



## **Proposal for a New Academic Program**

**Institution: Portland State University**

**College/School: School of Business**

**Department/Program Name: Management & Leadership**

**Degree and Program Title: B.A.S. in Management & Leadership**

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number.

52.0201 Business Administration and Management, General

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The undergraduate program in business administration adheres to the principle that in a free society the business enterprise must be responsibly and efficiently managed. The undergraduate degree program includes both business and non-business courses. The mission of the undergraduate program is to provide students with a broad understanding of business and to equip them with the dynamic skills required to work successfully in a complex and changing global environment.

The Bachelor of Applied Science (BAS) in Management & Leadership is available to individuals holding an Associate of Applied Science (AAS) degree at a regionally accredited community college, excluding AAS degrees in Business or Accounting. The program's foundation is in business administration, management, and leadership, with a focus on management for applied technical leaders. The objective of the program is to provide AAS degree holders working in technical fields with the education and support to move into management positions. The BAS in Management & Leadership is a customized pathway that selects coursework for AAS degree holders to benefit from their vocational training and the program is designed for students with vocational coursework outside of the fields of business and accounting. The curriculum is structured for student success and includes a selection of the University's general education program, The School of Business core curriculum and their prerequisites, and required and elective upper-division management courses.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

### **Major Requirements:**

- Lower Division Business: 14 credits
- Business Core: 38 credits
- General Education: 20 credits
- Management & Leadership: 24 credits
- Total for major: 96 credits

Course Number	Name	Credits	Subtotals
Lower Division Business			
BA 101	Introduction to Business	4	
BA 211	Fundamentals of Financial Accounting	4	
BA 213	Decision Making with Accounting Information	4	
BA 216	Applied Excel for Business	2	14
Business Core			
BA 300	Business Communication	2	
BA 301	Research and Analysis of Business Problems	4	
BA 302	Organizational Behavior	4	
BA 303	Business Finance	4	
BA 311	Marketing Management	4	
BA 325	Information Literacy	4	
BA 327	Data Analysis & Visualization	2	
BA 339	Supply Chain Management	4	
BA 385	Business Environment	4	
BA 495	Business Strategy Capstone	6	38
General Education			
EC 201, 202	Principles of Economics (Micro and Macro)	8	
STAT 241 or STAT 243Z	Application of Statistics for Business or Elementary Statistics I	4	
COMM 111Z	Public Speaking	4	
WR 121Z	English Composition	4	20
School of Business Management & Leadership Courses			
MGMT 351	Human Resource Management	4	
MGMT 428	Team Processes	4	
MGMT 445	Organizational Design & Change	4	
MGMT 464	Contemporary Leadership Issues	4	
MGMT Elective	Upper Division	4	
MGMT 409	Internship/Practicum	4	24
Total for Major			96

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The BAS will be a campus-based degree program that will utilize In Person, Hybrid, and Online course modalities to increase flexibility and accessibility. Our expectation is that an individual student will select a combination of modalities and we plan to provide an offering for all requirements in both an In Person or Hybrid modality and an Online modality.

- e. Adequacy and quality of faculty delivering the program.

This program requires no new course development and as such high-quality faculty resources are readily available with existing capacity in existing classes.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

As stated above this program will be staffed by full-time faculty and adjunct faculty following the existing course schedule.

- g. Other staff.

The BAS in Management & Leadership does not require any different staff resources than currently available to our School of Business students.

- h. Adequacy of facilities, library, and other resources.

Students will have access to all PSU resources and the existing facilities and technological resources are adequate for student success in this new program. The library provides sufficient support to this proposed new program. As the program requires no new course development, the library will support these students the same way it supports all other existing School of Business students, in terms of both resources (books, journals, databases, research guides, etc.) and services (reference, instruction, study space, etc.).

- i. Anticipated start date.

Fall 2024

## **2. Relationship to Mission and Goals**

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Portland State University has an access mission focused on reaching the higher education needs of the region's diverse needs. The BAS is a new degree type for PSU that helps broaden our offerings to Oregon's population. A critical component of PSU's mission is "to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area." The BAS is increasingly recognized as an important degree for providing technically skilled individuals with a liberal education along with professional training. By expanding degree offerings, PSU can better serve its regional market. The program focuses on providing general education and professional learning within the business areas of management and leadership. The degree's emphasis on broad learning and skills development will give students a chance to achieve a complete understanding of the knowledge and abilities needed for effective business management, improving their "people skills" and their odds of success in the field after graduation.

More specifically, we are motivated to offer a Bachelor of Applied Science (BAS) degree in Management & Leadership for two reasons.

First, we seek to better serve individuals in our community who already hold an Associate of Applied Science degree (AAS). In the last ten years, about 1,500 students have enrolled at Portland State University (PSU) with an AAS. Of these students, nearly 300 AAS degree holders enrolled at

PSU to pursue a business major. Servicing these students currently requires 1:1 advising and articulation of career/technical education (CTE) credits – many of which do not count toward graduation at PSU. About one-third (i.e., 139) of the students pursuing a business major have graduated, most of them with business degrees (i.e., 127). Of the remaining, nearly 100 of these students are not currently enrolled at PSU. The primary purpose of this new program is to create a streamlined pathway and, thereby, increase the persistence of these students over time and enhance the value proposition of a bachelor's degree.

Second, we aim to meet the educational needs of the Portland metropolitan area where no BAS degree in Management or Management & Leadership is offered at any college now. BAS programs often appeal to adult learners who wish to remain in their jobs while completing their degrees. These students complete their BAS with a variety of general education (GE) courses and upper-division (UD) major courses taken at the university. This void in the Portland metropolitan market targeting adult learners presents a great opportunity for Portland State University and The School of Business. Importantly, we propose this new program with the support of and as a collaborative effort with the leadership representing the programs at our regional community colleges: Portland Community College (PCC) and Clackamas Community College (CCC). These colleges encourage our development of this new program and would like to advise and support their AAS graduate students to enroll in the PSU BAS in Management & Leadership program as a way to advance their educations and careers.

Currently, The School of Business offers Bachelor of Arts (BA) and Bachelor of Science (BS) degrees that provide well-articulated pathways for transfer students who hold Associate of Arts (AA) or Associate of Science (AS) degrees. Students who earn an AAS have spent their first two years of college studying in a specific career/technical field at a technical or community college and then enter the workforce with career or technical education. There tends to be little coordination between AAS and Bachelor of Arts or Science degrees, creating a situation where many AAS credits cannot be accepted at four-year institutions, or students find that few of their earned credits will count toward a BA or BS degree. These students have a more difficult time persisting to graduation as seen in the statistics above.

To serve this virtually untapped market in the Portland metropolitan area, a Bachelor of Applied Science in Management is being proposed in The School of Business as a pathway for Associate of Applied Science degree holders to earn a bachelor's degree. The BAS degree allows students to apply a significant number of their credits earned as part of the AAS toward graduation that would otherwise be ineligible for a Bachelor of Arts or Bachelor of Science degree. BAS degrees were created to be the destination degree for AAS degree holders. They result from a more flexible program that usually involves a large transfer of CTE credits. Usually, the credits transferred in with the student are in the applied arts and sciences (e.g., computer information systems) and may include a combination of previous coursework and experiential credit.

The proposed BAS is differentiated from the BA and BS degrees offered in The School of Business through the focus on general management with an emphasis on management for applied technical leaders. For example, the required upper division courses include an Internship/Practicum experience. The program will primarily appeal to AAS degree holders in technical fields looking to advance into management positions.

The degree contributes directly to the University's strategic focus on improved student success. As stated at the outset, this degree offers a clear pathway that shortens time-to-graduation for students

with AAS degrees, which we expect to attract incremental students with AAS degrees and increase the retention of students with AAS degrees. The degree also contributes to current initiatives to enhance the career readiness of our regional communities.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

PSU is the most diverse and accessible urban research University in the region, this BAS degree will potentially attract and serve BIPOC students and other underserved minority populations, thereby helping attain the new adult learning goal described above through the equity lens as applied by HECC and WTDB.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

In 2011, the Oregon Legislature adopted Senate Bill 253, commonly referred to as "40-40-20" which states that by 2025 40 percent of Oregonians will have a baccalaureate degree or higher, another 40 percent will have earned an associate's degree or certificate in a skilled occupation, and the remainder will have a high school diploma or its equivalent credential. This degree proposal focuses on addressing the first 40 percent by providing a pathway that makes it easier for students to return to school and receive credit toward graduation for the work they have completed during prior study. As of 2017, 37% of Oregonians have completed a Bachelor's or advanced degree meaning we were within 3% of hitting the Bachelor's degree then.

Following the passage of House Bill 2311 in 2017, Oregon clarified the 40-40-20 educational goal to focus it strategically on young Oregonians rising through the education system. In 2018, Oregon established a separate goal for the education and training of working adults. This goal is connected to job opportunities and industry needs, and is stated as follows:

"Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade."

At the current rate, Oregonians are expected to earn approximately 200,000 additional degrees, certificates, and credentials by 2030. The goal of increasing credential production by approximately 100,000 is designed to prepare Oregonians for the 120,000 new jobs that are projected to open up in occupations that require postsecondary education or training to be competitive. The projections from the Oregon Employment Department show that over the next decade (2017-2027), over 90 percent of job openings that pay more than \$40,000 per year will require postsecondary education to be competitive. The new adult attainment goal, in conjunction with Oregon's 40-40-20 educational

attainment goal<sup>1</sup> for Oregon youth in the educational pipeline, is designed to guide progress in Oregon's educational and workforce systems.

As directed by 2017 legislation, the Higher Education Coordinating Committee (HECC) worked with the Oregon Workforce Talent and Development Board (WTDB) and partners on this new goal, and it was approved in November, 2018. This degree proposal aims to help meet this new State adult attainment goal.

### 3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Association to Advance Collegiate Schools of Business (AACSB)

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The program, itself, does not seek accreditation, but it will be under The School of Business' accreditation. Both faculty sufficiency and Assurance of Learning are currently sufficient and controls to maintain sufficiency will be built into the program. In particular, depending on the enrollment of this new program and our existing programs, we may need to hire an additional full-time faculty member to maintain faculty sufficiency. The program estimates include the hire of an additional full-time faculty member in the second or third year of the program in the case that we meet our new student expectations.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The program, itself, does not seek accreditation, but it will be under The School of Business' current accreditation.

### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Enrolling Term	Unique Headcount	FTE Enrollment
Year 1: Fall 23	10	8
Year 2: Fall 24	20	16
Year 3: Fall 25	30	24
Year 4: Fall 26	30	24
Year 5: Fall 27	30	24

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<sup>1</sup> <https://www.oregon.gov/highered/about/Pages/state-goals.aspx>

Assumptions:
All students are incremental PSU AAS students to BAS.
Conservative estimate of 30 students at majority, with program designed to allow 45 students.
100% resident students

Our rationale for these predictions is "a portion of" the number of AAS degree holders graduating each year from Oregon schools. Our regional community college partners, PCC and CCC, are and have been graduating approximately 1,000 AAS degree holders each year. Our goal is to attract 1% (i.e., 10 students) of this annual graduating number in the program's first year and to reach 3% (i.e., 30 students) by the third year.

The BAS in Management & Leadership is supportive, and designed, for students to have work experience between their AAS degree and beginning their BAS degree. As such, the program should be attractive to a large number of AAS degree holders from the past 10 years so there is an existing audience for this program that goes far beyond the number of new AAS degree holders graduating each year.

Finally, the program is designed to accommodate up to 45 students in the case that AAS degree holders who would have chosen a different business degree at PSU decide to choose the new BAS in Management & Leadership degree. In other words, our enrollment predictions are for incremental students at PSU as opposed to those who would have chosen PSU already. There were about 30 AAS degree holders per year for the last five years pursuing (i.e., 150 total) PSU business degrees so while we do not model incremental revenue from these students, we prepare for 50% of new students that would have already been attracted to PSU to pursue a business degree to select the BAS in Management & Leadership.

b. Expected degrees/certificates produced over the next five years.

Year	Graduating Students	Cumulative Degrees
Year 1	0	0
Year 2	0	0
Year 3	8	8
Year 4	16	24
Year 5	24	48

c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

Students will be resident non-traditional and typically enrolled taking 12 or 14 credits per term.

d. Evidence of market demand.

**Primary Audience, Oregon AAS degree holders:**

For 2021-22 (the most recent data available), HECC's Oregon Community Colleges Data Mart<sup>2</sup> reports 3,353 Associate of Applied Science degrees awarded by community colleges in the state of Oregon. Our community college partners in this proposal, PCC and CCC account for 1,094 of the AAS degrees awarded in 2021-22. See appendix 1 for the history of AAS degrees awarded.

### **Lightcast Market Analysis:**

Appendix 2 (Program Develop & Review) and appendix 3 (Programs By Location) include two reports describing the market analysis for management degrees (i.e., Business Administration and Management, General 52.0201). The Program Develop & Review file shows 11,964 completions of management degrees in Oregon in 2022 with growth in distance offered programs over the past ten years. Both files show robust occupational demand for management degrees in Oregon and in Portland, with a 7.4% increase in target occupation for Oregon over the next 5 years. The majority of management positions in Oregon are in the Portland Metropolitan area and one of the purposes of this degree is to provide adult learners in the Portland Metropolitan area with the education and training advance their careers to management positions in their fields of expertise (e.g., the topic of their non-business / non-accounting AAS degree).

### **Economic Analysis of Regional Market for BAS Programs in Management & Leadership**

The Oregon Employment Department projects healthcare, data science, and high tech to be the fastest growing industries over 2020-2030, and that management occupations are in demand and growing. Almost all job openings in the fastest-growing industries require a bachelor's or advanced degree to be competitive (Source: State of Oregon Employment Department, Salem, OR). Given these findings, we focused on gathering data on students entering Associate of Applied Science (AAS) degree programs to see if the pipeline existed. At PCC alone the AAS represents 29% of all degrees awarded in 2021-22<sup>3</sup>, yet the Portland State School of Business has no dedicated pathway for these students to follow. As mentioned earlier, The School of Business has AAS degree holders pursuing a BA/BS degree which is evidence of some demand. We believe the demand will grow and so will the persistence of these students if we develop this program.

Of those students pursuing an AAS degree at PCC, the top majors include IT management of all variations (18.9% of all AAS degrees awarded at PCC 2021-22). Many of these positions require a technical/occupational associate's degree (AAS) to enter but require a bachelor's degree in order to be competitive or to advance (Table 1). In addition, the number of computer and mathematical jobs continues to increase steadily in Oregon and nationally meaning the front-end of the pipeline will likely continue. The Oregon Employment Department projects healthcare to be one of the fastest growing industries over 2020-2030, making IT managers in hospitals also in high demand. Source: State of Oregon Employment Department, Salem, OR.

**Table 1**

### **Employment Projections by Industry and Occupations 2020-2030, Oregon and Regional Summary, Oregon Employment Department, Salem, OR**

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<sup>2</sup> <https://datamart.hecc.oregon.gov/Screens/Student/StudentCompletions.aspx>

<sup>3</sup> <https://www.pcc.edu/institutional-effectiveness/reporting/degrees-certificates/>



Occupation	% Proj. Growth in OR	Typical Entry- Level Education	Competitive Education
Computer Network Support Specialists	15.7%	Post-sec.	Bachelor's degree
Computer User Support Specialists	13.5%	Post-sec.	Bachelor's degree
Airline Pilots, Copilots, and Flight Engineers	24.9%	Associate's degree	Bachelor's degree
Dental Hygienists	24.2%	Associate's degree	Bachelor's degree
Diagnostic Medical Sonographers	22.0%	Associate's degree	Bachelor's degree
Life, Physical, and Social Science Technicians, All Other	20.2%	Associate's degree	Bachelor's degree
Construction Managers	17.1%	Associate's degree	Bachelor's degree
Chemical Technicians	16.2%	Associate's degree	Bachelor's degree
Transportation, Storage, and Distribution Managers	14.9%	Associate's degree	Bachelor's degree
Environmental Science and Protection Technicians, Including Health	13.8%	Associate's degree	Bachelor's degree
Graphic Designers	11.9%	Associate's degree	Bachelor's degree
Nuclear Medicine Technologists	11.7%	Associate's degree	Bachelor's degree
Biological Technicians	11.4%	Associate's degree	Bachelor's degree
Radiologic Technologists and Technicians	11.2%	Associate's degree	Bachelor's degree
Radiation Therapists	9.9%	Associate's degree	Bachelor's degree
Paralegals and Legal Assistants	9.5%	Associate's degree	Bachelor's degree
Property Appraisers and Assessors	8.5%	Associate's degree	Bachelor's degree

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

New student enrollment, student success metrics (e.g., retention and graduation), and employment metrics (e.g., utilization of The School of Business Career Center, job placement upon graduation, salary given job placement).

Students graduating from this program will likely enter management within their existing company or move into management roles within the same industry. A smaller group may go on to study at the graduate level.

## **5. Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.

The assessment of learning is a formalized process in The School of Business that is monitored by our accrediting body – the AACSB. The learning outcomes from this program are the same as for the BA and BS degrees. Our learning goals are (1) problem solving & decision making, (2) sustainability, (3) communication, and (4) integrated learning.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Various methods are employed to assess learning outcomes involving a variety of work samples across the curriculum.

The assessment of learning is a formalized process in The School of Business that is monitored by our accrediting body – the AACSB. The learning outcomes from this program are the same as for the BA and BS degrees. Our learning goals are (1) problem solving & decision making, (2) sustainability, (3) communication, and (4) integrated learning. Various methods are employed to assess learning outcomes involving a variety of work samples across the curriculum.

The new program will participate in the assessment of learning for The School of Business monitored by our accrediting body – the AACSB. The schedule of assessment takes place over a five-year plan following our accreditation cycle. The current plan follows from 2019 to 2024, upon which it will be reviewed and revised for the next five-year plan.

During the five-year plan, we assess each of the learning goals twice and also use indirect measures to assess the topics of Career Readiness, Business Content Knowledge, and Networking and Engagement.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Not applicable

## **6. Program Integration and Collaboration**

- a. Closely related programs in this or other Oregon colleges and universities.

A Bachelor of Applied Science degree is offered in management at Southern Oregon University (SOU), Oregon Institute of Technology (OIT), Eastern Oregon University (EOU), Clark College in

Washington, Chemeketa Community College, and Lane Community College. See below table. SOU and OIT enrolled over 30 students the first term they launched. OIT and EOU draw students wanting to earn a 4-year degree to increase their career opportunities into supervisory and managerial roles whereas SOU relies on community college advisors who encourage their students enrolled in AAS programs to continue their study at a 4-year institution. Clark College and Lane Community College focus on continuing students with associate degrees. Portland State University will be able to draw both working professionals and community college students into this program because of its proximity to Portland Community College (PCC) and its location within a vibrant working community.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

We have spoken with OIT and SOU and they were supportive of the development of this program.

In addition, we have spoken with PCC and CCC and they were supportive of the development of this program. At PCC our main point of contact is Tanya Batazhan, Ph.D., the Program Dean of the Business & Entrepreneurship Program. At CCC our main point of contact is Tara Sprehe, the Dean of Academic Foundations and Connections.

Furthermore, these two community colleges in the Portland metropolitan area encourage our development of this program and would like to advise and support their AAS graduate students to enroll in the PSU BAS in Management & Leadership program as a way to advance their careers.

The Portland State Business Advisory Council has been consulted and provided support for the creation of this new program through the quarterly Business Advisory Council meetings hosted by Dean Cliff Allen.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable

- d. Potential impacts on other programs.

There may be a slight decrease in online enrollments in regional undergraduate management programs when this program is launched.

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable

### Community College Institution Level Count of Awards by Type and Subtype

College	Completion Sub-Type	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	1
Blue Mountain	Apprentice: Associate of Applied Science	*	*	1 *	*	*	*	1	1 *	*	*	*	*	*	*	*	*	1
	Apprentice: Certificate	*	*	*	*	*	*	*	1 *	*	*	*	*	1 *	*	*	*	3
	C/T: Career Pathway Certificate of Completion	*	*	1	*	*	11	37	53	61	92	81	67	75	53	59	1	11
	Career/Tech - Certificate Less than 1 yr	*	*	1	1	2	2	14	10	13	12	4	6	6	8	7 *	*	1
	Career/Tech Associate of Applied Science	79	66	91	73	37	143	77	72	96	105	74	74	65	74	74	74	79
	Career/Tech Certificate 1 yr - less than 2 yr	45	45	45	37	23	65	56	55	52	28	28	28	28	28	14	14	11
	LDC: Associate of Arts Oregon Transfer	88	89	99	112	96	133	168	112	158	164	148	120	135	129	137	102	102
	LDC: Associate of General Studies	4	5	7	6	6	15	47	59	84	72	66	56	48	67	52	38	38
	LDC: Associate of Science	4	11	13	11	16	26	39	26	38	35	26	33	25	56	38	48	48
	LDC: Oregon Transfer Module	*	*	*	*	*	*	54	116	176	175	149	137	151	162 *	*	*	*
Central Oregon	Apprentice: Associate of Applied Science	1 *	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	C/T: Career Pathway Certificate of Completion	*	*	1	2	31	24	20	7	1	26	32	77	47	66	42	36	72
	Career/Tech - Certificate Less than 1 yr	74	68	100	193	214	240	203	179	110	84	53	79	77	57	63	4	4
	Career/Tech Associate of Applied Science	127	145	138	186	240	337	338	349	290	293	282	255	242	274	234	236	218
	Career/Tech Certificate 1 yr - less than 2 yr	135	138	140	190	225	324	375	282	241	212	120	131	98	108	106	98	98
	Career/Tech Certificate Two Years or Greater	*	*	*	*	*	*	*	*	*	*	*	40	13	17	33	3	2
	LDC: Associate of Arts Oregon Transfer	195	166	174	195	252	311	362	400	443	372	337	352	380	344	312	324	324
	LDC: Associate of General Studies	7	5	3	12	13	40	66	81	71	80	59	85	67	43	46	47	47
	LDC: Associate of Science	12	11	15	32	28	26	47	36	104	79	84	75	78	49	76	46	46
	LDC: Oregon Transfer Module	5	2 *	*	*	*	*	*	*	*	*	*	*	1 *	*	*	*	*
Chemeketa	Apprentice: Associate of Applied Science	3	6	3	4	2	2	1	1	1	3 *	2	2	4	10	9	*	1
	Apprentice: Certificate	*	*	*	*	2 *	2 *	1	2 *	*	*	*	2	5	2 *	*	*	*
	C/T: Career Pathway Certificate of Completion	*	*	5	44	153	1	187	173	217	146	192	153	160	107	148	153	96
	Career/Tech - Certificate Less than 1 yr	*	*	1	*	1	1	25	1	83	42	124	99	81	83	38	44	44
	Career/Tech Associate of Applied Science	401	382	390	376	453	473	491	495	466	486	465	394	429	392	357	344	344
	Career/Tech Certificate 1 yr - less than 2 yr	290	301	306	292	286	267	324	256	257	171	152	130	139	127	115	90	90
	LDC: Associate of Arts Oregon Transfer	384	383	382	442	593	612	667	647	699	689	693	623	631	584	597	412	412
	LDC: Associate of General Studies	142	159	176	177	161	190	210	343	371	252	414	435	481	378	367	146	146
	LDC: Associate of Science	18	44	57	80	98	126	127	142	157	138	134	153	162	141	122	93	93
	LDC: Oregon Transfer Module	*	*	1	1	1	2 *	322	358	708	405	491	664	615	560	591 *	*	*
Clackamas	Apprentice: Associate of Applied Science	6	3	4	4	7	18	10	4	10	10	4	4	6	11	8	*	11
	Apprentice: Certificate	*	*	2	2	5	2	5	2	5	2	32	40	5	2	5	*	22
	C/T: Career Pathway Certificate of Completion	*	*	12	23	75	136	132	186	153	161	156	106	116	80	53	77	89
	Career/Tech - Certificate Less than 1 yr	11	11	13	39	124	72	33	38	60	75	28	25	36	29	29	34	34
	Career/Tech Associate of Applied Science	165	171	129	154	153	206	229	215	233	219	231	214	210	158	172	159	159
	Career/Tech Associate of Science	*	*	*	*	*	*	*	*	*	*	54	46	28 *	*	*	*	*
	Career/Tech Certificate 1 yr - less than 2 yr	150	184	151	138	175	226	205	179	157	180	180	176	137	124	129	141	141
	LDC: Associate of Arts Oregon Transfer	237	203	220	210	250	277	344	287	316	266	269	262	244	254	252	221	221
	LDC: Associate of General Studies	148	150	184	121	171	171	207	190	218	252	210	210	195	208	173	151	151
	LDC: Associate of Science	17	29	18	33	34	40	47	48	63	83	34	30	44	31	15	15	15
Clatsop	LDC: Associate of Science Oregon Transfer (ASOT)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	LDC: Oregon Transfer Module	3	34	45	66	102	83	272	444	315	346	278	165	45	107	123	85	85
	C/T: Career Pathway Certificate of Completion	2	1 *	*	8	23	20	54	46	158	32	49	68	62	6 *	*	*	*
	Career/Tech - Certificate Less than 1 yr	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	29
	Career/Tech Associate of Applied Science	33	28	31	30	40	38	32	45	38	35	41	36	38	28	7	3	3
	Career/Tech Certificate 1 yr - less than 2 yr	10	15	9	18	30	39	44	44	42	45	41	24	24	15	9	13	13
	LDC: Associate of Arts Oregon Transfer	29	31	48	39	36	39	39	51	47	48	44	34	37	43 *	*	*	*
	LDC: Associate of General Studies	25	28	21	29	35	22	24	27	14	14	5	10	16	17	17	13	13
	LDC: Associate of Science	1	2	2	3	3	3	3	3 *	3	3	3	3	2	3	1	1	1
	LDC: Oregon Transfer Module	2	*	*	*	*	43	25	19	32 *	2 *	2 *	*	*	*	*	*	*
Columbia Gorge	C/T: Career Pathway Certificate of Completion	*	*	*	*	*	8	1	7	5	8	2	13	11	8 *	*	*	*
	Career/Tech - Certificate Less than 1 yr	*	*	*	*	14	14	11 *	17 *	*	*	*	*	*	4	3	6	6
	Career/Tech Associate of Applied Science	*	*	45	72	53	68	44	44	34	56	47	49	45	37	40	65	65
	Career/Tech Certificate 1 yr - less than 2 yr	*	*	70	35	67	61	78	54	56	61	61	64	26	23	17	23	23
	LDC: Associate of Arts Oregon Transfer	*	*	27	34	22	44	43	35	45	38	51	44	50	34	46 *	*	*
	LDC: Associate of General Studies	50	47	39	37	59	37	59	37	52	75	67	69	81	55	57	53	53
	LDC: Associate of Science	*	*	16	23	41	18	31	16	34	30	34	47	33	32	37	35	35
	LDC: Oregon Transfer Module	*	*	23	23	26	23	26	23	26	23	26	23	26	23	26	23	23
	C/T: Career Pathway Certificate of Completion	*	*	*	9	16	29	36	31	67	87	93	173	208	214	252	102	102
	Career/Tech - Certificate Less than 1 yr	*	*	*	1	2	3	1	2	2	2	1	4	2 *	*	*	*	*
Klamath	Career/Tech Associate of Applied Science	18	26	31	46	47	86	63	79	144	109	88	131	100	83	184	74	74
	Career/Tech Certificate 1 yr - less than 2 yr	7	18	27	29	28	48	53	60	72	115	55	48	75	73	76	118	55
	LDC: Associate of Arts Oregon Transfer	4	7	3	13	13	18	10	18 *	*	*	20	21	4	6	3	3	3
	LDC: Associate of General Studies	17	27	19	30	21	33	33	26 *	*	*	38	46	38	22	37	8	8
	LDC: Associate of Science	12	6	8	8	8	26	30	27 *	*	27	56	44	41	43	30	30	30
	Apprentice: Associate of Applied Science	*	*	1	6 *	3	5 *	4	1 *	1 *	2	4	2	5	2	5	74	74
	Apprentice: Certificate	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	C/T: Career Pathway Certificate of Completion	*	*	9	61	125	223	170	270	225	170	283	233	218	299	221	202	263
	Career/Tech - Certificate Less than 1 yr	3	4	1 *	*	*	3	8 *	*	*	4	8	7	5	10	13	13	13
	Career/Tech Associate of Applied Science	322	334	333	357	420	541	548	516	480	413	397	347	326	351	375	331	331
Lane	Career/Tech Certificate 1 yr - less than 2 yr	170	101	99	140	196	190	203	251	190	159	149	184	171	148	164	120	120
	Career/Tech Certificate Two Years or Greater	11	10	14	19	26	29	45	67	56	22	25	45	29	27	18	14	14
	LDC: Associate of Arts Oregon Transfer	320	300	321	396	425	466	544	453	450	434	411	491	426	453	468	398	398
	LDC: Associate of General Studies	52	47	49	50	80	93	145	156	136	425	538	666	568	593	675	570	570
	LDC: Associate of Science	34	37	74	84	86	88	94	86	84	113	146	185	221	291	195	176	176
	LDC: Oregon Transfer Module	*	*	*	*	*	516	376	422	418	410	418	410	260	1 *	*	*	*
	Apprentice: Associate of Applied Science	3	1 *	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	C/T: Career Pathway Certificate of Completion	*	*	*	*	*	*	13	21	65	53	65	46 *	*	*	*	*	*
	Career/Tech - Certificate Less than 1 yr	96	84	80	123	153	123	158	132	118	98	94	84	83	37	67	56	56
	Career/Tech Associate of Applied Science	237	210	194	241	347	358	342	389	281	333	280	275	300	281	293	240	240
Linn Benton	Career/Tech Certificate 1 yr - less than 2 yr	98	102	85	98	154	110	150	135	143	134	115	124	107	88	108	112	112
	Career/Tech Certificate Two Years or Greater	22	29	28	23	1	1	32	5	10	1 *	1 *	1 *	1 *	1 *	1 *	1 *	1 *
	LDC: Associate of Arts Oregon Transfer	111	83	86	79	111	83	120	150	134	106	146	160	154	169	188	152	152
	LDC: Associate of General Studies	112	94	67	72	93	67	106	93	106	100	92	96	100	159	67	69	69
	LDC: Associate of Science	69	64	112	86	93	85	109	127	105	111	100	146	145	144	156	150	150
	LDC: Oregon Transfer Module	*	*	*	*	*	492	52	7	9	171	52 *	*	*	*	*	*	*
	Apprentice: Associate of Applied Science	2 *	*	4	3	1	7	5	7	5	3	16	24	32	27	27	47	47

	Apprentice: Certificate	*	*	*	*	*	1 *	*	1 *	*	1 *	1 *	1	26	22	34
	C/T: Career Pathway Certificate of Completion	*	*	*	24	39	1	32	90	116	169	217	228	268	530	335
	Career/Tech - Certificate Less than 1 yr	*	*	*	3	3	30	3	8	115	115	34	10	12	34	27
	Career/Tech Associate of Applied Science	370	401	391	455	437	500	494	485	506	483	421	391	425	362	391
	Career/Tech Certificate 1 yr - less than 2 yr	36	54	60	76	102	83	109	138	141	148	135	173	140	114	136
	LDC: Associate of Arts Oregon Transfer	182	173	187	163	175	219	265	267	244	198	217	213	228	249	244
	LDC: Associate of General Studies	78	70	84	113	119	153	175	173	409	337	384	358	424	360	481
	LDC: Associate of Science	97	117	104	127	149	167	254	253	141 *	*	*	2	1	378	344
	LDC: Associate of Science Oregon Transfer (ASOT)	*	*	*	*	*	*	*	*	*	*	*	*	*	31	37
	LDC: Oregon Transfer Module	*	*	*	*	*	*	*	211	419	533	401	392	372	382	323
	C/T: Career Pathway Certificate of Completion	*	*	*	*	*	*	30	27	20	15	22	17	19	23	2
	Career/Tech - Certificate Less than 1 yr	*	*	*	*	*	*	12	9	2 *	2	12	7	2	1	5
	Career/Tech Associate of Applied Science	6	33	17	20	24	27	22	26	19	24	22	26	19	17	29
	Career/Tech Certificate 1 yr - less than 2 yr	20	14	26	24	21	18	31	27	29	32	30	22	18	22	21
	LDC: Associate of Arts Oregon Transfer	182	173	187	163	175	219	265	267	244	198	217	213	228	249	244
	LDC: Associate of General Studies	10	14	16	15	7	2 *	4	3	5 *	5	36	28	28	17	19
	LDC: Associate of Science	*	1	1	3 *	1 *	1 *	4 *	4 *	*	*	*	9	6	5	7
	LDC: Oregon Transfer Module	*	*	*	*	1	1	16	28	10	14	32	19 *	19 *	*	*
	Apprentice: Associate of Applied Science	5	3	4	5	7	2	7	3	1	4	9	5	5	3 *	4
	Apprentice: Certificate	*	*	*	2 *	12	11	5	3	11	4	7	2 *	*	*	*
	C/T: Career Pathway Certificate of Completion	18	30	128	330	196	228	471	846	712	659	781	631	815	802	482
	Career/Tech - Certificate Less than 1 yr	692	723	735	829	925	1,068	1,149	1,056	1,176	1,093	1,099	1,099	1,124	1,056	929
	Career/Tech Associate of Applied Science	192	201	268	256	277	318	502	494	547	454	380	357	227	314	308
	Career/Tech Certificate Two Years or Greater	54	48	37	53	71	76	52	96	153	110	96	100	68	52	28
	Career/Tech Associate of Arts Oregon Transfer	204	195	220	361	473	500	612	618	600	560	549	626	549	540	606
	LDC: Associate of General Studies	348	331	392	617	746	894	1,461	1,020	937	940	954	1,014	1,060	972	1,005
	LDC: Associate of Science	330	338	412	550	599	750	969	832	894	843	943	1,060	1,042	933	982
	LDC: Associate of Science Oregon Transfer (ASOT)	*	*	*	*	*	*	*	*	*	*	*	*	*	63	64
	LDC: Oregon Transfer Module	*	*	*	*	*	413	601	949	774	823	627	651	690	577	559
	Apprentice: Associate of Applied Science	*	*	2	2	*	*	*	*	*	*	*	1	1	1	2
	Apprentice: Certificate	*	*	*	*	*	*	*	*	*	*	*	1 *	*	*	*
	C/T: Career Pathway Certificate of Completion	*	*	*	*	*	4	83	230	142	295	296	261	239	234	226
	Career/Tech - Certificate Less than 1 yr	*	*	6	25	59	102	23	36	63	89	146	172	159	135	37
	Career/Tech Associate of Applied Science	118	114	90	108	143	190	226	203	199	197	145	196	140	116	142
	Career/Tech Certificate 1 yr - less than 2 yr	71	97	99	111	153	241	223	241	215	255	168	219	186	133	174
	Career/Tech Certificate Two Years or Greater	*	*	*	*	*	*	*	*	*	*	*	*	5	11	6
	LDC: Associate of Arts Oregon Transfer	107	108	110	99	110	171	200	188	174	168	177	183	172	185	155
	LDC: Associate of General Studies	39	31	54	45	74	95	194	216	174	202	142	150	128	140	113
	LDC: Associate of Science	35	45	31	38	58	68	86	61	78	62	52	54	49	63	59
	LDC: Oregon Transfer Module	6	1	12	43	112	262	303	234	152	310	244	261	238	274	171
	C/T: Career Pathway Certificate of Completion	1	2	19	18	32	73	170	65	294	345	183	215	270	133	100
	Career/Tech - Certificate Less than 1 yr	13	15	26	21	7 *	2	4	7	9	7	2	4	3	1	4
	Career/Tech Associate of Applied Science	94	103	96	124	138	125	128	109	160	175	143	154	128	123	117
	Career/Tech Certificate 1 yr - less than 2 yr	22	26	32	19	27	56	95	42	71	146	135	140	92	107	83
	LDC: Associate of Arts Oregon Transfer	91	86	109	119	131	132	120	124	138	184	156	166	173	179	138
	LDC: Associate of General Studies	24	26	21	22	28	34	27	70	86	98	100	122	140	134	51
	LDC: Associate of Science	6	9	15	24	36	46	24	86	127	154	124	130	136	119	39
	LDC: Associate of Science Oregon Transfer (ASOT)	*	*	*	*	*	*	*	*	*	*	*	*	13	12	9
	LDC: Oregon Transfer Module	11	8	12	21	24	49	146	141	135	167	141	146	108	24 *	*
	Apprentice: Associate of Applied Science	*	*	*	*	*	*	*	*	*	*	*	*	1 *	*	*
	Apprentice: Certificate	*	*	*	*	*	1	3	2 *	*	*	*	4	5	17	17 *
	C/T: Career Pathway Certificate of Completion	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4 *
	Career/Tech - Certificate Less than 1 yr	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Career/Tech Associate of Applied Science	2	5	1	3	8	8	12	7	8	3	5	10	9	12	15
	Career/Tech Certificate 1 yr - less than 2 yr	2 *	2	3	2	3	4	7	2	3	1	2 *	3	4	1	1 *
	LDC: Associate of Arts Oregon Transfer	12	4	7	8	7	8	17	13	11	11	6	22	24	15	16
	LDC: Associate of General Studies	6	9	18	23	9	19	27	28	24	35	25	42	50	38	35
	LDC: Associate of Science	6	5	9	9	5	6	12	3	13	17	7	13	20	16	25
	C/T: Career Pathway Certificate of Completion	2 *	49	1	17	42	80	90	104	115	185	155	103	177	98	134
	Career/Tech Associate of Applied Science	50	49	38	55	64	68	88	76	87	77	84	72	81	73	45
	Career/Tech Associate of Science	*	*	*	*	*	*	*	*	*	*	*	1	1 *	*	2
	Career/Tech Certificate 1 yr - less than 2 yr	33	41	30	33	48	34	42	17	16	33	26	17	20	37	31
	LDC: Associate of Arts Oregon Transfer	109	149	148	172	215	230	220	234	216	184	170	168	136	141	136
	LDC: Associate of Science	33	23	26	27	34	38	12	18	16	18	14	16	16	19	17
	Apprentice: Associate of Applied Science	3	2	1	1 *	*	*	2	1 *	*	*	*	1	1	1	1 *
	Apprentice: Certificate	*	*	*	*	*	*	*	*	*	*	2 *	2	3	1	2
	C/T: Career Pathway Certificate of Completion	*	*	*	10	16	8	25	26	14	26	117	33	522	266	98
	Career/Tech - Certificate Less than 1 yr	32	52	58	92	182	101	127	74	61	74	41	37	71	145	201
	Career/Tech Associate of Applied Science	136	133	177	156	231	220	109	169	121	124	109	93	109	93	109
	Career/Tech Certificate 1 yr - less than 2 yr	39	64	66	93	187	109	120	81	7	11	30	34	15	25	19
	Career/Tech Associate of Arts Oregon Transfer	103	118	160	139	164	188	214	162	119	167	173	161	251	213	200
	LDC: Associate of General Studies	4	15	22	18	28	32	29	40	25	44	19	15	21	19	17
	LDC: Associate of Science	23	22	11	10	10	8	8 *	*	*	*	*	*	*	*	*

## Business Administration and Management, General (52.0201)

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## About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.



## Program Definition

Institution:

Code	Description
209807	Portland State University

Program in Question:

Code	Description
52.0201	Business Administration and Management, General

# Competitive Landscape

## Institution Sectors:

Description
Administrative Unit Only
Public, 4-year or above
Private not-for-profit, 4-year or above
Private for-profit, 4-year or above
Public, 2-year

Description
Private not-for-profit, 2-year
Private for-profit, 2-year
Public, less-than-2-year
Private not-for-profit, less-than-2-year
Private for-profit, less-than-2-year

## Education Levels:

Description
Associate's Degree

Description
Bachelor's Degree

## Program Type:

Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)

Description
Non-Distance Offered Programs

## Region:

Code	Description
41	Oregon

## Additional Competing Programs:

Code	Description
24.0101	Liberal Arts and Sciences/Liberal Studies
24.0102	General Studies
42.0101	Psychology, General

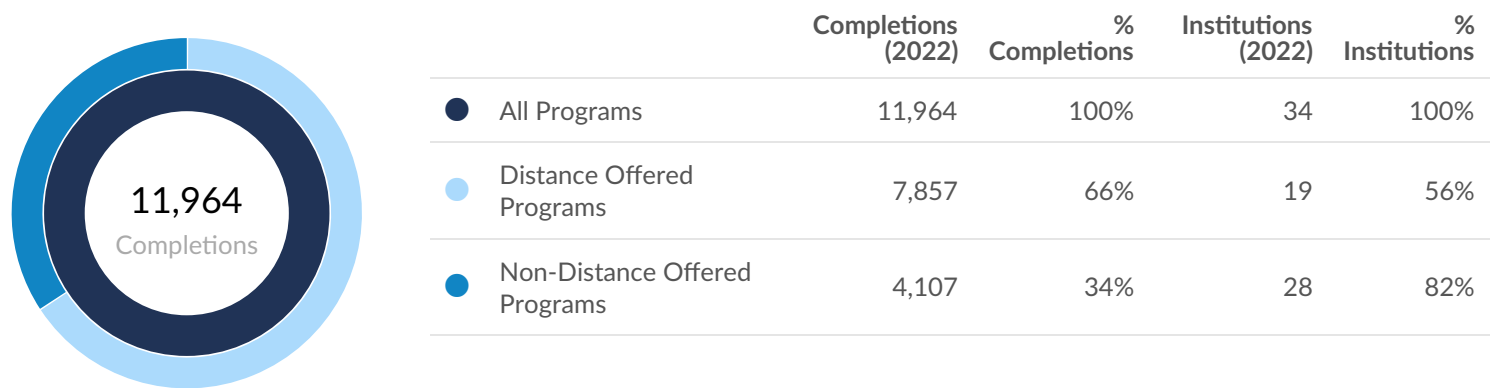
Code	Description
11.0701	Computer Science
45.0101	Social Sciences, General

Student Charges Type:Tuition & Fees











Student Charges Grad Status:Undergraduate

Student Charges Residency:In-State

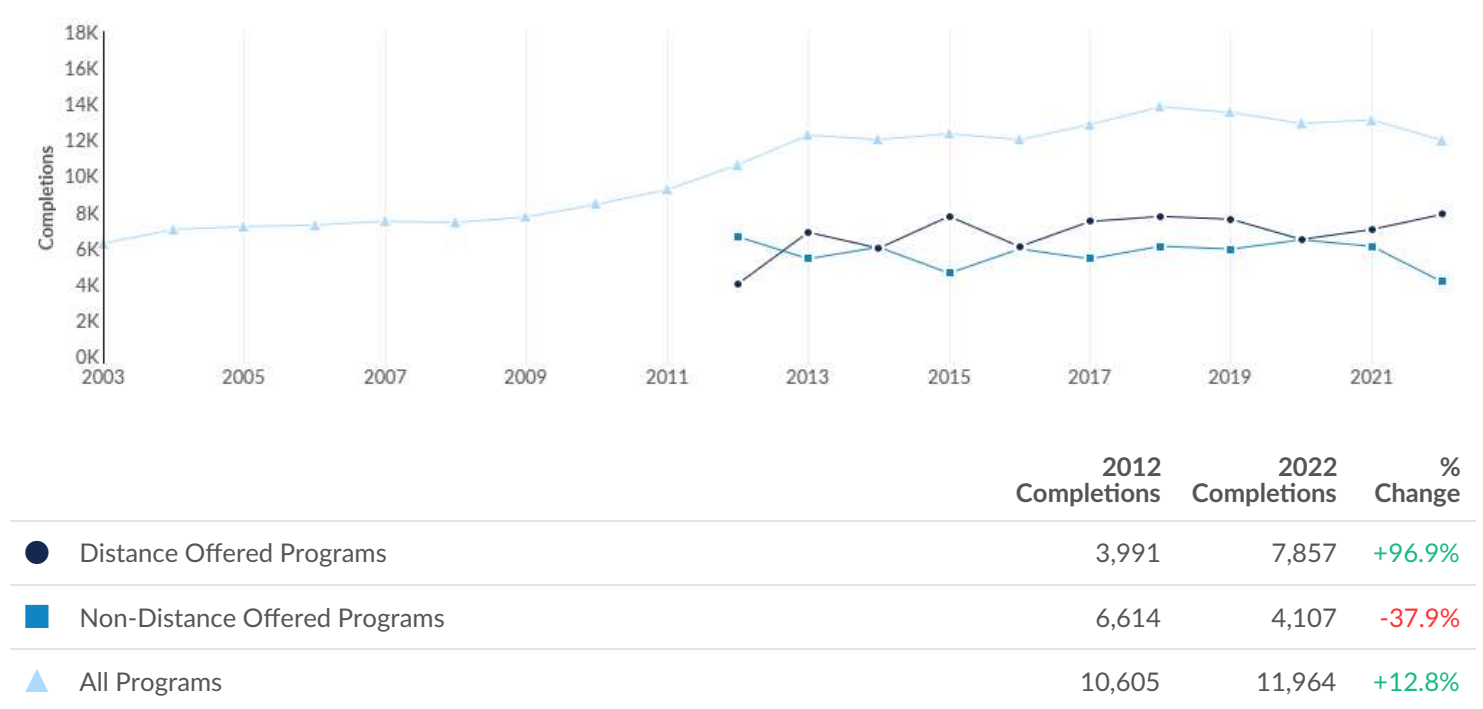
## Program Overview



## Completions by Institution

Institution	Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
Portland Community College	2,315	-15.8%	19.3%	\$4,810	
Oregon State University	1,624	8.3%	13.6%	\$12,664	
Portland State University	1,189	-12.3%	9.9%	\$10,206	
Lane Community College	1,054	-14.5%	8.8%	\$5,720	
Chemeketa Community College	969	-7.4%	8.1%	\$6,120	
Mt Hood Community College	805	-11.1%	6.7%	\$5,094	
University of Oregon	610	-4.7%	5.1%	\$14,112	
Central Oregon Community College	439	-4.1%	3.7%	\$6,417	
Clackamas Community College	398	-14.0%	3.3%	\$5,850	
Rogue Community College	289	-5.2%	2.4%	\$5,184	

## Regional Trends



# Labor Market Demand

Labor Market Area Selection:

Code	Description
41	Oregon

Target Occupations:  
20 items selected. See Appendix A for details.

Degree Levels:

Description
Bachelor's degree

Completions Year (default):2022

Jobs Year (default):2022

## Target Occupations

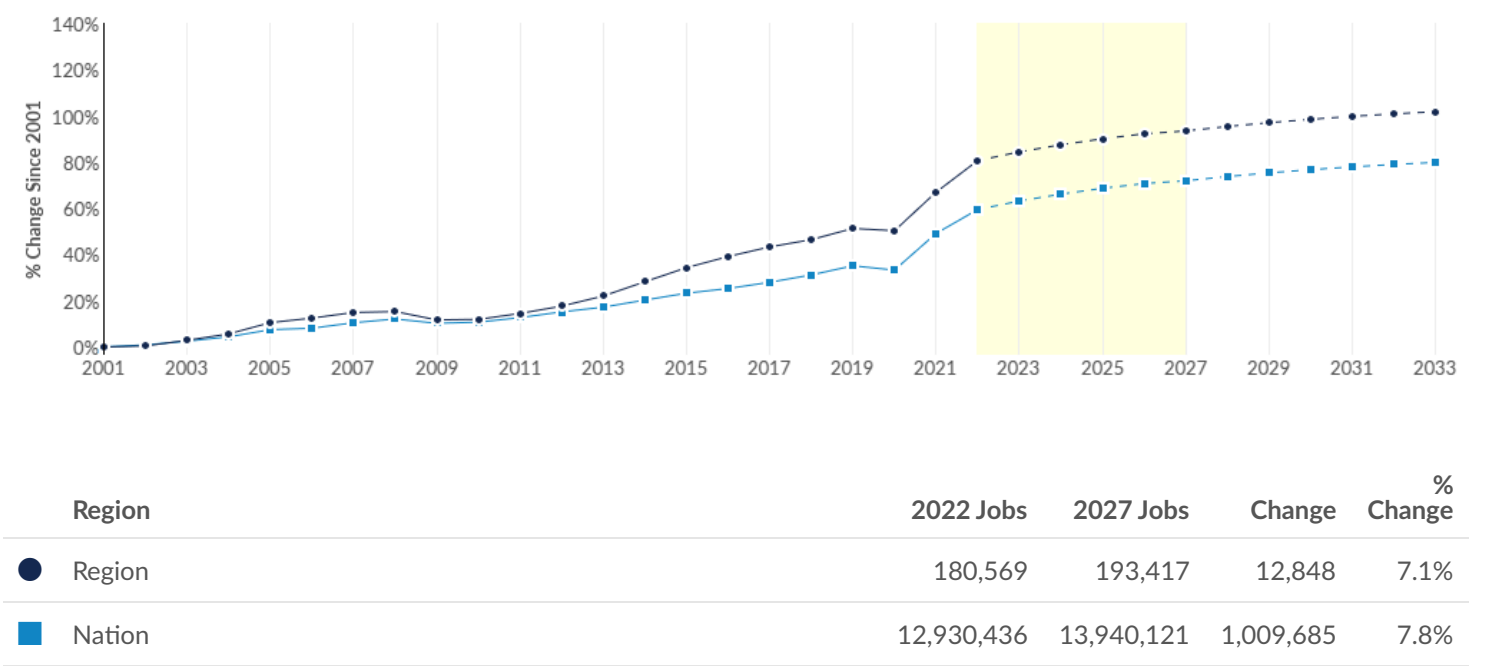
*\*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree*

<div>61,851</div> <div>Jobs (2022)*</div> <div>9% <i>above</i> National average*</div>	<div>+7.4%</div> <div>% Change (2022-2027)*</div> <div>Nation: +8.2%*</div>	<div>\$36.55/hr</div> <div>\$76.0K/yr</div> <div>Median Earnings</div> <div>Nation: \$38.67/hr;</div> <div>\$80.4K/yr</div>	<div>5,955</div> <div>Annual Openings*</div>
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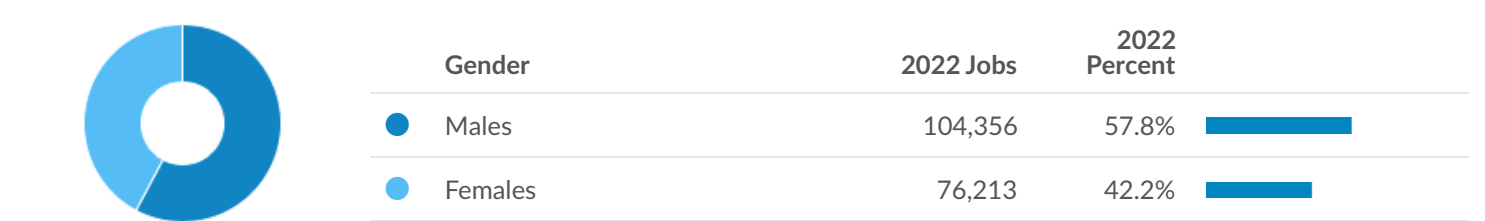
Occupation	2022 Jobs*	Annual Openings*	Median Earnings	Growth (2022 - 2027)*
General and Operations Managers	17,854	1,714	\$39.53/hr	+7.09%
Project Management Specialists	8,452	726	\$40.28/hr	+7.15%
Management Analysts	5,786	614	\$43.32/hr	+10.82%
Managers, All Other	5,326	479	\$37.17/hr	+7.62%
First-Line Supervisors of Retail Sales Workers	4,388	482	\$20.94/hr	+4.76%
First-Line Supervisors of Office and Administrative Support Workers	4,182	438	\$29.43/hr	+3.42%
Sales Managers	2,965	267	\$54.56/hr	+7.66%
Network and Computer Systems Administrators	2,057	137	\$46.56/hr	+4.81%
Medical and Health Services Managers	1,895	213	\$59.02/hr	+18.73%
Administrative Services Managers	1,733	158	\$45.99/hr	+6.12%
Training and Development Specialists	1,717	176	\$29.98/hr	+7.80%
Property, Real Estate, and Community Association Managers	1,428	134	\$30.49/hr	+7.07%
Human Resources Managers	1,089	102	\$58.38/hr	+8.26%
Food Service Managers	948	119	\$25.66/hr	+4.64%
Transportation, Storage, and Distribution Managers	542	54	\$39.24/hr	+8.67%
Facilities Managers	510	47	\$42.05/hr	+6.86%
Purchasing Managers	457	43	\$50.55/hr	+8.10%
Lodging Managers	367	41	\$22.26/hr	+3.81%
Personal Service Managers, All Other	91	7	\$12.78/hr	+2.20%
Compensation and Benefits Managers	63	5	\$56.05/hr	+7.94%



## Regional Trends



## Occupation Gender Breakdown

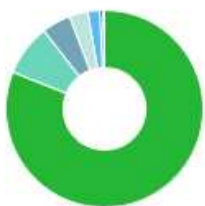


## Occupation Age Breakdown




Age	2022 Jobs	2022 Percent	
14-18	180	0.1%	I
19-24	4,981	2.8%	I
25-34	33,867	18.8%	■
35-44	49,554	27.4%	■
45-54	44,923	24.9%	■
55-64	33,864	18.8%	■
65+	13,199	7.3%	■

## Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2022 Jobs	2022 Percent	
White	146,337	81.0%	■
Hispanic or Latino	15,186	8.4%	■
Asian	8,593	4.8%	■
Two or More Races	5,485	3.0%	■
Black or African American	3,552	2.0%	■
American Indian or Alaska Native	945	0.5%	I
Native Hawaiian or Other Pacific Islander	471	0.3%	I

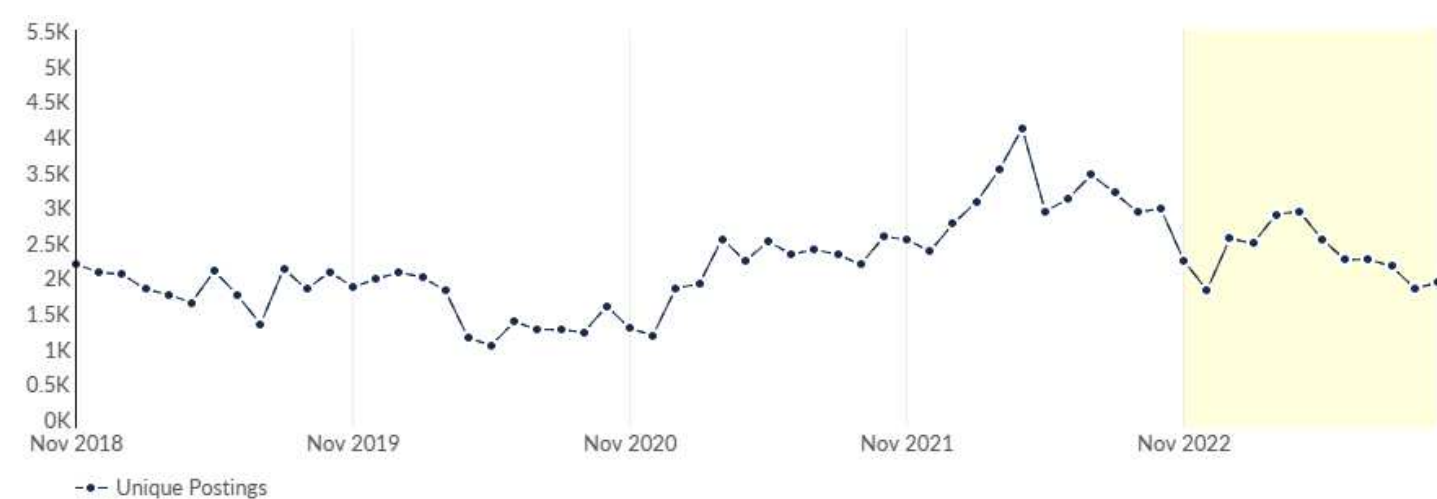
## Job Postings Summary

<div>27,962</div> <div>Unique Postings</div> <div>65,108 Total Postings</div>	<div>2 : 1</div> <div>Posting Intensity</div> <div>  <div>Regional Average: 3 : 1</div> </div>	<div>4,198</div> <div>Employers Competing</div> <div>30,664 Total Employers</div>	<div>29 days</div> <div>Median Posting Duration</div> <div>Regional Average: 28 days</div>
---	---	---	--

There were **65,108** total job postings for your selection from November 2022 to October 2023, of which **27,962** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

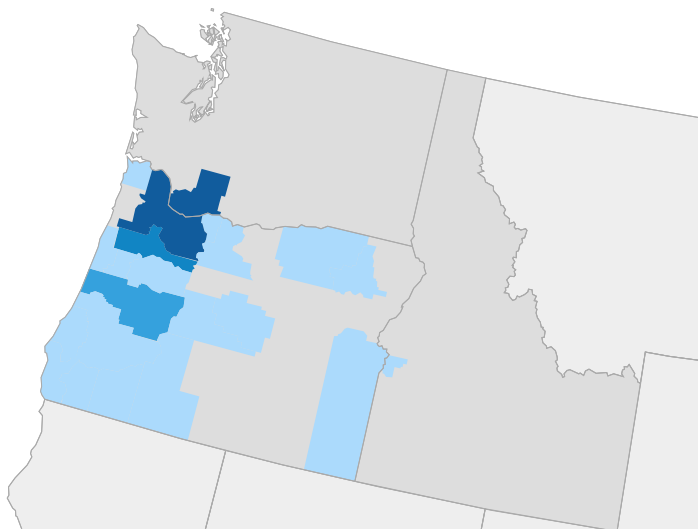
This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

## Unique Postings Trend













Month	Unique Postings	Posting Intensity
Oct 2023	1,933	2 : 1
Sep 2023	1,851	2 : 1
Aug 2023	2,165	2 : 1
Jul 2023	2,262	2 : 1
Jun 2023	2,254	3 : 1
May 2023	2,541	2 : 1
Apr 2023	2,942	2 : 1
Mar 2023	2,899	2 : 1
Feb 2023	2,485	2 : 1
Jan 2023	2,559	2 : 1
Dec 2022	1,825	2 : 1
Nov 2022	2,246	2 : 1

## Job Postings Regional Breakdown













MSA	Unique Postings (Nov 2022 - Oct 2023)
Portland-Vancouver-Hillsboro, OR-WA	15,829
Salem, OR	4,168
Eugene-Springfield, OR	1,800
Corvallis, OR	673
Medford, OR	531











## Top Companies Posting

Company	Total/Unique (Nov 2022 - Oct 2023)	Posting Intensity	Median Posting Duration
Providence	1,714 / 444	4 : 1 	24 days
Elevance Health	403 / 284	1 : 1 	29 days
Nike	714 / 232	3 : 1 	29 days
Oregon Health & Science University	1,027 / 224	5 : 1 	34 days
Guidehouse	227 / 201	1 : 1 	30 days
University of Oregon	788 / 196	4 : 1 	39 days
Cambia	437 / 169	3 : 1 	27 days
Kaiser Permanente	593 / 169	4 : 1 	32 days
Oregon State University	667 / 168	4 : 1 	34 days
Marriott International	180 / 153	1 : 1 	31 days











## Top Cities Posting

City	Total/Unique (Nov 2022 - Oct 2023)	Posting Intensity	Median Posting Duration
Portland, OR	27,596 / 10,146	3 : 1 	30 days
Salem, OR	6,382 / 3,708	2 : 1 	29 days
Eugene, OR	3,549 / 1,428	2 : 1 	29 days
Beaverton, OR	3,568 / 1,358	3 : 1 	28 days
Hillsboro, OR	3,059 / 1,202	3 : 1 	29 days
Corvallis, OR	1,490 / 649	2 : 1 	31 days
Tualatin, OR	1,025 / 435	2 : 1 	27 days
Bend, OR	687 / 420	2 : 1 	30 days
Clackamas, OR	1,329 / 413	3 : 1 	32 days
Medford, OR	672 / 385	2 : 1 	29 days

## Top Posted Occupations

Occupation (SOC)	Total/Unique (Nov 2022 - Oct 2023)	Posting Intensity	Median Posting Duration
Managers, All Other	11,636 / 5,517	2 : 1 	29 days
Medical and Health Services Managers	8,922 / 3,424	3 : 1 	28 days
Sales Managers	5,868 / 2,991	2 : 1 	28 days
General and Operations Managers	8,119 / 2,789	3 : 1 	28 days
First-Line Supervisors of Retail Sales Workers	5,852 / 2,092	3 : 1 	30 days
Project Management Specialists	4,040 / 2,055	2 : 1 	29 days
Management Analysts	3,721 / 2,014	2 : 1 	30 days
First-Line Supervisors of Office and Administrative Support Workers	2,344 / 1,111	2 : 1 	29 days
Human Resources Managers	1,997 / 824	2 : 1 	28 days
Food Service Managers	2,390 / 780	3 : 1 	33 days

## Top Posted Job Titles

Job Title	Total/Unique (Nov 2022 - Oct 2023)	Posting Intensity	Median Posting Duration
Project Managers	1,457 / 753	2 : 1 	28 days
Program Managers	596 / 330	2 : 1 	30 days
Business Analysts	557 / 320	2 : 1 	31 days
Human Resources Managers	698 / 277	3 : 1 	28 days
Store Managers	625 / 243	3 : 1 	32 days
General Managers	509 / 241	2 : 1 	31 days
Operations Managers	650 / 216	3 : 1 	27 days
Project Coordinators	434 / 205	2 : 1 	31 days
Sales Managers	411 / 202	2 : 1 	27 days
Business Development Managers	360 / 177	2 : 1 	30 days

## Rank as a Talent Provider

Lightcast's workforce profile data shows Portland State University has 17,198 alumni working regionally in the 20 occupations selected. These 17,198 alumni represent 5.85% of regional profiles working in these occupations, which ranks your institution 1st among regional talent providers.

<div>17,198</div> <div>Your Alumni in Region Working in Target Occupations</div>	<div>5.85%</div> <div>Percent of Regional Profiles Working in Target Occupations</div>	<div>1</div> <div>Your Rank as a Regional Talent Provider</div>
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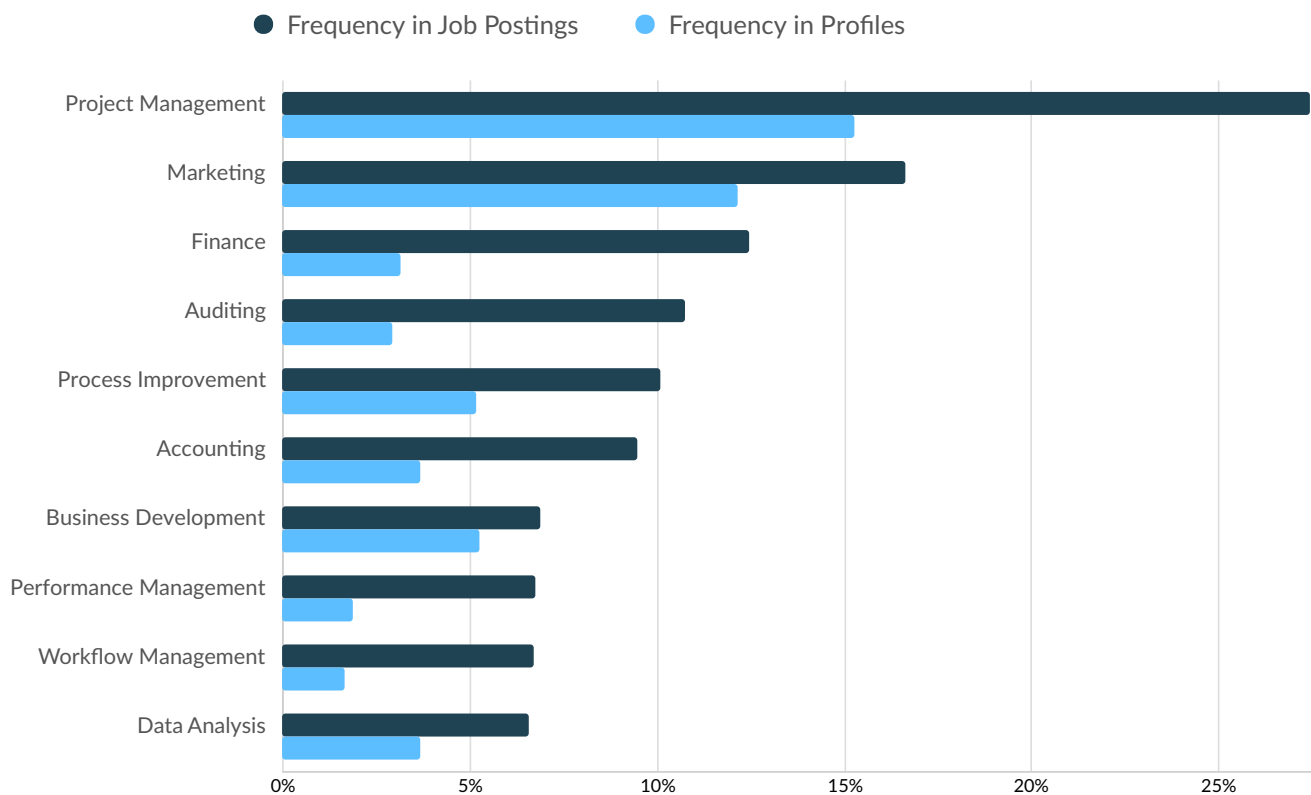
## Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

School	Profiles	Percent
Portland State University	17,198	5.85%
Oregon State University	13,598	4.62%
University of Oregon	13,089	4.45%
Portland Community College	8,830	3.00%
University of Phoenix-Arizona	3,080	1.05%
Mt Hood Community College	2,828	0.96%
Lane Community College	2,755	0.94%
Southern Oregon University	2,622	0.89%
Chemeketa Community College	2,573	0.87%
Clackamas Community College	2,470	0.84%

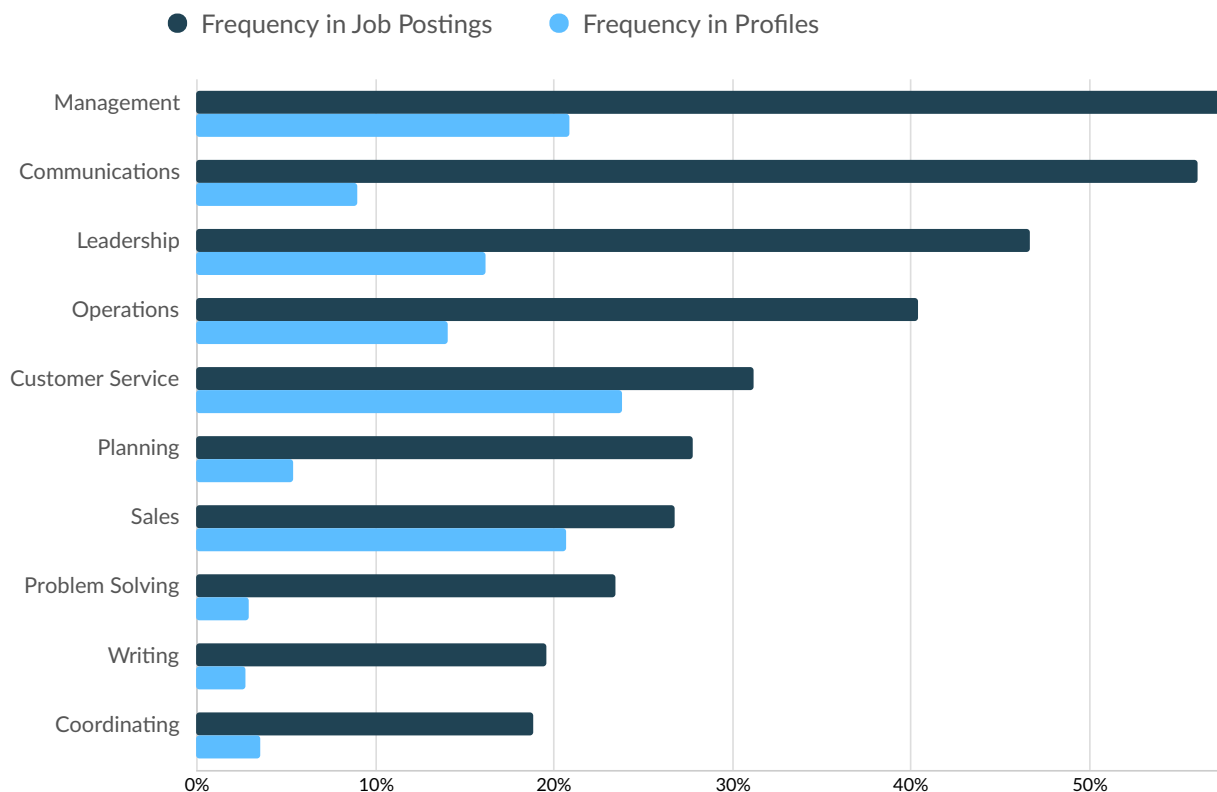
# Relevant Skills

## Top Specialized Skills



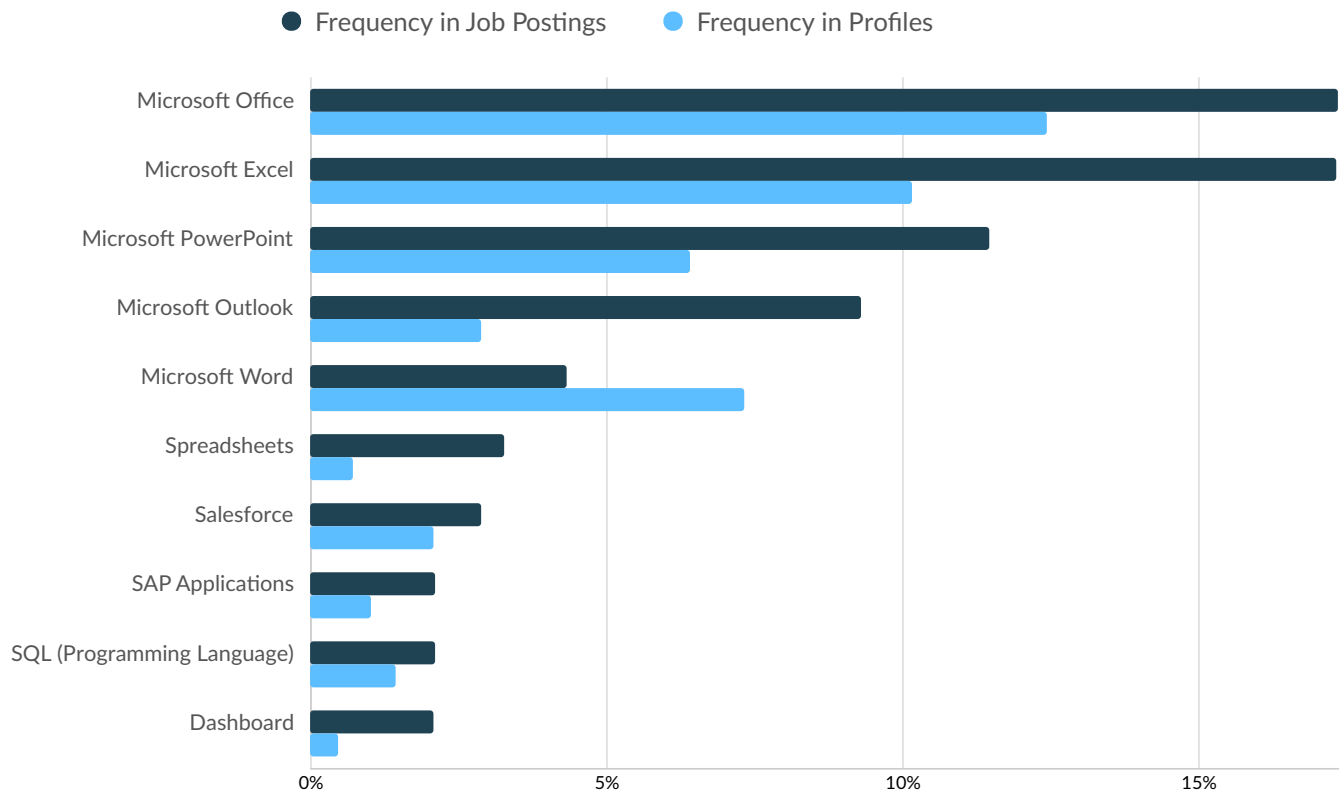
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Project Management	7,674	27%	41,784	15%
Marketing	4,656	17%	33,223	12%
Finance	3,484	12%	8,646	3%
Auditing	3,009	11%	8,021	3%
Process Improvement	2,826	10%	14,124	5%
Accounting	2,653	9%	10,031	4%
Business Development	1,925	7%	14,446	5%
Performance Management	1,890	7%	5,179	2%
Workflow Management	1,884	7%	4,593	2%
Data Analysis	1,844	7%	10,066	4%

## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Management	16,099	58%	57,089	21%
Communications	15,687	56%	24,550	9%
Leadership	13,070	47%	44,279	16%
Operations	11,301	40%	38,433	14%
Customer Service	8,735	31%	65,045	24%
Planning	7,776	28%	14,786	5%
Sales	7,507	27%	56,588	21%
Problem Solving	6,579	24%	7,959	3%
Writing	5,479	20%	7,515	3%
Coordinating	5,292	19%	9,759	4%

## Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	4,855	17%	34,001	12%
Microsoft Excel	4,851	17%	27,792	10%
Microsoft PowerPoint	3,211	11%	17,547	6%
Microsoft Outlook	2,603	9%	7,922	3%
Microsoft Word	1,210	4%	20,038	7%
Spreadsheets	913	3%	2,007	1%
Salesforce	807	3%	5,718	2%
SAP Applications	588	2%	2,810	1%
SQL (Programming Language)	588	2%	3,937	1%
Dashboard	579	2%	1,277	0%

## Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	4,045
Project Management Professional Certification	1,096
Master Of Business Administration (MBA)	1,019
Registered Nurse (RN)	913
Cardiopulmonary Resuscitation (CPR) Certification	533
Basic Life Support (BLS) Certification	452
First Aid Certification	372
Bachelor Of Science In Business	284
Professional in Human Resources	275
Senior Professional In Human Resources	232

## Appendix A (Occupations)

Code	Description	Code	Description
11-9199	Managers, All Other	11-9051	Food Service Managers
41-1011	First-Line Supervisors of Retail Sales Workers	11-3013	Facilities Managers
11-2022	Sales Managers	11-3111	Compensation and Benefits Managers
13-1111	Management Analysts	11-9141	Property, Real Estate, and Community Association Managers
11-1021	General and Operations Managers	11-3012	Administrative Services Managers
11-3121	Human Resources Managers	11-9081	Lodging Managers
15-1244	Network and Computer Systems Administrators	11-9179	Personal Service Managers, All Other
43-1011	First-Line Supervisors of Office and Administrative Support Workers	11-3061	Purchasing Managers
13-1082	Project Management Specialists	11-3071	Transportation, Storage, and Distribution Managers
11-9111	Medical and Health Services Managers	13-1151	Training and Development Specialists

## Programs by Location

Business Administration and Management, General in 4 Counties

Lightcast Q4 2023 Data Set

December 2023

# Parameters

Completions Timeframe: 2003 - 2022

Jobs Timeframe: 2020 - 2021

Programs:

Code	Description
52.0201	Business Administration and Management, General

Datarun: 2023.4 – QCEW Employees





County	County Name	All Programs > All Completions > 2022 Completions	All Programs > All Completions > % Completions Change (2003-2022)	Associate's Degree > All Completions > 2022 Completions	Bachelor's Degree > All Completions > 2022 Completions	Master's Degree > All Completions > 2022 Completions	Doctor's Degree > All Completions > 2022 Completions	2022 Jobs	Median Hourly Earnings	Annual Openings	Distance Offered (Y/N)
41051	Multnomah	409	-20%	65	238	106	0	76,293	\$36.75	11,328	Yes
53011	Clark	108	671%	67	41	0	0	20,898	\$35.72	3,622	Yes
41067	Washington	58	-74%	0	40	18	0	48,871	\$36.90	7,086	Yes
41005	Clackamas	28	-75%	20	0	0	0	24,208	\$34.01	3,980	Yes
		603	-30%	152	319	124	0	170,270			

# Appendix A - Data Sources and Calculations

## State Data Sources

This report uses state data from the following agencies: Oregon Employment Department; Washington State Employment Security Department



Portland State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a B.A.S. in Management & Leadership.

### **Program Description and Justification**

1. Identify the institution, degree, and title of the program.

Institution: Portland State University

Degree: B.A.S.

Title of the program: Management & Leadership

2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

Portland State University has an access mission focused on reaching the higher education needs of the region's diverse needs. The B.A.S. is a new degree type for PSU that helps broaden our offerings to Oregon's population. A critical component of PSU's mission is "to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area." The B.A.S. is increasingly recognized as an important degree for providing technically skilled individuals with a liberal education along with professional training. By expanding degree offerings, PSU can better serve its regional market. The program focuses on providing general education and professional learning within the business areas of management and leadership. The degree's emphasis on broad learning and skills development will give students a chance to achieve a complete understanding of the knowledge and abilities needed for effective business management, improving their "people skills" and their odds of success in the field after graduation.

More specifically, we are motivated to offer a Bachelor of Applied Science (B.A.S.) degree in Management & Leadership for two reasons.

First, we seek to better serve individuals in our community who already hold an Associate of Applied Science degree (AAS). In the last ten years, about 1,500 students have enrolled at Portland State University (PSU) with an AAS. Of these students, nearly 300 AAS degree holders enrolled at PSU to pursue a business major. Servicing these students currently requires 1:1 advising and articulation of career/technical education (CTE) credits – many of which do not count toward graduation at PSU. About one-third (i.e., 139) of the students pursuing a business major have graduated, most of them with business degrees (i.e., 127). Of the remaining, nearly 100 of these students are not currently enrolled at PSU. The primary purpose of this new program is to create a streamlined pathway and, thereby, increase the persistence of these students over time and enhance the value proposition of a bachelor's degree.

Second, we aim to meet the educational needs of the Portland metropolitan area where no B.A.S. degree in Management or Management & Leadership is offered at any college now. B.A.S. programs often appeal to adult learners who wish to remain in their jobs while completing their degrees. These students complete their B.A.S. with a variety of general education (GE) courses and upper-division (UD) major courses taken at the university. This void in the Portland metropolitan market targeting adult learners presents a great opportunity for Portland State University and The School of Business. Importantly, we propose this new program with the support of and as a collaborative effort with the leadership representing the programs at our regional community colleges: Portland Community College (PCC) and Clackamas Community College (CCC). These colleges encourage our development of this new program and would like to advise and support their AAS graduate students to enroll in the PSU B.A.S. in Management & Leadership program as a way to advance their educations and careers.

Currently, The School of Business offers Bachelor of Arts (BA) and Bachelor of Science (BS) degrees that provide well-articulated pathways for transfer students who hold Associate of Arts (AA) or Associate of Science (AS) degrees. Students who earn an AAS have spent their first two years of college studying in a specific career/technical field at a technical or community college and then enter the workforce with career or technical education. There tends to be little coordination between AAS and Bachelor of Arts or Science degrees, creating a situation where many AAS credits cannot be accepted at four-year institutions, or students find that few of their earned credits will count toward a BA or BS degree. These students have a more difficult time persisting to graduation as seen in the statistics above.

To serve this virtually untapped market in the Portland metropolitan area, a Bachelor of Applied Science in Management is being proposed in The School of Business as a pathway for Associate of Applied Science degree holders to earn a bachelor's degree. The B.A.S. degree allows students to apply a significant number of their credits earned as part of the AAS toward graduation that would otherwise be ineligible for a Bachelor of Arts or Bachelor of Science degree. B.A.S. degrees were created to be the destination degree for AAS degree holders. They result from a more flexible program that usually involves a large transfer of CTE credits. Usually, the credits transferred in with the student are in the applied arts and sciences (e.g., computer information systems) and may include a combination of previous coursework and experiential credit.

The proposed B.A.S. is differentiated from the BA and BS degrees offered in The School of Business through the focus on general management with an emphasis on management for applied technical leaders. For example, the required upper division courses include an Internship/Practicum experience. The program will primarily appeal to AAS degree holders in technical fields looking to advance into management positions.

The degree contributes directly to the University's strategic focus on improved student success. As stated at the outset, this degree offers a clear pathway that shortens time-to-graduation for students with AAS degrees, which we expect to attract incremental students with AAS degrees and increase the retention of students with AAS degrees. The degree also contributes to current initiatives to enhance the career readiness of our regional communities.

3. What evidence of need does the institution have for the program?

For 2021-22 (the most recent data available), HECC's Oregon Community Colleges Data Mart<sup>1</sup> reports 3,353 Associate of Applied Science degrees awarded by community colleges in the state of Oregon. Our community college partners in this proposal, PCC and CCC account for 1,094 of the AAS degrees awarded in 2021-22. See appendix 1 for the history of AAS degrees awarded. The B.A.S. in Management & Leadership is supportive, and designed, for students to have work experience between their AAS degree and beginning their B.A.S. degree. As such, the program should be attractive to a large number of AAS degree holders from the past 10 years so there is an existing audience for this program that goes far beyond the number of new AAS degree holders graduating each year.

Appendix 2 (Program Develop & Review) and appendix 3 (Programs By Location) include two reports describing the market analysis for management degrees (i.e., Business Administration and Management, General 52.0201). The Program Develop & Review file shows 11,964 completions of management degrees in Oregon in 2022 with growth in distance offered programs over the past ten years. Both files show robust occupational demand for management degrees in Oregon and in Portland, with a 7.4% increase in target occupation for Oregon over the next 5 years. The majority of management positions in Oregon are in the Portland Metropolitan area and one of the purposes of this degree is to provide adult learners in the Portland Metropolitan area with the education and training advance their careers to management positions in their fields of expertise (e.g., the topic of their non-business / non-accounting AAS degree).

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

A Bachelor of Applied Science degree is offered in management at Southern Oregon University (SOU), Oregon Institute of Technology (OIT), Eastern Oregon University (EOU), Clark College in Washington, Chemekata Community College, and Lane Community College. See below table. SOU and OIT enrolled over 30 students the first term they launched. OIT and EOU draw students wanting to earn a 4-year degree to increase their career opportunities into supervisory and managerial roles whereas SOU relies on community college advisors who encourage their students enrolled in AAS programs to continue their study at a 4-year institution. Clark College and Lane Community College focus on continuing students with associate degrees. Portland State University will be able to draw both working professionals and community college students into this program because of its proximity to Portland Community College (PCC) and its location within a vibrant working community.

We have spoken with OIT and SOU and they were supportive of the development of this program.

In addition, we have spoken with PCC and CCC and they were supportive of the development of this program. At PCC our main point of contact is Tanya Batazhan, Ph.D., the Program Dean of the Business & Entrepreneurship Program. At CCC our main point of contact is Tara Sprehe, the Dean of Academic Foundations and Connections.

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<sup>1</sup> <https://datamart.hecc.oregon.gov/Screens/Student/StudentCompletions.aspx>

Furthermore, these two community colleges in the Portland metropolitan area encourage our development of this program and would like to advise and support their AAS graduate students to enroll in the PSU B.A.S. in Management & Leadership program as a way to advance their careers.

The Portland State Business Advisory Council has been consulted and provided support for the creation of this new program through the quarterly Business Advisory Council meetings hosted by Dean Cliff Allen.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Portland State University Board of Trustees approved the program on April 4, 2024.

### **Recommendation to the Commission**

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Portland State University to establish an instructional program leading to a B.A.S. in Management & Leadership, effective fall 2024.

**Institution:** Portland State University (PSU)

**Program:** BAS in Management and Leadership

Action: At the May 8, 2024 meeting, the Statewide Provosts Council approved a new BAS program for PSU in Management and Leadership to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The PSU Board of Trustees approved the BAS in Management and Leadership program at its April 4, 2024 meeting.

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**Eastern Oregon University**

Peter Geissinger, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



**Oregon Health & Science University**

Marie Chisholm-Burns, Provost

☒ Approved

☐ Opposed

☐ Abstained



**Oregon State University**

Ed Feser, Provost

☒ Approved

☐ Opposed

☐ Abstained



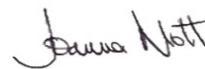
**Oregon Tech**

Joanna Mott, Provost

☒ Approved

☐ Opposed

☐ Abstained



**Portland State University**

Shelly Chabon, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



**Southern Oregon University**

Casey Shillam, Provost

☒ Approved

☐ Opposed

☐ Abstained



**University of Oregon**

Karen Ford, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



**Western Oregon University**

Jose Coll, Provost

☒ Approved

☐ Opposed

☐ Abstained

