

# West Kentucky Community & Technical College

## Detailed Assessment Report

As of: 1/16/2015 10:01 AM EST

### 2013-2014 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 (2013-2014) - Target: Met**

Some faculty continue to provide an advising questionnaire as part of the mailing to business advisees, but completion rates continue to be low. One faculty member was charged with early implementation of Starfish in a late start class and was able to utilize this tool for advising. All faculty will be utilizing Starfish to assist in the advising interface beginning with the 2014-15 academic year.

##### **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. THIS NEEDS WORK!!!

##### **Findings (2013-2014) - Target: Met**

Four full-time faculty advised 176 total students out of the assigned business advisee

number of 194. Only one advisor failed to advise 30 business students and that was because she only had 11 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 (2013-2014) - Target: Met**

During the 2013-14 academic year there were 71 courses offered (38 in the fall and 33 in the spring) through the business department. Of that number, 46 were taught by full-time faculty and 25 were taught by part-time faculty. Full-time staffing represented 64.8% of course offerings. The breakdown of staffing was 25 courses staffed by full-time faculty in fall 3013 and 13 staffed by part-time faculty during that semester. For spring, 21 courses were staffed by full-time faculty and 12 by part-time faculty.

### **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 (2013-2014) - Target: Not Met**

167 credentials were awarded during the 2013-14 academic year - 130 certificates, 18 diplomas, and 19 degrees. This represented 80.2% of the previous year's credentials.

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

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

#### **Applications for Credentials**

*Established in Cycle:* 2013-2014

Business faculty continue to encourage students to apply for all credentials earned. We believe the drop in credentials earned to...

### **M 5:Retention--Live Course**

Retention--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 (2013-2014) - Target: Met**

26 live business classes were offered during the 2013-14 academic year. All met their retention goal.

#### **M 6:Retention--Online Courses**

Retention--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 (2013-2014) - Target: Partially Met**

45 online courses were offered throughout the academic year. Of that number, 3 failed to meet their online retention goals. In two of the classes, the retention goals weren't met; however, the % of students passing the class was satisfactory. QMS 101 only had 50% of the students participate in the final assignment, a paper on the book "The Goal" by Eliyahu Goldratt. However, 75% of the students had sufficient point totals to pass the course. In ACT 286, 43% of students participated in the final assignment, a comprehensive computerized practice set. In this class 81.25% of the students passed the class. The third class was a fall online late start BAS 160 class taught by an adjunct where instructional materials were not available at the beginning of the class. Some students dropped in response to this issue which impacted the retention rate.

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

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

#### **Final Course Assignments**

*Established in Cycle:* 2013-2014

QMS 101 and ACT 286 will be evaluated in terms of assignment weighting and assignment sequencing to encourage students to partic...

#### **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 (2013-2014) - Target: Met**

Two advisory committee meetings were held during the academic year. The fall meeting was a breakfast to update members on program status. A spring meeting was held in conjunction with other division committees. As well, all advisory committee members were invited to attend the presentation of American Made Movie at Maiden Alley Cinema, a special event program for business students. Several committee members attended and commented favorably on the student engagement for that event.

#### **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 (2013-2014) - Target: Met**

Employer Surveys were sent to 11 employers whose information was supplied by program graduates. 4 responses were received and the average satisfaction rating for students was 4.7 on a 5.0 scale. Respondents rated students at 4.75 for technical knowledge, work quality, work quantity, and for strength of academic program preparation. A 4.5 rating was scored on work attitude.

#### **M 15:End of Program Assessment**

Students graduating from the Business Administration program with an Associate of Applied Science in Business Administration regardless of which track they are on will take the end of program assessment agreed upon by the BAS systemwide Curriculum Committee. This assessment is the NOCTI - General Management assessment and is administered as a course requirement in BAS 250 - Business Employability Seminar.

Source of Evidence: Standardized test of subject matter knowledge

#### **Target:**

100% of students taking the NOCTI General Management assessment will pass the established benchmark of 59.0 established by NOCTI.

### **Findings (2013-2014) - Target: Met**

100% of students taking the NOCTI General Management assessment scored 59.0 or better. The total number of students was 19. 11 took it in spring 2014 and 8 took it in spring 2013. This assessment was a course requirement for end-of-program students in BAS 250.

### **Findings (2013-2014) - Target: Met**

100% of students taking the NOCTI General Management assessment scored 59.0 or better. The total number of students was 19. 11 took it in spring 2014 and 8 took it in spring 2013. This assessment was a course requirement for end-of-program students in BAS 250.

#### **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

**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 (2013-2014) - Target: Met**

All budget requests for the year were met. The unit's budget was sufficient to cover NOCTI testing fees for graduating students, ACBSP accreditation dues, and a professional development fee for a session on social media for one faculty member.

**M 14: ACBSP Accreditation**

Maintain the accreditation status with ACBSP for the Business Administration: Management, Accounting, and Human Resources Management tracks. Including submitting the required Quality Assurance Report to ACBSP every two years (report is due on the odd numbered years).

Source of Evidence: Professional standards

**Target:**

Maintain ACBSP Accreditation.

**Findings (2013-2014) - Target: Met**

The program has maintained accreditation from ACBSP and is currently preparing the two-year Quality Assurance Report to be submitted by February 15, 2015.

**M 16: Professional Development - Faculty**

All program faculty will attend multiple professional development opportunities both on and off campus to increase student retention and engagement, discipline-specific knowledge, and new technologies for the classroom.

Source of Evidence: Evaluations

**Target:**

All full-time program faculty will attend multiple professional development opportunities.

### **Findings (2013-2014) - Target: Met**

All full-time program faculty attended the beginning of the semester kickoff professional development activities as well as ongoing advising and Blackboard workshops on the WKCTC campus. Notable POD activities included: -Sueann Hely attended the Teachers of Accounting at Two Year Colleges conference in New Orleans, LA during summer of 2014. Her total expense was \$1520. -Allison McGullion attended The Social Media Marketing Conference in Springfield, IL during the summer of 2014. The total expense was \$650. -Dr. Kevin Gericke attended the National Economics Teaching Association conference in Austin, TX. The total expense was \$1212. Adjunct faculty attended advisory committee meetings and the New Adjunct Faculty Orientation each semester.

### **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 (2013-2014) - Target: Not Met**

Official business enrollment for the spring semester was 231 students. Data provided by the IR department indicates 221 AAS students and 10 AA students.

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

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

#### **Promote Correct Major Plans**

*Established in Cycle: 2013-2014*

In an effort to ensure that transfer students are coded correctly as associate in arts or associate in science with subplan co...

#### **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 (2013-2014) - 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

#### **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

**Projected Completion Date:** 09/30/2013

**Responsible Person/Group:** Business faculty

**Additional Resources Requested:** None

#### **Applications for Credentials**

Business faculty continue to encourage students to apply for all credentials earned. We believe the drop in credentials earned to be a cyclical phenomena, particularly because we had a large number of students graduate in Summer of 2014 and those students will be counted in the next reporting cycle. At the request of the registrar, business faculty are now submitting graduation applications when students are advised for their final semester which

will hopefully help improve the number of credentials awarded.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Credentials awarded | **Outcome/Objective:** Provide learning opportunities for students

### **Final Course Assignments**

QMS 101 and ACT 286 will be evaluated in terms of assignment weighting and assignment sequencing to encourage students to participate in the full complement of assignments, rather than to elect to accept a lower letter grade in place of completing the culminating assignment beginning in the spring 2015.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Retention--Online Courses | **Outcome/Objective:** Provide learning opportunities for students

### **Promote Correct Major Plans**

In an effort to ensure that transfer students are coded correctly as associate in arts or associate in science with subplan codes for business and to ensure accuracy overall, business faculty have offered incentives for students who check and confirm their majors during the fall 2014 semester. This will ensure more accurate reporting for spring 2015 when the measurement is taken for the next reporting cycle.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

## **Analysis Questions and Analysis Answers**

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

The Business program continued to explore new ways to meet the ever- changing needs of our diverse student population. Program faculty taught more courses during this academic year overall including many new time formats (16 week, 15 week, 12 week, 8 week and 5



week classes) both online and live to serve our students' diverse needs. We continue to offer a variety of electives especially online since enrollment is higher, however, we still offer a minimum of one live elective each semester to help the students who prefer live instruction. The program faculty continue to promote teaching excellence through out of classroom opportunities for students when appropriate. During the past academic year, business faculty planned and promoted a screening of the film "American Made Movie" at Maiden Alley Cinema. A group of over 100 students attending this showing on a Friday night and three local business leaders participated in a panel discussion moderated by Kevin Gericke, economics professor. Advisory committee members were invited to participate and several did attend. Feedback on the event and discussion participation by students was excellent. Another strength of the program is the continued focus on increasing communication with our students and advisees so they feel like an active member of their learning and degree progression. Students can easily communicate with program faculty during assigned office hours for live communication and through a variety of platforms (email, course messaging, etc.) at any time when they need instructor or advisor access. Active communication is strongly encouraged to foster necessary relationships in order to meet each parties' own objectives. We continue to refine the advisement process with emphasis on making the students more educated and in charge of their degree progression and career aspirations. This is done initially by ensuring that each program student is coded properly in our system and then assigned to the correct program advisor. Next, we educate and engage students during the advising appointment so they fully understand curriculum guides and course requirements and take charge of their overall degree progression. In some cases, advisors must complete Satisfactory Academic Progress forms for students who fail to progress at an established rate or do not successfully complete their coursework. Advisors then become coaches to motivate the students but must inform them of the severe consequences they will face if they do not improve their overall performance. Additionally, business faculty continue their efforts in professional growth by attending discipline specific professional development activities such as the National Economics Teaching Association Conference., the Social Media Marketing Conference, and the Teachers of Accounting at Two Year Colleges Conference. WKCTC business students continue to demonstrate their excellence through strong performance at the state and national Phi Beta Lambda conferences. Tiffinee Morgan, a business unit faculty member, sponsors that organization. Four students placed in the top 10 nationally in their events, with the breakdown as follows: 2nd in Management Concepts; 3rd in a team event, Integrated Marketing Campaign; and 6th in Sports Management & Marketing.

**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. Our course staffing continues to hover just above the Kansas Study benchmark for classes staffed by full-time faculty. A full-time logistics/business faculty member staffed two of the classes in the fall semester and none in the spring due to position restructuring. No further support will be coming from the faculty member now in that position, so it is very likely that the staffing percentage will fall below the Kansas Study benchmark for 2014-15. As well, it is a continuing problem to staff the business law classes, particularly finding someone credentialed willing to teach a live section. Distance Learning on the WKCTC campus is now wanting to offer multiple sections of the core program classes in different formats and time

frames (Late-start and bi-term classes) in order to offer students a chance to start their education at any given time. However, this has created a staffing issue in that we are now limited to our adjunct faculty teaching no more than 25 credit hours in one academic year because of new HR regulations. Not only does a staffing issue exist but a quality issue has emerged as we see more students in the late start classes being unsuccessful than we see in traditional 16 week classes. Dual credit course offerings in the local high schools has become very problematic over the past few academic years with regards to high school faculty following established procedures and ensuring the quality of those courses is to the level offered to our college students. Greater monitoring and evaluation of these by the program lead instructor is taking place. Lastly, obtaining useful data from our external stakeholders such as graduate placement and advisory board industry information will continue to be an area for improvement and focus. These external stakeholders provide us with the most realistic, meaningful information to shape the nature of our program to continue to make our students more employable and meet industry and community needs.

**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. Disaggregating the collective data has helped identify areas of strengths and opportunities for improvement. 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. This is done through division-level training by our representative on the Central Advising Council and greater emphasis in the program classes to be educated more about the advising process and the importance of being classified properly in our system. Finally, we have increased student engagement outside the classroom by offering the showing of American Made Movie and encouraging students to attend on-campus speakers. The Business program is going to be showing a business-related movie each spring with hopes to offer this opportunity each semester to continue engaging our students outside of the classroom.

**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. Fostering a better relationship with Workforce Solutions to turn their clients into credit-seeking program students. One of our biggest challenges at present is the delivery of dual-credit courses in the area high school and maintaining our expect high level of quality, in the next five years, our goal is to continue to develop our dual-credit faculty members and/or look at new, more effective ways to serve this population. Lastly, a primary initiative of the program will be to provide education to grow entrepreneurship in the local community and the state as a whole. This can be done through partnerships with the Paducah Area Chamber of Commerce, Greater Paducah Economic Development, and the WKCTC-located Kentucky Innovation Network. Additionally, courses in small business

management, entrepreneurship, and social media marketing for startup businesses will be offered to program students but also to students in the Culinary Arts program and those at the Paducah School of Art and Design.