

Annual
Program
Of
Business
Administration
For
2017-2018

Prepared by
John Eubanks

11/29/2018



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository.....	2
1.2 Quantitative and Qualitative Data.....	2
Narrative:	3
3.0 Assessment of Student Learning Outcomes	4
3.2 Significant Assessment Findings	4
Narrative:	4
4.0 External Constituency and Significant Trends.....	5
4.1: Program Advisory Committee:.....	5
Narrative:	5
4.2: Specialized Accreditation:.....	5
Narrative:	5
4.3: Other:	6
Narrative:	6
5.0 Curriculum Reflection	7
Narrative:	7
5.2 Degree and Certificate Offerings or Support	8
Narrative:	8
8.0 Fiscal Resource Requests/Adjustments	9
8.1 Budget Requests/Adjustments	9
Narrative:	9
9.0 Program Planning and Development Participation	10
9.1 Faculty and Staff.....	10
Narrative:	10
9.2 VPAA and/or Administrative Designee Response.....	10
Narrative:	10
10.0 Appendices.....	11

1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

Although the IR department lists five full-time and three part-time faculty for the Business Administration degree it should be noted that the majority of the business Administration core classes (Financial Accounting, Managerial Accounting, Micro and Macroeconomics, Personal Finance and Introduction to Business) are taught by one full-time and one adjunct instructor. It is sometimes misleading to list all Faculty just because they teach one specific class that is needed for the degree.

Number of Faculty (Full Time; Part Time; Total)

- 5 full-time
- 3 part-time
- Student Credit Hours by Faculty Type
 - Full time: 56 total credit hours taught
 - Part time: 18 credit hours taught
- Enrollment by Faculty Type
 - Full time: 243 total students enrolled
 - Part time: 61 total students enrolled
- Faculty Name by Type
 - Full time: John Eubanks, Melissa Ashford, Jody Coy, Shufang Liu and Brian Southworth
 - Part time: Cranmer, Ran Ren and Hester
- Average Class Size, Completion, and Attrition
 - Average Class Size
 - 12.53 students in Face-to-Face classes
 - 13.2 students in online classes
 - 12.67 students across all courses
 - Completion
 - 93.28% face-to-face
 - 93.94% online
 - 93.42% all courses
- Number of Degrees/Certificates Awarded
 - 2
- Number of Graduates Transferring (if available from IR)
 - Information was not available
- Number of Graduates Working in Related Field (technical programs only)
 - Information was not available

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

This was the first year that the new Associates of Science in Business degree was in place. Reviewing the majority of the core classes, some variations from last year's data was found but there was still no need for significant changes. One other item: The Kansas Core Outcomes Group met and discussed the outcomes for Micro and Macroeconomics. The outcomes have been modified and will be reflected in next year's assessment data once they are approved by the Kansas Board of Regents.

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

Spring

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 a 77% accuracy.

Note: Students were having trouble when recording merchandising sales entries.

Changes: Will create different examples and spend more time focusing on these entries next Fall.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 75.4% accuracy.

Changes: Because students performed so well in the Fall 2017 semester I felt I could spend less time on this topic. Even though I still met the goal this is 7.7% less students meeting the requirement as last semester. Will return to using the same amount of time in class on Adjusting Entries.

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 an 80.5% accuracy.

Changes: Even though students exceeded expectations I noticed that some had difficulty in formatting statements correctly. Will create or find a video for students to watch after class (as an assignment) to reinforce proper formatting.

4.0 External Constituency 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.

4.1: Program Advisory Committee:

Narrative:

The AS Business Administration is a transfer degree and there is no advisory committee. The degree was changed last year to meet 2+2 requirements of the majority of Kansas regent schools.

- 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 and attach in the appendices section (10.0).

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:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

The AS Business Administration meets the Kansas Board of Regents articulation requirement for students transferring to any Kansas regents University. If this program is followed, students should be able to transfer to any of the Regent's schools. All the core classes for the AS Business Administration degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas colleges and universities. This shows alignment with KBOR and HLC's accreditation requirements.

The following are HLC goals that are being addressed in this review:

Core Components

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

1. Courses and program are current and require levels of performance by students appropriate to the degree awarded.
 - This program meets this core component by offering the first two years of a 4-year degree.

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

- Excellence: Academic excellence of this program has been met through the completion of this review and the continuous improvement of all courses. Continuous improvement is achieved through assessment of student learning and then using the assessment to make course updates to better help students learn.
- Responsiveness: Updated the AS Business Administration program to meet the KBOR articulation agreement to ensure seamless transfers to 4 year universities.
- Diversity/Enrichment: Students are exposed to International business issues.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented.

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 their bachelor's degree, however, even with an Associate's Degree many job opportunities are available to them (see section 5.1). 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.

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

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The AS Business Administration degree program follows KBOR's articulation agreement for transferring to any Kansas university. If the degree program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All of the core classes for the Business Administration degree have met the Kansas Core Outcomes approval as an equal transfer class to all Kansas universities. This shows alignment with KBOR and HLC's accreditation requirements.

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)

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

AS Business Administration

All of the core classes are Kansas Core Outcomes approved and are classes that satisfy the "Business and Technology" requirements of the majority of programs offered at ICC.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

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 these 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, ads, 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) \$500 cr hour x 9 cr hours total = \$4,500.
- Request a new projector be purchased for AC113 so that students can see spreadsheets when presented in class. **(Note: College purchased and placed new projector in classroom November 8th)**

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This report was prepared by John Eubanks using class assessment information, IR information provided by Anita Chappuie, and online research. Information on classes and enrollment was requested and received from the Institutional Researcher. Information from the Bureau of Labor Statistics.gov was also used to provide the outlook on future job needs.

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

9.2 VPAA and/or Administrative Designee Response

Narrative:

How does the College promote this program through focused marketing? Does the College provide any program specific scholarships? I agree with the narrative presented in this report.

Brian Southworth, STEMB Division Chair, 12.6.2018

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.