

West Kentucky Community & Technical College

Detailed Assessment Report

As of: 1/16/2015 09:58 AM EST

2012-2013 Business Studies: Business Administration

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

To foster student success through quality educational offerings that promote life-long learning.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Advise Students

Develop personal and academic support programs designed to increase student persistence and student achievement

Related Measures:

M 1: Student advising records

For students planning to obtain a certificate, diploma, or degree, faculty advisors create a written plan to ensure that students reach their credential goal.

Source of Evidence: Document Analysis

Target:

Develop an advising questionnaire to ensure students are correctly matched with appropriate major and to minimize confusion between business transfer and technical programs.

Findings (2012-2013) - Target: Partially Met

Some unit faculty continue to provide pre-advising questionnaires to their advisees, but the completion rate is low and this is proving to be an ineffective way to accomplish this goal.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

CAC Advising Guides

Established in Cycle: 2012-2013

The campus Central Advising Council (CAC) has developed advising checklists for campus-wide use during the advising process, bot...

M 2: Advising records

Advisee list available on the web and through PeopleSoft

Source of Evidence: Existing data

Target:

Each full-time faculty advisor in the unit will advise 30 students during the first four weeks of the pre-registration period.

Findings (2012-2013) - Target: Met

Four full-time faculty advised 170 total students out of the assigned business advisee number of 314. Only one advisor failed to advise 30 business students and that was because she only had 18 assigned advisees in the business program.

M 3:Resources - personnel

Full- and part-time faculty teaching within the program/unit

Target:

Consistent with national benchmark reports such as the Kansas Study, at least 64% of courses will be taught by full-time faculty.

Findings (2012-2013) - Target: Met

During the 2012-13 academic year, 59 courses were offered by the Business unit. Of that number, 40 were taught by full-time faculty representing 67.7% of the total. 19 courses were taught by adjunct faculty, representing 32.3% of the total.

O/O 2:Provide learning opportunities for students

Adequate planning relating to instructional programs and resources.

Related Measures:

M 4:Credentials awarded

Number of credentials awarded within the program

Target:

The number of credentials awarded will equal or exceed 85% of credentials awarded the previous year.

Findings (2012-2013) - Target: Met

208 credentials were awarded during the current year (29 degrees, 15 diplomas, and 164 certificates), representing a 14% increase over the previous year when 183 credentials were awarded.

M 5:Final Course Roster--Live Course

Final Course Roster--Live Course

Source of Evidence: Administrative measure - other

Target:

70% of students listed on the final course rosters in live (in-person) courses will be active participants at the conclusion of the course as defined by participating in the final course assessment.

Findings (2012-2013) - Target: Partially Met

All classes except for QMS 101 met retention goals for active participation throughout the semester. The live QMS class participation rate was 69.6%. The class would have met the goal had a student not left the area for job training prior to completion of the class. He had a passing grade without completing the final assignment and elected to ignore it.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Retention

Established in Cycle: 2012-2013

All classes except for QMS 101 met retention goals for active participation throughout the semester. The live QMS class participat...

M 6:Final Course Roster--Online Courses

Final Course Roster--Online Courses

Source of Evidence: Administrative measure - other

Target:

60% of students listed on the final course rosters in online courses will be active participants at the conclusion of the course as defined by participating in the final course assessment.

Findings (2012-2013) - Target: Partially Met

All of the online classes in the unit met the retention standard with the exception of QMS 101. This online section does not require a final exam, but rather a 4-5 page paper on the book, *The Goal*. While many students express positive feedback regarding the book and the assignment, a significant number elect to not complete the assignment and take the hit in their letter grade caused by their failure to participate in this final assignment. Retention in this class as defined by the above measure was 52.3%. This pattern will be examined during the 2013-14 academic year to determine if changes need to be made with regard to the timing of the assignment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Retention

Established in Cycle: 2012-2013

All of the online classes in the unit met the retention standard with the exception of QMS 101. This online section does not req...

O/O 3:Obtain feedback for improvement

Obtain feedback from a variety of sources to ensure continuous improvement of the curriculum, and/or the program/unit.

Related Measures:

M 7:Advisory Committee meetings

Advisory Committee meetings will be used to facilitate communication by obtaining feedback and recommendations from members and ensure collaboration between the college/program and the needs of the community

Source of Evidence: Advisory board or community feedback on program

Target:

Advisory committee meetings will be used to facilitate communication with board members regarding curriculum changes, employment prospects for graduates, technology needs, and other appropriate feedback. Recommendations and comments will be documented in

meeting minutes and shared with adjunct faculty as appropriate. Feedback will also be used to build instructional budget requests.

Findings (2012-2013) - Target: Met

A fall breakfast meeting was held with advisory committee members updating members on the ACBSP accreditation process. The spring lunch meeting was held during the March ACBSP accreditation visit and advisory committee members responded to accreditor inquiries on the effectiveness of the program.

M 8:Employer satisfaction

Employer satisfaction surveys

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

The Employer satisfaction survey will be revised and administered using a new tool such as Survey Monkey to better assess qualitative skills of program graduates.

Findings (2012-2013) - Target: Met

7 employers received employer satisfaction surveys. 2 were returned. On a scale of 1-5 with 5 being very good, the average response in all categories was 4.5. No comments were received.

O/O 4:Monitor student success

Monitor student success on areas such as placement and transfer to ensure continued success.

Related Measures:

M 9:Graduate placement

Graduate placement in a related field

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

75% of graduates receiving degrees will be continuing their education or employed in a related field within 12 months of graduation

Findings (2012-2013) - Target: Met

25 students received surveys to determine employment/education status. 17 students returned the survey and 12 of those were either employed in a field related to their major or continuing education. 2 were employed in a field not related to study and 3 were not employed or pursuing work. Additionally, the program coordinator was able to identify that 5 of the students who didn't return surveys were actually employed in their field and/or continuing their education. This means 77% of students who could be tracked were continuing education or employed in their major.

O/O 5:Maintain and/or improve the program/unit

Measures in this area will specifically address needs identified in last year`s assessment report

Related Measures:

M 11:Instructional budget

Program/unit instructional budget

Source of Evidence: Discussions / Coffee Talk

Target:

The unit's budget will be sufficient to cover all recurring expenses such as supplies and instructional materials. The program's budget will also allow for the purchase of new software as needed for unit instruction.

Findings (2012-2013) - Target: Met

The 2012-2013 Business Administration instructional budget covered all the needs of the program and its faculty. The majority of the budget this year went towards the successful accreditation with the Accreditation Council for Business Schools and Programs. Faculty spent instructional resources on magazines and books related to their course to be used as textbooks or supplements going forward. The budget also covered the NOCTI fees for all program graduates. This end of program assessment is now required for all degree graduates.

M 14:ACBSP Accreditation

Complete the preliminary questionnaire and initiate the self-study for accreditation from the Accreditation Council for Business Schools & Programs

Source of Evidence: Professional standards

Target:

Gain initial ACBSP Accreditation.

Findings (2012-2013) - Target: Met

Accreditation was awarded to the Business Unit for the Management and Accounting tracks in April, 2013. The site visit by ACBSP accreditors in March, 2013 commended the unit for program excellence and the recommendation for accreditation yielded no improvement recommendations.

O/O 6:Retain students

Retain students by employing retention strategies such as reporting students who are "at risk", referring students to the tutoring center, meeting with "at risk" students during office hours, etc.

Related Measures:

M 12:Program enrollment

Total program enrollment data from PeopleSoft

Source of Evidence: Document Analysis

Target:

Maintain program enrollment in the spring semester as compared with the previous spring semester

Findings (2012-2013) - Target: Partially Met

Business enrollment for the spring semester included 239 students who had declared their intention to earn a technical credential and 24 students who had declared an AA or AS major with a Business Transfer major. This totals 263 students and falls short of last year's spring enrollment. Business faculty believe that correct major matching continues to be a problem and intend to work on this issue in the Fall, 2013 semester.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Correct Major Coding

Established in Cycle: 2012-2013

Business faculty believe that transfer business students either accidentally pick an AAS - Business Administration Studies major...

M 13:Midterm grades

Midterm grades made available to students

Source of Evidence: Administrative measure - other

Target:

All business faculty, both full- and part-time will use the Grade Center tool in BlackBoard to provide students with information about their academic progress.

Findings (2012-2013) - Target: Met

All full-time faculty utilized Grade Center to communicate grade information. Part-time faculty teaching college level students utilized Grade Center to provide posted grade information for students in order to assess their academic progress. Adjunct dual credit faculty provided grades to their students in a manner consistent with their high school policies.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Update resources - personnel

Research an ideal ratio of full-time vs. adjunct faculty members teaching in other community colleges. Review this information and adjust our overall full-time faculty target to reflect changing personnel in our department as well as new course delivery methods.

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: Medium

Implementation Description: Fall 2008

Projected Completion Date: 11/30/2008

Responsible Person/Group: Business Administration Program Coordinator - Allison McGullion

Follow-up on Real Estate Licensure Exam

We have 5 students who have indicated they will take the licensure exam this fall and are still within their testing window. The program coordinator will be following up with those students after the beginning of 2012 to verify their pass rates.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 01/30/2012

Responsible Person/Group: Allison McGullion

CAC Advising Guides

The campus Central Advising Council (CAC) has developed advising checklists for campus-wide use during the advising process, both for entering students and returning students. Hopefully, use of these checklists may assist in correct matching of students with accurate major codes. Often, the problem originates with initial selection of a major code for an AAS degree when a student plans to transfer and vice versa. Many faculty outside the business faculty aren't aware of the distinction between transfer and technical business programs and may not catch the student error when providing advising in the advising center. Hopefully, these checklists will help decrease the problem.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student advising records | **Outcome/Objective:** Advise Students

Projected Completion Date: 08/15/2013

Correct Major Coding

Business faculty believe that transfer business students either accidentally pick an AAS - Business Administration Studies major or don't declare Business in addition to their AA/AS intentions. Additionally, some business students have never changed their majors for a different original major. Students will be provided with instructions on how to make an online application for major change during the Fall 2013 semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program enrollment | **Outcome/Objective:** Retain students

Implementation Description: Instructions for changing majors have been provided to students to promote accurate major coding.

Projected Completion Date: 10/01/2013

Responsible Person/Group: Business faculty

Additional Resources Requested: None

Retention

All classes except for QMS 101 met retention goals for active participation throughout the semester. The live QMS class participation rate was 69.6%. The class would have met the goal had a student not left the area for job training prior to completion of the class. He had a passing grade without completing the final assignment and elected to ignore it. This was beyond the instructor's control.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final Course Roster--Live Course | **Outcome/Objective:** Provide learning opportunities for students

Projected Completion Date: 10/01/2013
Responsible Person/Group: Sueann Hely

Retention

All of the online classes in the unit met the retention standard with the exception of QMS 101. This online section does not require a final exam, but rather a 4-5 page paper on the book, *The Goal*. While many students express positive feedback regarding the book and the assignment, a significant number elect to not complete the assignment and take the hit in their letter grade caused by their failure to participate in this final assignment. Retention in this class as defined by the above measure was 52.3%. This pattern will be examined during the 2013-14 academic year to determine if changes need to be made with regard to the timing of the assignment. This was beyond the instructor's control.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final Course Roster--Online Courses | **Outcome/Objective:** Provide learning opportunities for students

Projected Completion Date: 10/01/2013
Responsible Person/Group: Sueann Hely

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The major accomplishment for the Business Administration Program this past year was obtaining initial accreditation through the Accreditation Council on Business Schools and Programs. The program self-study was submitted in mid-January, and our site visit was conducted over a three day period in early March. The site visit went extremely well, and in late April, we received the official word of our accreditation. The site evaluators and ACBSP Associate Degree Commissioners did not make one recommendation to our self-study. They praised not only the program but the entire college and its faculty and staff for the outstanding work done to ensure a high-quality education and improve student success and retention. Program Coordinator, Allison McGullion, presented a best practices session at the ACBSP Annual Accreditation Conference in Salt Lake City during June. The accreditation process looked at all of the programs internal and external processes. The positive praise validated the strength of the program and that it was indeed on the proper track. In addition to accreditation, student communication and advising have evolved as a strength of the program. Students can easily communicate with program faculty live and via other online methods any time they need instructor or advising access. Active communication is strongly encouraged so students and faculty can continue to foster necessary relationships in order to meet each parties' own objectives. We continue to refine the advising process with emphasis on making the students more educated and in charge of their degree progression and career aspirations. This is done through interactive, engaged advising sessions where career goals are discussed and students learn about curriculum guides and planning.

Another important accomplishment during this academic year was the dissolving of the Office Technology Program and the incorporation of the Office System Track under the Business Administration Program. This will allow the Office Systems students access to the Business common core which will provide them with more well-rounded, real-world knowledge. This curriculum will provide a wider set of skills more reflective of today's diverse workplace. This new degree track will make the students much more employable in the eyes of the employers. Overall, this has been a banner year for the Business Administration Program, and it will act as motivation for future endeavors as we continue to evolve.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Continuous improvement of all functions of the program is a guiding principle. The faculty are always willing to embrace new concepts, technology, or teaching methodology to keep our materials relevant and meeting the needs of our students. Continued monitoring and refinement of the advising process will be necessary as new procedures and expectations are introduced to improve the student advising process. Ensuring that students are coded under the right academic plan is crucial to program retention and advising accuracy so faculty will continue to work with students in their courses not just their own advisees to achieve this. New methods of data collection will be implemented, and the data produced will offer more relevant assessment of the program as a result of our accreditation process.

What improvements have been made in the unit/program as a result of the assessment process? Describe up to three of the most significant/important improvements in the area.

Because of the overall accreditation process, more improved and relevant data collection methods have been established so the data generated can actually provide more usable input and guidance moving forward. Also, continued refinement of the advisement process and the classification of our students by major is helping ensure students are on the proper educational track thus eliminating unnecessary coursework and confusion.

Where do you want your program to be in five years? What programmatic challenges and opportunities do you see for your program over the next five years?

In five years, the program will still be meeting students' and employers' needs just as we do today. We will still be offering a superior educational experience with cutting-edge curriculum, technology, and faculty. Guided by the principles of WKCTC and ACBSP, we will continue to focus on quality and continuous improvement. As for challenges, we will need to look at ways to refine our curriculum delivery to compete with other institutions without sacrificing our high standards of quality. We will look to any new career tracks and make additions and revision to our curriculum as the marketplace continues to evolve. We will continue to develop a quality adjunct pool for all of the program disciplines. Additionally, we will begin looking to groom an additional full-time faculty member as one of ours will be eligible to retire around this time. Opportunities we will be taking advantage of is the Kappa Beta Delta honor society for associate degree business students as a means of recruitment and retention.