

Final Report – 6/10/10
SHORELINE COMMUNITY COLLEGE

**BUSINESS ADMINISTRATION
PROGRAM REVIEW**

SPRING 2010

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PURPOSE

The purpose of the program review process at Shoreline Community College is continuous quality improvement. This process is scheduled on a five year cycle across all instructional areas at the college.

This process serves to meet standards established by the State Board for Community and Technical College Education and the Northwest Commission on Colleges and Universities. Relevant accreditation standards are listed below:

4.A Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 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.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

METHODOLOGY

First Committee Meeting

(orientation to process with full-time faculty, division dean, workforce dean, institutional researcher, and consultant)

Qualitative Information Collected

- College website, planning guides, brochures
- Schedule of Classes
- Class Cancellations and Wait Lists
- Full-Time Faculty Input (written assignment)
- Samples: Course Syllabi + Master Course Outlines
- Student Focus Group (current students)
- Student Surveys (online + former students)
- Full-Time Faculty Interviews
- Division Dean Interview
- Advisory Committee Interviews + Meeting Minutes
- Employment Information/Projections
- Programs at Other Colleges (degrees/certificates/schedules)

Quantitative Information Collected

- Faculty teaching loads (full-time and part-time)
- Division budget figures
- Annualized FTES, Headcount, and % of Enrollment
(by program and by certificate + degree)
- Student demographics (age, gender, ethnicity,
academic disadvantage + economic disadv.)
- Completion of degrees and certificates
- Student grade distributions
- State comparative data on S:F ratios
- State employment data on former students

METHODOLOGY (continued)

Consultant Preparation of Report

- Compile/analyze data + information
- Write findings/recommendations
- Email draft report to committee for review
- Meet with committee to discuss report
- Finalize report and distribute to committee

PROGRAM REVIEW REPORT

Business Administration – Spring 2010

ELEMENTS REVIEWED, FINDINGS, + ANALYSIS

1. ASSESSMENT

(Course syllabi, master course outlines, and faculty feedback)

TOOLS TO ASSESS PROGRAM OUTCOMES

- 1.1 Although program outcomes have been established, these vary somewhat between the website and program brochure. A consistent set of program outcomes is needed as a basis for meaningful assessment. At the present time there is **no formal system for measuring and tracking aggregate data to assess achievement of program outcomes**. Faculty monitors student performance in their classes and receives feedback from advisory committee members and graduates to assess program outcomes. Follow-up with former students consists of occasional conversations or contacts. Faculty state class outcomes support program outcomes and thus passing a class is an indicator for assessing program outcomes. Advisory committee members help to assess whether curriculum appropriately supports program outcomes. Faculty has not received much helpful information about student data trends in the past, but the hiring of a new institutional researcher may provide institutional data that better supports assessment of program outcomes in the future.
- 1.2 **Student respondents gave a range of reactions** when asked how well their learning needs were met and how well prepared they were for employment in the field. Since this was a small sample, further investigation with a larger number of students is warranted. Exit interviews or surveys of graduating students would provide more information about student learning relative to program outcomes.

TOOLS TO ASSESS GENERAL EDUCATION OUTCOMES

- 1.3 Master course outlines identify general education outcomes addressed in each Course; however, **specific guidelines/criteria or performance levels for assessing achievement of general education outcomes have not been defined by the college**. Business faculty are skilled at assessing student learning in their discipline; and they utilize a variety of assessment methods including: group discussion, case studies, simulations, examinations, projects, service learning and written assignments. Since many courses and assignments or projects include multiple learning outcomes it is sometimes difficult to isolate and collect assessment data on individual general education outcomes. **Although it is assumed that passing grades demonstrate satisfactory achievement of general education outcomes, this area of assessment could be further refined.**

1.4 Faculty are especially concerned that the college does not provide clear criteria for content that fulfills the **human relations requirement** in professional-technical programs. This makes it difficult to ensure that embedded content meets accreditation standards for related instruction (general education in prof-tech courses) and it compromises meaningful assessment in this area. Further, this situation raises questions about curriculum committee processes, since there is no panel of content experts for the human relations requirement (although one was established for the multicultural requirement). Faculty believes this leads to problems in the course approval process, such as course duplication and inconsistent content for the human relations requirement.

General Education Outcomes (faculty input form)

Learning Outcome	Assessment Measure	Data Collected	Evaluation of Data	Actions Taken
	List here the measures the program uses to assess progress toward the outcome (GPAs, portfolios, student surveys, placement data, retention statistics, alumni surveys, etc.)	List here the specific data collected	Describe here what the data mean.	Describe the actions taken, based on the evaluation of the data
Quantitative Reasoning	See MCO's	None.	None.	None.
Communication	See MCO's	None.	None.	None.
Multicultural Understanding	See MCO's	None.	None.	None.
Information Literacy	See MCO's	None.	None.	None.
Gen. Intellectual Abilities	See MCO's	None.	None.	None.
Global Awareness	See MCO's	None.	None.	None.

EVIDENT OF ACTION BASED ON ASSESSMENT FINDINGS

1.5 Faculty continually evaluates student learning in their classes, reviews student feedback, and makes changes as appropriate. Assessment of student learning is reviewed with the advisory committee and recommendations for curriculum development usually result. One example was the Fall 2008 advisory committee input on redesigned certificates. Another was a **course on multiculturalism in the workplace** that was discussed with the advisory committee and then approved by the curriculum committee. Also, a DACUM process seeking industry input has been used in the past and will be repeated in the future.

2. PROGRAM INFORMATION

(Website, catalog, planning guides, program descriptions, and promotional materials)

ACCURACY

- 2.1 The website states **book costs** for every degree and certificate are “variable and approximately \$200 per quarter”. Curricula vary greatly among degrees and certificates, thus individualized cost estimates would be more helpful to students.
- 2.2 Program descriptions on the website provide information about **career pathways for certificates and degrees**. The introduction states that students can select a “specific area of concentration in one of five areas listed”. These areas are not obvious since the list of “concentrations” shows 19 options. If the five areas are business, marketing, fashion merchandising, purchasing and supply chain management, and retail management, this could be explicitly stated. The purchasing and supply chain option is presently considered to be separate from business administration and therefore is not examined in this report.
- 2.3 The program **brochure** mentions the degrees in general business, but does not mention the general business certificates.
- 2.4 **Planning guides on the website** have several inaccuracies. The entrepreneur certificate indicates 53 total credits but the sum of credits listed should be 48; and BUS 135 under core requirements should say BUSTC instead of BUS. Also, the the curriculum **guide for General Business AAAS** degree lists CIS 250 (Essentials of Supervision), which does not exist in the college catalog. This is an error which should be corrected to show the course as BUS 250.

RELEVANCY

- 2.5 The website lists three certificates (Payroll Clerk, Customer Service Specialist/ Receptionist, and Office Clerk) which are also shown with the Business Technology Program. **This dual listing on the website is inconsistent with the state coding of educational programs.** These certificates are not closely examined in this report, since they are officially considered to be part of other programs (i.e. Payroll Clerk is under accounting, and the other two are coded with business technology).
- 2.6 The website clearly describes **prerequisites** for all degrees and certificates, along with helpful reminders about prerequisites for CIS 106 and Econ& 201.
- 2.7 Curriculum guides for most degrees and certificates on the website use a consistent symbol to **identify courses offered once per year**, which is helpful for students. However, this designation is not included for certificates of completion in Entrepreneurship, Business Administration, Fashion Merchandising, Retail Management, or International Trade.
- 2.8 Some related **degrees and certificates present identical information** for program description, outcomes, career opportunities, and potential positions (i.e. Fashion Merchandising, Marketing, and Retail Management). When appropriate, differentiation would better inform students and support their academic planning.
- 2.9 The website indicates a **higher math placement** for the general business administration certificate of proficiency (Math 099) than for the AAAS degree (Math 070). The rationale for this is unclear.

- 2.10 The **annual class schedule** on the website shows 9 courses are offered once per year which is consistent with planning guides.

CURRENCY

- 2.11 Website content provides **salary information** for all of the degrees and most (but not all) of the certificates in this program. Most references lack dates or sources and thus currency of information is uncertain. Also, entry level salaries stated for degrees in General Business Administration, Marketing, and Retail Management are the same or lower than for related certificates. Higher salary for less education seems questionable.

- 2.12 **Career opportunities** have shifted or declined in some areas due to the economic downturn. Updating may be needed for Retail Management and International Trade.

CONGRUENCE

- 2.13 Website content provides a consistent presentation of headings for each program option i.e. quarterly costs, program description, etc.); however, **curriculum format varies** across degrees and certificates. Some show a sample class schedule, which can be very helpful to students. Others present courses in two groupings: (1) general education or related instruction for communication, computation, and human relations and (2) core requirements. The latter approach differentiates technical courses from transfer courses (or courses that apply general education concepts to a prof-tech field). In order to document that accreditation standards are met, a method for identifying general education or related instruction should be incorporated into planning guides for all the professional-technical degrees and certificates. As an example, **courses that fulfill human relations content are not clearly identified for Merchandising AAAS or the certificates of proficiency in Entrepreneurship, Fashion Merchandising, Marketing, and Retail Management. This would be advisable to show that accreditation standards are met.**

- 2.14 Content is **inconsistent between the website and program brochure**. Program outcomes in the brochure mention global opportunities and business mathematics, where these are not on the website. Wording on placement test scores also varies somewhat between the website and brochure.

- 2.15 Inconsistent citing of **sources for job and wage information** is apparent on the website. Many of the certificate options do not provide references or they cite variable sources (bls.gov versus WOIS).

ACCESSIBILITY

- 2.16 The Business Administration Program is easily identified in **the website A-Z** directory and via the link for Professional-Technical Programs.

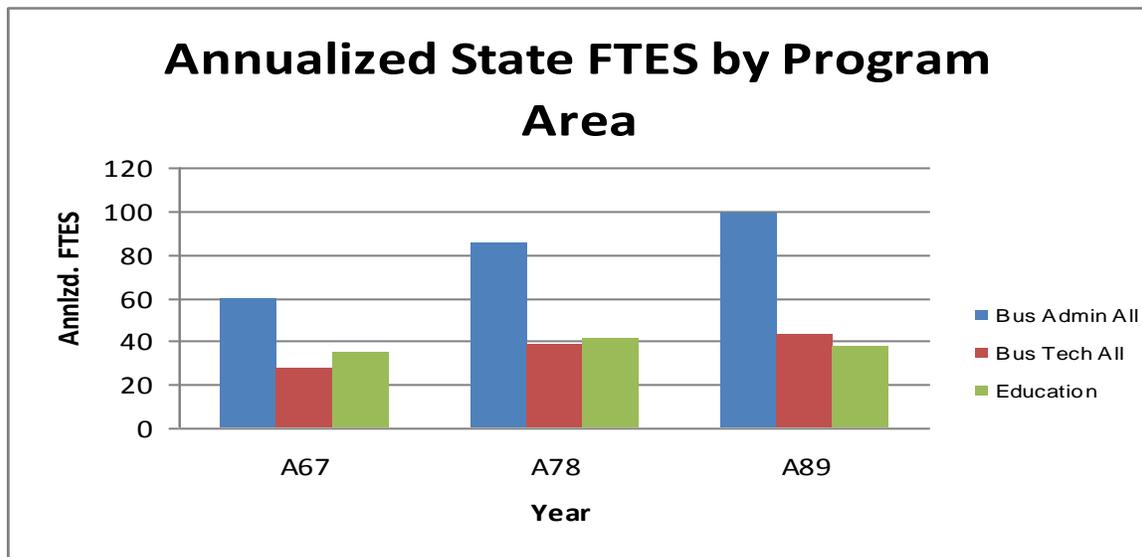
- 2.17 Limited copies of the printed **college catalog** are available, but the website provides access to the same information. Other printed materials include program brochures and curriculum planning guides available in the Division office and Advising Center.

3. STUDENT DATA TRENDS

NOTE: Issues affecting accuracy of students' program intent codes may impact some institutional data used in this review.

THREE-YEAR ENROLLMENT – ANNUALIZED FTES

- 3.1** Business Administration Program enrollment has been steadily increasing for three academic years (2006-07 through 2008-09), reaching 98.5 AnFTES.
- 3.2** During the current academic year (2009-10) enrollment increased dramatically (and abnormally). Factors supporting enrollment include: (1) a weak economy that prompts more people to attend college, (2) a variety of decent employment opportunities which make this a popular career choice, (3) development of online and hybrid courses with healthy demand, (4) faculty with strong expertise who want to provide good service to students, (5) substantial transfer course offerings and articulation agreements, (5) a new approach to class scheduling that improves class availability, and (6) faculty accepting more class overloads.
- 3.3** Factors negatively impacting enrollment include a limited budget that limits additional class sections for students on class wait lists. Also, faculty has concern that lack of administrative support for some curriculum changes recommended by the advisory committee may cause the program to ignore training needs and lose the opportunity to attract and retain more students.



Note: This graph represents the three programs reviewed Spring 2010.

	A67	A78	A89
Bus Adm All	59.19	85.18	98.51

STUDENT HEADCOUNT BY QUARTER

- 3.4 A quarterly comparison of student headcount for 2009-10 reveals increases for fall and winter quarters of 2009-10, while spring quarter is lower than last year.

Enrollment Period	2007-2008	2008-2009	2009-2010
Fall	50	49	56
Wtr	50	60	62
Spr	<u>56</u>	<u>61</u>	<u>48</u>
Total	156	170	166

STUDENT TO FACULTY RATIOS FOR PROGRAM

- 3.5 Official figures from the State Board indicate the following student to faculty ratios for the last three years in the Business Administration category. The Shoreline Community College Business Administration Program had a dramatic increase in the S:F ratio for 2008-09. Reaching 10 points above the state average S:F ratio ranked this program near the top of all state community colleges.

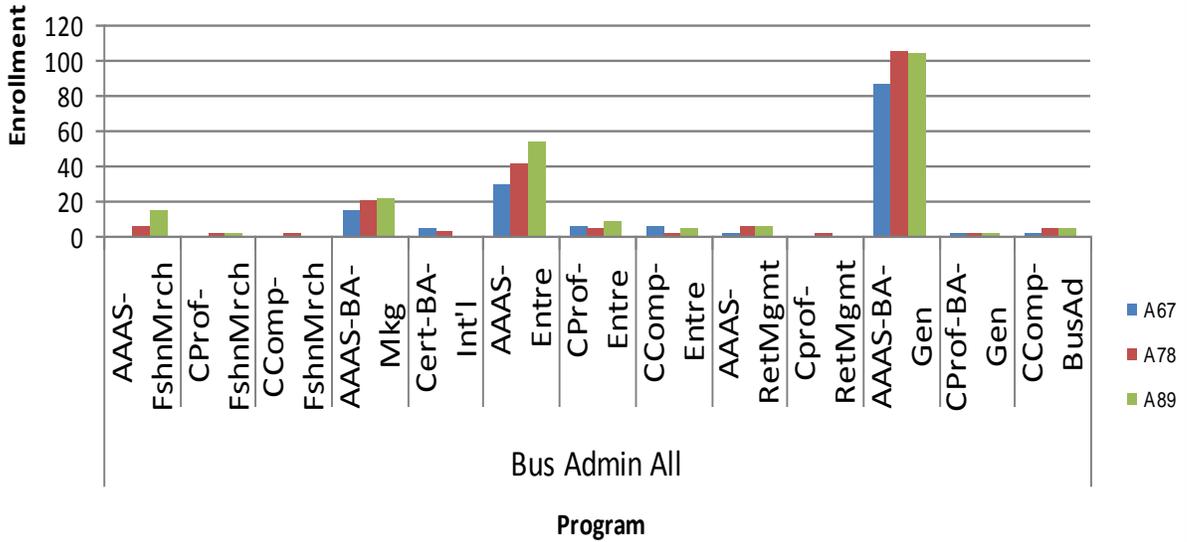
BUS ADMIN	06-07	07-08	08-09
Shoreline CC	27.35	25.34	34.27
State average	23.16	23.13	24.83

(S:F data not yet available for fiscal year 2009-10).

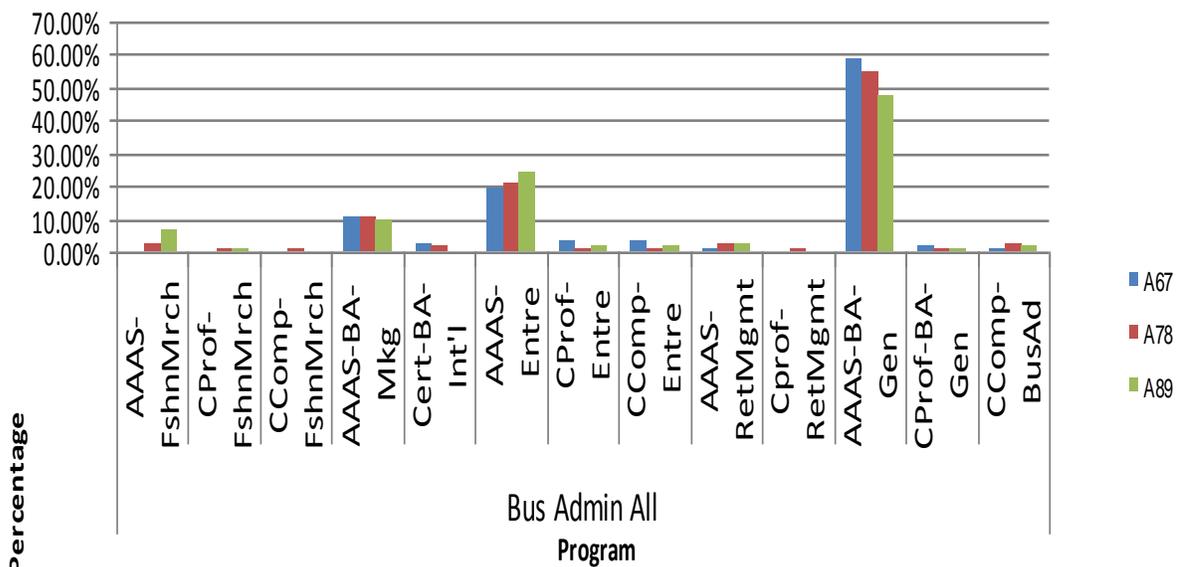
DEGREES AND CERTIFICATES: ENROLLMENT COUNT AND PERCENTAGE OF PROGRAM ENROLLMENT

- 3.6 Most of the program enrollment in 2008-09 was concentrated in AAAS degree options with general business administration as the highest area (47%). The next largest areas were Entrepreneurship (24%), Marketing (10%), Fashion Merchandising (6.8%), and Retail Marketing (2.7%). The strongest 3-year growth rate occurred in the Entrepreneurship option.
- 3.7 Demand for certificate options appears minimal (less than 10% of program enrollment headcount). Three certificates had no reported enrollment for 2008-09: (1) Fashion Merchandising Certificate of Completion, (2) International Trade Certificate, and Retail Management Certificate of Proficiency.
- 3.8 A population that might be attracted to business courses includes people seeking skills for self-employment, especially in the fine and performing arts. Outreach and publicity to this group both on and off campus might increase demand for courses in general business, marketing, and entrepreneurship.

Business Admin All: Enrollment



Business Admin All: % Enrollment within Program

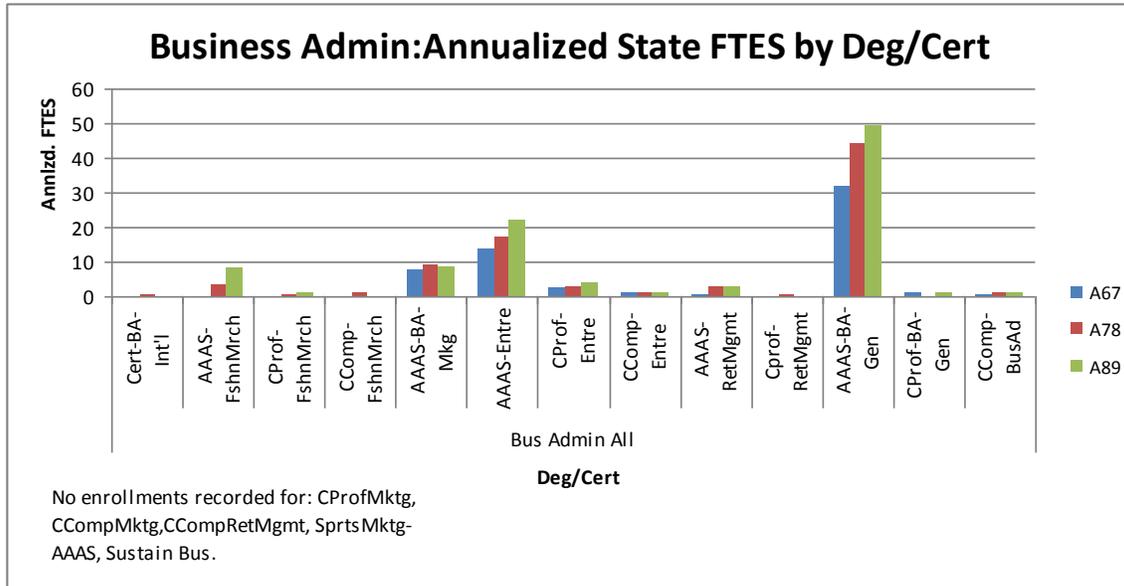


ENROLLMENT COUNT			
EPC_TITLE	A67	A78	A89
AAAS-FshnMrch		5	15
CProf-FshnMrch		1	2
CComp-FshnMrch		1	
AAAS-BA-Mkg	15	20	22
Cert-BA- Int'l	4	3	
AAAS-Entre	29	41	53
CProf-Entre	5	4	8
CComp-Entre	5	2	4
AAAS-RetMgmt	1	5	6
Cprof-RetMgmt		1	
AAAS-BA-Gen	87	105	104
CProf-BA-Gen	2	1	2
CComp-BusAd	1	4	4
Totals	149	193	220

PERCENTAGE			
EPC_TITLE	A67	A78	A89
AAAS-FshnMrch	0.00%	2.59%	6.82%
CProf-FshnMrch	0.00%	0.52%	0.91%
CComp-FshnMrch	0.00%	0.52%	0.00%
AAAS-BA-Mkg	10.07%	10.36%	10.00%
Cert-BA- Int'l	2.68%	1.55%	0.00%
AAAS-Entre	19.46%	21.24%	24.09%
CProf-Entre	3.36%	1.04%	1.82%
CComp-Entre	3.36%	1.04%	1.82%
AAAS-RetMgmt	0.67%	2.59%	2.73%
Cprof-RetMgmt	0.00%	0.52%	0.00%
AAAS-BA-Gen	58.39%	54.40%	47.27%
CProf-BA-Gen	1.34%	0.52%	0.91%
CComp-BusAd	0.67%	2.07%	1.82%

DEGREES AND CERTIFICATES: ANNUALIZED STATE FTES

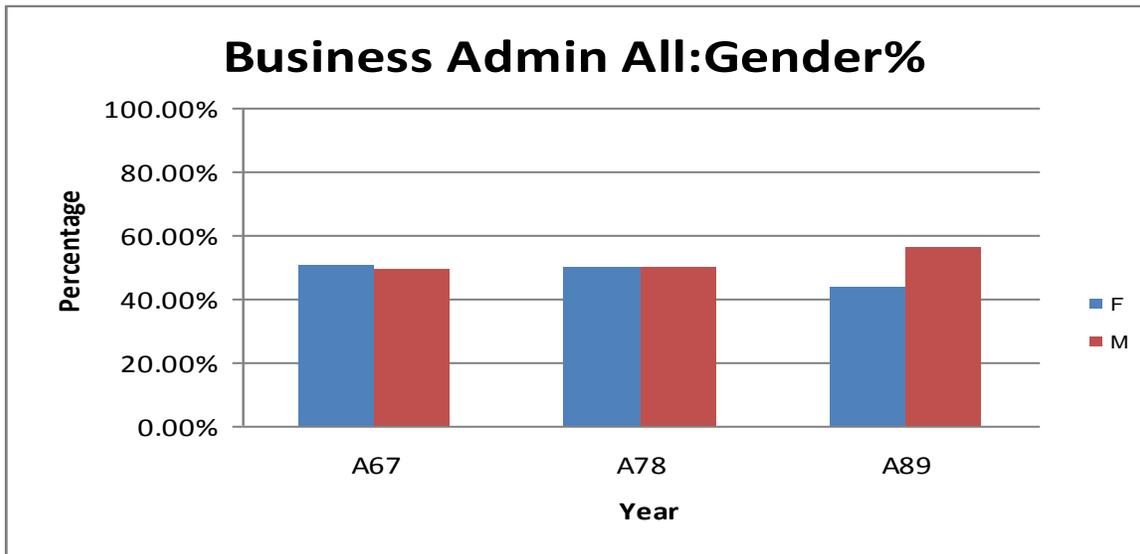
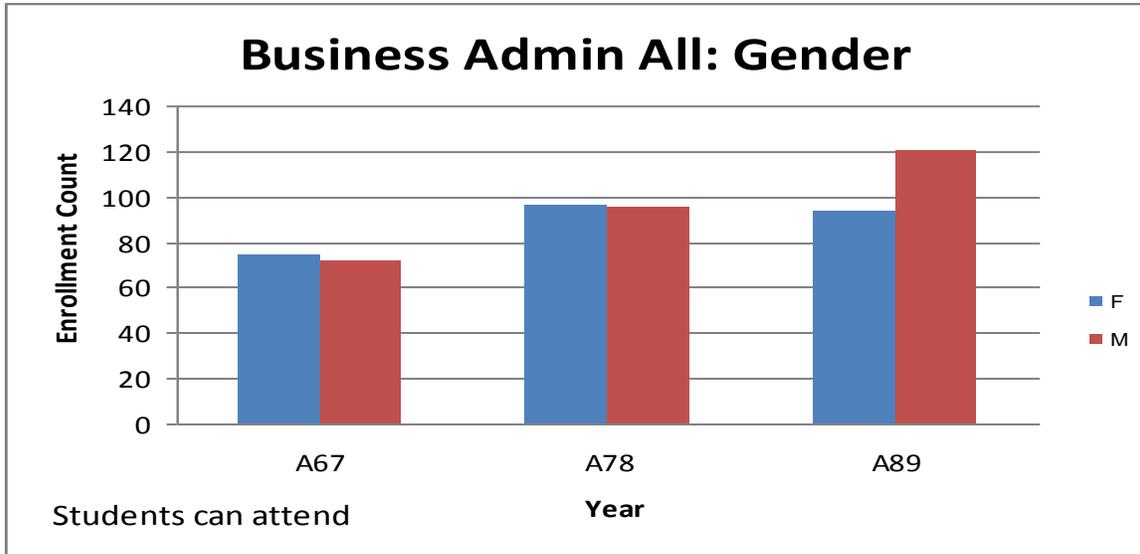
- 3.9** Annualized state FTES for AAAS degrees in General Business Administration and Entrepreneurship **increased each of the last three years** (2006-07 through 2008-09). These two degree options generated 71% of all annualized state FTES for the program in 2008-09 (49% for Gen Bus and 22% for Entrepreneur).
- 3.10** For 2008-09, the AAAS in Marketing represented 9% of all program AnFTES and the AAAS in Fashion Merchandising comprised 8%.



EPC_TITLE	A67	A78	A89
AAAS-FshnMrch			3.44
CProf-FshnMrch			0.56
CComp-FshMrch			0.78
AAAS-BA-Mkg	7.42	9.07	8.56
AAAS-Entre	13.60	17.36	21.69
CProf-Entre	2.20	2.80	4.02
CComp-Entre	1.07	0.91	1.18
AAAS-RetMgmt	0.29	2.62	2.87
Cprof-RetMgmt		0.29	
AAAS-BA-Gen	32.14	44.16	49.40
CProf-BA-Gen	1.044	0.11	0.978
CComp-BusAd	0.333	0.96	0.87

STUDENT GENDER: ENROLLMENT COUNT AND PERCENTAGE

3.11 Male students constitute a majority in the Business Administration Program (around 56% in 2008-09). During the three years between 2006-07 and 2008-09 the number and percentage of males continued to increase, with a dramatic jump in 2008-09. Headcount of female students dropped slightly in 2008-09 to 44%.



ENROLLMENT COUNT

PERCENTAGE

Gender	A67	A78	A89	Gender	A67	A78	A89
F	74	96	94	F	50.68%	50.26%	43.72%
M	72	95	121	M	49.32%	49.74%	56.28%
	146	191	215				

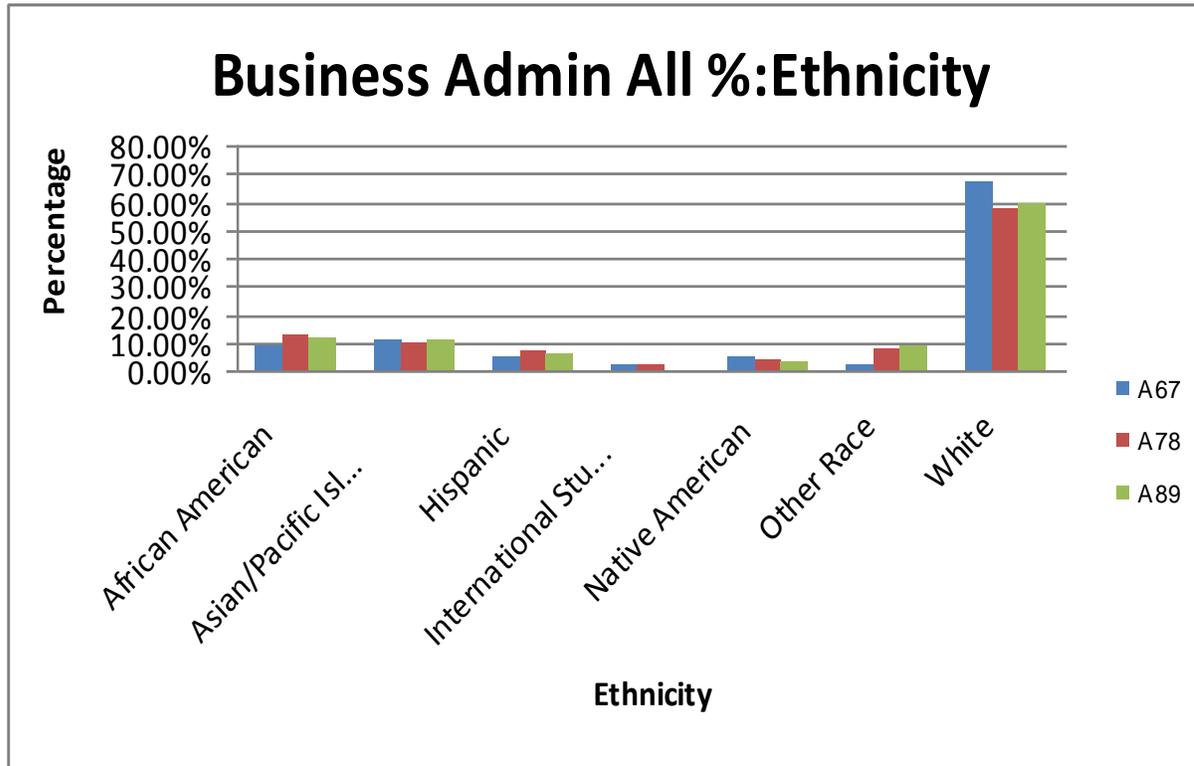
STUDENT ETHNICITY: ENROLLMENT COUNT + PERCENTAGE

3.12 In 2008-09 white students comprised the largest percentage (60%) of program enrollment, followed by African American (11.8%) and Asian (10.5%).

3.13 The percentage of non-white students increased about 7% since 2006-07 indicating a positive 3-year trend for student diversity. During that time

headcount increased each year for several non-white groups (Asian, African American, and Other) as well as for whites.

- 3.14 Over the two years from 2007-08 to 2008-09 three groups (Asian, Other, and White) reached a higher percentage of program enrollment while percentages declined for other groups including international students.



ENROLLMENTS

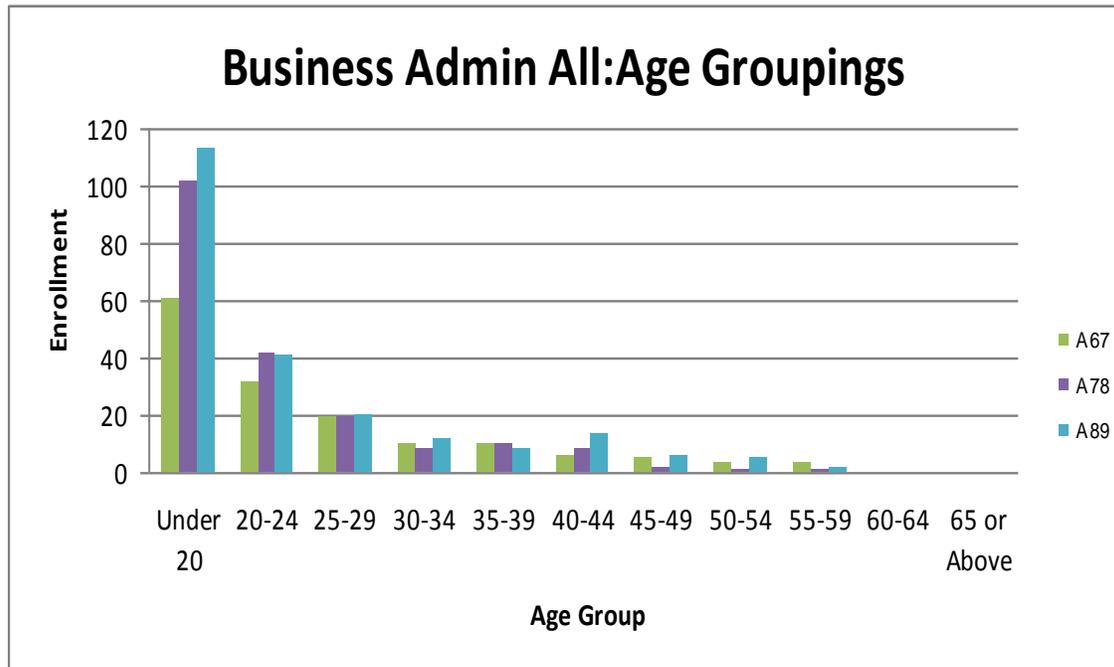
Ethnicity	A67	A78	A89
African American	13	25	26
Asian/Pacific Islander	16	19	23
Hispanic	7	13	12
International Student	3	3	1
Native American	7	7	6
Other Race	3	15	20
White	100	111	132
	149	193	220

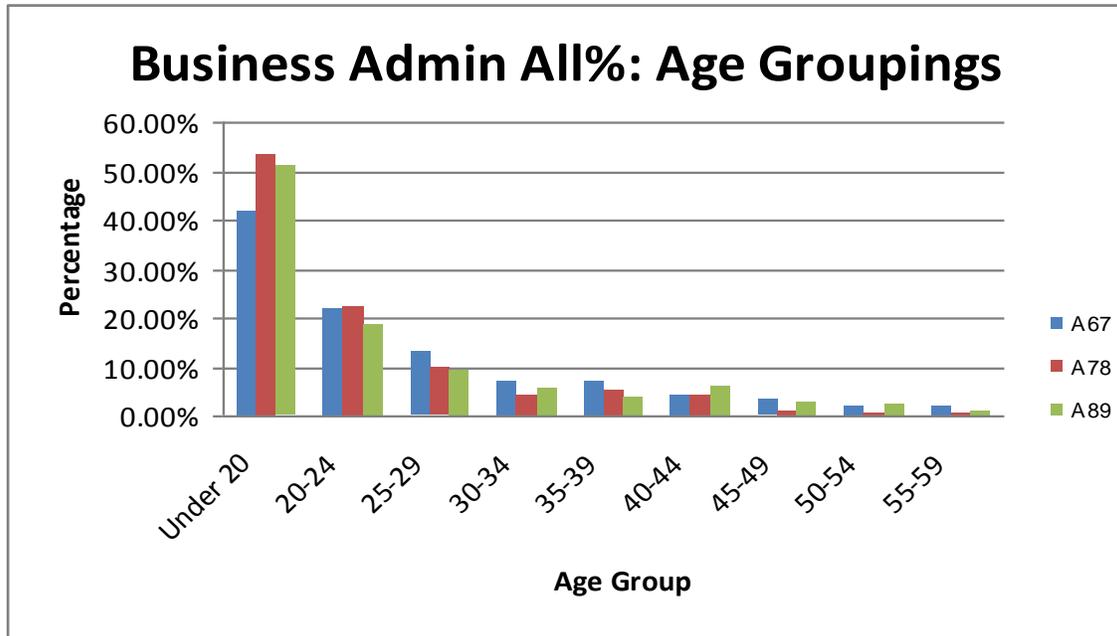
PERCENTAGES

Ethnicity	A67	A78	A89
African American	8.72%	12.95%	11.82%
Asian/Pacific Islander	10.74%	9.84%	10.45%
Hispanic	4.70%	6.74%	5.45%
International Student	2.01%	1.55%	0.45%
Native American	4.70%	3.63%	2.73%
Other Race	2.01%	7.77%	9.09%
White	67.11%	57.51%	60.00%

STUDENT AGE: ENROLLMENT COUNT AND PERCENTAGE

- 3.15** The Business Administration Program predominantly attracts a young student population. In 2008-09 around 70% were 24 years or younger (51% were under 20 years, while 19% were 20-24 years). Some faculty report challenges in working with younger students who lack initiative and do not take responsibility for their own learning. Another issue is cheating during online testing.
- 3.16** Between 2007-08 and 2008-09 student headcounts increased in seven age categories: (under 20, 25-29, 30-34, 40-44, 45-49, 50-54, and 55-59). Average student age increased as percentages declined for younger groups (under 20 through 29) and increased for most of the older age groups (over 30 years). Many older students are coming for worker retraining and bring good life and work experience. They tend to prefer active, experiential learning which is prevalent in the program.

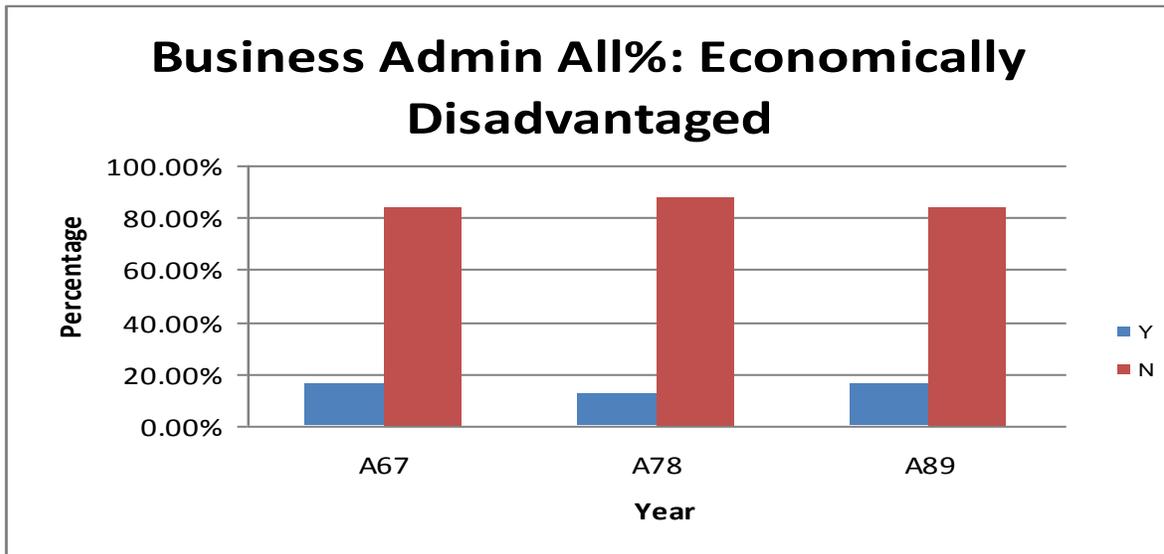
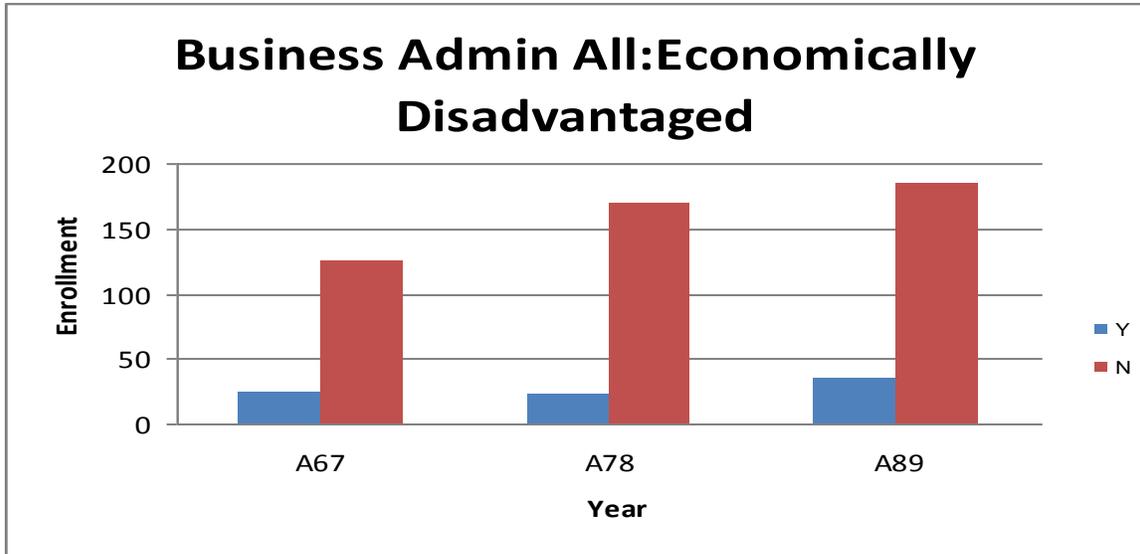




ENROLLMENTS					PERCENTAGES				
MainGroup	AgeDesc	A67	A78	A89		AgeDesc	A67	A78	A89
Bus Admin All	Under 20	61	102	113		Under 20	42.07%	53.68%	51.36%
	20-24	32	42	41		20-24	22.07%	22.11%	18.64%
	25-29	19	19	20		25-29	13.10%	10.00%	9.09%
	30-34	10	8	12		30-34	6.90%	4.21%	5.45%
	35-39	10	10	8		35-39	6.90%	5.26%	3.64%
	40-44	6	8	13		40-44	4.14%	4.21%	5.91%
	45-49	5	2	6		45-49	3.45%	1.05%	2.73%
	50-54	3	1	5		50-54	2.07%	0.53%	2.27%
	55-59	3	1	2		55-59	2.07%	0.53%	0.91%
	60-64								
	65 or over					65 or over			
Biz Admin All Total		145	190	220					

STUDENT ECONOMIC STATUS: ENROLLMENT COUNT + PERCENTAGE

3.17 Around 16% of the Business Administration Program students are considered economically disadvantaged. Compared to 2006-07 this percentage decreased slightly, but subsequently increased again in 2008-09.

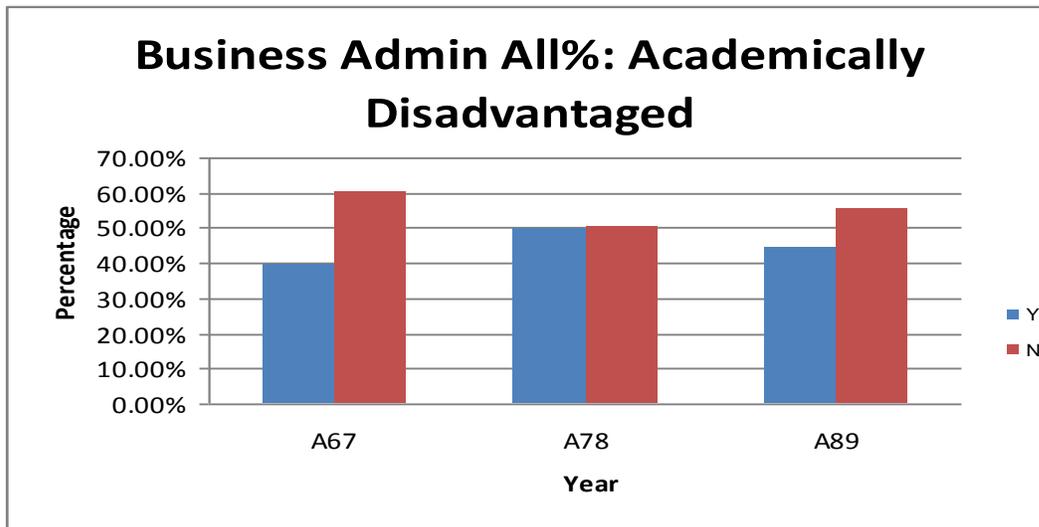
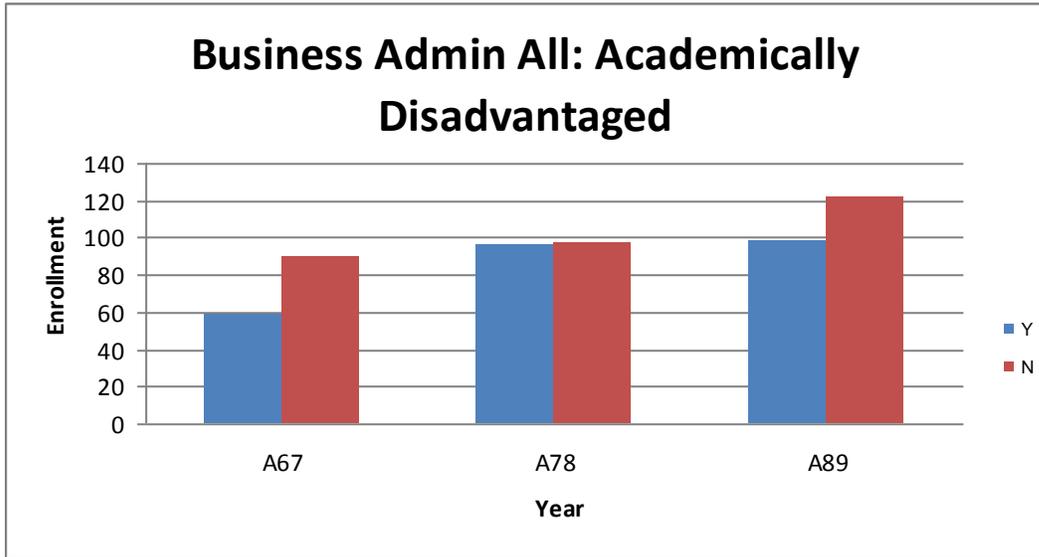


	ENROLLMENTS				PERCENTAGES		
ECON_DISAD	A67	A78	A89		A67	A78	A89
Y	24	23	35		16.11%	11.92%	15.91%
N	125	170	185		83.89%	88.08%	84.09%
Totals	149	193	220				

STUDENT ACADEMIC STATUS: ENROLLMENT COUNT + PERCENTAGE

3.18 A significant proportion of Business Administration students are academically disadvantaged (approximately 45% of students in the program)

3.19 Although headcount of academically disadvantaged students has increased over the last three years, the growth of **non**-academically disadvantaged students has been greater.. Therefore, the percentage of academically disadvantaged students fluctuated in the last three years, rising dramatically and then declining to 44.6% in 2008-09. Basic skills for math and language are common problem areas.



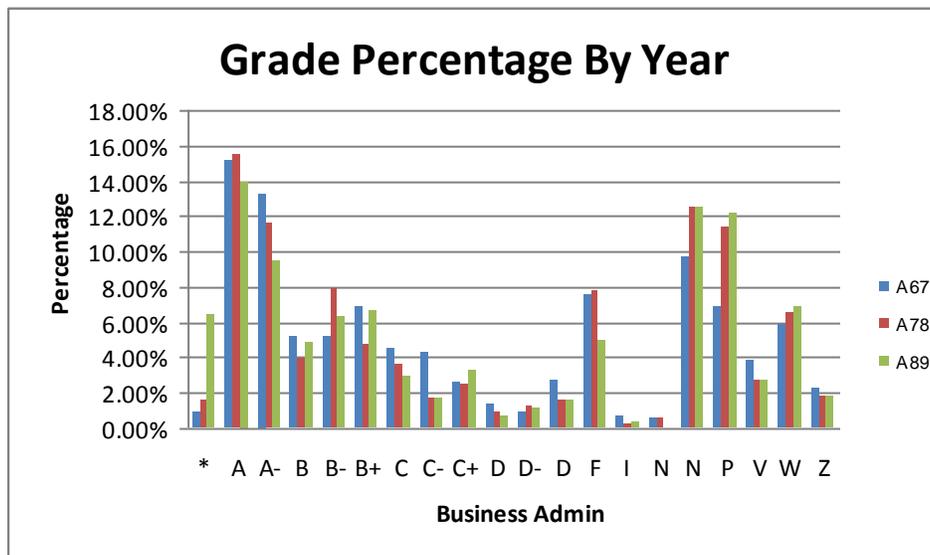
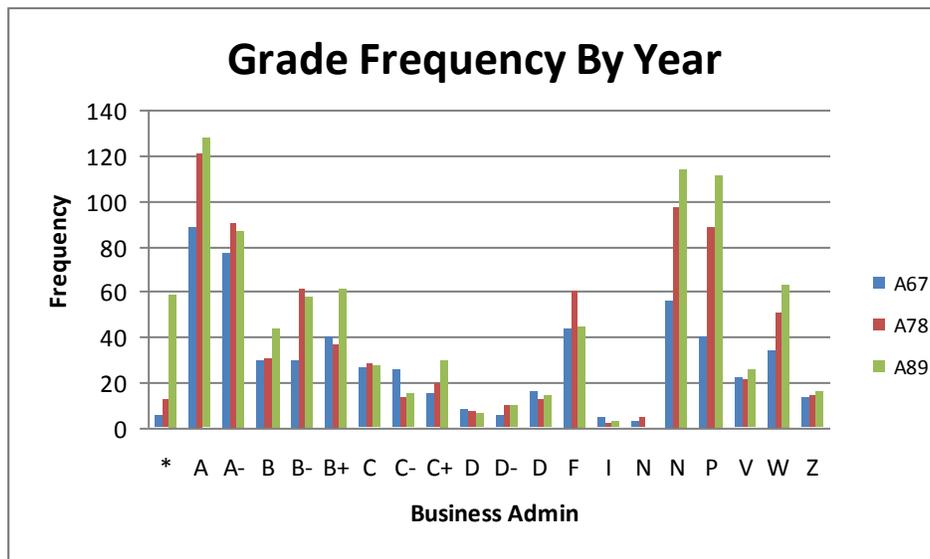
Acad Disadv	A67	A78	A89	A67	A78	A89
N	90	97	122	60.40%	50.26%	55.45%
Totals	149	193	220			

GRADES: FREQUENCY AND PERCENTAGE BY YEAR

3.20 During 2008-09 the highest frequency was A grades (24%). The second highest frequency was B grades (18%), followed by withdrawal grades V, W, and Z (11%). The group of failing grades (D's and F's) had 8% frequency in 2008-09.

3.21 Positive trends from 2006 – 2009 included decreasing frequencies for lower grades (D's and F's) and incomplete or hardship withdrawal (I and Z). Also, during that time period the percentage of P grades increased.

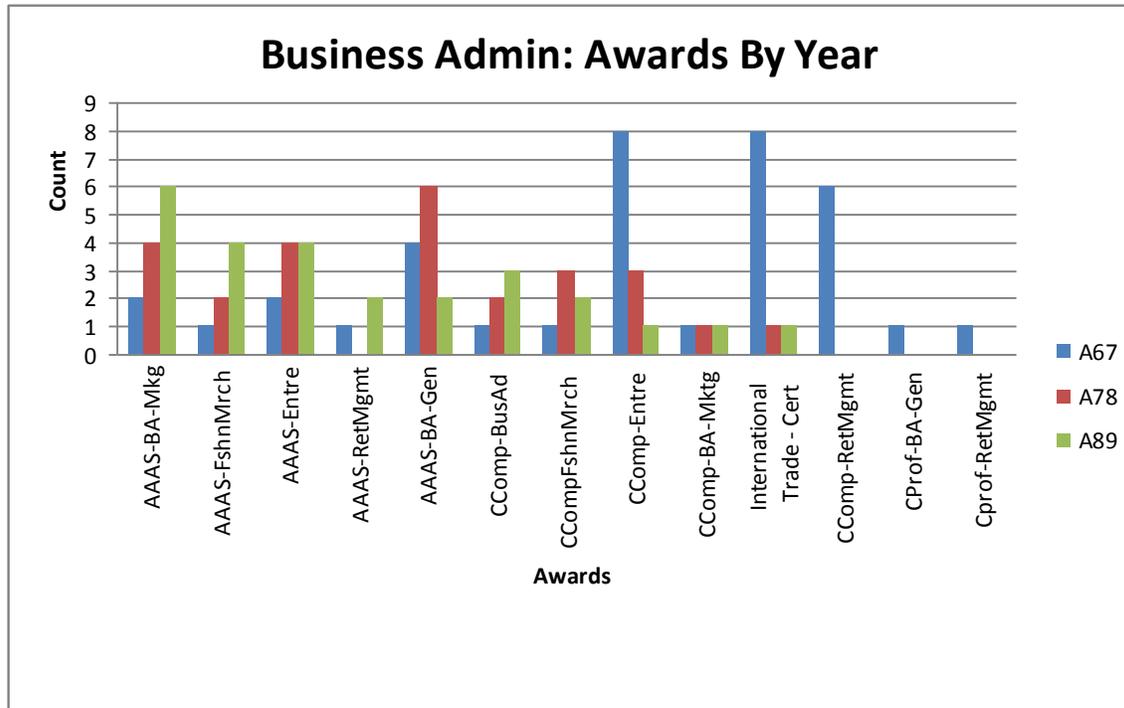
3.22 A less favorable trend was increasing frequency of W grades over 3 years.



A	88	121	128	A	15.15%	15.55%	13.97%
A-	77	90	87	A-	13.25%	11.57%	9.50%
B	30	31	44	B	5.16%	3.98%	4.80%
B-	30	61	58	B-	5.16%	7.84%	6.33%
B+	40	37	61	B+	6.88%	4.76%	6.66%
C	26	28	27	C	4.48%	3.60%	2.95%
C-	25	13	15	C-	4.30%	1.67%	1.64%
C+	15	19	30	C+	2.58%	2.44%	3.28%
D	8	7	6	D	1.38%	0.90%	0.66%
D-	5	10	10	D-	0.86%	1.29%	1.09%
D+	16	12	14	D+	2.75%	1.54%	1.53%
F	44	60	45	F	7.57%	7.71%	4.91%
I	4	2	3	I	0.69%	0.26%	0.33%
N	3	4		N	0.52%	0.51%	0.00%
NC	56	97	114	NC	9.64%	12.47%	12.45%
P	40	88	111	P	6.88%	11.31%	12.12%
V	22	21	25	V	3.79%	2.70%	2.73%
W	34	51	63	W	5.85%	6.56%	6.88%
Z	13	14	16	Z	2.24%	1.80%	1.75%
	581	778	916				

DEGREES AND CERTIFICATES: AWARDS COUNT BY YEAR

- 3.23** Upward trends are apparent for completion rates in Marketing and Fashion Merchandising, while downward trends are apparent for General Business and Retail Management
- 3.24** A relatively small number of AAAS degrees are awarded compared to the number of students enrolled in the program. This may indicate many students are preparing for academic transfer to various 4-year schools; however, that data was not available for inclusion into the report. The majority of academic awards earned during 2008-09 in the Business Administration Program were AAAS degrees in Marketing (6), Fashion Merchandising (4), and Entrepreneurship (4).
- 3.25** Over the three years from 2006-07 through 2008-09 increases have been noted for degrees in Marketing, Fashion Merchandizing, and Entrepreneurship. During that period significant declines occurred for the AAAS in General Business Administration plus certificates for Entrepreneurship and International Trade.
- 3.26** The number of certificates awarded is much smaller than the number of degrees. Over the last two years (2007-08 through 2008-09) no certificates were granted for Retail Management (cert. of proficiency and cert. of completion) or General Business Administration (cert. of proficiency).
- 3.27** No completions have been noted for new options including Sports and Event Marketing and Sustainable Business, but these areas are promising.



ECP Title	A67	A78	A89
AAAS-BA-Mkg	2	4	6
AAAS-FshnMrch	1	2	4
AAAS-Entre	2	4	4
AAAS-RetMgmt	1	0	2
AAAS-BA-Gen	4	6	2
CComp-BusAd	1	2	3
CCompFshnMrch	1	3	2
CComp-Entre	8	3	1
CComp-BA-Mktg	1	1	1
International Trade - Cert	8	1	1
CComp-RetMgmt	6	0	0
CProf-BA-Gen	1	0	0
Cprof-RetMgmt	1	0	0

FORMER STUDENTS: EMPLOYMENT SUCCESS

3.28 The 2007-08 state estimates indicate variable employment rates (37% to 100%) for groups of program completers. Employment rates for early leavers and program completers tended to be lower in 2007-08 than the previous year, which is probably related to the economic recession.

STATE ESTIMATED EMPLOYMENT RATES

	Early Leavers 06-07	Early Leavers 07-08	Completers 06-07	Completers 07-08
Bus Adm Mgt	68% (18)	66% (17)	73-100% (5)	66-73% (5)
Small Bus Mgt	100 % (5)	68% (7)	100% (1)	73-100% (6)
Internat Trade	100 % (2)	***	73% (2)	***
Marketing Mgt	100% (4)	29% (1)	55-100% (2)	37-100% (1)
Retail Mgt	***	***	100% (2)	55-100% (2)
FashionMerch	86% (3)	57% (1)	100% (4)	100% (3)

4. ACCESS and SUCCESS OF UNDER-REPRESENTED STUDENTS

- 4.1 International students have the highest concentration in the law class (75% approximately.). Other transfer business courses also have many ESL students. This requires multicultural understanding and attention to communication issues, but these students do succeed.
- 4.2 One area of difficulty is students with disabilities who do not inform the instructor of their circumstances. This makes it difficult to adequately serve these students.

5. CURRICULUM

GENERAL OBSERVATIONS

- 5.1 The program offers a wide **variety of educational options** that support both academic transfer and workforce training students including: 6 AAAS degrees, a transfer associate AA degree, and 9 certificates which provide professional upgrade for incumbent workers or broader skills for employability of graduates.
- 5.2 The **purchasing management option** operates independently and has its own advisory committee. Business administration faculty see compelling reasons for coordinating the purchasing management option with business administration; and they are concerned about “administrative barriers” to accomplishing this.
- 5.3 All of the AAAS degrees require a **total of 96-98 credits**. Although this is not improper or unusual, “credit creep” beyond 90 requires more time and money from students. Also, most certificates described as 3 quarters in length require more than 45 credits (range is 48 to 53).
- 5.4 The curriculum offers a **well rounded array of courses** related to business concepts, management, and office technology. Many courses are integrated into two or more degree or certificate options, which gives students flexibility and supports higher course enrollment. A range of class formats are available each quarter including on-campus, online, and hybrid offerings.

- 5.5** **New offerings** in Sports and Event Marketing and Sustainable Business Leadership represent innovative thinking on the part of faculty. It is difficult to determine future demand, but student response so far is promising.
- 5.6** A **new course on diversity in the workplace** was approved to meet the college multicultural course requirement for professional-technical programs. This is an excellent offering which supports students and program enrollment.
- 5.7** A review of planning guides raised some **questions about courses required for some degrees and certificates:**
- Why is BUS 101 not required for the Bus Admin certificate of proficiency?
 - Why does the Entrepreneur certificate of proficiency not include a computer applications course?
 - Which course (s) are considered to cover human relations content for certificates of proficiency in Entrepreneur, Fashion Merchandising, Marketing, or Retail Management?
 - Why is logistics course required for Marketing certificate of completion but not the certificate of proficiency?
 - Why does Retail Management certificate require courses in retail buying and management (BUS 235) but the degree does not?
- 5.8** The curriculum is carefully planned for **appropriate sequencing and experiential learning** (able to do, not just know theory). Some faculty show interest in developing more alternative learning activities such as interdisciplinary studies, international or foreign exchange, and service learning.
- 5.9** Only three students provided feedback during this review process, which is a very limited sample. Their views cannot be interpreted as representing beliefs of the majority (or even a significant number) of current students. **Faculty should do research to obtain more student feedback about the following curriculum areas:** airline simulation, application of e-commerce concepts, business legal requirements, service learning, and topics threaded through multiple courses. (refer to Summary of Student Responses in Appendix for detailed comments) Another area to explore is Bus 101 as possible prerequisite for entrepreneurship.
- 5.10** **Advisory committee members give favorable ratings for curriculum alignment with industry needs, but also have a few suggestions for curriculum development:**
- Increase emphasis on social media and marketing , plus implications for an aging population
 - Create a class on consumer behavior and add a finance class
 - Offer new in-demand certificates (professional organizer + project manager)
 - Expedite the process for establishing new certificates and degrees

(NOTE: Faculty are uncertain about administrative support for these)

DISTANCE LEARNING

- 5.11** **Student demand is strong and growing** for online and hybrid classes, which means that the Shoreline CC Business Program may need to increase its online presence in the future. Online courses are offered each quarter; and students

gave satisfactory ratings of their experiences although there was some concern about the amount of work in these courses.

5.12 Faculty agree on a rating of 4 to 3.5 (out of 5) for online and hybrid courses. Some difficulties have been encountered using pod casts and the airline simulation for online courses. Also, faculty are concerned about student learning for those who lack discipline required for online courses. Elluminate has been used to provide real-time web conferencing, which is well received by students

5.13 The **Purchasing and Supply Chain Management** concentration is offered exclusively as an on-line curriculum. These courses carry a BUS prefix and some are required in other degrees and certificates; however, it appears that this area operates separately/ Business administration faculty see a need for more communication with the purchasing program option and collaborating on curriculum planning activities for the two areas.

ASSESSMENT OF STUDENT LEARNING

5.14 A wide **variety of strategies** are used to assess student learning, including: examinations, in-class and online discussion, practice exercises, simulations, research projects, case studies, final projects including service learning, and internships. Authentic assessment of student abilities and job-related performance is prevalent throughout the curriculum and many opportunities are provided to apply knowledge and learn through experiential and “real life” experiences. Faculty has made excellent use of online tools to support student interaction, research, and critical thinking.

RECENT COURSE MODIFICATIONS

Activity	List	Explanation for Activities Undertaken
Courses Added	BUS207 BUS208 BUS209 BUS103 BUS260	Sustainable business series developed to meet market needs, BUS103 developed to meet the multicultural requirement for prof-tech students.
Courses Deleted	N/A	
Courses Modified	All MCO's	Constantly updating curriculum; all MCO's redeveloped in 2009-2010
Curriculum Guides	All Planning Sheets	All planning sheets now communicate which quarter a class is offered.
Non-Traditional Delivery Courses	All courses offered on Blackboard	Courses online using Blackboard: BUS101, BUS102, BUS104, BUS105, BUS120, BUS201, BUS207, BUS208, BUS209, BUS215, BUS270. Some content also delivered via Elluminate.
Non-Traditional Delivery Courses	All courses offered on Blackboard	Courses online using Blackboard: BUS101, BUS102, BUS104, BUS105, BUS120, BUS201, BUS207, BUS208, BUS209, BUS215, BUS270. Some content also delivered via Elluminate.

- 5.15 Faculty demonstrates a strong **commitment to ongoing curriculum improvement** and innovation. Students are well served by improved planning guides, eleven online courses, and a new business course that fulfills the multicultural requirement. Also, the sustainable business option reflects forward thinking that addresses emerging community needs.

PLANNED COURSE CHANGES/ADDITIONS

- 5.16 Pending action is a request to establish a **project management degree** that was developed after a DACUM. Faculty was told the state board would not approve another degree of this type, but it may be revisited in the future. This is the first year a project management class is available.
- 5.17 An **advisory committee recommendation** to replace the purchasing class with retail buying did not receive administrative endorsement. Faculty wants more support to implement recommendations from the advisory committee.

6. FACULTY

SUFFICIENCY OF FT AND PT FACULTY

- 6.1 The program has three full-time professors who each teach a moonlight course (33%) every quarter. **The total annualized load taught by these 3 faculty is equal to 4 full-time faculty, which places great demands on their time.** If a full-time teacher required emergency leave, it might be difficult for the others to accept more class assignments because they are “maxed out”.
- 6.2 **In addition, part-time faculty teach a total annualized load equal to 5 full-time faculty. This gives a ratio of 55% part-time faculty to 45 % full-time faculty.**

FACULTY	FALL 2008 – SPR 2009	FALL 2009 – SPR 2010
	Annualized FTEF	Annualized FTEF
Full-Time Faculty - 3	3.87/yr	4.00/yr
Part-Time Faculty – 8	4.80/yr	5.13/yr
Total FTF + PTF (FWS)	8.67 AnFTEF	9.13 AnFTEF
Ratio FTF to PTF (FWS)	44% FTF (56% PTF)	45% FTF (55% PTF)
	SUM 2008	SUM 2009
All Faculty – Summer	1.67 AnFTEF	2.99 AnFTEF

- 6.3 **An annualized total of 9.13 full-time equivalent faculty taught business classes during the current academic year (2009-2010). This constituted an increase of .46 AnFTEF over the previous year. Also, the total teaching load for summer 2009 increased by 1.32 AnFTEF over the previous year.**

RESOURCES FOR COORDINATION WORK

6.4 College resources are strained and thus no funding has been provided to support coordination work in this program. The instructor performing these duties (including program planning, course scheduling, group advising events, etc.) believes a stipend would be appropriate for so much extra work.

PROFESSIONAL DEVELOPMENT ACTIVITY

6.5 Business administration faculty attend conferences and seminars off campus and continue to learn technologies for online instruction.

6.6 Professional development funds are protected by the faculty negotiated agreement (\$ 450 per year for each full-time instructor) and some funding is available from the Workforce Education Office. This provides financial support to partially offset these costs, but increased funding would permit more continuing education in their discipline.

Professional Development Activities	DECA Conference Coordinators Angel training Elluminate training	3 DECA conferences per year. International Conference Coordinator (Dave Starr) for Collegiate DECA, WA DECA Conference FOLC Coordinator (Steve McCloskey). Angel Training, Elluminate Training,
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7. RESOURCES

ADEQUACY OF FISCAL RESOURCES

7.1 Fiscal resources are tight due to ongoing budget reductions for the college. This limits expenditures to the bare necessities. Funding is not provided for coordination of the Business Administration Program; and college reorganization has presented challenges to faculty who experience less administrative support.

7.2 Faculty gives lower ratings (2 or 3 out of 5) for adequacy of fiscal resources and is concerned about use of the program budget. Pooling of money in the division leads them to question whether their individual program receives appropriate consideration. Also they believe departmental budget restrictions create some barriers for students. Their request for state funding to pay the licensing cost of the airline simulation application (\$3000 per year) was not approved. Students pay extra for this and fees are getting costly. Estimated total fees paid are around \$7,000-\$8,000 per year which exceeds the licensing fee. Because of high enrollment generated for the college the faculty believe this request should be funded to ease the burden on students.

7.3 A small number of business classes were cancelled (around 4) during the

2009-10 academic year, but ongoing budget reductions might result in more **class cancellations** in the future. The overall increase of program enrollment has led to growing faculty concern about class capacity.

- 7.4 Faculty note that the college does not adequately **market professional-technical programs** due to limited resources.
- 7.5 Professional development funds are protected by the faculty agreement and are helpful but not generous.

INFORMATION TECHNOLOGY, SPACE, + LAB EQUIPMENT

- 7.6 Faculty and students are concerned about **old, out-dated classroom facilities**. More smart classrooms are needed and existing ones should be updated with **current technology**. Additional support should result in an immediate upgrade of technology in classrooms 1515 and 1522, plus a computer upgrade in 1402 is needed within the next year. Because these classrooms look so old and run down, new paint and curtains would provide a more positive image.
- 7.7 Cutbacks of **technical support staff** have resulted in **delayed service**, but these staff do the best they can with **limited resources**. Fall Quarter 2009 the project management course did not initially have the software application installed on machines in the computer lab, which was frustrating for students.
- 7.8 Computer labs are well updated due to financial support from students; however, the **library lab is poorly monitored and managed**. Faculty notices that Room 1401 appears to be empty much of the day and wonder if students could use it.
- 7.9 Students express frustration that **WiFi** has many dead spaces on campus.
- 7.10 Students find **bathrooms** in some buildings on campus to be appalling. The 1500 building restroom is not clean and the separate structure outside the 1300 building is cold and smells like sewer gas.
- 7.11 Student and faculty comments indicate **poor lighting on campus** prevents night courses from filling

PURCHASES (PLANS AND NEEDS)

- 7.12 Plans are underway to upgrade classroom technology in the upcoming academic year (2010-11)

8. REVENUE POTENTIAL

POSSIBILITIES FOR REVENUE GENERATION

- 8.1 At this point, **full-time faculty feel "maxed out"** with their day to day duties, which **limits their ability to take on additional responsibilities** such as grants and contracts. It might be possible to engage part-time faculty in contract training for local businesses, if administrators make community contacts for this purpose.

- 8.2 Faculty would like **help from administrators to gain supplemental funding** (such as Carl Perkins money) to support Collegiate DECA as well as program and curriculum development activities..

9. PARTNERSHIPS

ACTIVE PARTNERS

- 9.1 Faculty and advisory committee representatives give high ratings for committee effectiveness. **Members are actively involved and contribute many ideas. Faculty makes an effort to implement suggestions, but some issues and differences have occurred.** A committee member mentioned a recommendation to offer more evening classes was not favored by full-time faculty. Another recommendation for curriculum change in the purchasing area did not receive administrative endorsement. Also, a proposed new degree in project management was not approved at the state level.
- 9.2 The Business Administration Advisory Committee consistently meets twice per year with good attendance (5 to 6 participants from outside the college). The roster for 2009-2010 lists 8 industry representatives (5 employees and 3 employers), which is a good mix. Three members have not attended in over a year and there is no representative from organized labor. These factors could be addressed by **expanding and changing the membership roster to increase attendance and input** (including some members who are not former SCC students). Establishing a system of rotating membership terms would provide a balance of experienced and new members. One member suggested electronic media for some meetings might be appropriate, since more businesses are using this strategy to save time and travel.
- 9.3 The **Purchasing Management Advisory Committee** is extremely active and it is unclear whether its activities impact on the Business Administration program (or vice versa). This matter may warrant periodic sharing of information.

TARGETED NEW BUSINESS OR INDUSTRY PARTNERS

- 9.4 Faculty have launched a new degree (AAAS in Sports & Event Marketing) and have also created a variable credit (0-15 credits) Internship class. It is anticipated that the program will be **partnering with local sports and event organizations to provide coordinated, cooperative education/training for students within the Sports & Event Marketing program.** As the program gains experience with that initiative, the cooperative education opportunity will be extended to the other AAAS business degree programs.
- 9.5 A new certificate program in Sustainable Business Leadership has been started; and a capstone project in the **BUS 209 Sustainable Metrics class will focus on establishing partnerships with businesses in the community.** Students may conduct sustainability action plans-- to quantify current sustainable business efforts of those businesses and recommend areas needing improvement

- 9.6 Although the Workforce Education Office was unable to schedule an industry focus group during spring quarter, this remains a goal for the future.

10. SCHEDULE OF CLASSES

ALIGNMENT WITH NEEDS OF TARGET POPULATION

- 10.1 Faculty give high ratings for effectiveness of class scheduling, since they have put considerable thought and time into developing the schedule of courses. **Planning guides** have been revised to give examples of recommended course sequencing that help students with academic planning. Many class cancellations used to occur, which was very disruptive so a new approach was adopted for class scheduling. The number of sections offered was reduced, but the **class offerings were carefully planned** to enable students to complete their degrees in 6 quarters. Faculty makes sure that every class is available according to the sample schedule of classes.
- 10.2 Faculty and student comments indicate that **class scheduling changes** have helped more students complete certificates and degrees, although a few comments indicated a desire for more class sections. Only three students provided feedback during this review process, which is a very limited sample. Their views cannot be interpreted as representing beliefs of the majority (or even a significant number) of current students (refer to Summary of Student Responses in Appendix for detailed student comments). Faculty should do research to obtain more student feedback about availability of required courses, especially for students who enter after fall quarter.
- 10.3 The annual class schedule indicates **9 courses in the program are offered once per year**. Planning guides show two other courses are offered only once per year (CIS 180 and BUS 295). **Approximately one third to one quarter of the required courses** in most of the program's degree and certificate options are offered only once per year. Certificates with a higher percentage of courses offered once per year include Fashion Merchandizing, Marketing, Retail Management (cert. of completion) and Sustainable Business Leadership.
- 10.4 It is understandable that faculty deliberately **under-builds the class schedule** in order to reduce the disruption caused by numerous class cancellations. However, the surge of new enrollment now leads to growing wait lists. In addition, enrollments are exceedingly high for business math, human relations, introduction to business, and business law courses. This situation calls for **planning ways to meet student demand in the future, especially for introductory courses that give students the opportunity to progress through the curriculum**. As wait lists have been increasing the faculty indicated they were told that for each section added another had to be cancelled. This was seen as a dilemma since most classes were full; and thus faculty accepted overloads (from 5 to 10 or more) to avoid turning away students. Although faculty has been striving to achieve an average class size of 30 students in the program, this is very taxing for them. To address these issues, faculty is willing to pursue a slow but steady

addition of needed sections. A conservative approach to building a larger schedule is prudent, especially for areas with larger wait lists.

10.5 As previously stated, the student sample was limited and may not represent the majority of students. Faculty should determine if any of the following **questions about class scheduling** warrant investigation and action:

- Should courses offered once or twice per year be scheduled at the same time?
- Should team-based classes offered once per year be scheduled the same quarter (spring quarter for advertising, supervision, sports/events marketing)?
- Should classes in the program be scheduled 4 or 5 days per week and should this apply to all courses?
- Do students have sufficient time for their team meetings? Could any side rooms be reserved?

10.6 The development of **online and hybrid courses** has been an excellent way to improve convenience and accessibility for all students, especially older individuals who are employed or have family responsibilities. Increasing the number of online courses is a helpful approach for managing scheduling challenges associated with face-to-face classes.

10.7 The advisory committee recommends increasing the number of **evening classes** to help working people who cannot take daytime classes on campus. However, more online courses would also increase access for non-traditional students.

ANNUAL COST

10.8 The 2008-09 **annual instructional costs** (faculty salary and benefits) for the Business Administration Program were approximately **\$ 344,148**.

	Salary	Benefits	Salary + Benefit Totals
FTF Annual Contracts - 3	\$ 180,636.00	\$ 50,583.29	\$ 231,219.29
FTF Moonlight + Summer	\$ 59,614.23	\$ 9,712.16	\$ 69,326.39
PTF Teaching - 3	\$ 32,920.79	\$ 10,681.28	\$ 43,602.07
Total FTF + PTF	\$ 273,171.02	\$ 70,976.73	\$ 344,147.75

11. SUPPORT SERVICES

COORDINATION WITH SUPPORT SERVICES

- 11.1 A few student comments indicated that college **orientation for new students** needs improvement. They find that it overlooks basic things like how to put money on your card, what are the basic services and how to access them, and how to find books needed for your courses. It was suggested that teachers give out a list of relevant services to remind students that these are available for them.

EFFECTIVENESS OF SUPPORT SERVICES

- 11.2 Faculty gave high ratings for student advising in the Business Administration Program. They offer **group student advising** through a quarterly (“BIG”) event where announcements, guest speakers, and student awards are presented. This has been well attended and generally well received by students. Fewer cases of misadvising have occurred because of this.
- 11.3 Faculty have made an excellent effort to offer quarterly group advising and to be available for advising on an individual basis. Two student respondents gave lower ratings for advising services (see Summary of Student Responses in the Appendix), but this small sample does not necessarily represent a significant number of students. **Faculty should seek more student feedback to determine if there are advising needs that require more support.**
- 11.4 **The new planning guides prepared by faculty are appreciated by students. Although faculty are seen as helpful, it appears some students still want more cohesive information about changing curriculum and course requirements for certificates and degrees.** Comments indicated that when courses are dropped as requirements (ex: customer service and e-business) it becomes confusing as to what is now required for a certificate. Student respondents wanted a **reference list of changes** and/or footnotes on planning guides and the website showing what has been deleted (by what date), what is now required, and course substitutes or waivers allowed. They believe this would prevent future problems.
- 11.5 In an effort to provide more support for students, the program is seeking funding via a charity event to fully **endow two academic scholarship programs**. The intent is to remove financial barriers encountered by students.
- 11.6 **All three full-time faculty plus one part-time instructor serve as advisors for the Collegiate DEC program. This activity supports learning in the business classes and allows students to apply information learned to real life situations.**

GAPS IDENTIFIED

- 11.7 **Career guidance and job search information** is provided through Work Source and the Worker Retraining Office. Some comments indicate a desire for more assistance in this area. One suggested more presentations on campus from recruiters/businesses and posting course-specific job openings on blackboard.
- 11.8 **Books are very expensive** and the college doesn’t make it easy for students to find lower cost textbooks.

12. FACILITIES

- 12.1 Refer to Resources section (7.6) for detailed information about adequacy of program facilities. There are plans to improve classroom technology in the upcoming academic year.

13. PROGRAM BUDGET OVERVIEW

FTES EARNED

- 13.1 Refer to the section on Student Data Trends (3.1)

SOURCES OF INCOME

- 13.2 The primary source of income is the **state general fund operating budget**. Periodically the program or faculty may receive supplemental support from federal workforce education funds (i.e. Carl Perkins allocation to the college) for a variety of purposes including professional and curriculum development.

PAST YEAR COSTS VERSUS FTES EARNED

- 13.3 For the most recent complete academic year (2008-09) instructional costs in the Business Administration Program totaled approximately **\$ 344,148**. Detailed information is provided in the previous section 10.8 (Annual Cost).
- 13.4 Based on a total of 98.5 annualized FTES generated in state-funded courses during 2008-09, the estimated instructional costs (i.e. total faculty salaries and benefits divided by the total AnFTES) was around **\$ 3,493 per annualized FTES**. (Note: Uncertainty about accuracy of student intent coding warrants caution when drawing conclusions based on this data).
- 13.4 The annual operating **budgets and balances for goods and services** are shown in the chart below for 2007-08, 2008-09, and 2009-10. This operating budget combines three programs (Business Administration, Accounting, and Purchasing) and individual program expenses are not evident. The budgeted amount for goods and services was reduced in 2008-09, but had a higher year-end balance.

	2007-08		2008-09		2009-10	April 2010
	Budget	Year End Balance	Budget	Year End Balance	Budget	Current Balance
Goods + Services	\$ 8,700	\$ 1,150	\$ 8,200	\$ 2,291	\$ 8,200	\$ 4,242

COMPARISON TO OTHER PROGRAMS

STRENGTHS:

- 14.1** Reasons that **students select this program** instead of similar programs at other colleges in the region include convenient location, online courses, reasonable cost, financial aid, and referrals from Work Source and Worker Retraining offices.
- 14.2** Faculty note that the **diversity of business degree options** provides students a wide range of employment opportunities and the program offers experiential, hands-on learning and practical application.
- 14.3** Student respondents gave a mix of ratings for **likelihood of recommending** the program to others. *(Note: The very small sample size necessitates surveying more students to check validity)*
- 14.4** Competition for students is high due to close proximity with other community colleges in the region that offer many of the same options. The following chart compares 2008-09 student-to-faculty ratios for business administration at local community colleges. **Shoreline CC has the highest S:F ratio in the region and exceeds the state average by 10.**

College	S:F Ratio for 2008-09
State CTC average	24.83
Shoreline	34.27
Cascadia	27.65
Edmonds	26.14
Bellevue	25.86
Everett	25.46
North Seattle	23.09
Seattle Central CC	20.18

- 14.5** Although many colleges in the region offer similar degrees and certificates, the **Shoreline CC Business Administration program distinguishes itself** by offering a larger number of degrees and certificates, as well as the new sustainable business leadership certificate, and the new degree in Sports and Events Marketing that is unique in the area.

COLLEGE	DEGREES	CERTIFICATES
BELLEVUE	AA- Bus Management AA – Marketing Mgmnt	Cert – Entrepreneurship (30 cr) Cert – Insurance Specialist. (21 cr) Cert – Project Mgmnt (18-21 cr) Cert – Retail Mgmnt (50 cr) Cert – Sales + Mrktg (50 cr) Cert – Sales + Mrktg (30 cr)
CASCADIA	DTA – Business (MRP)	None
EDMONDS	AA – DTA in Business ATA – Business with	Cert – Business Cert – Global Business

	specialization in Credit Mgmt. ATA – Bus Management ATA – E-Business	Cert – Entrep/Sm Bus Mgt Cert – Fashion/Retail Management Cert – Marketing/Sales Cert – Project Mgmt Cert - Supervision
EVERETT	DTA - Business (MRP) ATA – Business Admin	Cert – Business Admin (5 cr) Cert – Sustainable Bus Oper Mgt (19 cr)
NORTH SEATTLE	AB – DTA in Business AAS – Business	Cert – Entrepreneurship (36-38 cr) Cert – Retail Mgmt. (48 cr) Cert – Internat. Trade (10 cr) Cert – Proj Mgt (19 cr)
SHORELINE	DTA - Business (MRP) AAAS – Gen Bus Adm AAAS – Fash Merchand AAAS – Entrepreneursh AAAS – Retail Mgmt AAAS - Marketing AAAS – SportsEvent Mkt	Cert – Business Adm (53cr) Cert – Business Adm (30 cr) Cert – Entrepreneurship (53 cr) Cert – Entrepreneurship 30 cr) Cert – Fashion Merchand (50 cr) Cert – Fashion Merchand (25 cr) Cert – Marketing (53 cr) Cert – Marketing (28 cr) Cert – Retail Mgmt (53cr) Cert – Retail Mgmt (30 cr) Cert – International Trade (15cr) Cert – Sustainable Bus (15 cr)

14.6 Following is a **comparison of Fall 2010 class schedules for local colleges** that offer business administration courses:

Comparison of Class Schedules: Fall 2010

College	Online Sections	Hybrid Sections	Campus Only Day	Campus Only Eve	Total Sections
Bellevue	8	1	18	5	32
Cascadia	1		1		2
Edmonds	14	21	4	4	43
Everett	9	15	0	4 (3 are hybrid)	25
North Seattle	7	0	14	4	25
Seattle Central	1	0	13	1	15 + 1 Correspon
Shoreline	4	12	0	1 (hybrid)	17

WEAKNESSES

- 14.7** The Shoreline Community College Business Program **faces competition from Edmonds CC**, which essentially serves the same communities. It appears that Edmonds CC, Everett CC, and North Seattle CC have been expanding at a faster rate than Shoreline CC. Also, Edmonds offers updated campus facilities plus a satellite campus for Central Washington University making it easier for students to earn a four year degree.
- 14.8** **Enrollment in transfer courses** at Shoreline CC is respectable but the number of sections is distinctly smaller than some local community colleges. For example, Edmonds supports an average of 12 sections of “Intro to Business” per quarter whereas SCC offers around 4 or 5 per quarter. Other colleges tend to offer more online and evening courses. Also, project management certificates are offered at Bellevue, Edmonds, and North Seattle community colleges, which make it difficult to initiate this certificate at Shoreline CC. If the college seeks to build a more robust transfer area for business administration, but it will require resources for more classes (day, night, and online).

PLANNED CHANGES AND PROGRAM DEVELOPMENT

- 14.9** Refer to Curriculum section

15. EMPLOYMENT PROSPECTS

INDUSTRY REPRESENTATIVES

- 15.1** The advisory committee representatives find it difficult to be certain about the **job outlook**, but they notice the retail sector shows signs of improvement. They think student internships should be increased and required for all students, because these provide job experience that employers are seeking.

STATE AND LOCAL EMPLOYMENT PROJECTIONS

- 15.2** Washington State industry outlook projections from the WTECB High Skills/High Wages Report 2008 place service industries among the fastest growing (projections to 2030). **Professional and business services are predicted to increase by approximately 4.5%**. Retail is ranked second highest in number of vacancies, but lowest in wages.
- 15.3** Workforceexplorer.com identifies professional and business services plus financial services among the top four growth areas in Snohomish County. For King County two occupations are anticipated to have high growth: **market research analyst and marketing manager**.

- A favorable job outlook in King and Snohomish counties is predicted for many (but not all) positions associated with degrees and certificates in the program.
- Positions identified as **high demand in King and Snohomish counties** are:
 - * Gen Bus Admin - Gen. Office Clerk + Sales Representative
 - * Fashion Merch. - Sales Representative
 - * Marketing - Manufacturer's Sales Representative
 - * Retail Mgmt. - Manufacturer's Sales Representative
 - * Internat. Trade - Product Sales Representative
- Positions identified as **high demand in King County only** are:
 - * Gen Bus Adm - Customer Service Rep.
- Public Relations Specialist
 - * Fashion Merch - Retail Clerk
 - * Marketing - Marketing Research Analyst
- Public Relations Specialist
- Positions with a less favorable outlook are identified as **low or no demand for both King and Snohomish counties**:
 - * Gen Bus Adm - Advertising Specialist
- Advertising Sales Representative
 - * Retail Mgmt. - Assistant Managers
 - * Internat. Trade - Buyers
- The following positions are identified as **low or no demand in Snohomish county only** are:
 - * Entrepreneur - Operations + Marketing Managers
 - * Marketing - Public Relations Specialist
- Market Research Specialist
- **Moderate demand** is reported for positions related to Sports and Event Marketing, with greatest demand in King County.

CONSULTANT'S ANALYSIS OF FINDINGS

Analysis of programmatic findings are included throughout this report and referenced in the following section entitled Consultant's Recommendations.

Institutional Issues are reflected in some of the program findings. The following items warrant administrative attention at the college:

- Accuracy of student **intent codes** for validity of statistical data
- Access to **program data** for annual review by VP, dean, and faculty
- Criteria and tracking system to **assess general education outcomes**
- Curriculum Committee criteria for **human relations requirement**
- System for **follow-up of former students** (workforce and transfer)
- Personnel + system to maintain currency, accuracy, and functionality of the **college website**
- **Technical Support Services** difficulty making timely repairs
- Management of learning environment in the **library computer lab**

Program Strengths are numerous and include (but are not limited to):

- Strong faculty possess considerable **expertise** in their instructional areas and are willing to develop new degree/certificates (with advisory committee input)
- **Diversity of offerings** and the increasing number of online and hybrid courses attracts students. New options for Sports and Event Marketing plus Sustainable Business Leadership foster community partnerships.
- Program **enrollment increased** each year for 3 years and the student-to-faculty ratio is the highest in the region (well above the state average)
- Collegiate DEC provides excellent job related experience for students
- The program offers many opportunities for experiential learning and internships.
- The annual **schedule of classes is efficiently coordinated** to minimize the need for class cancellations.
- **New planning guides** help students with their academic planning and quarterly group advising sessions (BIG Event) offer guidance and student recognition.
- **Positive student trends** include the following:
 - Increasing percent of non-white students
 - Decreasing frequency of low grades or incompletes (I or Z)
 - Increasing completion rates for Marketing and Fashion Merchandising

CONSULTANT'S RECOMMENDATIONS

(cross referenced with elements)

ASSESSMENT (Section 1.1 - 1.5)

- Create and implement a system to assess **program outcomes** (including follow-up on former students) and document actions taken based on findings. Investigate availability of Perkins funds to support this effort
- Create and implement a system to assess **general education outcomes** and document follow-up actions based on findings .

PROGRAM INFORMATION (Section 2.1 - 2.15)

- Provide administrative assistance to help faculty address findings on **accuracy, currency, congruency, and accessibility of program information on the website**. Regular updating of information is needed to better serve students.
- Provide support from the Workforce Education Office for updating program **brochures** (incorporating faculty input).

STUDENT TRENDS (Section 3.22 - 3.27)

- Investigate reasons for the **increase in W grades and** explore possibilities for an early alert system or interventions if necessary.
- Investigate **decreasing completion rates** for general business and retail marketing areas to determine if new strategies are needed. Also, evaluate viability of **certificate options that are in decline** (Fashion Merchandising certificate of completion and International Trade certificate) and decide whether to seek advisory committee help for publicizing these.

CURRICULUM (Section 5.7 + 5.9)

- Examine **human relations content** to ensure that certificates with 45 or more credits have sufficient hours of instruction to meet accreditation standards (embedded content is permitted, as long as it is clearly identified)
- Consider consultant's questions about **courses required for degrees + certificates** to determine if curriculum revisions are advisable
- Seek more **student feedback** to determine if changes are warranted for:
 - Content in e-commerce and business legal requirements
 - Service learning experiences
 - Airline simulation exercises
- Provide resources (Perkins Funds) to support: (1) a **DACUM workshop** that examines emerging industry needs and (2) a **follow-up curriculum planning** workshop for faculty (include part-time faculty + purchasing instructor if needed).

FACULTY (Section 6.1 – 6.4)

- Consider adding another **full-time tenure track position** when resources permit to address the low percent of full-time faculty teaching in the program. Until that is possible, mentor part-time faculty to teach courses with simulations if needed.
- Provide **coordination stipend** if possible (a modest amount is better than nothing) If the budget cannot support this expense, then explore other privileges or trade-offs that might be afforded to faculty whose efforts for program coordination significantly exceed the typical faculty obligations

RESOURCES (Section 7.6 – 7.7)

- Upgrade **technology and media equipment in smart classrooms** as soon as possible and create new smart classrooms when resources permit.
- Conduct a discussion with the dean and program faculty about **student fees** for the airline simulation. Since generated fees exceed licensing costs, it might be possible to reduce the fee (if the college cannot assume this cost).
- Provide administrative help in consulting with **technical support services** personnel about the need for timely repairs in the classroom

PARTNERSHIPS (Section 9.2)

- Appoint **new advisory committee members** who agree to attend regularly. Utilize a tracking system to identify inactive members; and establish membership terms that ensure rotation to provide an ongoing mix of former and new members each year (especially those who are not former students).

SCHEDULE OF CLASSES (Section 10.2 – 10.7)

- Examine issues related to **under-building quarter class schedules**. Implement strategies to reduce wait lists and/or make space for more students in high demand courses (especially introductory ones such as Introduction to Business and Business Law) as resources permit. If possible, increase the number of **online and hybrid courses** to serve non-traditional students and compete more effectively with surrounding colleges.
- Evaluate the cost-to-benefit ratio of offering **more class sections** in areas where a large percentage of courses are offered once per year. Carry out your plans to examine course scheduling for certificates; and also assess course availability for students entering after fall quarter.
- Seek student feedback to determine whether spring quarter course scheduling is optimal in supporting student **team based activities**.

STUDENT SUPPORT SERVICES (Section 11.3 + 11.4)

- Seek student **feedback about group advising** sessions and make adjustments as necessary to address identified needs.
- Provide a **master list of curriculum changes** (course changes and new or waived requirements) for student reference and planning.

APPENDIX

SUMMARY OF RESPONSES

- **STUDENT SURVEY + FOCUS GROUP**
- **FACULTY INTERVIEW**
- **ADVISORY COMMITTEE INTERVIEW**
- **COMPARISON OF GROUP RATINGS**

BUSINESS ADMINISTRATION PROGRAM SUMMARY OF STUDENT RESPONSES Spring 2010

Notes:

- (1) Some students did not respond to every item. This resulted in variable numbers of ratings and comments for different questions. DL = online students; F2F = face-to-face (std focus group); Grad = former students
- (2) A total of 19 students were contacted about providing feedback (either in person or by email survey). Despite reminders, only 3 responded. This small sample size is insufficient for statistical validity, but student comments provide insights about their experiences in the program.

How well has the program met your individual learning needs?

Rating	5 - high	4	3	2	1 - low
DL			1		
F2F		1	1		
Grad					
Total		1	2		

- It is difficult at times to really fit the amount of the material online courses require in the allotted time during the week. I understand the work load to read more material is because we are not in the classroom. It should not be loaded with more work simply as a punishment for not having the time to attend the class. One of the reasons I take online classes is to be able to adjust my study time around a busy schedule and family responsibilities.
- **My learning has not been as great as I had hoped. I have returned to school after many years but am getting more comfortable.**
- I am getting a lot of what I wanted. This is my third time in college with a 15 year stop-out.

How well does the program prepare you for employment in the field?

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F			1		
Grad					
Total	1		1		

- Requirements of online courses force time management, organization and commitment, all of which are absolute necessities in the business world. The extra reading required in the course also prepares us by building our

knowledge resources base. If we as a culture become truly serious about green technology working then learning from home will become the norm.

- I don't know how well I will be prepared for the marketing field; that will be determined when I seek employment
- I have gotten a lot of what I need to become an entrepreneur, although more information is still needed. The cost is reasonable

How helpful is **program information** on the college website or in printed materials you have seen?

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F				2	
Grad					
Total	1			2	

- There are a lot of resources available online. My nutrition course text was available online this quarter and even with the additional features the cost was still less than a third of the printed version. Also having the materials available online saves on wasted paper.
- Information is not cohesive enough, but it has improved since the new curriculum planning guides have been developed to show the best sequencing of courses. Curriculum changes over time and waiving or changing requirements has become confusing to students.
- I have not had much printed information and mainly looked at the website which is terrible. The pathways are not clear and it is difficult to quickly find departments and degrees listed (Note: student was not aware of A-Z directory – thought it was a staff directory). The new planning guides are a definite improvement.

How could program **information** be improved?

- The BIG events are “hokey” and contrived. Why are these held once per quarter? It would be better to make announcements when new information becomes available, rather than waiting for the meeting. One-on-one advising is needed by many students instead of an impersonal group that doesn't always give individual help required.
- When courses are dropped as requirements (ex: customer service and e-business) it becomes confusing as to what is now required for a certificate. Students need a reference list of changes and/or footnotes on planning guides and the website about what has been deleted (by what date), what is now required, and course substitutes or waivers allowed. This would prevent problems in the future.
- The website really needs updating and improved flow of information. Students feel confused and uncertain about curriculum. It should be easier to find information and more blatant about how to build your class schedule.

How did you hear about this program and get information?

- DL Std: I have been taking online courses since I started at Shoreline, they are listed in the course catalog. All of the needed information is on the school web site.
- Work Source Office
- Work Source, but they are not well informed about worker retraining benefits at the college. They misadvised me about eligibility.

How effective are the online and hybrid courses in the program?

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F		2			
Grad					
<i>Total</i>	<i>1</i>	<i>2</i>			

- I have had only hybrid courses but they have been satisfactory
- I have done both hybrid and online courses which are pretty good here. In either case you don't have the immediacy of communication that you get in a regular on-campus class. The flow of conversation is delayed and you don't learn as much from classmates.

**What do you like about the program structure and courses?
What aspects would you like to change?**

- DL Std: There are a lot of things I like about the way most online programs are structured. I like the format because it includes posting in a group conversation, its like forced politeness were everyone gets to be heard, you get to consider your comments and have time to think about what others have said. It's great to see your grades posted also, your grade at the end of the quarter is no surprise. The extra resources are helpful beyond the class and help put course material in perspective to real everyday life.
- It depends on your learning style, but I think the most productive classes have clearly laid out the structure and what you need to do.
- Faculty should decide if classes in the program will be scheduled 4 or 5 days per week and apply this to all courses. This is needed because student teams have trouble finding time to meet together. If all classes were 4 days per week then Fridays would be available for team meetings.
- Students need structured, protected time allocated for team meetings. We can't all meet in the same room because it is difficult to hear with so much conversation. Could any side rooms be reserved? If class time allocated for team meetings is consumed by announcements or instructor comments, then it hampers the teams.

- Airline simulation has many drawbacks and I see no value in it. The user interface is very difficult to set up. The simulation does not give helpful feedback about actions you take. Students treat it like a game where you buy as many planes as you can and send them in any direction before others can. It doesn't ask you to justify any of your actions, doesn't show cause and effect and doesn't give explanations.
- The marketing class requires us to do the airline simulation once per week, but it does not provide focus on the target market. They dropped the ball on this aspect. We need to talk about using our knowledge of the target market. Retail marketing does this better than the marketing class. We should be applying principles learned to real-life situations but the principles of marketing are not adequately connected to your possible endeavors in business.
- The entrepreneur and e-business (now defunct) options did not offer enough practical application of e-commerce concepts. They cover terms, but don't give deeper understanding. This is a critical area that needs more coverage, practical examples, or guest speakers.
- Bus 101 should be a prerequisite for entrepreneurship
- The business law class mainly covers the basics of constitutional law (about 2/3 of the course) and has insufficient relevance to business (legal requirements of how to set up and run a business, licenses, state regulations, B&O taxes, etc). The course transfers as introduction to law at the UW, not as business law.
- The concepts of business ethics and sustainability are the same in a number of classes (ex: business law, international business, e-business, entrepreneur). This is too much duplication of content.
- Service learning is not pertinent to business because most of it occurs in community-based, non-profit organizations such as the food bank. It doesn't let us apply enough of our business knowledge or learn more about how profit-based businesses operate.
- DL Std: If anything it would be great if all the courses realized the extra work involved in participating in an online course and kept the work at a reasonable level.

How adequate are the program resources and facilities (information technology, lab equipment, space, supplies)?

Rating	5 - high	4	3	2	1 - low
DL					
F2F					2
Grad					
<i>Total</i>					2

- DL Std: N/A... I use my own lap top instead of the resources at school. I wish I had a better lap top. I'm not sure I understand your question completely but I use the library resources when time permits even though my current online course does not require it.
- WiFi has many dead spaces on campus. It was frustrating fall quarter to take the new project management

course and not have the software application installed initially on the machines in the computer lab.

- A lot of physical spaces are run down and badly need updating. Technology used by teachers in the classrooms is old and causes problems because it is so slow. I heard these will be upgraded, which should be a great improvement.
- Computer labs in the library are poorly monitored and managed.
- It appears that room 1401 is empty much of the day. Could this room be used by business students?
- Bathrooms in some buildings on campus are appalling. The 1500 building restroom is not clean and the separate structure outside the 1300 building is cold and smells like sewer gas.

Based on your experience in the program, how well does the **class schedule** meet student needs? What changes are needed?

Rating	5 - high	4	3	2	1 - low
DL			1		
F2F			1	1	
Grad					
<i>Total</i>			2	1	

- DL Std: I think my answers for questions 1 and 6 cover my opinion. Its important to develop time management skill for an online course.
- I like where curriculum revisions are going, but it is a problem if you start mid year. Because some courses are only offered once or twice per year, many students who start after fall quarter have problems getting what they need. It forces them to take courses out of sequence or to wait one to two quarters for the class they need.
- Courses offered once or twice per year should not be scheduled at the same time.
- Business 101 should be a prerequisite for entrepreneurship
- Classes only offered once per year during spring quarter (advertising, supervision, and the new sports/events management) are all team based. It is a choke point when 3 team based courses are offered in the same quarter once per year. It is hard for students to schedule team meetings because these require a lot of outside time.
- Although class scheduling changes have helped more students complete certificates/degrees, there are still many students who have trouble getting classes they need in a timely way.

How effective is the system of **student advising**?

Rating	5 - high	4	3	2	1 - low
DL					
F2F			1	1	
Grad					

<i>Total</i>			<i>1</i>	<i>1</i>	
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- DL Std: N/A
- The faculty are helpful, but the program needs a more cohesive and individualized system for advising students.
- You have to be aggressive in seeking help you need and even then you may get surprises. Advising is not thorough or personalized.

Which **support services** are highly effective for students?
Where do you see gaps or unmet needs in services?

- DL Std: References to online materials and access to the discussion board
- Worker Retraining office is very supportive and helpful.
- Orientation for new students needs improvement. It seems to overlook basic things like how to put money on your care, what are the basic services and how to access them, and how to find the books needed for your courses. It would be helpful if teachers gave out a list of relevant services to remind students these are available for them.
- Books are very expensive and the college doesn't make it easy to find lower cost textbooks.
- DL Std: In one of my courses the teacher actually was able to record a lecture with the power point which was extremely helpful for the online presentation. This feature is lacking in all the other courses I've taken online. One teacher used pod casts which was helpful but would have had greater impact if it was combined with the power point presentations.

How helpful was **information you received about the field** when you were deciding to enter the program?

Rating	5 - high	4	3	2	1 - low
DL	1				2
F2F					
Grad					
<i>Total</i>	<i>1</i>				<i>2</i>

- Not much information was received about the field
- Nothing – a big hole there

What **career guidance** have you received while enrolled in the program?

- I was able to talk with a counselor before I started my program. Since then the program requirements have dictated my direction. I hope to continue my education and will seek advice again close to the end of my current program.
- Only through work source
- Only if student seeks it out on their own

How informed are you about **employment opportunities in this field and how to approach your job search?**

Rating	5 - high	4	3	2	1 - low
DL		1			
F2F					2
Grad					
Total		1			2

- It was introduced as one of the activities in a hybrid course on campus. I think the job center and work source present ample resources. It would be great to have recruiters and businesses do presentations more often on campus and have available job openings that are course specific posted on blackboard.
- **Not much focus on this**
- I have not been given guidance on job search

Why did you **select this program instead of another college?**

- Shoreline is in a convenient location for me and the online courses make it easier for me to fit education in my time schedule. Over all the cost is a fraction of what specialty schools charge and financial aid helps with more than just the tuition. In short, Shoreline is the best deal.
- **Work Source office made the suggestion and the location was good**
- Worker Retraining office at college was helpful

Based on your experience, how **likely are you to recommend this program to others?**

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F		1	1		
Grad					
Total	1	1	1		

- My wife started this quarter taking courses and her daughter will be starting in the fall. I'll be recommending your school to anyone looking to further their education.
- **I have learned a lot in the program**
- Some parts are really valuable and others are not. It is good value for the money you pay.

Other comments:

- You are doing a great job and offering an affordable and critical service. I look forward to being a part of the Shoreline community for many years
- **Some faculty in the business administration program should demonstrate business decorum (punctuality and avoiding public conversation with students that is too personal)**

BUSINESS ADMINISTRATION PROGRAM FACULTY INTERVIEWS

May 3, 2010

Faculty: David Starr, Laura Portolese-Dias, Stephen
McCloskey

Interviewer: Karen Demetre

Assessment of Student Learning:

How do you evaluate attainment of **program outcomes**
(tools/measures used and performance levels expected)

- *Program outcomes for business math and global business concepts aren't consistent between the program brochure and website. Faculty were unaware of this and haven't been given input on the program brochure. They are unaware of when or how the website is changed or brochures are produced.*
- *It was noted that entrepreneur was not in the brochure.*
- *It would be helpful to have a system on campus for faculty to make requests for website changes.*

What are your perceptions or thoughts about **assessment of general education outcomes** in your program?

- *This is one of the biggest challenges the faculty face. It is not clear on campus what criteria are used to approve courses that fulfill human relations content. Faculty thought the state board did not permit embedding of this content, but Karen stated accreditation standards do allow it. In such a case content must be identified clearly and instructional hours must be sufficient to meet the accreditation standard (at least 30 hours for certificate is 45 credits or more).*
- *Questions were raised about curriculum committee processes. Faculty have felt that duplication of approved courses has been allowed, and that their concerns are not always represented. There is no use of content experts for human relations, while it is used for multicultural courses.*

What are some examples of **follow-up action taken** by faculty based on findings from assessment of student learning?

- *Assessment of student learning is reviewed with the advisory committee and recommendations for curriculum development usually result. Fall 2008 the advisory committee gave input on*

redesigned certificates. DACUM has been used in the past and will be repeated in the future. New course on multiculturalism in the workplace was discussed with the advisory committee. The advisory committee recommendation to replace the purchasing class with retail buying was not endorsed by the division dean and thus could not be implemented. Faculty wanted more administrative advocacy to project the business program's human relations course when another program also established a human relations course.

Program Information:

How could **program information** be improved in the website or promotional materials? (accuracy, relevance, currency, congruency, accessibility)

- *BIG event is a quarterly advising session with guest speakers – is well received by students. They give awards to students also.*
- *Website updating does not involve the faculty. They don't know how it happens or who is involved. There is no consistent system for marketing efforts.*
- *Faculty would like to know if program brochures will be printed in the future (were told these would not be provided).*

Student Data Trends:

What information have you received about **student data trends**? (enrollment, retention, success, completion, employment)

- *Faculty have received some data, but not in-depth analysis*

What factors are supporting **enrollment** and what factors are negatively impacting enrollment?

- *Enrollment has increased dramatically (abnormally) this year. Faculty have been striving to reach an average class size of 30 students. Many class cancellations used to occur, which was very disruptive so a new approach was adopted for class scheduling. The number of sections offered was reduced, but the class offerings were carefully planned to enable students to complete degrees in 6 quarters. Faculty made sure that every class is available according to the sample schedule of classes.*
- *Wait lists have been increasing and faculty were told that for each section added another had to be cancelled. Since most classes were full the faculty took overloads to prevent turning students away. Faculty are willing to pursue a slow but steady addition of needed sections (conservative approach to building a larger schedule as needed). Class overloads are usually around 5 students, but sometimes they take up to 10 more. Errors in the posted cap for the Intro to Business course led to overloading the class.*

- *Enrollment is negatively impacted when advisory committee recommendations are not pursued, because this ignores training that is in demand.*

Where in the curriculum do **students experience the most success** and where are they the least successful?

- *The curriculum is carefully planned for appropriate sequencing and experiential learning (able to do, not just know theory). The BIG awards acknowledge student achievement and success. Students do well in progressing through certificates and degrees. The faculty are a good team and share curriculum planning, which benefits students.*
- *Areas that may need attention are noted by the advisory committee, such as creating a class on consumer behavior and adding a finance class. Faculty are unsure whether there will be administrative support for these proposals.*

Access and Success of Under-represented Students:

What are the **special groups of students** served by your program and how successful are they?

- *International students have the highest concentration in the law class (75% approx.). Other transfer business courses also have a lot of ESL students. This requires multicultural understanding and attention to communication issues, but these students do succeed.*

How have your **students changed in recent years**? (characteristics and preparation for program)

- *Behavior issues occur occasionally, but not a consistent problem.*
- *Many older students are coming for worker retraining and they bring good life and work experience. These students prefer active, experiential learning which is prevalent in program.*
- *Another development is cheating in online testing (especially from younger students).*
- *Many younger students do not take responsibility or initiative for their own learning (i.e. want to be told and reminded of things in the syllabus)*

Curriculum:

What are your perceptions about the effectiveness of **online and hybrid courses** in your program? - **Rate 5 to 1 (high-low).**

- *Faculty agree on a rating of 4 to 3.5*
- *Laura uses podcasts and has good student feedback on these.*

Blackboard was not able to store these, but WAOL website can store podcasts (linking is possible).

- *Simulation airline is more difficult to use with online classes. Faculty tried to use Elluminate, but had student complaints.*
- *There is concern about student learning for those who don't have enough discipline for online courses.*
- *Steve doesn't favor Blackboard, but likes Elluminate as an addendum to class because it provides real-time web conferencing, which is well received by students.*

What changes are planned for courses or program curricula including DL, hybrid, pre-requisites, and co-requisites?

- *Pending action is a request to add a project management degree that was developed after a DACUM. Faculty were told state wouldn't approve another degree of this type, but this may be revisited in the future. This is the first year a project management class is available.*

Faculty:

How adequate are institutional resources for faculty and what are your unmet needs? (number full-time and part-time faculty, coordination work, and professional development) - **Rate 5 to 1.**

- *Rating - 4*
- *Shoreline Community College provides adequate support for the Business program, but it would seem appropriate to provide Dr. Laura Portolese Dias with some compensation, such as a stipend, for her program coordination responsibilities.*
- *The college does not seem to adequately market prof-tech programs.*

Resources and Facilities:

How adequate are program resources (information technology, space, lab equipment, supplies, support staff) and what are your unmet needs? - **Rate 5 to 1.**

- *Rating: 2 - Faculty are concerned about use of the program budget. The pooling of money in the division leads them to question whether their program receives appropriate consideration. They have requested funding for the airline simulation (\$3000 per year cost), but this was not approved. Students must pay extra for this and fees are getting costly. Because of their high enrollment and income generated from all the student fees, faculty believe this request should be funded to ease the burden on students.*
- *Rating – 3 - Overall, Shoreline Community College provides adequate support for instruction; however, additional support should result in an immediate upgrade of technology in classrooms 1515*

and 1522. 1515 and 1522 are immediate needs, with a computer upgrade in 1402 needed within the next year. In addition, the rooms look old and tired. For a more positive perception of our programs, new paint and curtains would be necessary in 1515 and 1522.

Revenue Potential:

What ideas do you have for **developing revenue potential** via continuing education, contracts, or grants in your area?

- *At this point, faculty are maxed out in just our day to day duties. A few years ago, faculty were paid a stipend to do some of the additional program planning, such as planning our BIG Event, scheduling, etc. When that stipend ended in the business division (I think there are still "program coordinators," who are paid a stipend, in other areas of our campus), our ability to do other "things" such as grants was stifled.*
- *I would like to see administrators more involved in development of funding, such as Perkins funds for Collegiate DECA, etc.*

Partnerships:

How well does the technical **advisory committee function** and what improvements would you suggest? – **Rate 5 to 1.**

- *Rating: 5*
- *This is a great committee, but we will be losing some members.*
- *Laura uses group work for brainstorming and ranking ideas. The members actively participate. There will be turnover and in the future there will be a mix of former grads and general employers. Next meeting this quarter will give them a big picture look at the curriculum and give them homework to evaluate it.*

What **other industry contacts and partnerships** are currently utilized by faculty in this program or are targeted for the future?

- 9 *We have launched a new degree program, AAAS Sports & Event Marketing. We have also created a variable credit (0-15 credits) Internship class. It is anticipated that we will be partnering with local sports and event organizations to provide coordinated, cooperative education/training for students within the Sports & Event Marketing program. As the program gains experience with that initiative, the cooperative education opportunity will be extended to the other AAAS business degree programs.*
- 10 *We have begun offering a new certificate program in Sustainable Business Leadership. As a capstone project in the BUS 209 Sustainable Metrics class we will be working to establish partnerships with businesses in the community for which students may conduct sustainability action plans-- to quantify current sustainable business*

efforts of those businesses and recommend areas needing improvement

Schedule of Classes:

Based on your experience in the program, how well does the **class schedule meet student needs**? – **Rate 5 to 1.**

- **Rating: 5 - The faculty have put considerable thought into designing the schedule of course offerings. Planning guides have been revised to give examples of recommended course sequencing.**

What **changes in the class schedule** are planned or needed?

- **A conservative approach to adding class sections in areas with larger waiting lists will be considered by faculty.**

Student Support Services:

How effective is the system of **student advising**? – **Rate 5 to 1.**

- **Rating: 5 - Group student advising is done through a quarterly BIG event. This has been well attended and well received by students. Fewer cases of misadvising have occurred because of this.**

Which support services are highly effective for students and where do you see gaps or unmet needs?

- 12 All the business advisors are available to advise students on an individual basis. Further, the program is currently seeking funding via a charity event to fully endow two academic scholarship programs. The intent of those scholarships is to further remove financial barriers encountered by students.**
- 13 The Collegiate DECA program/club (all three of us are advisors, plus one of our part time faculty) also supports learning in our business classes and allows students to take information they have learned and apply it to real life situations.**

Comparison with Other Programs:

What makes your **program unique or different** from similar programs in the surrounding area?

- **The diversity of our business degree options provides students a wider range of selecting a training program that leads to a greater number of employment opportunities within the greater college district. The classes within each degree option are reviewed and updated by business faculty working cooperatively with our Advisory Committee.**

- *In addition, our programs are experiential, making hands-on learning and practical application a focus.*

What **competition does your program face** from other institutions?

- *The critical issue shall always be proximity. We serve a very small population of potential students and future program growth will be limited by that fact. The focus needs to remain high value added education/training, closely monitored by an active Advisory Committee, featuring an efficiently coordinated academic schedule, and the deployment of instructors who are content experts in their instructional areas.*

BUSINESS ADMINISTRATION PROGRAM ADVISORY COMMITTEE RESPONSES May 5, 2010

Participants:

- Anthony Rinehart (former student and current committee member)
- Kerri Kirshner (former student and current committee member)
- Karen Demetre (interviewer)

Assessment of Student Learning

How is attainment of **program outcomes** assessed? (tools/measures used and performance levels expected)

- Program outcomes are appropriate. The advisory committee assesses whether curriculum contributes effectively to those outcomes.

Curriculum

What are the **major strengths** of this program?

- Diversity of offerings is a major strength of the program.
- Internship is a vital element for students to gain job related experience. This should be required for every student.
- DEC is an excellent activity for students to apply learning

Based on your experience as a TAC member, how well is the program **curriculum aligned with industry needs**? Rate 5 to 1 (hi-lo)

- Rating: 4 + 4
- The advisory committee gives input on curriculum development for certificates and degrees, such as the new Sports and Event Marketing option. We suggest content that is useful and marketable for graduates. The process for creating a new degree/certificate takes too long so industry needs are not met in a timely manner.
- DEC activities provide realistic experiences for students

What recommendations do you have for the program to better meet **emerging industry needs**?

- Expedite the process of creating new degrees and certificates.
- Increase the emphasis on social marketing and social media

- Increase focus on addressing needs of an aging population (how this affects marketing, etc.)
- The program should try to offer new certificates that are in demand, such as professional organizer and project manager.

Resources and Facilities

How adequate are **program resources** (information technology, space, lab equipment, supplies) and what are the unmet needs?
Rate 5 to 1 (hi-lo)

- Rating: 4 + 4
- Resources and facilities are generally acceptable

Partnerships

How well does the technical **advisory committee function** and what improvements would you suggest? - **Rate 5 to 1 (hi-lo)**

- Rating: 5 + 5
- The members seemed very involved.
- Faculty made an effort to implement suggestions of the committee

Comparison with Other Programs:

What makes this **program unique or different** from similar programs in the surrounding area?

- I have no idea how Shoreline compares with other schools
- Bellevue CC offers a project management degree not available at Shoreline. Edmonds CC offers some business administration classes at night, whereas these have been eliminated at Shoreline.

Employment Prospects

How would you describe the **regional employment outlook** for graduates of this program? (high demand and low demand areas)

- It is difficult to describe the employment outlook at this time
- The retail sector seems to be improving
- Internship hours should be increased and required for all students. This is important because employers want experienced candidates.

COMPARISON OF GROUP RATINGS SPRING - 2010

Program Information:

How helpful is **program information** on the college website or in printed materials you have seen?

Rating	5 - high	4	3	2	1 - low)
STD	1			2	
FAC			3		

- Ratings of program information vary widely among students and faculty.

Curriculum:

How well is the program curriculum aligned with industry needs?
Rate 5 to 1 (high to low)

Rating	5 - high	4	3	2	1 - low)
STD	1		1		
TAC		2			

- Student and advisory committee ratings are mixed, but fall in a positive range.

What are your perceptions about the effectiveness of **online and hybrid courses** in your program? - Rate 5 to 1 (high-low).

Rating	5 - high	4	3	2	1 - low)
STD	1	2			
FAC		1	2		

- Student ratings on the effectiveness of online and hybrid courses are higher than faculty ratings for this element.

Resources and Facilities:

How adequate are **program resources** (information technology, space, lab equipment, supplies, support staff) and what are your unmet needs? - Rate 5 to 1

Rating	5 - high	4	3	2	1 - low)
STD					2
FAC				3	
TAC		2			

- Students and faculty give low ratings for program resources and facilities, while advisory committee members rate these higher.

Partnerships:

How well does the technical **advisory committee function** and what improvements would you suggest? – Rate 5 to 1.

Rating	5 - high	4	3	2	1 - low)
FAC	3				
TAC	2				

- Faculty and advisory committee members all believe that the committee functions effectively.

Schedule of Classes:

Based on your experience in the program, how well does the **class schedule meet student needs?** – Rate 5 to 1.

Rating	5 - high	4	3	2	1 - low)
STD			2	1	
FAC	3				

- Faculty and student ratings of class scheduling are not well aligned. Students give lower ratings than faculty. *(A small number of student responses warrants sampling more students to check validity of this)*

Student Support Services:

How effective is the system of **student advising?** – Rate 5 to 1.

Rating	5 - high	4	3	2	1 - low)
STD			1	1	
FAC	3				

- Faculty and student ratings of student advising are not well aligned. Students give lower ratings than faculty. *(A small number of student responses warrants sampling more students to check validity of this)*