would seem both possible and prudent to find ways to consolidate these tasks, allowing assessment to do double or even triple duty toward these ends. For example, it might be possible to identify a simplified cross walk between the AAS degree and certificate outcomes and just one or two core outcomes (and note that the outcomes of the ASOT are the course outcomes. The crosswalk provided on page 12 is unnecessarily complex, because each of the outcomes described on the left side is only intended to express ONE of the core outcomes). Given the numerous degrees and certificates, it would seem appropriate to design an assessment cycle for BA that is different from the expected 2 or 3 year cycles expected for other SACs, but these should be worked out intentionally. Please ask the BA assessment group to meet with Kendra Cawley at some point early in Spring term to discuss possibilities for simplifying and organizing the assessment work, and to identify needs for technical assistance.

- Your observation of finding fewer opportunities of holders of AAS degrees is sobering, especially in light of the survey results that show more students interested in getting a job than in transferring on to a Bachelor’s degree. Given the difficulty of tracking students into the workforce at present, the results from the survey are encouraging, but may not be representative. If there are not enough jobs, are we giving the students false expectations of the benefits of their AAS degree? Has this been discussed with the advisory committee members? On one hand it would seem to suggest more emphasis on the ASOT.
§ You mention the competitive disadvantage by not offering credit for prior learning. We are not prohibited from doing this at PCC, it is possible for the SAC to develop tools, such as course challenge exams and/or portfolio assessment protocols and rubrics (see Academic Policies and Standards Handbook section C102).

§ You mentioned that the change in Instructor Qualifications led to a decrease from nine to five high school teachers eligible to teach dual credit. Were they not eligible for grandfathering?

§ What limits the availability of Cooperative Education opportunities at RC and CA? Does the one at SY use PCC sites or external ones?

§ It is our understanding that the part-time Business Administration faculty do not have a vote in SAC decisions. There are several models used by SACs in the district to include part-time faculty in decision making including the right to vote. For additional information on this issue, please contact Kendra Cawley. Please provide us with your plan to include part-time faculty in the decision making process by the end of spring term 2013.

Administrative Response to Business Administration Recommendations

Recommendations:

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 be added at Cascade.

*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.*

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.

*Given the current and near term budget environment, adding new Student Resource Specialists 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.*

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.

*Given the current and near term budget environment, providing additional financial resources is not likely.*
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.

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

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.

We concur and support your recommendation.

Review course and degree offerings – Streamlined 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.

We concur and support 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 and state agendas to track default rates on student loans tied to particular degrees and institutions.

We concur that this is important for our students, Portland Community College, and everyone in higher education. Veronica Garcia, Dean of Student Affairs at Portland Community College, is currently tracking the default rates on student loans. Thank you for expressing interest in becoming involved with this concern. Please contact Veronica for additional information.

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

Please provide a proposal to your SAC liaison to submit to the DOIs for further review.
**Continue to seek and sustain relationship with alumni** – Business Administration recommends continued efforts 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.

*We concur with this recommendation.*

**Closing**

In closing, we want to again thank the Business Administration SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline of Business, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Cheryl Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Craig Kolins, Southeast Center
Cheryl Scott, Rock Creek Campus
Kurt Simonds, Cascade Campus
Jeff Triplet, Sylvania Campus
Kendra Cawley