

Docket Item:

Community College Approval: Blue Mountain Community College, Associate of Applied Science in Business Administration within 52.0201 Business Administration and Management, General.

Summary:

Blue Mountain Community College proposes a new Associate of Applied Science in Business Administration. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following degree: AAS in Business Administration.



Blue Mountain Community College seeks the Oregon Higher Education Coordinating Commission’s approval to offer an instructional program leading to an Associate of Applied Science in Business Administration.

Program Summary

The Business Pathway is designed for students who want to work in business and for those who may be interested in a business career. The pathway includes foundational coursework that may be applied to an associate of applied science (AAS) degree for entry into the workforce. The foundational courses apply to either path and include basic skills necessary for business careers.

Students opting for the workforce degree will take general business courses that will prepare them for entry-level employment.

1. Describe the need for this program by providing clear evidence.

The community college provides clear evidence of the need for the program.

Blue Mountain Community College’s Business Administration Department currently has six AAS degrees and several related Career Pathway Certificates of Completion. The current Business Administration AAS degree is second in enrollments to our ASOT-Business transfer degree. This year department faculty took on the task of streamlining our courses into one program. The proposed program meets our current workforce needs based on feedback from our advisory committee members, local employers, former students, and Oregon labor market data.

In regards to the guiding questions. This program would replace the current Business Administration AAS degree, and going through the new program process is required because we changed more than 30% of the program. Our current graduates are highly sought by local employers, and they receive pay in alignment with the employment outlook information.

Business recently completed the major transfer mapping to Oregon universities, and while going through that process, we improved the transfer degree. Those changes have been incorporated into the proposed program. We now have a better pathway for students who are unsure about whether they want to transfer or enter the workforce.

2. Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?

The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Our collaborators have been our advisory committee members, high school, dual-credit teachers, local employers, former students, statewide committees (Business Department Chairs, Administrative Office Professional, Oregon Business Education Association, Program of Study Framework for Business Management and Administration, and Retail Management), BMCC committees (Project Renaissance, curriculum, and department chairs), and cooperative work experience supervisors.

Throughout the year, we keep track of changes in workforce needs and updated skills required. For example, Oregon universities want very different accounting and Excel skills than they did 10 years ago. While we have been updating individual courses, this is the first time we had a chance to step back and analyze the Business Administration degree from a fresh approach. In the Oregon labor market review, skills were reviewed, and additional changes were made to ensure those skills were included in this program.

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

The community college program is aligned with appropriate education, workforce development, and economic development clusters. Alignment is the demonstrable outcome or product of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or get credit for proficiency. In PK 20 systems, students can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

As stated above in Collaboration, we have been working with many different groups for several years. We meet at least twice annually with our dual-credit, high school teachers to discuss skill needs and alignment between their courses and our programs. We also meet twice each year with the Business Chairs group and the Administrative Office Professional group. This last year, we were fortunate to be involved with the development of the new Business Management and Administration program of study framework.

The courses that we currently articulate from the high schools remain the same in this new program as they are in the existing program. Because of our work with the major transfer map, we also have much better alignment with Oregon universities; however, this program is an AAS degree intended for students to enter the workforce rather than transfer. With our new two-degree pathway, there are core courses in both programs, and then the pathways diverge into more technical, workplace skills vs. general education requirements for transfer.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

The community college program leads to student achievement of academic and technical knowledge,

skills and related proficiencies. Design involves program admission procedures, instructional methodologies, student assessments, learning outcomes, student follow-up processes, performance indicators, program evaluation, and all other aspects of the program of study.

Program Elements - the program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.

We believe that our new program is better designed than our current program. The reasons for this are 1) we have taken in the feedback from all of our collaborators to improve our courses, 2) we have included skills from the Oregon Employment Department labor information, and 3) we already had a good program with outcome assessment and course mapping to program outcomes. The courses within our new Business Administration AAS degree has also been mapped to the program outcomes. In a few courses, additional assessments will be added.

BMCC uses Canvas as its learning management system (LMS), and we have learning outcomes and rubrics for our courses within Canvas. While Canvas' reporting tools are not ideal, we review and discussion the data in order to make adjustments to the courses. The LMS also includes tutoring and support resources.

5. ***Does the community college identify and have the resources to develop, implement, and sustain the program?***

The community college identifies and has the resources to develop, implement, and sustain the program. The capacity needed will be largely determined by the need and design of the proposed program. The college must have the resources to offer the proposed program without negatively impacting existing approved programs. Capacity may also reflect financial and in-kind resources contributed by partners.

As mentioned previously, this is not a new program, but rather, it is a redesign of our Business Administration AAS program and eliminating 5 other AAS degrees. We streamlined our course offerings to be more efficient. Rather than increasing costs, this new program will reduce personnel costs because we are going from 4 full-time faculty down to 3. All courses have existing faculty leads who are responsible for curriculum and content. As far as the student-faculty ratio, pre-covid our program review showed that the ratio fluctuated between 14:1 and 35:1 based on the term. Summer was lowest, and fall term was highest. The average for the academic year was 23:1.

As mentioned previously, we have cooperative work experience as a required course. Also, in pre-covid times, we took students on site visits and brought in guest speakers to provide a better overview of the world of business and specific careers in local industries.

Assurances

Blue Mountain Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.