

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:

BUS Assessment Data AY 2017

Number of Faculty:

5 full time (M. Ashford, J. Eubanks, J. Lowrance, B. Southworth, J. Gross)

6 part time (E. Cochran, R. Ren, H. Hester, K. Longpine, J. Seidel, T. Holehan)

Enrollment & Student credit hours by Faculty type:

Full time: 61 total credit hours taught, with 203 total student enrollments

Part time: 42 credit hours taught, 93 total student enrollments

Average Class size:

8.30 students in Face-to-Face classes

13.25 students in online classes

9.55 students across all BUS courses

Completion rates:

96.71% face-to-face

92.45% online

95.95% all BUS courses

Pass rates (D or better):

90.64% face-to-face

83.67% online

89.44% all BUS courses

Number of Majors: 29 AS BUS (6 AS BUS returned Fall 2017)

Degrees Awarded: 3 AS BUS

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 Science Business Administration degree. This fiscal year, the 2017-2018 school year, is the first year that the new Associates of Science in Business degree has been in place. Looking at the majority of the core classes, which were also part of the previous degree plan, it is found that no significant changes were needed in the individual classes. Some examples of the outcomes of those classes and what changes were made based on that information is given below.

Fall

Assessment results
Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 69.9% accuracy.

Students were having trouble when using a perpetual inventory system and recording sales.

Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 82.2% accuracy.

Changes: No changes for next semester.

3. Prepare Financial Statements:•Income Statement

•Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings

•Balance Sheet

•Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 77.2% accuracy.

Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 77.5% accuracy.

However, students still having trouble with recording the transactions of the liquidation of a partnership.

Changes: Cover the four steps of liquidating a partnership in more detail.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 75.3% accuracy.

Changes: Will spend just a little bit more time on this subject covering scarcity.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.7% accuracy.

Changes: No changes planned.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 90.9% accuracy.

Changes: No changes 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:

No specialized Accreditation.

4.3: OTHER

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

Narrative:

The following information from the Bureau of Labor Statistics indicates why the business degree should remain as an option on ICC's campus. Students should be encouraged to get there bachelor's degree, however, even with an Associates Degree many of the job opportunities listed are available to them.

According to the U.S. Bureau of Labor Statistics, the demand for business administrators is expected to grow about as fast as average for all occupations. Here are the most common places where business administration professionals can be found according to the Bureau of Labor Statistics:

Sales Managers
Management of Companies and Enterprises
Car Dealers
Wholesale Electronic Markets
Computer Systems Design
Department Stores

Financial Managers
Depository Credit Intermediation
Management of Companies
Accounting, Tax Prep, Bookkeeping and Payroll Services
Insurance Companies
Local Government

HR Management
Management of Companies
Local Government
Hospitals
Employment Services
Computer Systems Design

Marketing Management
Management of Companies
Computer Systems Design
Management, Scientific and Technical Consulting
Insurance Companies
Advertising and Public Relations

(U.S. Bureau of Labor Statistics' 2018-19 Occupational Outlook Handbook)

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:

Assessment data provided by the institutional researcher shows a completion rate for Business Administration students of 96.71% in face-to-face classes with a 90.64% pass rate with a D or better. Students enrolled in online classes related to the Business degree have a completion rate of 92.45% with an 83.67% pass rate with a D or better. The total average of all courses including face-to-face and online has a completion rate of 95.95% for all business courses with a pass rate of 89.44% passing the class with a D or better.

In Academic Year 15/16 there were 29 Associates of Science Business Administration majors, of those six returned in the fall of 2017. During the previous year three of those students received their Associates Degree. This information could be misleading when thinking about retention. Several students attend with the intention of never finishing their Associates Degree but getting certain classes out of the way before they transfer to a 4-year University.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

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:

As stated earlier there are several options that a student with a business administration degree can pursue. According to the Bureau of Labor Statistics the demand for students with business degrees will continue into the future.

Short-term goal: To assess the viability of combining the accounting and business administration degree into one degrees with two tracks of study.

Long-term goal: If found viable then combine both the accounting and business administration degrees.

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

I. This program meets this component by offering the first two years completion of a 4-year degree.

II. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for a business education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International business, human resource training and informed of the different processes of business they may encounter in other countries.

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:

Budget request would include the continuation of a full-time instructor and the possibility of hiring a part-time instructor who can teach in both the accounting and business field. Would also like to request that funds be set aside to provide for marketing of both the Accounting and Business degrees. This is to help inform the public that those degrees are available at Independence Community College for them to pursue.

- 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:

I agree with the narrative. Brian Southworth STEMB Division Chair. 2.15.2018