

SHORELINE COMMUNITY COLLEGE
BUSINESS ADMINISTRATION PROGRAM REVIEW
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EXECUTIVE SUMMARY AND PRIORITY SUGGESTIONS

Overall Observations

The Business Administration (BUSAD) Program offers one of the broadest selection of degrees and certificates in Western Washington. It is led by committed, technologically savvy faculty and strongly supported by current students. Faculty have created an excellent partnership with DECA, a national nonprofit that prepares emerging leaders in marketing, finance, hospitality, and management in colleges and high schools around the globe. Faculty feel that the partnership with DECA helps the program both recruit and retain students. The program structure offers a solid foundation on which to build future improvements.

There are many business administration programs at competing community colleges throughout the Puget Sound and the Shoreline program's niche in this landscape could be improved. This includes considering if and how the breadth of offerings may inhibit the program's ability to distinguish itself, if there are ways to improve results from its Human Relations course, and partnerships it could make with other departments across Shoreline.

Priority Suggestion 1: Evaluate program niche in the Puget Sound and identify areas for improvement.

This program of three full-time faculty offers six associate degrees and 17 certificates. The breadth of offerings is a testament to the productivity of the faculty. However the opportunity cost of keeping these multiple degrees and certificates running should be examined. One degree and its related certificates is low performing: Sports and Event Marketing, which has conferred only four degrees over the past four years. This degree is unique in Puget Sound and the prevalence of sports teams in the region should create demand for graduates and interest for students. For this reason, the low performance of the degree is a cause for concern which should trigger a departmental review. What is the reason for the low student demand? Is the degree unknown? Is it teaching the wrong things? Are there not enough jobs available for associate degree graduates?

The other degree/certificate bundle that could help BUSAD create a niche is the Entrepreneurship bundle. While it performs well now, some Shoreline staff have wondered if performance could be improved by revising it to meet the needs of small business owners. A Small Business Start-up and Management degree would contain many of the elements already in the Entrepreneurship degree and certificates, and possibly add a few that are unique to the majority of small businesses in Puget Sound: raising start-up capital, hiring family members, small business licensing and regulations, small business accounting. The program could recruit a committee of small business owners and government officials (relevant

Chambers of Commerce, the Small Business Administration) to help it identify missing elements and invite those most interested to join its program advisory committee.

Suggestions

- 1.1 Evaluate the Sports and Event Marketing Degree and determine if it can be revitalized to create a niche, and boost enrollment. If not, consider suspending it due to low completions. (pp. 25, 28)
- 1.2 Evaluate the Entrepreneurship Degree and determine if modifying the degree to more closely align with small business start-up and management could help create a niche for Shoreline, boost enrollment and revitalize the Program Advisory Committee. If so, seek external funding to proceed with this work. If not, leave it as is as completions are already strong. (p. 24)

Priority Suggestion #2: Improve Internship and Job Placement Services

Internships, particularly paid internships, are correlated with converting to paid jobs ([National Association of Colleges and Employers](#), 2016). All internships can be incorporated into curriculum to add to learning outcomes (Ibid. See especially the Literature Review). Internships and job placement services, despite being encouraged by many Professional-Technical programs, are not typically coordinated by department faculty because of a lack of resources.

Suggestion

- 2.1 Shoreline Community College should consider centralizing this task to serve multiple departments by generating and coordinating internships. (p. 23)
- 2.2 Progress should be tracked through regular surveys of students and employers to gauge satisfaction, and the employment of alumni participating in the internships coordination service. (p. 23)
- 2.3 Shoreline Community College could market this service for students, distinguishing itself from competitor colleges. (p. 23)

Priority Suggestion #3: The Math Learning Center Should Support Business Math

BUSAD offers BUS 102 “Business Mathematics”. This course is accepted as a quantitative reasoning course in many departments across Shoreline Community College. Shoreline’s Tutoring Center have informed faculty that they will not provide tutoring services to students taking this class.

Suggestions

- 3.1 Because so many students take this class, the Math Learning Center should support students in the class. (p. 23)

Program Review Findings

School-wide Findings

1. Shoreline Community College should develop a system for collecting contact information from graduating students. This information could be used by the Foundation for fundraising, as well as by individual departments to assess alumni satisfaction and the degree to which alumni achieved program outcomes. (p. 8-9)

Program Level Findings

1. The Business Administration and Entrepreneurship degrees are separated by only one program-level outcome and four courses. (p. 9-10).
2. Because of the close alignment across the degrees in the program, between AY 2013 and 2015, almost 30 percent of students earned more than one degree. (p. 19)
3. Curriculum mapping should occur to provide the department with measurable results regarding student achievement of program level outcomes (p. 11).
4. BUSAD headcount and FTE enrollment has remained relatively stable during the economic recover. However, between AY 2013 and AY 2015 FTE attributed to students in the professional technical program has decreased by 24 percent. FTE attributed to students in the transfer program has increased by 10 percent. (pp. 15-16)
5. The largest out of department customers of BUSAD are, in order, Supply Chain Management, Running Start, Automotive, Worker Retraining, Accounting, and Visual Communications Technology. These totaled 38 FTE in AY 2016, or almost 20 percent of the total FTE in that year. (p. 16)
6. The program is designed so that students automatically earn certificates as they proceed through the program towards the degree. (p. 18)

Employment Findings

1. Employment projections and program advisory committee comments indicate that this field is growing (pp. 27-28).

Student/Course Level Findings

1. BUS& 101 and BUS 105 had chronic waitlist issues during the study period. Adding additional sections of BUS& 101 could create tensions with other departments. Faculty should consider adding an additional section of BUS 105. (p. 20).
2. BUS 180 – Project Management course has a consistently low fill rate. Faculty should partner with other departments (e.g., Clean Energy Technology and Visual Communications Technology) to determine if collaborating with them could boost enrollment. (pp. 20-21)
3. BUSAD student diversity is better than professional-technical diversity on the whole. These gains can be built upon by seeking qualified people of color and/or women for open teaching positions (p. 16-18).

Curriculum Findings

1. See priority recommendation number one, above.
2. BUS 104 “Human Relations” is an accepted course requirement for many departments. This course focuses on soft skills so in demand by a variety of industries. To help counter the loss in FTE from other departments, BUSAD should consider boosting student learning in this program, particularly learning associated with higher levels of Bloom’s Taxonomy of Educational Objectives (e.g., apply, analyze, and evaluate).

Faculty Findings

1. The faculty are engaged, thoughtful, and had a good understanding of the needs of students and employers. (p. 21)
2. BUSAD has an equivalent number of full-time faculty compared to the college and professional-technical programs overall (pp. 21-22)
3. BUSAD operates at higher student-to-faculty ratio than all of Shoreline Professional Technical programs, and for Shoreline overall, but very close to its peer department at other community colleges. (p. 21-22)
4. Faculty use professional development funds to help off-set the costs of participating in DECA conferences. They make strategic use of on-campus, free professional development (p. 22-23).

Resource Findings

1. BUSAD are savvy with technology and make use of a variety of IT tools to help improve instruction and accessibility. One faculty member knows how to use Canvas to assist with curriculum mapping (p. 23).

Partnerships

1. The program advisory committee needs more members coming from a variety of industries more closely related to the degrees offered in BUSAD. The program should consider recruiting recent graduates to participate on the committee as a way to rejuvenate, expand, and diversify the types of businesses participating (p. 23).

Program Services

1. Students participating in the current student survey expressed satisfaction with program services. Open responses offered no concrete suggestions for improvement nor areas of strength. (p. 24).

Labor Market Opportunities

1. Event planning, which has a SOC code affiliated with the and Event Marketing degree, is a declining occupation in the labor market. Faculty should determine if this program is preparing people for the event planning field even though the occupation is in decline. (p. 28)
2. It may also be the case that the Event Planning SOC code is not well matched with this program, in which case faculty should evaluate if the related CIP code is a match. (p. 28)

INTRODUCTION

In an effort to maintain the highest quality post-secondary education and meet regulatory requirements, Shoreline Community College hired Phippen Consulting, LLC in spring of 2017 to conduct a program review of its Business Administration program (BUSAD).

METHODOLOGY

Meetings

- One one-hour meeting with Division Dean, program chair, and Institutional Review staff to identify major issues of focus.
- Three two-hour meetings with staff and faculty to discuss all aspects of their program.
- One one-hour meeting with the BUSAD Program Advisory Committee to discuss the relevance of this program.

Documents Reviewed

- One survey of current students (n=43)
- One survey of alumni covering (n=26)
- Student demographic data
- Class cancellation and waitlists
- Student completion data
- Student completion ratios for BUSAD, Shoreline, and the state
- Student grade distributions
- Comparative data on student-faculty ratios
- Comparative data on full-time to part-time faculty ratios
- Program and course level fill rates
- Labor market data
- Job openings data from EMSI
- Program level learning outcomes
- College and program website and planning guides
- Annualized FTEs, headcount, and percent of enrollment by program and by certificate/degree)

Surveys

The program instituted an alumni and current student survey this year (see the separate document, “BUSAD Surveys” for a copy of the survey results). Surveys were distributed by Shoreline’s Marketing and Communications Department using MailChimp and Survey Monkey. One email and one follow-up email were sent to both current and former students resulting in a response rate of 10.8 percent for current students and 11.1 percent to former students. The former student survey

response could be improved by collecting contact information for graduating students.

ASSESSING STUDENT LEARNING

Program Outcomes

BUSAD offers six associate degrees and seventeen certificate options. There was some question about the alignment of outcomes for the six degree options. The following table provides an analysis of the program outcomes across the six degrees.

AAS Program Outcome Analysis

PROGRAM OUTCOMES	BA AAS	Ent AAS	Fash AAS	Mkt AAS	Ret AAS	Sprt AAS
Understand general business principles related to products and services, accounting and finance, marketing and sales, business operations, legal issues and business decision-making	X	X	X	X	X	
Apply business mathematics to analyze data and solve business problems	X	X			X	
Apply theories of motivation, organizational behavior and effective management skills to create a healthy, productive work environment	X	X				
Effectively communicate—both verbally and in writing—in a variety of business and multicultural settings	X	X		X	X	
Demonstrate effective leadership and supervision skills		X				
Demonstrate an understanding of the fashion and merchandising industry			X			
Understand the history of textiles, costumes and designs			X			
Identify fashion and merchandising trends			X			
Develop buying plans and effectively display merchandise			X			

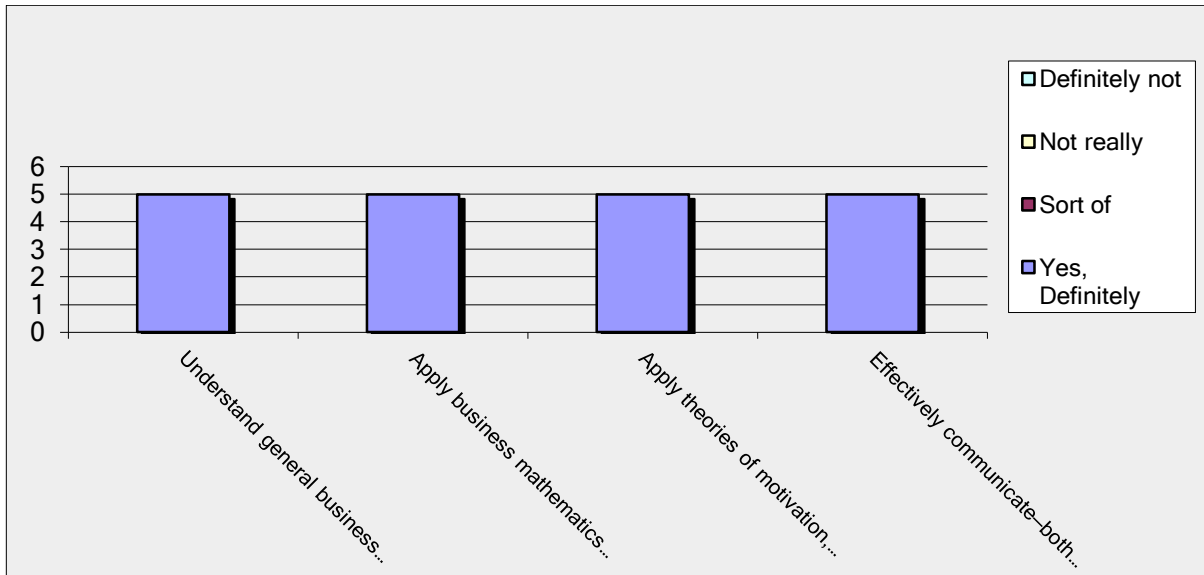
PROGRAM OUTCOMES	BA AAS	Ent AAS	Fash AAS	Mkt AAS	Ret AAS	Sprt AAS
Understand basic marketing principles, including market research, product development, product promotion, pricing strategies and customer satisfaction				X	X	
Develop, initiate and analyze sales programs, along with budget and expense reports				X	X	
Demonstrate professional sales skills—effectively interview clients and gauge consumer need				X	X	X
Apply advertising strategies to plan, select and produce effective advertising media				X		X
Apply principles of retailing to include store management, merchandising and inventory control				X		
Apply principles of retail buying to plan, select and control merchandise					X	
Plan events and coordinate the logistics; adopt internal communication techniques and management skills to successfully promote products and events						X
Implement effective marketing, communication and strategies to foster community support						X
Maximize sales revenue through sponsorships, product and ticket sales						X

Most of this department's degrees are distinct, however the Business Administration and Entrepreneurship are separated by only one outcome and only four courses, Project Management, Advertising and Sales Promotion (required for Entrepreneurship) and Fundamentals of Sustainable Business, Principles of Management (required for Business Administration).

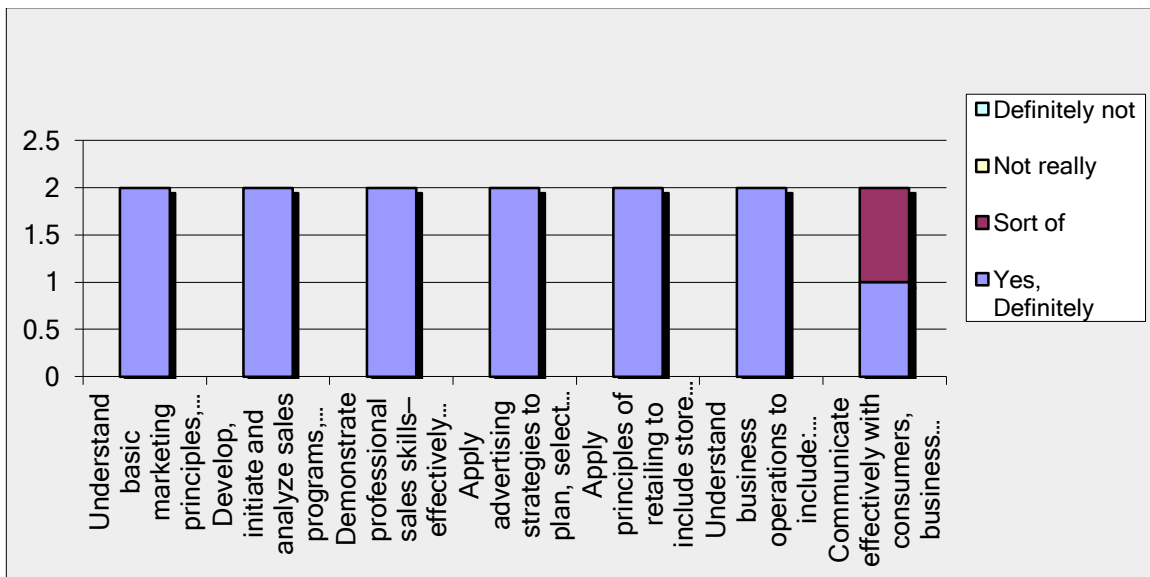
The alumni survey asked participants to indicate the degree or certificate they completed at Shoreline, and to evaluate the extent to which they felt they achieved the program's learning outcomes. The results are reported below.

Of the 17 respondents to the alumni survey, 5 stated they had completed the General Business Administration AAS. The following chart shows that alumni of this

program responding to the survey rated their achieving the four program outcomes for this AAAS on a scale of 1 (definitely not) to 4 (yes, definitely).



Two respondents completed the Marketing AAS. Their response to the achieving the program outcomes is:



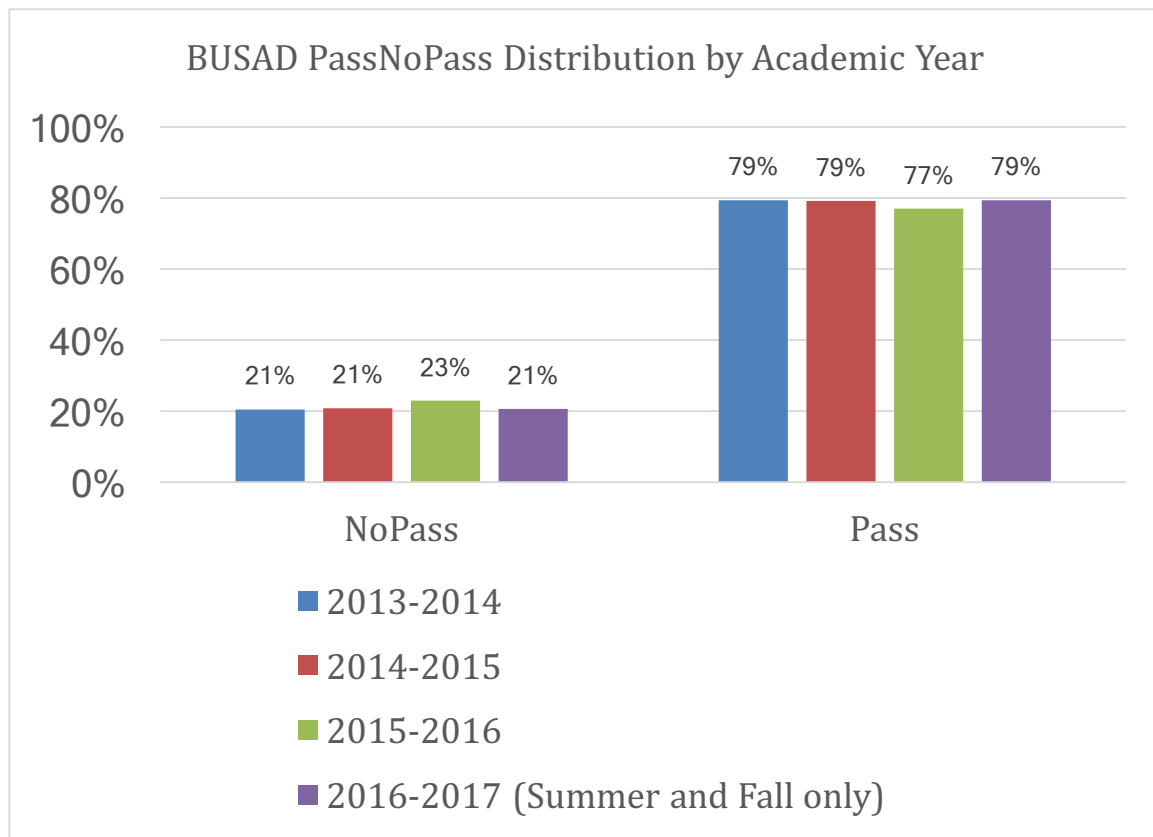
To better understand the degree to which graduates of the program attain the program learning outcomes, it is suggested that the department engage in a curriculum mapping process to connect these outcomes to the existing courses. This process will help identify gaps, overlaps, and misalignments between the program outcomes and existing courses. It will also result in tools faculty can use to evaluate the attainment of these outcomes.

Meeting Individual Learning Needs

On a scale of 1 (poor) to 5 (excellent), current students (n=42) gave this department a strong 4.3 on its ability to meet individual learning needs.

Grades

An examination of BUSAD pass-no pass awards (all BUSAD students, not just professional-technical students) reveals that BUSAD issues slightly fewer pass grades than Shoreline Professional-Technical programs overall.

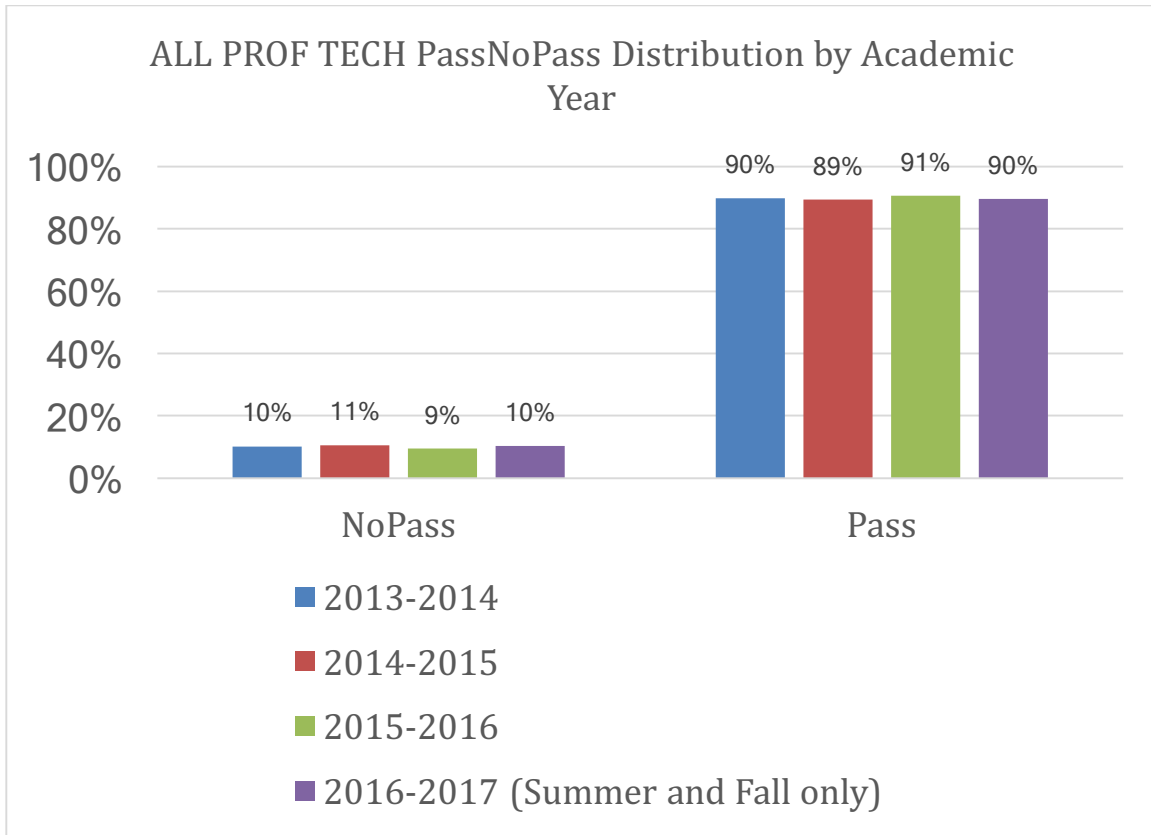


2013-14: 1,985 students

2014-15: 1,911 students

2015-16: 1,823 students

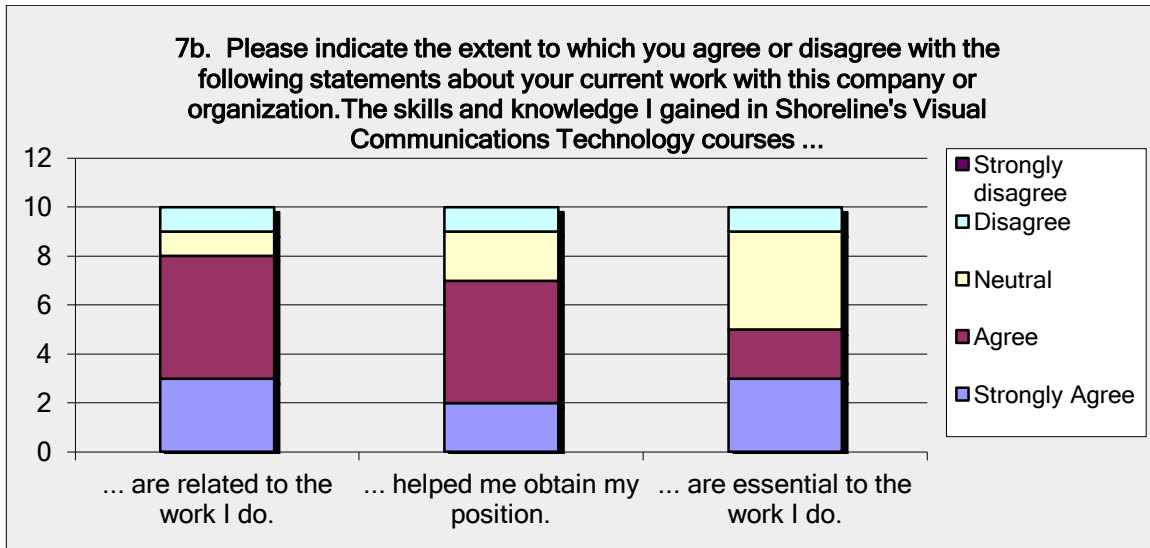
2016-17: 776 students



EMPLOYMENT OUTCOMES

To understand employment outcomes, two data sources were used. First, BUSAD alumni who responded to the survey reported their employment status (responses varied between 8 and 25).

Ten out of 17 respondents work full- or part-time. The majority of respondents (8 out of 10) felt like their degree was related to the work they do, and felt their degree helped them gain their position (7 out of 10). Half (5 out of 10) felt their degree was essential to their work. No students “strongly disagreed” that their degree was related to their work, helped them obtain their job, or was essential to their work.



The second data source is the Data Linking for Outcomes Assessment database compiled by the Washington State Board for Community Colleges linking program outcomes and employment data. This data shows the employment outcomes for alumni that completed their degree or certificate compared to those who did not (i.e., “Leavers”).¹ The data does not show what jobs these individuals have.

	Leavers	Ns	Completers	Ns
2012-2013	72%	28	59%	35
2013-2014	86%	28	89%	26
2014-2015	87%	38	63%	21

Out of the three year study period, only in AY 2013 did program completers gain employment at a higher rate than participants that left the program without a degree or certificate. This was occurring during the economic recovery and it is likely that program leavers left *because* they had gained employment. The low rate for completers could be attributed to the large numbers of international students in the program (24 percent of the BUSAD student body in 2016-17). Also, the number of people included in this particular analysis is relatively low (between 50-60 people each year), so this could have an impact on the results. The analysis conducted for this program review (e.g., meeting with the Program Advisory Committee) did not identify a misalignment between the program and employer expectations.

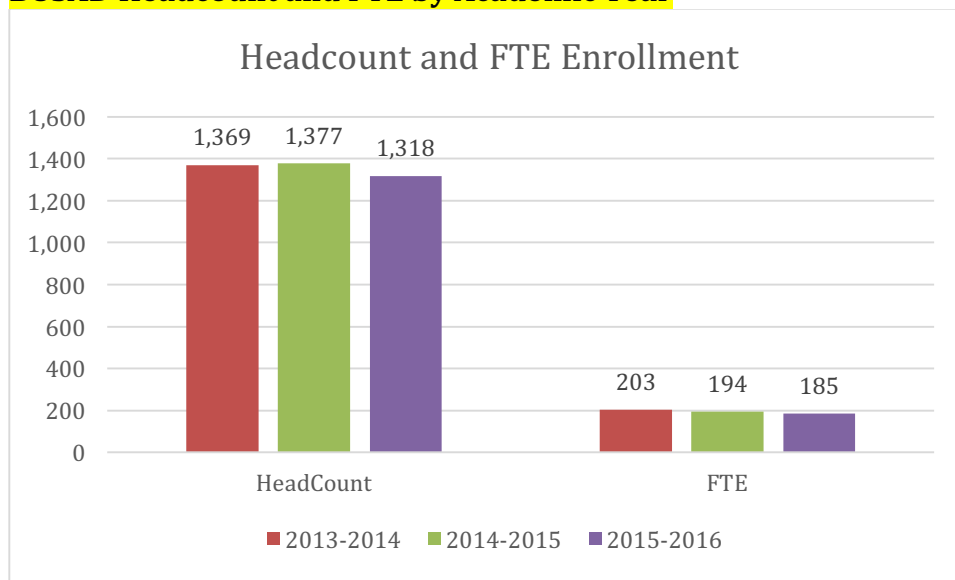
¹ The data includes alumni who have not enrolled in another Washington State community or state college or university for at least one year (i.e., so recent graduates are not included). It does not include alumni who do not have a social security number. For these reasons it may be an undercount of actual employment.

STUDENT DATA TRENDS

Enrollment

As the following table shows, BUSAD headcount and FTE enrollment has remained remarkably stable during the economic recovery, in contrast to many professional technical programs. BUSAD FTE enrollment declined by just over 9 percent during the study period, compared to a 12 percent decline in Shoreline's professional-technical programs overall. Shoreline's BUSAD program is not large in comparison to other Puget Sound programs (seventh out of 10). Faculty believe that at least part of the reason for this is Shoreline's relatively smaller service area.

BUSAD Headcount and FTE by Academic Year



It's worth deconstructing the source of FTE in BUSAD. As the table below shows, about 60 percent of FTE comes from inside the department. This percent has been steadily growing since 2013.

	AY 2013	AY 2014	AY 2015	AY 2016
% in department	56.7%	60.5%	62.2%	63.8%
% out of department	43.3%	39.5%	37.8%	36.2%
% transfer	39.0%	45.2%	47.4%	49.4%
% prof tech	17.7%	15.3%	14.8%	14.4%
% international	17.5%	19.5%	23.5%	22.6%

The portion of FTE coming from its professional technical degrees, has declined 24 percent since 2013 (from 35.96 FTE in AY 2013 to 27.31 in AY 2015). This is likely

due to changes in the overall economy. The portion coming from its transfer degrees is the only portion that has grown during that timeframe.

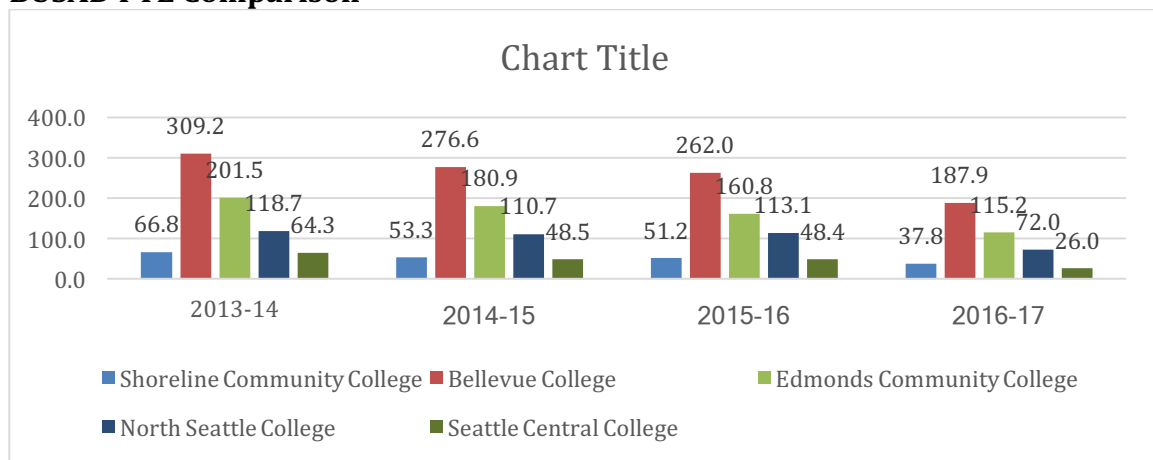
**BUSAD FTE Change by Source:
AY 2013-AY 2015**

Total change	-9.3%
Transfer change	10.2%
Prof tech change	-24.1%
Out of department change	-20.8%

The biggest out of department “customers” of BUSAD are, in order, Supply Chain Management, Running Start, Automotive, Worker Retraining, Accounting, and Visual Communications Technology. These totaled 38 FTE in AY 2016, or almost 20 percent of the total FTE in that year.

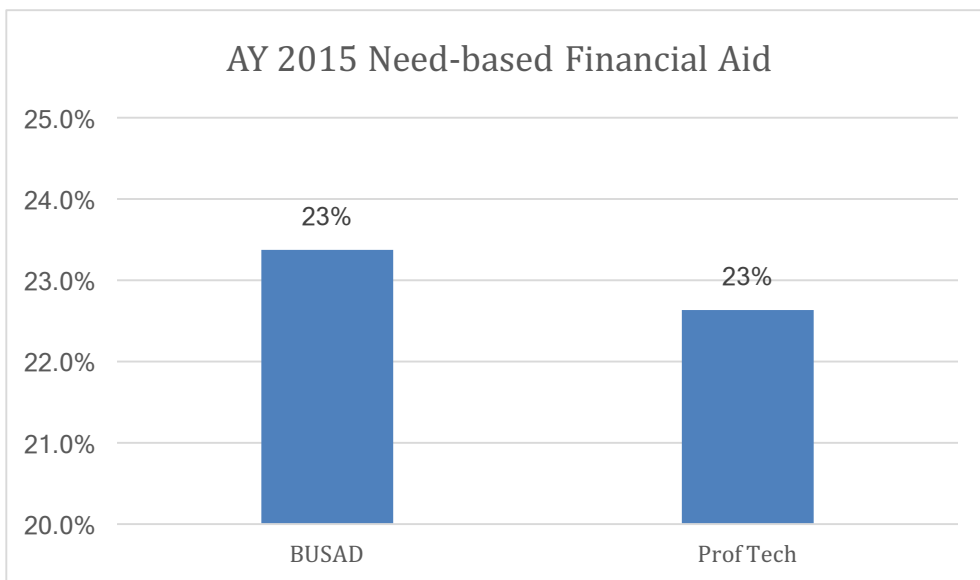
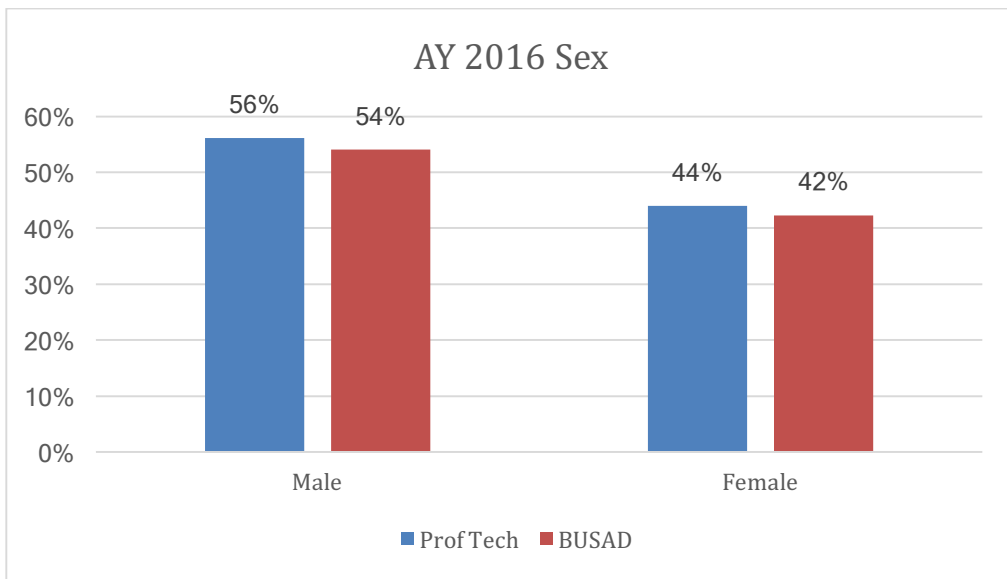
When comparing BUSAD enrollment fluctuations to local competitors (see the following table), Shoreline’s FTE increased by 2.6 percent between AY 2013 and AY 2015. Other programs that experienced enrollment increases include Highline and Lake Washington Technical College. Edmonds and Seattle Central experienced slight decreases (-1.9 percent and -3.9 percent). Part of Highline’s increase can be attributed to adding a new program during this period – Animation, Interactive, Video Gaming.

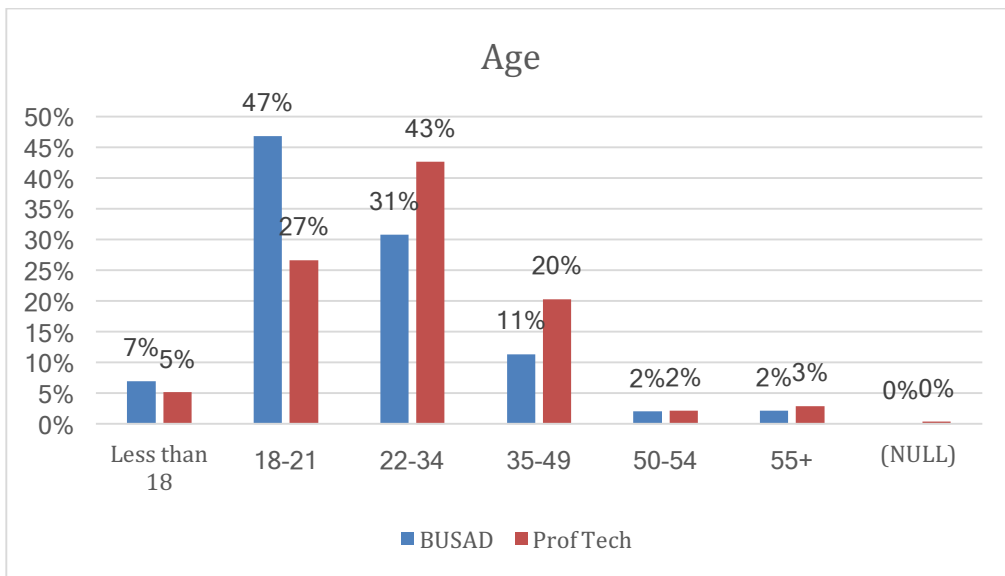
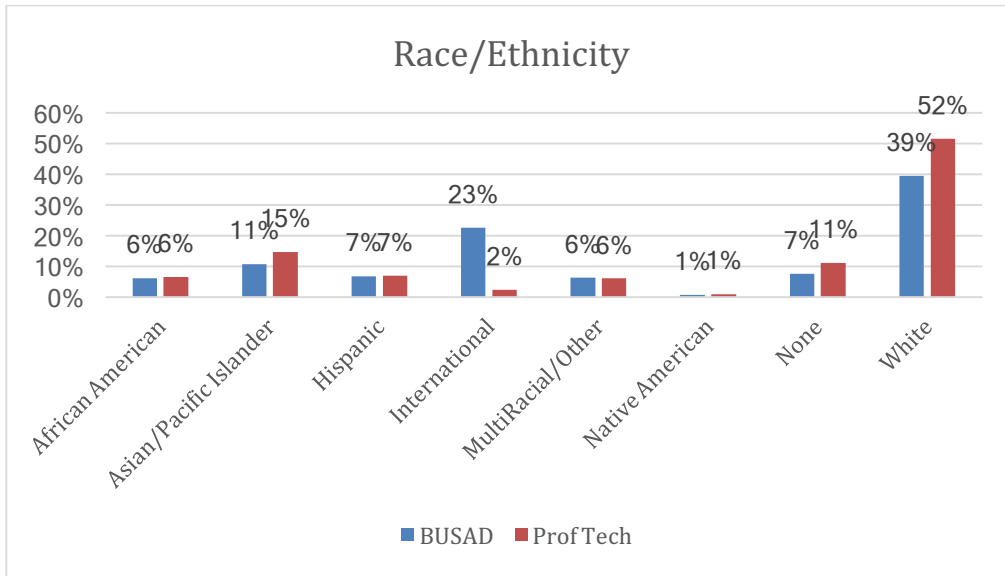
BUSAD FTE Comparison



Student Demographics

BUSAD diversity (all student types, including transfer) on a whole compares favorably to Shoreline’s average professional technical programs. They have slightly more men, a comparable percent of students on need-based financial aid, more students of color, and are generally younger than other professional-technical programs.





Program diversity will continue to improve if program administrators identify people of color and female candidates for new teaching positions, especially part-time positions where female candidates are under-represented.

Completion Data

BUSAD has an unusually high number of certificates and degrees. The program is designed so that students automatically earn some the certificates as they proceed through the program towards the degree, ensuring that even if they leave early, students are earning some certificate. Completion data is as follows.

Degrees/Certificates	AY 2013	AY 2014	AY 2015	AY 2016
Fashion Merchandising - AAAS	6	4	5	2
Marketing - AAAS	3	4	2	3
Entrepreneurship - AAAS	4	2	2	2
Sports/Event Marketing - AAAS	1	0	2	1
Retail Management - AAAS	3	3	2	3
General Business Administration - AAAS	6	5	4	5
<i>Sub-total</i>	<i>23</i>	<i>18</i>	<i>17</i>	<i>16</i>
Fashion Merchandising - CP	3	0	4	2
Marketing - CP	1	2	1	2
Entrepreneurship - CP	4	2	3	2
Sports/Event Marketing - CP	2	3	1	1
Retail Management - CP	1	2	2	3
General Business Administration - CP	2	0	3	3
<i>Sub-total</i>	<i>13</i>	<i>9</i>	<i>14</i>	<i>13</i>
Fashion Merchandising - CC	4	4	4	2
Marketing - CC	11	7	9	3
Entrepreneurship - CC	10	5	11	1
Sports/Event Marketing - CC	9	4	5	2
Retail Management - CC	7	5	13	4
General Business Administration - CC	10	4	13	2
<i>Sub-total</i>	<i>51</i>	<i>29</i>	<i>55</i>	<i>14</i>
International Trade - ST	12	11	8	11
Sustainable Business Leadership - ST	8	4	4	1
<i>Sub-total</i>	<i>20</i>	<i>15</i>	<i>12</i>	<i>12</i>

The number of students with multiple BUSAD degrees was also analyzed between AY 2013 to 2015, revealing that more than one-quarter of students pursue multiple degrees. This is likely because of the close alignment between a few of the degree programs (i.e., the General Business Administration and Entrepreneurship degrees are separated by only four courses).

- 4 degrees: 3
- 3 degrees: 2
- 2 degrees: 5
- 1 degree: 26
- % of students with >1 degree: 28 percent

When comparing BUSAD completion ratios to Shoreline Community College and statewide ratios, this program is slightly below, but still within an acceptable range, of the Shoreline and statewide completion rates.

BUSAD Technology Completion Ratios Compared to State and Shoreline

All Workforce Certificates and Degrees		AY 2011	AY 2012	AY 2013	AY 2014	AY 2015
State	<i>Ratio</i>	20%	20%	20%	Unavail.	Unavail.
Shoreline	Completions	626	694	652	702	545
	Headcount	2110	2331	2156	2075	1854
	<i>Ratio</i>	30%	30%	30%	34%	29%
All BUSAD	Completions	48	45	36	31	32
	Headcount	164	166	156	131	119
	<i>Ratio</i>	29%	27%	23%	24%	27%

Workforce Degrees Only		AY 2011	AY 2012	AY 2013	AY 2014	AY 2015
Shoreline	Completions	194	206	203	208	181
	Headcount	1616	1786	1643	1534	1389
	<i>Ratio</i>	12%	12%	12%	14%	13%
All BUSAD	Completions	12	10	9	11	10
	Headcount	128	131	129	111	97
	<i>Ratio</i>	9%	8%	7%	10%	10%

Waitlists and Fill Rates

Shoreline Community College's Institutional Review Department (IRD) studies waitlist data for the college, analyzing number of seats waitlisted by course and quarter, in addition to several additional factors of importance. This analysis flags courses that have 16 or more seats waitlisted.

Two courses had chronic waitlist issues during the study period: BUS& 101 and BUS 105.

Fill rates are determined by comparing the number of students enrolled in a course during an academic year, with that course's capacity for the year. Analyzing fill rates identified no courses where the fill rate is consistently high (i.e., over 100 percent for one or more years during the study period). Courses that had consistently low fill rates include:

- BUS 180
- BUS 209

- BUS 215
- BUS 235
- BUS 255
- BUS 290

FACULTY

The faculty participating in the program review were engaged, thoughtful, and had a strong understanding of the needs of students and employers.

Faculty Workload

The following table highlights the number of sections taught by different types of faculty. Shoreline's Accounting Department, offered here as a comparable department, has a higher percent of full-time faculty, but is a relatively smaller department.

Academic Year	Employment Status ID	BUSAD	ACCT	PROF TECH	SHORELINE
2010-2011	CONTRACT		3%	0%	0%
	FULL-TIME	49%	60%	38%	40%
	MOONLIGHT	13%	17%	5%	4%
	PART-TIME	34%	17%	55%	53%
	VOLUNTEER	3%	3%	2%	2%
2011-2012	CONTRACT	2%	3%	1%	1%
	FULL-TIME	49%	55%	39%	38%
	MOONLIGHT	15%	19%	6%	4%
	PART-TIME	34%	23%	53%	55%
	VOLUNTEER			2%	2%
2012-2013	CONTRACT	4%	3%	1%	1%
	FULL-TIME	33%	62%	37%	36%
	MOONLIGHT	8%	17%	8%	5%
	PART-TIME	55%	17%	54%	56%
	VOLUNTEER			1%	1%
2013-2014	CONTRACT	1%	3%	5%	3%
	FULL-TIME	30%	58%	36%	33%
	MOONLIGHT	6%	16%	5%	4%
	PART-TIME	62%	23%	54%	59%
	VOLUNTEER			0%	1%

Academic Year	Employment Status ID	BUSAD	ACCT	PROF TECH	SHORELINE
2014-2015	CONTRACT	11%	3%	3%	2%
	FULL-TIME	43%	63%	38%	36%
	MOONLIGHT	13%	17%	7%	5%
	PART-TIME	33%	17%	52%	57%
	VOLUNTEER			1%	1%
2015-2016	CONTRACT	19%	3%	10%	5%
	FULL-TIME	35%	46%	36%	35%
	MOONLIGHT	12%	15%	6%	4%
	PART-TIME	35%	36%	48%	55%
	VOLUNTEER			0%	1%
2016-2017	CONTRACT	17%		4%	5%
	FULL-TIME	37%	45%	36%	33%
	MOONLIGHT	9%	15%	6%	4%
	PART-TIME	38%	40%	53%	56%
	VOLUNTEER			0%	1%

Historically, BUSAD operates at higher student-to-faculty ratio than all of Shoreline Professional Technical programs, and for Shoreline overall, but very close to its peer department at other community colleges. Recently, Shoreline's ratios have dropped below its peer department.

FACULTY_STUDENT RATIOS

Quarter	BUSAD	ACCT	PROFTECH	SHORELINE	STATE (BUSAD)†
Fall 2010	1:29	1:36	1:16	1:21	1:28
Fall 2011	1:27	1:28	1:14	1:20	1:27
Fall 2012	1:29	1:30	1:15	1:20	1:28
Fall 2013	1:27	1:30	1:15	1:20	1:26
Fall 2014	1:26	1:37	1:13	1:19	1:25
Fall 2015	1:22	1:31	1:13	1:19	1:28
Fall 2016	1:22	1:29	1:13	1:17	1:28

†(Source: https://tableau.sbctc.edu/t/SBCTC/views/S-FRatios/SFRatiosandAnnualizedFTES?%3Aembed=y&%3Adisplay_count=no)

Professional Development

BUSAD faculty do not have departmental norms or expectations around professional development. The department uses professional development funds to help off-set the costs of participating in DECA conferences.

Outside of DECA, faculty pursue the on-campus (and no-cost) professional development activities, particularly those focused on pedagogy. Recent experiences noted as useful include one related to outcomes assessment, Teaching Squares (observing other faculty teaching courses), the Five Star Consortium orientation for newly hired part-time faculty, a McGraw-Hill session to improve competence on Connect, and a session to make use of Canvas' learning management tools.

One requested future session would cover available scholarship information for students.

RESOURCES

BUSAD faculty who participated in the program review are savvy with technology. This includes using Smart Classrooms, Canvas and its Early Alert System and drop out prevention tools, posting videos and web conferences, and McGraw/Hill's Connect program. One faculty member knows how to use Canvas to assist with curriculum mapping. Faculty felt well supported by Shoreline's technology department and online help tools.

One area for improvement is math tutoring. Faculty have been told that the tutoring center does not support business math tutoring. Business math is a quantitative reasoning requirement for several departments, not just Business Administration. The tutoring center should be available to support these students.

As with other departments, business faculty struggle to find time to help students find internships and with other job placement activities. Because these needs are found in multiple professional development programs, the school should explore the option of providing a centralized resource for them. One faculty member noted that a career planning office that used to exist has been eliminated.

PARTNERSHIPS

Active Partners

Three members of the Program Advisory Committee met for the program review representing the construction and e-commerce sectors. It is suggested that the program consider recruiting recent graduates to participate on the committee as a way to rejuvenate, expand, and diversify the types of businesses participating. Recent alumni memberships should be held to no more than 20 percent of the total members to ensure diversity of experience.

The program also works with Nordstrom to provide speakers for their program. The Chair serves on the Western Association of Food Chains, from which only one student has been referred and enrolled over the past several years. They also work with Central Washington University and other post-secondary schools on

articulations. Finally, the Business Law class works with up to 60 nonprofits for a required service learning project, which has evolved into a student-driven process after the loss of a part-time coordinator).

PROGRAM SERVICES

Current students were surveyed regarding their opinions of BUSAD's program services. They were asked to rate each component on a scale of 1 (poor) to 5 (excellent). The ratings were:

Program Element	Rating	N
Helpful program information	4.1	42
Effective curriculum structure	4.2	42
Support individual learning needs	4.3	42
Adequate preparation for employment	3.9	42
Adequate guidance for career planning	4.0	40
Adequate program resources	4.0	41
Class schedule meets student needs	4.2	42
Academic advising meets student needs	4.3	41
Effectiveness of other support services	4.2	42

The ratings for BUSAD's program elements were in line with other programs at Shoreline. Open responses offered no concrete suggestions for improvement nor areas of strength.

COMPETITION

Shoreline's BUSAD program is unique amongst community college programs. It has a comprehensive program offering associate degrees in six separate areas. No other local college offers such a robust selection of options. The challenge with so many different offerings is that it makes it difficult for the school to become known for specialties. The multiple degrees and certificates spread faculty thin. For example, North Seattle College specializes in International Business and Bellevue College has a specialty in Business Intelligence. It is difficult to get a sense of how Shoreline College differentiates itself in this busy market.

An example of how this could be different – faculty have heard that the name of the Entrepreneurship program may be limiting access from international students interested in starting up small businesses. If the program were renamed to something like “Small Business Start-up and Management” and revised to focus specifically on these needs it could be marketed heavily throughout Shoreline to people interested in starting up businesses such as restaurants and other service enterprises, as well as folks currently running small businesses. The department

could use this rebranding and re-focusing to recruit new members to the advisory committee as well as an opportunity to approach local relevant chambers of commerce. Finally, this fill a need throughout the greater Puget Sound region and distinguish the program.

Shoreline's Sports/Event Management degrees is unique in the region, however it has low completions indicating low demand. A greater understanding of this low demand is necessary to help determine the reason: is it a marketing problem? A lack of jobs problem? Or is it teaching the wrong thing? Shoreline's Fashion Merchandising and Sustainable Business Leadership certificate are also unique and have higher completions.

The following table illustrates the local differences:

	Shoreline	N. Seattle	Everett	Edmonds	Cascadia	Bellevue
General Business Admin	AAS CP CC	AAS	ATA CP	ATA CP	DTA only	AA
Entrepreneurship	AAS CP CC	CP		CP ¹		CP
Fashion Merchandising	AAS CP CC					
Marketing	AAS CP CC			CP		AA CP CC
Retail Management	AAS CP CC	CP		CP		CP
Social Media Marketing	CC					CP ⁴
Sports Event Marketing	AAS CP CC			ATA ² CP ²		
International Business	CC	BAS CP		CP		
Project Management	CC	CC - OL	CP	CP		CC
Sustainable Business Leadership	CC					

	Shoreline	N. Seattle	Everett	Edmonds	Cascadia	Bellevue
Business Information Technology*				ATA ³ CP ³		AA CP CC
E-Business				ATA		
Leadership				CC		
Small Business				CC		
HR Assistant						CP
Business Intelligence						CC ⁵

*Not Business Technology

1 – Entrepreneurship and Small Business

2 – Just event planning, no sports angle

3 - Bus IT has 4 different (disjointed) concentrations (e.g., Medical Office Admin/Billing, Admin Supervision, Office Tech and Admin Support)

4 – Called Web Content Management, Web Marketing Specialist

5 – Includes stats, SQL, data mining but only 30 credits

Current students were asked what other programs they considered before selecting Shoreline and their responses indicated that Shoreline competes with several different public and private programs in Washington and across the country including:

- Seattle Central College
- North Seattle College
- Edmonds Community College
- Bellevue College
- Cascadia College
- UC Boulder
- Everett Community College
- Whatcom College
- Renton Technical College
- Seattle Fashion Institute
- Tribal Colleges
- Western Washington University

Students are quite likely to recommend this program to others, giving it a 4.3 on a scale of 1 (definitely not) to 5 (definitely) (N=42).

LABOR MARKET OPPORTUNITIES

Job growth for the occupations this program is targeting is forecasted to increase significantly over the next 10 years, growing faster than the national average for these occupations. Median earnings are also strong in these occupations.

King County Occupational Projections

Occupational title	Estimated employment 2014	Estimated employment 2019	Average annual growth rate 2014-2019	Average annual opening due to growth 2014-2019	Average annual total openings 2014-2019
General and Operations Managers	16,985	18,797	2.05%	362	783
Advertising and Promotions Managers	680	777	2.70%	19	43
Marketing Managers	4,607	5,357	3.06%	150	260
Sales Managers	4,839	5,483	2.53%	129	243
Administrative Services Managers	2,535	2,783	1.88%	50	92
Industrial Production Managers	949	974	0.52%	5	30
Transportation, Storage, and Distribution Managers	1,290	1,388	1.48%	20	46
Construction Managers	4,781	5,361	2.32%	116	190
Social and Community Service Managers	1,304	1,401	1.45%	19	54
Managers, All Other	12,153	13,356	1.91%	241	501
Wholesale and Retail Buyers, Except Farm Products	2,627	3,077	3.21%	90	178
Cost Estimators	2,470	2,748	2.16%	56	127
Management Analysts	14,760	16,931	2.78%	434	621
Meeting, Convention, and Event Planners	2,185	2,397	1.87%	42	66
Market Research Analysts and Marketing Specialists	11,800	14,026	3.52%	445	580
First-Line Supervisors of Retail Sales Workers	9,604	10,109	1.03%	101	325
Sales Representatives, Wholesale and Manufacturing, Except Tech. & Sci. Products	19,689	22,477	2.68%	558	981

([Washington State Employment Security Department, 2017](#))

Comparing these growth figures with estimated supply numbers reveals that the key occupations in this cluster are in-demand or in-balance in King County. The only occupations in decline are:

- Administrative Service Managers;

- Industrial Production Managers; and
 - Meeting, Convention, and Event Planners
- (Source: EMSI, Shoreline Institutional Review Staff)

In light of these projections and the relatively low completions, faculty are encouraged to evaluate the Sports and Event Marketing degree and certificates. At least part of this degree is focused on helping graduates become Event Planners to determine if changes are needed in the program to make it more relevant and/or if the program should be put in hiatus until demand returns.

The Advisory Committee noted that job candidates they see are missing the following key skills:

- Written communication – including technical writing, use of grammar, and formatting; and
- Interpersonal skills – including teamwork, owning mistakes made, and work ethic.