1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (See Resource A for data set specifics and suggestions for further data collection/evaluation.)

Narrative:

MDM Assessment Data AY 2017
Number of Faculty:
3 full time (M. Ashford, J. Eubanks, J. Lowrance)
4 part time (E. Cochran, R. Ren, H. Hester, J. Correll)

Enrollment & Student credit hours by Faculty type:
Full time: 56 total credit hours taught, with 183 total student enrollments
Part time: 30 credit hours taught, 69 total student enrollments

Average Class size:
8.29 students in Face-to-Face classes
13.25 students in online classes
9.00 students across all MDM courses

Completion rates:
97.49% face-to-face
92.45% online
96.43% all MDM courses

Pass rates (D or better):
88.14% face-to-face
83.67% online
87.24% all MDM courses

Number of Majors: 0 AAS MDM (1 as of Fall 2017)
Degrees Awarded: 0 AAS MDM
3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Appendix 2 for ICC SLO’s and Resource C- for more information.)

Narrative:

During the AY 16/17 school year the business department took on the role of modifying the Associates of Applied Science Small Business Management degree. This fiscal year, the 2017-2018 school year, is the first year that the redesigned degree has been in place. No significant changes were needed in the individual classes. However, it is suggested that this program and the Fab Force program be combined to give students more options to complete the degree.

Some examples of the outcomes of classes and what changes were made based on that information is given below.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 87.0% accuracy.
Changes: No changes planned at this time.

Personal Finance

1. Explain personal financial planning, financial statements, time value of money, and budgets
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed the assessment with a 67.9% accuracy.
Changes: Will do more examples of the income statement during class. And we'll spend more time on the time value of money. Will try to do several more examples of time value of money especially when it comes to future value problems.

2. Explain the benefits and potential costs of consumer credit.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed the assessment with an 79.0% accuracy.
Changes: There no changes required.

3. Evaluate housing needs, large purchases, and financing alternatives.
Students will complete the assessment measure with 75% accuracy.
Outcome: Student outcome on this assessment was only 45.1%.
This was extremely disappointing. Even with changes from last semester the students did much worse than the previous semester students.
Changes: Plan to spend more time with amortization tables and showing how these affect your payments. Also need to look at housing prices how the down payment works and how points are actually figured when looking at housing purchases. Will also spend more time on looking at purchases of vehicles as opposed to leasing vehicles and what are the differences.

4. Identify fundamental tax strategies.
Students will complete the assessment measure with 75% accuracy.
Outcome: Student average outcome on this assessment was only 73.1%.
Students had trouble with itemization on income taxes. Specifically when there was a floor to a particular deduction.
Changes: will spend more time on how itemized deductions work but also know that the tax laws have changed this year so there will be several different changes which I will have to address in the chapter that are no longer correct.

5. Identify how insurance is used to manage risk
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 69.6% accuracy.
Students had trouble with determining stop loss amounts and how those are affected by deductions. They also had trouble when dealing with automobile insurance and injuries to other people in an accident.
Changes: Will cover in more detail how deductions and stop loss amounts work with health insurance. Will also go over more examples of how automobile insurance works when it comes to injuries to other people and what the actual numbers mean in an insurance form.

6. Compare Investment and retirement planning alternatives and strategies.
Students will complete the assessment measure with 75% accuracy.
Outcome: Students completed this assessment with a 84.8% accuracy.
Changes: Students did very well with the subject do not have any changes planned at this time.
4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:
4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

None
4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

As stated earlier the Small Business Management degree was completely redone. Last year there were no majors in the Small Business Management degree this year there is one. This AAS degree has the potential to attract students for the program and it should be given the chance to do so.

An individual who graduates with an Associate in Applied Science in Small Business Management may find a business-related career in several areas of business, including retail, manufacturing, insurance, banking, and marketing. Graduates can pursue positions as:

- Management trainees
- Buyer and purchasing agents
- Administrative supportive workers

A common profession for those holding an AAS in Small Business Management is that of administrative assistant. Administrative assistants are professionals who are commonly responsible for managing organizational, communication, and clerical operations within an office or business. According to the U.S. Bureau of Labor Statistics (BLS), administrative assistants outside of the legal, medical, and executive fields are expected to see a 3% increase in employment from 2014-2024.


This program is an approved area of study by the Kansas Board of Regents. It does provide the education needed to help a student to go to work directly after receiving the degree. See the paragraph above for the job opportunities that are available to a person with the AAS Small Business Management degree.

Category 2: Maintain current levels of support and continuous improvement. Look at combining the program with the Fab Force program with different tracks of study.
7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

The fact that there is only one major in the small business management degree does not mean that students are not taking small business management classes. Of all the students enrolled in MDM classes 97.49% of those in face-to-face classes completed with 88.14% of those passing with a D or better. Of those students who were in online courses 92.45% of them completed the courses with 83.67% passing with a D or better. The overall average of all of the MDM classes offered 96.43% of the students completed the courses with 87.24% of them passing with a D or better.
The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform. Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.) Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

Although I teach several of the classes in this program, most of those classes I teach because they are related to the accounting and the Business Administration degrees. I was tasked with writing the program review for this particular degree, I believe, because I was the only instructor that is full time left teaching accounting and business classes. I am not sure if I should be suggesting short-term and long-term goals for the program itself. However, if I were to set some goals:

Short-term goal: Come up with some marketing materials that the marketing department can use to generate interest in the program.

Short term goal: Combine the existing program with the Fab Force program and creating different tracks of study.

Long-term goal: Hire at least 1 part time business and accounting instructor so that we can continue to offer the classes needed for students to obtain this degree.
8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

Set aside marketing dollars to market the program. To do this I would recommend creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, adds, etc. $2,500 with help from fab lab to create some of marketing materials. Hire a part-time instructor to teach accounting and business classes. (This could be 2 or 3 adjuncts one class each) $400 cr hour x 9 cr hours total = $1,200.
9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This report was prepared by John Eubanks using class information, IR information, business office information and online research. Information on classes and enrollment was requested and received from the Institutional Researcher and monetary information from the Business Office. Information from the Bureau of Labor Statistics.gov was also used to provide the outlook on future job needs.
9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean’s Summative Assessment form. The Dean’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

The narrative makes sense. Brian Southworth STEMB Division Chair 2.15.2018