SPARC – Instructional Programs
Service and Program Area Review
Comprehensive Template and Instructions

Due Date: August-September of the Academic Year Assigned
Submission year: 2024
Program Name: Business Administration

Instructions: SPARCs are due in August/September of the scheduled year. They consist of:

- a look back and evaluation of assessment outcomes and goals/objectives from your previous SPAREs (annual reports)
- identification of long-term goals (upcoming four-year cycle) and short-term objectives (to support the achievement of these goals
- funding requests for the next fiscal year, subsequent to the reporting year.

Degrees and Certificates offered within the Program:
Accounting AAS Degree
Associate of Science Oregon Transfer in Business (ASOT-BUS)
Accelerated Accounting Less than One Year Certificate
Entry-Level Accounting Career Pathway Certificate

Statement of Collaboration
The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review:
Alberto M Flores, Greg Charles, Tony Noble

Authorization:
After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer before submission to the Instructional Leadership Team and the Assessment Task Force.

Signatures of Department Faculty – *Alberto M. Flores*

Signature of Chief Academic Officer

Date of Submission

1.0 Mission and Goals

1.1 *Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.*

Program Description

Oregon Coast Community College offers an associate degree and career pathway certificates in Accounting. The two-year degree emphasizes skills to be used on the job upon completion of the degree requirements and is not designed for students intending to transfer to four-year schools. If transferability of courses is a concern, students should consult with the institution of their choice regarding transfer possibilities. State-approved Career Pathway Certificates vary in length but are designed to be completed in less than one year. These certificates help students attain skills for targeted entry-level jobs in specific areas of accounting.

Accounting AAS Degree

Program Outcomes

- Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
- Communicate effectively with business professionals.
- Develop and interpret accounting and financial information for decision-making.
- Practice within the legal, ethical, and economic standards of the business environment.
- Use applicable technology available in accounting practice.

Associate of Science Oregon Transfer in Business (ASOT-BUS)

The Associate of Science Oregon Transfer-Business (ASOT-BUS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Business program. Students completing the ASOT-BUS will have met the lower-division General Education requirements of an Oregon public university's baccalaureate degree program. Students transferring will have junior status for registration purposes.

Program Outcomes

Students who complete this degree should be able to:

- Communicate effectively by determining the purpose, audience, and context of communication, and respond to feedback to improve clarity, coherence, and effectiveness in workplace, community, and academic pursuits.
- Apply scientific, cultural, and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.
- Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional, and community issues.
- Use an understanding of the variations in human culture, perspectives, and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community
- Demonstrate and apply the knowledge, skills, and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

- Assess, examine, and reflect on one's own academic skill, professional competence, and personal beliefs and how these impact others.
- Transfer into an upper division baccalaureate degree program in Business at any institution in the Oregon University System offering a Business degree, having met all lower division general education requirements and being granted junior standing for both the Business major and for university registration purposes.

Accelerated Accounting Less than One Year Certificate
Minimum 29 credits.

Certificate Outcomes
- Students who complete the One-Year Accounting Certificate will develop basic skills and introductory knowledge appropriate for entry-level bookkeeping and accounting positions.

Entry-Level Accounting Career Pathway Certificate
Minimum 14 credits. All courses are contained in the Accounting AAS Degree.

Certificate Outcomes
- Analyze, record, and report accounting information
- Communicate effectively with business professionals.
- Use applicable technology available in accounting practice.

College Mission
***College mission statement*: At Oregon Coast Community College we equip students for success by providing educational pathways and support in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.**

The college's mission statement includes OCCC's two core themes: student success and educational pathways. The business program aligns with the mission statement by providing courses in different modalities, Although, courses may be online courses, the goal has always been one of productive availability, and speed of interaction/interactivity. We believe students should never feel 'distanced' from their faculty members, other students, or resources. To that end, it has always been our personal/professional mission to have productive and collegial contact with students via interactions in the classroom, email, conference calls, or personal telephone calls to discuss whatever is necessary to ensure student success.

This increases accessibility to our students, who may be restricted by geography and availability. This provides access to students who are unavailable during normal class times and/or are unable to travel to campus.

The Business courses provide a variety of courses that appeal to students' varied interests. Providing courses that align with their interests is important. We make use of Business Simulations & Gamification as a way to create an environment where students are making situational business decisions to improve the growth and performance of a business.

Additionally, our courses are engaging as we provide students with active and relevant learning opportunities and exciting experiences with business owners out in the community.

The implementation of gamification and other software and technology in the curriculum contributes to and reinforces STEM education. In addition, we have provided opportunities for a diverse population by engaging the adult Spanish-speaking population to take courses and earn an Entrepreneur Business Certificate. Finally, the Business Program contributes to student success and engagement by developing skills through simulations and application of practical concepts, such as developing and working with a business to create a business plan, strategic plan, marketing, human resources, communication, business technology, and financials to improved business performance.

College Vision - Shaping the Future Through Learning.

As with all departments dedicated to the educational development of students, the Business program strives to stay in touch with industry trends and demands to guarantee our graduates become leaders in the field. The goal of the program is to maintain relevancy and application of concepts to bridge learning to tangible skills students will use in their professional lives.

Some examples of this include the implementation of gamification and simulation software where students apply business concepts to improve business performance. In addition, students make use of Microsoft Office and other software platforms to create marketing campaigns, the use of Excel better acquaints our students with the power of data collection, analysis, and accounting, which in turn makes them more desirable candidates to future employers. Another example is providing opportunities for students to work collaboratively on projects, such as the case in Business Law where students have the experience to apply the law in a Mock Trial. In addition, students create a Go-To-Market Business presentation in the Entrepreneur course. Students also have opportunities to work on break-even analysis and financial projects to improve business performance. These are but a few examples that are desirable qualities for future employment.

Students in BA228 gain a comprehensive understanding of how to use accounting software - QuickBooks Online - to record business transactions, create financial statements, and analyze business performance. This is one of the most requested skill sets by small businesses hiring accounting professionals.

Core Themes

Student Success

At Oregon Coast Community College, we equip students for success in college and life by providing exemplary teaching, student development programs, and support services. Students receive customized and relevant advice and enriched support to maximize completion and success. In response to the diverse needs and histories of our community, we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

The Business Program creates student success through its faculty, curriculum, and Business community partnerships. The faculty has years of academic/educational and business operations experience. These experiences promote opportunities for student success through multiple mechanisms. First, our faculty incorporates active learning experiences in the courses provided. Educational research demonstrates that active learning promotes student achievement. Second, through face-to-face meetings and virtual communication (e.g., email, video conferencing. phone), our faculty promotes student success by providing students with support outside of class time. In addition, industry and business experiences are incorporated into the development of the courses and discussions in class.

Over the years our FTE has been down. This is due to a variety of reasons, including the lack of interest in the accounting program. Various approaches to improve FTE have been implemented or recommended, such as creating elective Business courses, improving marketing and outreach for enrolling new students, developing a new Business Management Degree program, outreach to the Spanish Speaking community, outreach and partnership with the County School District to provide dual-credit and Early College Experience opportunities for students, and ongoing outreach and partnership with county industries and businesses. Based on the data collected, we continue to provide online courses to meet the needs of students. In addition, the Business program is at about 95% using open-resource textbooks, resources, and material in an attempt to lower the cost to our students.

Educational Pathways
At Oregon Coast Community College, we assess the needs of individuals and employers and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational Pathways are accessible through place and modality and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical, and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

One indicator within this core theme is whether students can complete the Introduction to Business Course. Those students who have declared as Business Degree-seeking students completed the course and progressed through the program successfully. However, many students tend to enroll in this course to earn elective credits and demonstrate less interest in the material, nevertheless, every effort is made to ensure their success.

Student retention is something we are struggling with. This is due to a variety of reasons, including the lack of interest in the accounting program and or choosing a Business Course as a standalone elective to meet transfer degree requirements. Based on the data collected, overall, students prefer an online setting as it provides flexibility for them to take courses while meeting personal expectations. The online modality has been successful for students completing the course.

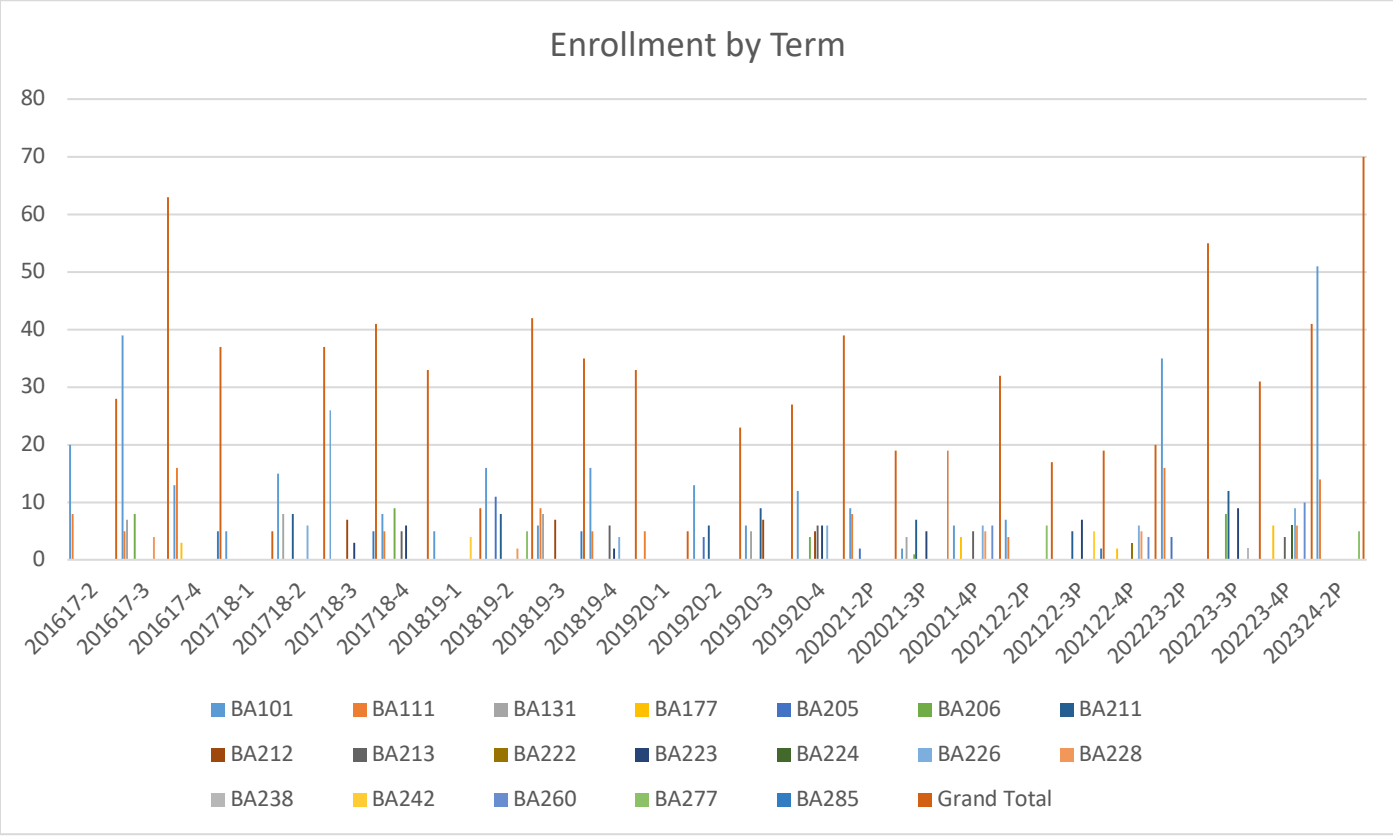
2.0 Program Data and Trends Analysis

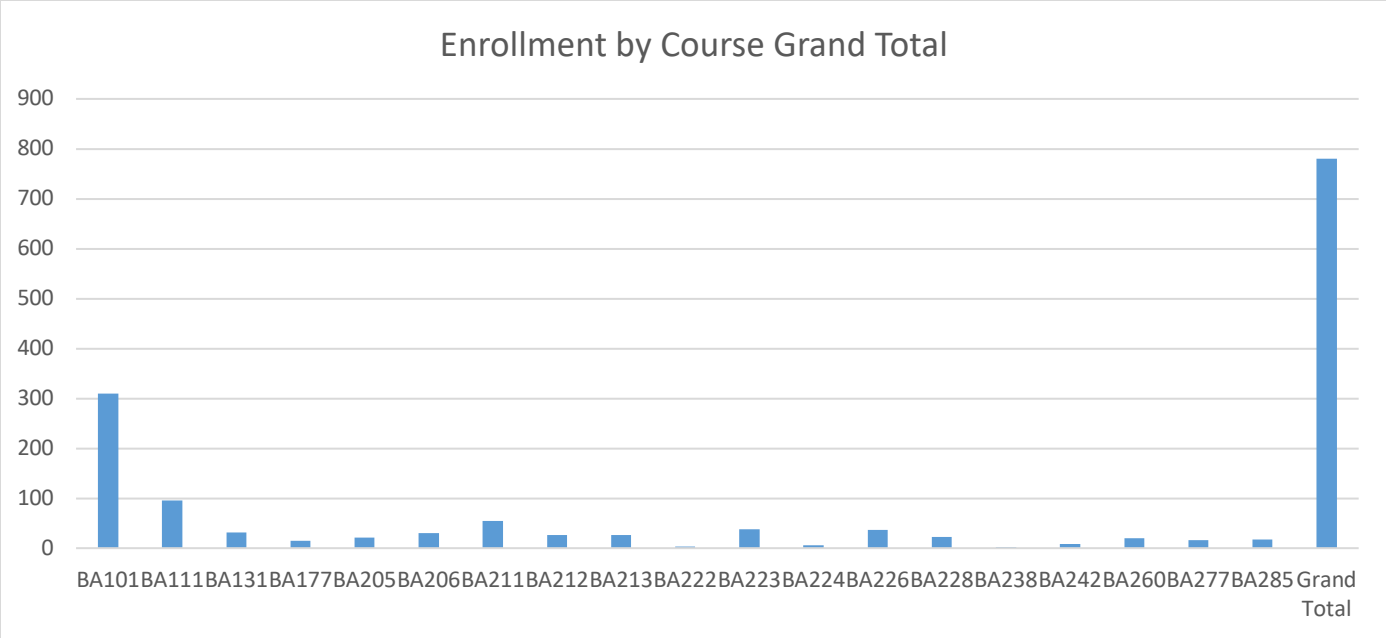
2.1 *For each data point listed below, summarize the trend. (Attach three-year longitudinal data to the appendix.)*

Program Name: Business

Data Point	Trend	Highest Year
Enrollment Totals for each Business course offered Dropped and Audits are excluded	Year after year from 2016-2020, we avg. 114 students per year. During the Pandemic during 2020-2022, numbers went down to an avg. of 63. However, in 2022-23 there was an increase back to pre-pandemic numbers at 127, and in the fall of 2023-24, we had the highest single-term number of students with 70 students.	2016-17 (128) 2017-18 (116) 2018-19 (119) 2019-20 (94) 2020-21 (70) 2021-22 (56) 2022-23 (127) F 2023 (70)
Number Program Majors Dropped and Audit are excluded.	The total number of students declaring AAS Accounting from 2016-2024 has been 134 students. The total number of students for the ASOT-B is 102, however, data was not available for this program from 2016 to 2020. This is the unduplicated headcount of students who enrolled in credit courses and declared AAS Accounting or ASOT Business as their major that term, no matter if they're new students or continuing students.	AAS- ACCT 2016-17 (11) 2017-18 (19) 2018-19 (19) 2019-20 (18) 2020-21 (19) 2021-22 (14) 2022-23 (25) 2023-24 F/W (9)
Total FTE Dropped and Audit are excluded.	The number decreased during the pandemic, however, back to pre-pandemic number.	2016-17 (9.98) 2017-18 (9.23) 2018-19 (9.13) 2019-20 (7.83) 2020-21 (5.5) 2021-22 (4.23) 2022-23 (9.72) 2023-24 F (5.74)
Number Sections Offered Dropped and Audit are excluded.	Remained consistent	
FTEF	IR does not have access to this information	
Fill Rate Dropped and Audit are excluded.	The preset maximum number of seats available for each section is 25	2016-17 (43%) 2017-18 (31%) 2018-19 (28%) 2019-20 (27%) 2020-21 (20%) 2021-22 (19%) 2022-23 (39%) 2023-24 F (93%)

WSCH/FTEF	IR does not have access to this information	
% Students Retained from Fall to Fall		
Successful Completion Rate		
A/B/C/D/F/W rates **Total and for each Business course offered** Dropped and Audit are excluded.		2016-F2023 A/B/C (78%) D/F (3%) W (19%)
# of Students declaring a Business-seeking Degree and later switching to another program of study Dropped and Audit are excluded.	This is Anthology data only. Students enrolled declared AAS Accounting or ASOT-B and later switched to another program of study (not including Accelerated Accounting Certificate) from the 2020-21 academic year to Fall 2023.	12.65%




Enrollment by Course Grand Total
900
800
700
600
500
400
300
200
100
0
BA101
BA111
BA131
BA177
BA205
BA206
BA211
BA212
BA213
BA222
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BA226
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BA242
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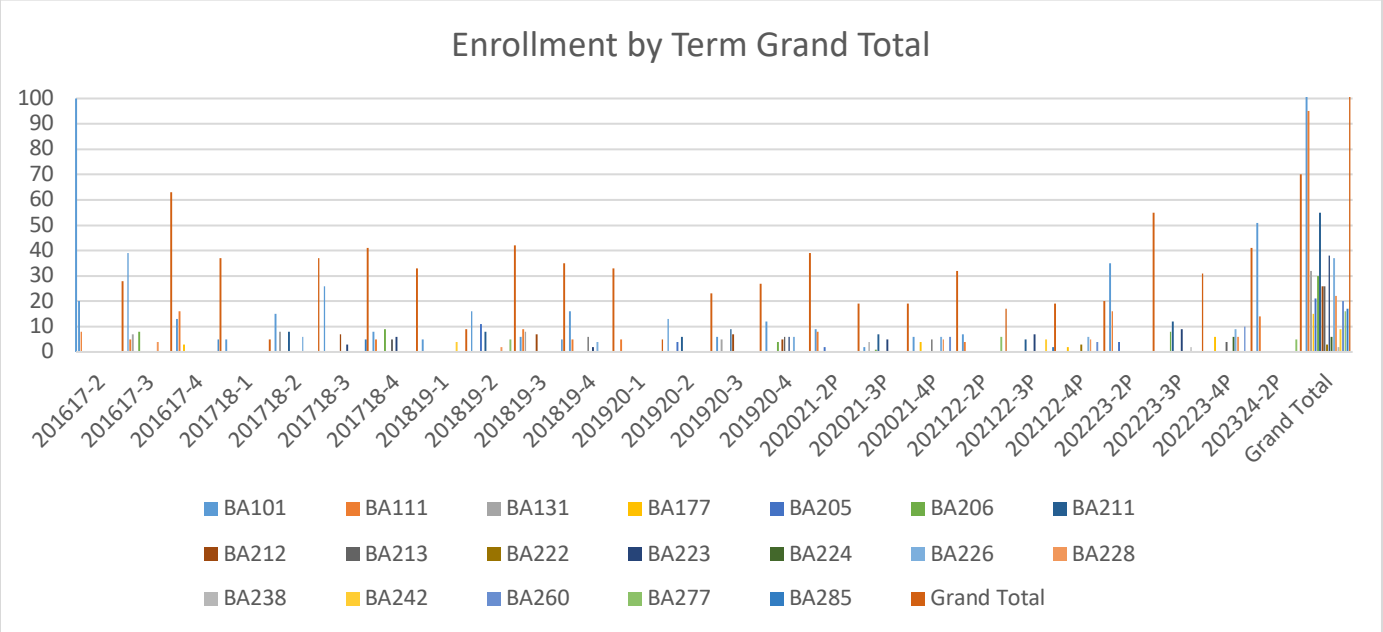
Grand Total


Enrollment by Term Grand Total
100
90
80
70
60
50
40
30
20
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0
201617-2
201617-3
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201718-1
201718-2
201718-3
201718-4
201819-1
201819-2
201819-3
201819-4
201920-1
201920-2
201920-3
201920-4
202021-2P
202021-3P
202021-4P
202122-2P
202122-3P
202122-4P
202223-2P
202223-3P
202223-4P
202324-2P
Grand Total
BA101
BA111
BA131
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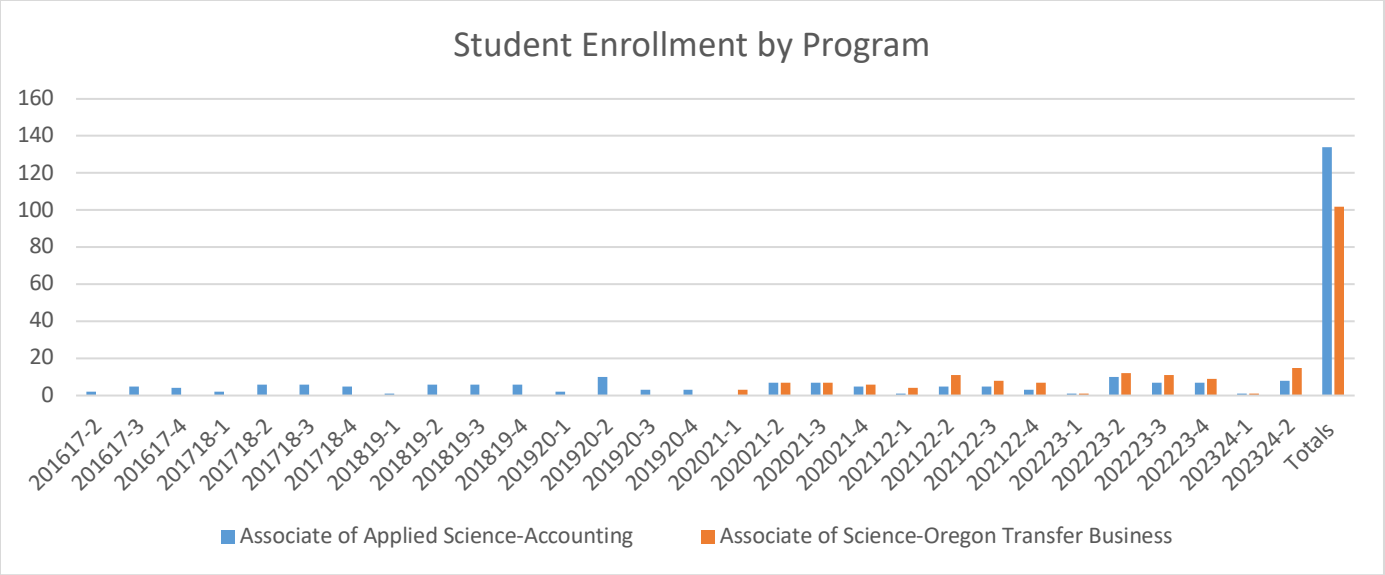
Grand Total


Student Enrollment by Program
160
140
120
100
80
60
40
20
0
201617-2
201617-3
201617-4
201718-1
201718-2
201718-3
201718-4
201819-1
201819-2
201819-3
201819-4
201920-1
201920-2
201920-3
201920-4
202021-1
202021-2
202021-3
202021-4
202122-1
202122-2
202122-3
202122-4
202223-1
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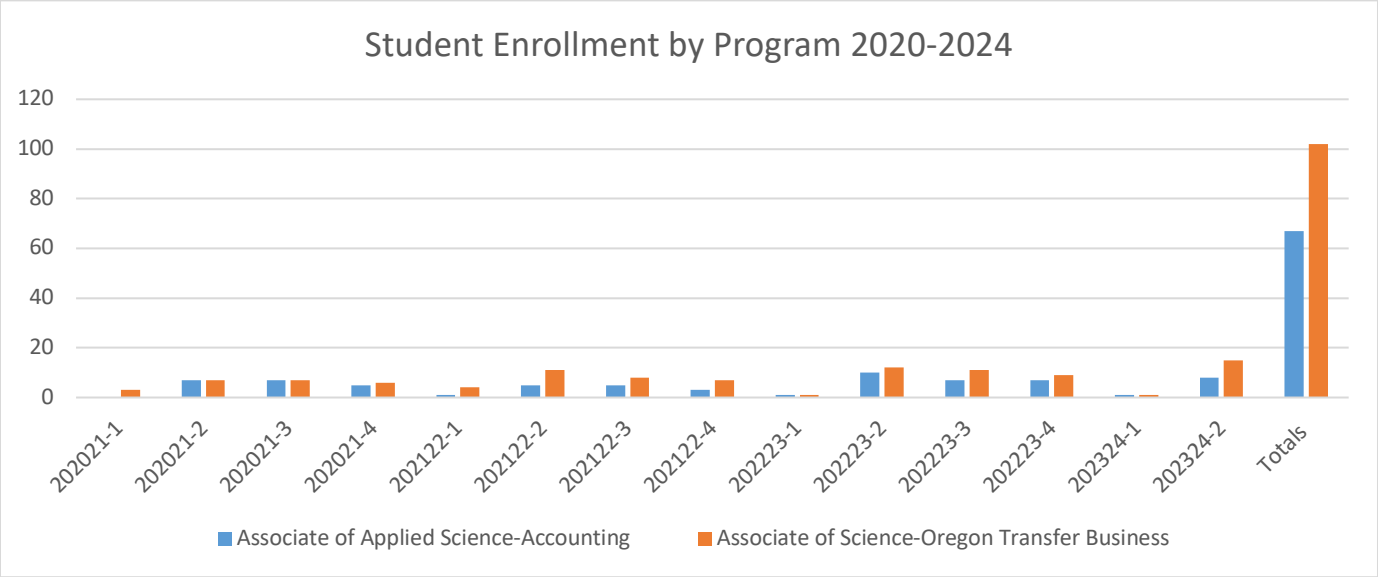
Totals
Associate of Applied Science-Accounting
Associate of Science-Oregon Transfer Business


Student Enrollment by Program 2020-2024
120
100
80
60
40
20
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202021-1
202021-2
202021-3
202021-4
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202122-2
202122-3
202122-4
202223-1
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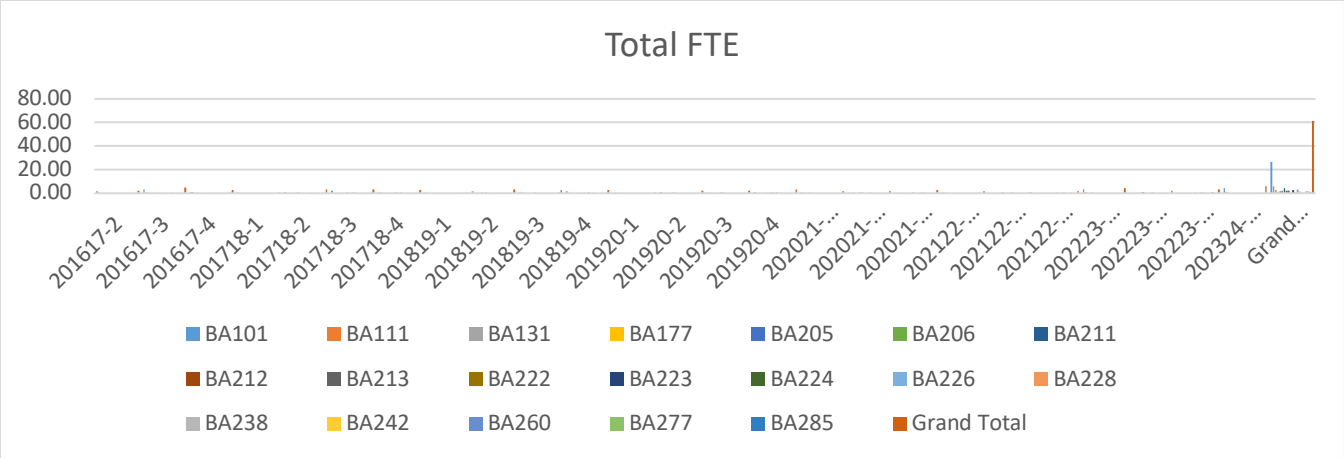
202324-2
Totals
Associate of Applied Science-Accounting
Associate of Science-Oregon Transfer Business


Total FTE
80.00
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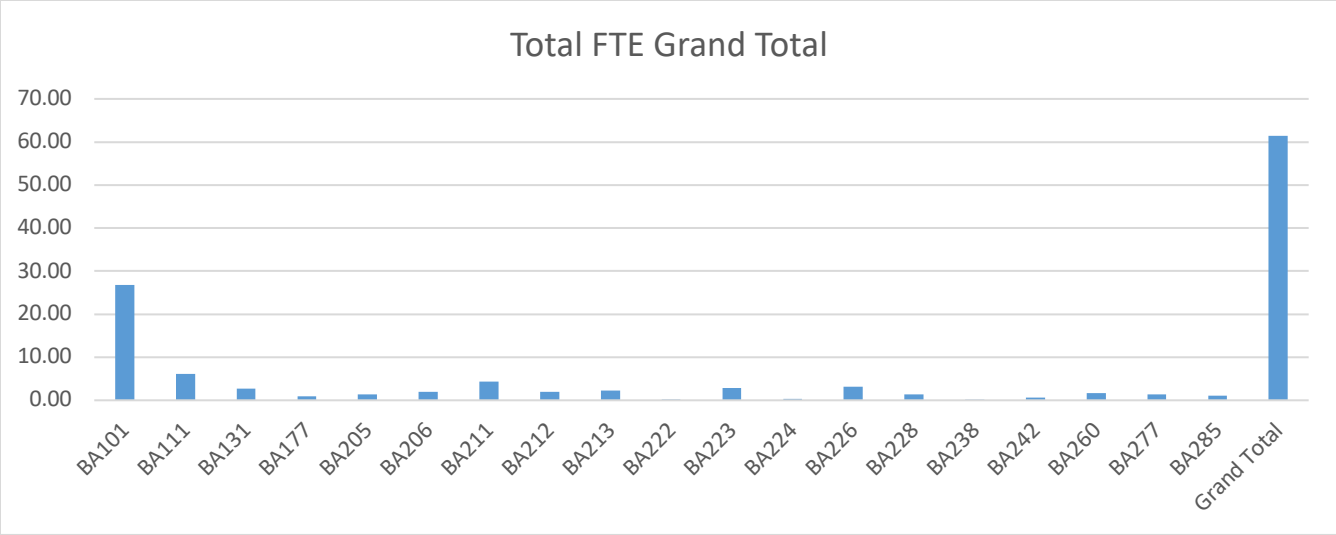
Grand Total


Total FTE Grand Total
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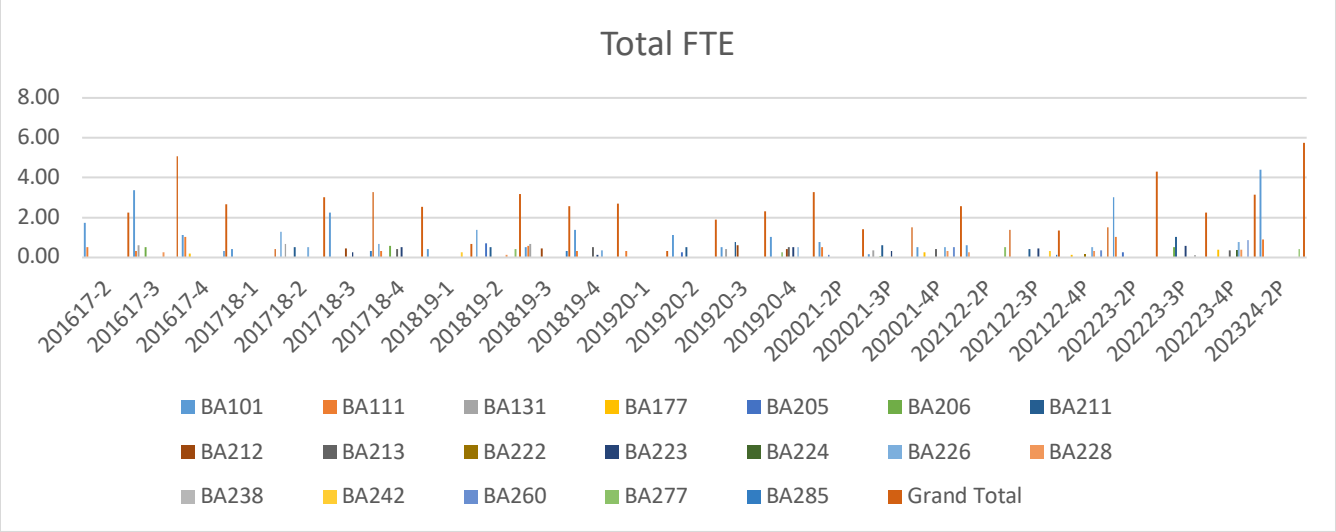
Grand Total


Total FTE
8.00
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201617-2
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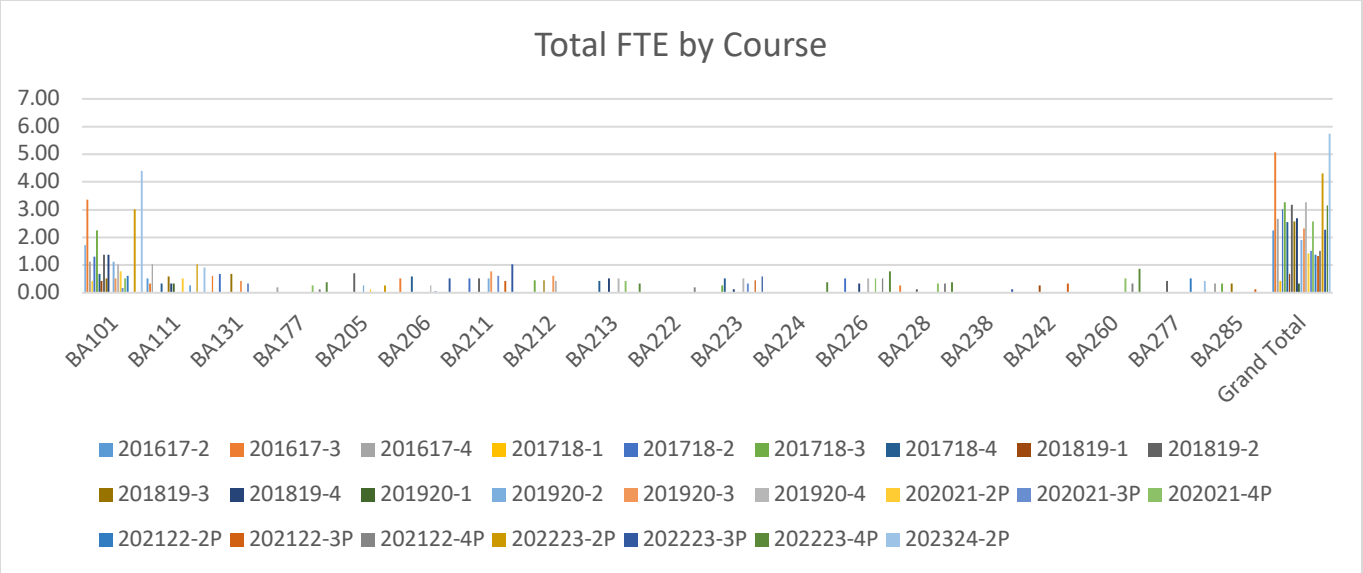
Grand Total


Total FTE by Course
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Grand Total
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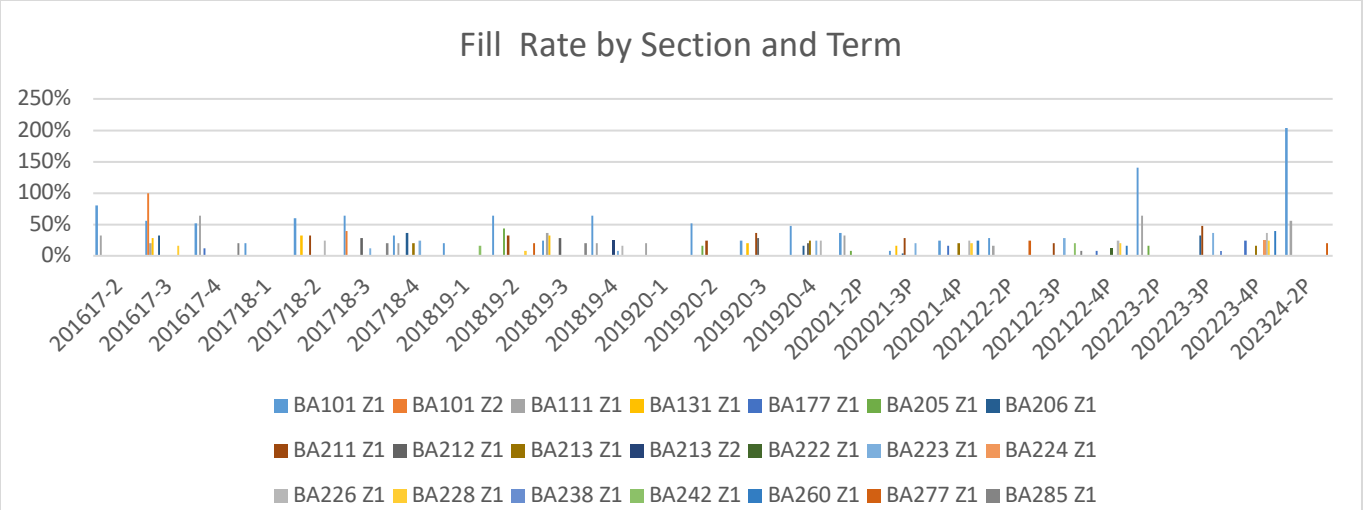
Fill Rate by Section and Term
250%
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100%
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0%
201617-2
201617-3
201617-4
201718-1
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201718-3
201718-4
201819-1
201819-2
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201920-1
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202324-2P
BA101 Z1
BA101 Z2
BA111 Z1
BA131 Z1
BA177 Z1
BA205 Z1
BA206 Z1
BA211 Z1
BA212 Z1
BA213 Z1
BA213 Z2
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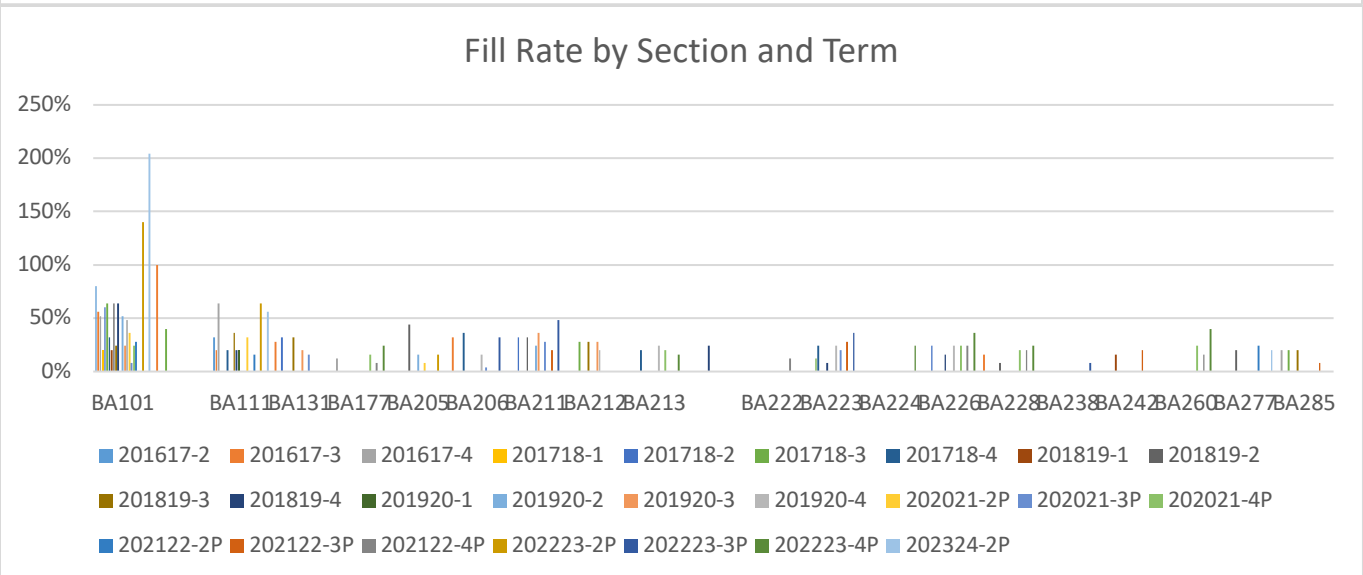
BA285 Z1


Fill Rate by Section and Term
250%
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BA285
201617-2
201617-3
201617-4
201718-1
201718-2
201718-3
201718-4
201819-1
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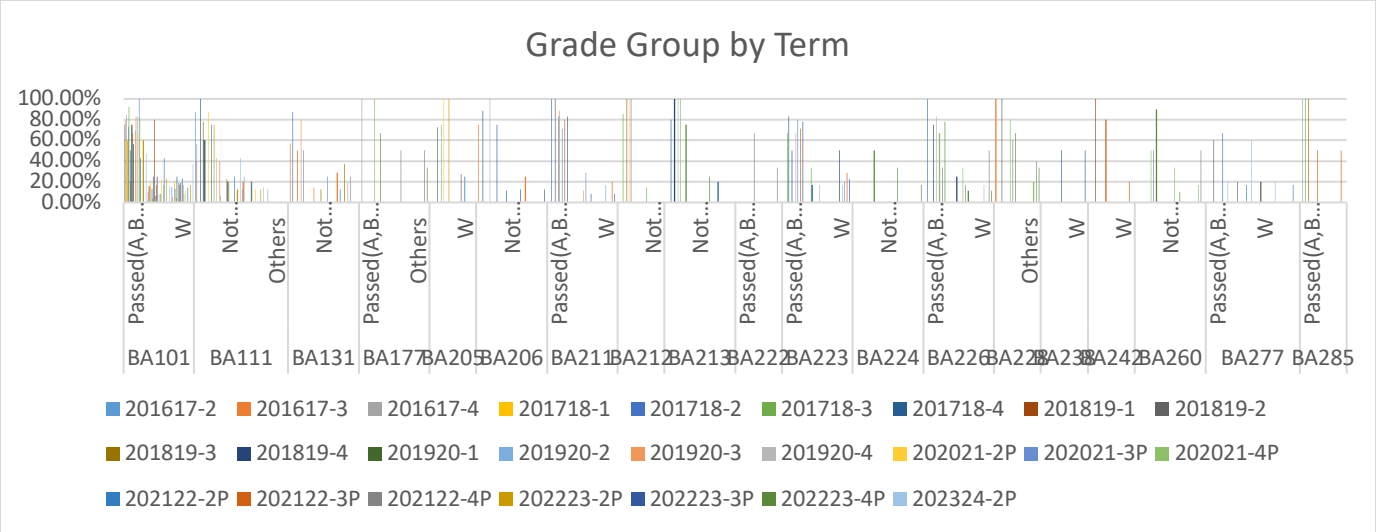
Grade Group by Term
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
Passed(A,B...
W
Not...
Others
BA101
BA111
BA131
BA177
BA205
BA206
BA211
BA212
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BA224
BA226
BA260
BA277
BA285
201617-2
201617-3
201617-4
201718-1
201718-2
201718-3
201718-4
201819-1
201819-2
201819-3
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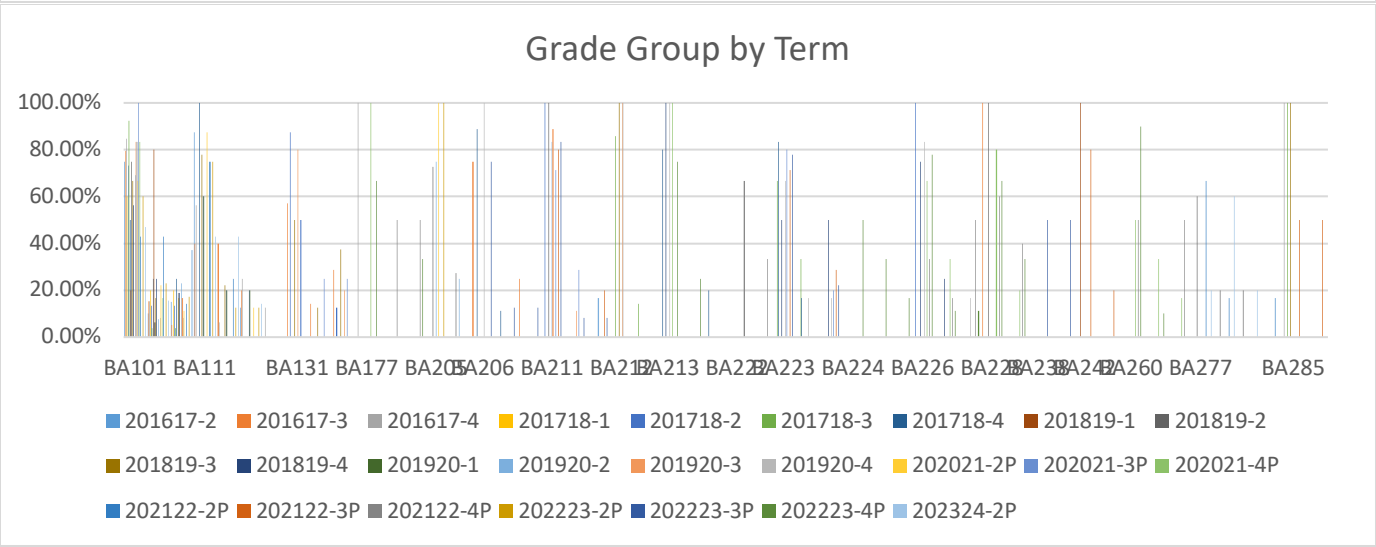
Grade Group by Term
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
BA101 BA111 BA131 BA177 BA205 BA206 BA211 BA212 BA213 BA222 BA223 BA224 BA226 BA260 BA277 BA285
201617-2
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201718-3
201718-4
201819-1
201819-2
201819-3
201819-4
201920-1
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202021-3P
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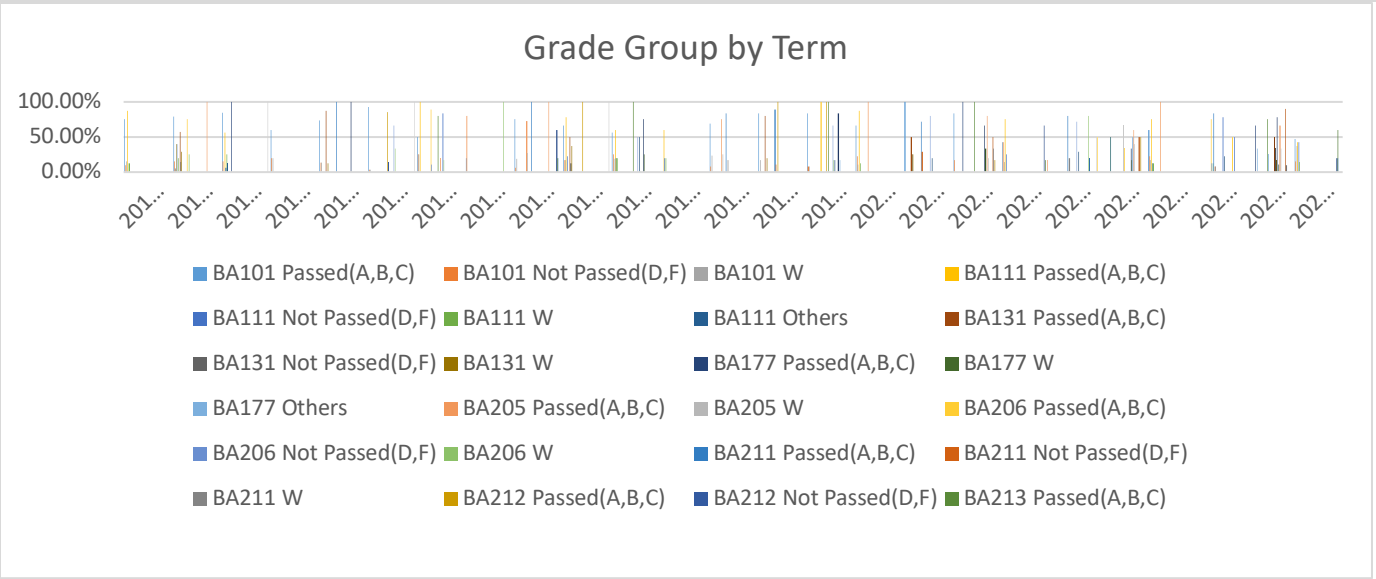
Grade Group by Term
100.00%
50.00%
0.00%
201...
202...
BA101 Passed(A,B,C)
BA101 Not Passed(D,F)
BA101 W
BA111 Passed(A,B,C)
BA111 Not Passed(D,F)
BA111 W
BA111 Others
BA131 Passed(A,B,C)
BA131 Not Passed(D,F)
BA131 W
BA177 Passed(A,B,C)
BA177 W
BA177 Others
BA205 Passed(A,B,C)
BA205 W
BA206 Passed(A,B,C)
BA206 Not Passed(D,F)
BA206 W
BA211 Passed(A,B,C)
BA211 Not Passed(D,F)
BA211 W
BA212 Passed(A,B,C)
BA212 Not Passed(D,F)
BA213 Passed(A,B,C)

2.2 Program Peer Comparison

How does your program compare with peers? *(Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)*

Analysis:

The accounting program at OCCC is very similar to the business programs across the state. However, conducting a peer program for comparison is a difficult challenge given the multitude of variables across each of the programs. Nevertheless, we can make the following conclusions based on the data reported by the following schools:

(TBCC): Business enrollments are up 10%

(OSU): Business enrollments are up about 8%, and OSU is up 4% overall. The online for business is up about 32% from last year. Their new president's goal is to have an 80% graduation rate by 2030; it is currently at 70%. The president also wants to have 30,000 online by 2030, which would make OSU primarily an online university. Their accounting program is moving online.

(SOU): Up 10% in enrollments in business. The university is up 9.2%.

(WOU): Enrollments in business are up about 10%, overall, numbers are flat.

(Clatsop CC): Business enrollment is up about 10%. More nontraditional students coming back to college.

(Clackamas CC): College-wide, enrollment was up 17%, and in business and computer science, enrollments were up 19%. About 85% of their classes are online because the students are requesting it. Retiring the ASOT-Business degree. They have a year with the new AST-Business degree.

(MHCC): Business numbers are up, no specifics were given.

(PCC): Enrollments are up 8% for the college and 9% for business.

(SWOCC): Their entire business program is available online.

(KCC): College-wide, enrollment is up 15%. In business, they had 68 students this fall, and that is 31 new students. Most of the new students are directly out of high school. They are doing a lot of dual credit.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?
(Attach to the Appendix or provide below the Retention and Completion Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)

A: Students who started in the Fall term as **first-time degree-seeking students** (no high-school program) and took any **BA courses in their first term**:

Group	Number of Students Enrolled	Headcount of students returned next Fall	% Students Returned next Fall	Headcount Completed any Certificate or Degree
Males	43			
Females	32			
Gender Unknown	8			
Asian-American				
African-American				
Filipino				
Hispanic	10	3	30%	1
Native American	1	1	100%	
Other Non-White				
Pacific Islander	2	1	50%	
White	42	9	21%	2
Unknown	25	7	28%	2
Multi-race	3	1	33%	

B: Students who started in the Fall term as **first-time degree-seeking students** (no high-school program) and declared **AAS Accounting or ASOT-Business** as their major:

Group	Number of Students Enrolled	Headcount of students returned next Fall	% Students Returned next Fall	Headcount of Completed any Certificate or Degree
Males	13	4	30.77%	
Females	30	10	33.33%	4
Gender Unknown				
Asian-American	1			
African-American				
Filipino				
Hispanic	3			
Native American				
Other Non-White				
Pacific Islander				
White	24	9	37.50%	4
Unknown	11	3	27.27%	
Multi-race	4	2	50.00%	

Analysis: Percent Retained from Fall to Fall

This data is highly flawed because it is not complete.

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

2.5 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

Various points need to be considered if the program is to grow. A consistent student coach assigned to the program is imperative to ensure adequate placement and mentoring throughout the program of study. Collaboration with Student Services to gather adequate data, on student progression, and survey students regarding their placement in the business sequence and interest of the program.

The active use of the college's early alert system to contact students who are struggling is questionable as feedback is not provided as to the successful interventions being employed by success coaches to ensure engagement. Instructors are using Early Alerts and engaging in the process of connecting with students to ensure their success, however, further assistance is

needed. The goal of instructors has been to intervene quickly with resources the students can use so that those students don't fall so far behind that they withdraw from the class.

Analysis

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.6.1 What are the strengths of your program as indicated in the supplied data?

The completion success rates are very good. The students who stay in the classes are overwhelmingly passing them. Even though courses are online, we can give our students more attention from the very start of a class. Our commitment to minimizing lectures and maximizing group activities, projects, and simulations, gives us opportunities to analyze issues students are having with the material. We are therefore able to help students with material they are struggling with before having major issues.

A significant effort has been made to recruit students into the Business program, however, this has not paid dividends as students are not invested in an accounting degree program. Rather choosing an ASOT-B path and transferring to other institutions. In addition, the certification options are also not very appealing to the workforce population.

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

One weakness is that enrollment is substantially low for a business program. Based on the data collected over the past 7 years, shows students are not fully invested in an accounting program. Therefore, many students enroll in the ASOT-B and shortly transfer to other institutions to pursue their business degree of interest.

It is obvious that we do not provide a wide range of options for students and this has been detrimental to the overall growth of the program. Over the years, various program options have been developed including new program offerings and certifications, however, they have not been given the necessary acceptance they deserve.

Another weakness is the high W rates. This is in part by forcing college and high school students to take a Business course as an elective. If a student is not interested in a Business course, the most obvious outcome will be to drop the course, thus, increasing W rates.

We need to work smarter to recruit and market to candidates from underrepresented populations, high school students, and the community at large. However, we need to provide the Business program options they are seeking. As noted, a Business Management program and various certificates were proposed, however, they have not been considered as an alternative possibility to improve enrollment.

It is hard to adequately analyze the data, as the data provided is incomplete. We tend to focus on the high withdrawal rates but fail to focus on the number of students completing a course successfully or making sure that the student is guided through their academic journey. There has

never been a consistent student success coach assigned to the business program, and there has been a high turnover of success coaches so keeping adequate data has been impossible.

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

If we can address the weakness in our program regarding retention, enrollment, program options, and adequate collection of data, and combine that with our completion success rates, this could mean that we can truly demonstrate the overall success of OCCC's Business program. Going forward, continued focus will be given to research into retention, including disseminating this data to the business faculty to make everyone aware of our current results. From there we will be able to create actionable items that our department can begin to work towards.

Venturing into the continued request for program and certification options. Oregon Coast Community College must do a better job of marketing and recruiting students by leveraging connections with industry partners and the school district. We should focus on recruiting a high-quality, diverse student population interested in pursuing a business degree. Graduates from diverse backgrounds will be much in demand as the industry works to correct its own history of underrepresentation of minority groups.

We have opportunities to further increase enrollment, increase educational pathways by adding more majors-level courses in a new degree program, promote active learning to reduce achievement gaps, and recruit more students to our courses. We would like to better serve the needs of students who want to major in Business. This means adding more majors-level courses that have broad appeal.

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

The Business Program receives the majority of its students interested in pursuing an ASOT-B. A transfer degree is nonsustainable for a college given the lack of value it has for students. Thus, after taking a course or two, students transfer to another institution offering their business program of interest. In addition, it has been noted for the last seven years that the accounting program does not hold the interest of students, thus, we lose many students to other institutions as we do not offer options.

Creative strategies such as term certificates and messaging will be required to reach students to improve retention and completion program rates.

Another challenge will be addressing the high W rates, while still maintaining rigor and avoiding grade inflation. A combination of classroom interventions, advising, and program options might be considered.

3.0 Student Learning Outcomes Assessment

3.1 How has assessment of course-level SLOs led to improvements in student learning and achievement?

Over the last several years end of term courses, and assessments have been completed for the courses taught in business using the course assessment map template. Last year, the SPARE Review Program was completed providing us further opportunities for discussion within the department. We have been able to make improvements and modifications to courses based on the course assessment feedback. The modification of assessments, tasks, and projects has been done for every course in the program to better support students with their learning. In addition, simulations have been used over the past 2 years to reinforce this learning. The accounting courses were also streamlined to better support students and ensure students make progress in their learning. Having split BA111 and BA211 content provides students with a greater understanding and retention of concepts. BA111 has used a simulation and is trying to find an appropriate simulation for BA2111 to reinforce concepts.

A situation with the accuracy of course level SLO assessment has been the lack of continuity of students, given that many of the students are taking a business course as an elective and not part of a declared Business Degree. Therefore, assessment is used to identify areas of improvement such as developing alternative teaching approaches or modifications to course material, assessments, and projects. A point of interest, more females have declared an accounting degree as the program of study. Another point of interest, based on the data, is those students completing the elective course tend to do well. However, many students choosing a Business course as an elective, may not necessarily take another course in business as it does not align with their program of choice.

Additionally, this past year the program adjusted learning outcomes, to target weaknesses identified in CLOs (particularly in BA101, BA211, and BA213) as requested by HECC.

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

Because of program interest and student enrollment in the program, this level of analysis is not possible, however, there seems to be a higher number of students enrolled in individual courses to meet transfer requirements.

However, an area of improvement identified through various data points demonstrates the interest of additional degree choices, given the lack of interest and declaration for the accounting degree. Student survey feedback, community business meetings, and business advisory board meetings have led to the development of new courses to further develop skills.

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

Unable to answer at this time, based on the explanations given in sections 3.1 and 3.2 above. The challenge of relying solely on course assessment data is skewed due to low enrollment in courses. However, identifying instructional and course content modification is done based on the limited feedback and professional curriculum design and metrics focusing on student performance.

Project: MAP SLO to PLO and assess at the student level

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans

4.1 Evaluate steps taken to achieve plans established in the last annual program review (SPARE).

As part of the SPARE process, a recommendation was made to increase recruitment and enrollment of students. Surveys have been provided to H.S. students to better understand their program of interest. Working with LCSD to increase Early College enrollment. Have reached out to business owners and have held meetings across the county to better understand the needs of the business community and engage them in a partnership to recruit students. Through community events, H.S., and community recruitment fairs and referrals, an increased effort in recruiting students from more diverse backgrounds has been made.

Over the last seven years, various courses have been developed to supplement the current degree programs to engage students interested in pursuing a business degree. In addition, a full study was conducted, and based on the data gathered the development of a new degree program (Business Administration) was created, however, it has not been approved for implementation.

The courses for the new degree program were designed by the program lead instructor with input from H.S. Student surveys, the business community, Business Faculty, and Business Advisory Board members. The program was introduced in ILT, recommendations were made and addressed, however, the program was put to rest and no other actions have been taken.

The Business program has formed relationships with LCSD and OSU to increase enrollment and alignment of curriculum.

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

OCCC has allocated funds for travel to conferences about student recruitment and enrolment, and CTE Pathways. In addition, funds were provided for the implementation of simulation and gamification resources to reinforce business concepts. Attendance at conferences allows me to network with instructors from around the state to better understand the process to improve student recruitment and enrolment, in addition, to helping assess the needs of programs.

5.0 Program Plans

5.1 Program Goals (four-year cycle)

5.1.1 Based *on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next four-year cycle.*

With the new Business Management Degree Program in place, the following goals will be pursued.

Goal 1. Increase the under-represented minorities enrolled in business courses, including adult Spanish-speaking learners.

Supporting activities:

1. Create a dialogue with leaders affiliated with the Confederated Tribe of Siletz Indians to discuss strategies for increasing enrollment of tribal members in business courses.
2. Communicate with local high school counselors and encourage them to share with their students the business coursework that OCCC provides.
3. Work with the business advisory committee and the Navigate program to promote business courses when doing community outreach.
4. Outreach to the business community and establish an apprenticeship program to meet business needs.

Goal 2. Increase student engagement, retention, and success in business courses.
Based on the data discussed in this review, it seems necessary to go forward with trying to improve the numbers for retention. Here are the action items:

1. Obtain data regarding withdrawal rates in each course for the last five academic years. Identifying exit points for students within the pathway will help determine where students are having difficulties in the program. Also, depending on placement into the pathway, it may help identify where students may be struggling.
2. We will need to research ways of improving the pathways. This may include the implementation of new program options or looking at accelerated models such as mini credentials and certificates.

3. Look at other areas of impact outside the business department that could improve our retention. An example might be working with the high schools in Lincoln County to better prepare incoming high school graduates for business courses. Another example might be working with the Success Coaches to improve student awareness regarding the demands of business courses

Supporting activities:

1. Create additional active learning opportunities during class.
2. Continue evolving relevant business opportunities and experiences for students.
3. Continue the implementation of gamification and simulation in business courses.

5.1.2 *Identify two or more long-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College. Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?*

New Degree Program Offering: Business Management Degree

Dual Credit & Early College Experience
Dual credit and Early college program is a wonderful opportunity for us to gain FTE, develop good relationships with the local high schools.

Supporting activities:

1. Reach out to schools and create a plan of action to keep continuous enrollment with potential and interested business degree-seeking students

5.1.3 *What specific aspects of these plans can be accomplished without additional financial resources? (*See 5.1.1 and 5.1.2 above)

All aspects listed in the above sections can be accomplished without additional financial resources. While some aspects of recruitment do require financial resources, many do not. We are employing low or no-cost strategies like school & industry networking events to increase the visibility of the Business program.

5.2 Short-term Objectives **(updated annually)**

5.2.1 *Based on the goals you identified in 5.1.1, identify two or more objectives associated with your goals that will help your program make progress toward goal achievement.*

Develop a series of Business Training Programs to support H.S. students and industry professionals in advanced skill development. Possible training programs include Leadership programs, Strategic Planning, Business incubators, Business Simulations and Gamification, Shark Tank experience, and Business Career Exploration courses. Apply mentorship program participants.

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

Programs for high school students and industry professionals may potentially be launched without additional resources, as Lincoln County School District and organizations have demonstrated a high level of commitment to supporting CTE pathways and opportunities for its students and employees. Underserved and underrepresented participants as well as industry professionals may be supported through contributions from industry. In addition, grants to support business mentoring programs can be applied for.

6.0 Requests for Resources for the Next Fiscal Year (After Reporting Year)

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel Recruitment Specialist	$10,000	College General Fund
Facilities		
Equipment Business Simulation	$6,000	Perkins Grant
Supplies		
Computer Hardware		
Computer Software		
Training Business Training Programs	$10,000	College General Funds
Other (promotion)		
Total Requested Amount	$26,000	College General Funds

6.1 ***Describe the resource request***.

An experienced faculty member without competing interests from outside employment. More focus and effort on recruiting, including outreach to a more diverse population.

Continue implementation of simulation and gamification software to bring about a relevant learning environment into the curriculum, thus improving the student experience.

Stipends for Instructor-led workshops and Business Training Programs.

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

Every item listed above could have a measured outcome associated with it, from increased recruitment efforts and efficiency to monitoring the use of simulations to improve student performance, and engagement of mentorship and workshops to improve enrollment.

Data will be measured afterward to see if there is any significant improvement.
in the success rates for each of the elements above. Data for participation, performance, and retention can be collected to measure rates of successful completion compared to the entire program. We look for trends in increased success across the board as the business program expands its student participants, retention, and enrollment. Data will be collected for our student completion rates and FTE earned. Surveys will be issued for students who attended to see what skills and techniques they have learned during the series of workshops.

Investing in recruitment allows the program to engage with students beyond Lincoln County to attract students from more diverse backgrounds. This increases both student diversity within the program and the diversity of the workforce within the industry.

6.3 ***How does this request further college fulfillment of the college mission and its Core Theme objectives?***

All of the requests above relate to improving student success, whether that is through improving instructor efficiency, creating different ways to support student learning, or creating an environment to reinforce the learning experience.

Improving retention has a direct connection to improved retention for OCCC. We need to continue to push for students to complete their program of study for those students to achieve Certificates and Degrees. An expanded program offering to support students' needs should translate to a better success rate, enrollment, and retention. By improving Business program offerings and summer camp workshops and incubators, we are investing time and money into giving our students the additional support they need to achieve their goals.

Our dual credit and Early College Experience is a wonderful opportunity for us to gain FTE, and develop good relationships with the local high schools. A solid online program makes us more marketable to the people of Lincoln County and beyond who might be interested in pursuing a degree but cannot attend a physical class regularly.

7.0 Advisory Committee and Employer Input (CTE Programs Only):

7.1 List Current Advisory Program Membership

A group that meets quarterly composed of representatives from the local business community with a professional interest in the Business Program. Several have been involved in the advisory board for several years and have chosen to remain for more than one term.

Terry Buggenhaggen	Business Owner
Bryan Fitzsimmons	Business Owner- Fitzsimmons Accounting
Paul Schuytema	Executive Director, Economic Development Alliance of LC
Heather DeSart	Executive Director, Northwest Oregon Works
Drew Roslund	Owner, Overleaf Lodge & Fireside Motel, Yachats
Jedd Fly,	AVP Oregon Coast Bank
Majalise Tolan	LCSD Superintendent
Lance Nunn	President & CEO, Oregon Coast Bank
Matt Batchelor	OCCC
Tony Nobe	OCCC
Greg Charles	OCCC
Dave Price	OCCC

7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.

The last in-person committee was in 2023 which generated full support for a new Business Management Degree Program. The committee worked during each of the terms to help finalize the degree program that was presented to ILT. Members are encouraged to engage fully in all topics of program discussions. Members provide recommendations, and we do our best to implement such recommendations if they meet the needs of the program.

7.3 Date final program review to be shared with advisory committee membership:

The committee last met in Spring 2023, and topics within the program review were shared with Local Advisory Committee members. In addition, we concluded the work on the recommendations for a new Business Management Degree Program. The committee embraces the mission we set forth, several years ago, and continues to meet for the benefit of students.

8.0 High School, Community, and Employer Outreach

8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?

Specific data to address this question is unavailable as existing data is not collected. However, every business within LC can hire our graduating students.

8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?

While no formal survey has been conducted, the Business Program is of interest to local employers. However, consideration has to be given that many students pursue additional education and not many students stay locally for employment.

8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?

Most graduates of the Business Program are seeking employment as entry-level accountants or bookkeepers. I have had several students start their businesses outside of the county. In addition, based on an informal survey conducted, many students are seeking degrees or certificates in management, human resources, or other specialties in business

8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.

City

Description
Portland, OR
Salem, OR
Northwest, OR
Oregon City, OR
Eugene, OR

Job Title	Unique Postings from Feb 2023 - Jan 2024
Accounting Clerks	196
Accounting Assistants	142
Accounting Associates	28
Accounting and Payroll Specialists	23
Accounting Bookkeepers	6
Accounting Professionals	3
Payroll/Accounting Clerks	1
Bookkeepers/Accounting Clerks	0
Total Across All Job Titles	399

Regions

Description
Columbia City, OR (in Columbia County)
Oregon City, OR (in Clackamas County)
Astoria, OR (in Clatsop County)
Tillamook, OR (in Tillamook County)
Portland, OR (in Multnomah County)
Salem, OR (in Marion County)
Salem, OR (in Polk County)
Albany, OR (in Linn County)
Eugene, OR (in Lane County)
North Bend, OR (in Coos County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	1,994	1,969	(26)	(1%)
Payroll and Timekeeping Clerks	152	139	(13)	(8%)
	2,146	2,108	(38)	(2%)

Description
Portland, OR (in Multnomah County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	389	376	(13)	(3%)
Payroll and Timekeeping Clerks	38	34	(3)	(8%)
	427	411	(16)	(4%)

Description
Salem, OR (in Marion County)
Salem, OR (in Polk County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	613	629	15	3%
Payroll and Timekeeping Clerks	50	47	(3)	(6%)
	663	676	12	2%

Description
Columbia City, OR (in Columbia County)
Oregon City, OR (in Clackamas County)
Tillamook, OR (in Tillamook County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	319	322	3	1%
Payroll and Timekeeping Clerks	22	20	(1)	(6%)
	341	342	1	0%

Description
Albany, OR (in Linn County)
Eugene, OR (in Lane County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	622	607	(16)	(3%)
Payroll and Timekeeping Clerks	46	42	(4)	(9%)
	669	649	(20)	(3%)

Description
Astoria, OR (in Clatsop County)
North Bend, OR (in Coos County)

Description	2023 Jobs	2034 Jobs	2023 - 2034 Change	2023 - 2034 % Change
Bookkeeping, Accounting, and Auditing Clerks	178	176	(2)	(1%)
Payroll and Timekeeping Clerks	10	<10	Insf. Data	Insf. Data
	189	186	(3)	(2%)

Lightcast.(2024).
[https://analyst.lightcast.io/analyst/?t=4ZW8b#h=vRP8r&page=home&vertical=standard&nation=us

8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?

In 2016-17/18, dual credit was offered for BA101, BA 111, and BA 223 to students at Taft High School in Lincoln City. OCCC Business faculty provided direct instruction and during one term the OCCC instructor supported the Taft HS teacher who instructed the BA101 course by providing an overview of content, scope, and rigor and independently graded a sample of exams to ensure consistency. Since Early College Experience has been open to all students across the LCSD. Students take a business course as an elective, and some students continue with the program after graduation, however, prior coordination and consistency with the high school counselors and administration has failed to pay off. Nevertheless, we continue to explore the consistent messaging
of the program. Appropriate messaging to students interested in Business would promote program completion by helping students better understand career opportunities and develop realistic expectations. However, based on data collected from H.S. students, they would rather pursue other fields in business, such as Business Management.

9.0 Executive Summary

The Business program has two degree options. The Accounting and Business Transfer track. Consequently, the Accounting Degree program has not attracted the number of students the college expected. The majority of students either pursue the Business Transfer track or after completing a few courses, transfer to a 4-year institution to pursue other options in business. In addition, many students pick a business course as an elective and not part of a Business Degree.

Program completion rates for the Accounting Degree continue to remain low and based on surveys conducted over the years, students seem to show no interest in accounting but rather would like to pursue a Business Degree in management or other fields in business.

Recently, additional business courses were added to provide students with more options, however, these courses sit independently and are not part of degree programs. Thus, adding business courses did not help improve enrollment numbers. In addition, a new Business Management program has been recommended based on surveys of high schoolers and the business community. Labor market data regarding the projected number of job openings in the region and other data supporting the implementation of a Business Management Degree were collected to support the viability of this new degree.

The program has focused recently on recruitment efforts on greater ethnic/racial diversity and has explored opportunities to bring Adult Spanish-speaking students from underrepresented and underserved communities within Lincoln County.

Having a full-time faculty member in the program provides both curricular consistency and stability and provides a mentor to guide students in achieving their academic, professional, and life goals. However, not having a consistent student coach/advisor has proven difficult to maintain accurate and up-to-date data on students enrolling in the business program. Given the

continual changes in education and curriculum, constant improvements are being made to the content of the curriculum to meet the needs of students. In addition, the implementation of simulations and gamification into the curriculum has proven a success in helping students engage and enhance their academic performance. The college must continue to budget for the purchase of simulation licenses and provide students with additional resources to reinforce their learning.

Finally, the expansion of degree program options is imperative. Based on the data collected, the college would benefit from a Business Management degree program, thus, providing students with more program options of interest.

Chief Academic Officer Program Review Summary Page

Data Definitions:

Student headcount – Student headcount is an unduplicated count of students. It is the actual number of individual students enrolled. Students may enroll in one more course in a term, but they are counted only once for the term.

Student Enrollment – Student enrollment is a duplicated count of students. Students may be enrolled in more than one course and would be counted in each course for the term.

Full-Time Equivalent Student (FTE) – FTE is a standard statewide measure of student enrollment at an academic department or an institution. FTE is a key performance indicator, productivity measure, and funding rate. FTE represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTE is expressed by the equation below:

> FTES = (Census enrollment X Weekly student contact hours X Term Length Multiplier) / 510 where TLM = 11
>
> Example: FTE for a 4 credit class that meets 6 hours/week with 30 students enrolled at census FTE = (30 x 6 hours/week x 11 weeks/semester) / 510 = 3.88

Full-Time Equivalent Faculty (FTEF) – In an FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure of workload at an academic department or an institution. The formula to calculate FTEF is expressed by the equation below:

> FTEF = WFCH / Contract teaching load of the discipline where WFCH = standard course hours Example: 3/15 = 0.20

Weekly Student Contact Hours (WSCH) – WSCH is an acronym for weekly student contact hours. It presents the total number of hours faculty contacted students weekly in an academic department or an institution. WSCH = census enrollment x class hours per week

Instructional Efficiency (WSCH/FTEF) – WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of program cost-efficiency.

Average Class Size (ACS) – ACS is a measure of the enrollment per faculty contact hour. The District has established 34 as the college-wide target for average class size. The formula to calculate ACS is expressed as follows:

ACS = WSCH / WFCH or ACS = (WSCH/FTEF) / Teaching load

Success Rate - The percentage of students who received a passing grade of A, B, C, P at the end of the semester.

Success rate = (A,B,C,P)/(A,B,C,D,F,P,N,W,I)

Retention Rate - The percentage of students retained in a class at the end of the semester.

Retention rate = (A,B,C,D,F,N,P,I)/(A,B,C,D,F,P,N,I,W)

Fall to Winter Persistence Rate – The percentage of students enrolled in the winter term out of students who first enrolled at the college in the fall term.

Fall to Winter Persistence rate = (number of students with at least one course in next term) / (number of students with at least one course in the first term)

Fall to Fall Persistence Rate – The percentage of students enrolled in the subsequent fall term out of students who first enrolled at the college in the preceding fall term.

Fall to Fall Persistence rate = (number of students with at least one course in next term) / (number of students with at least one course in the first term)

Graduation Rate – The percentage of entering fall students who complete the requirements for a degree or certificate within 150% of the time.