

West Kentucky Community & Technical College

Detailed Assessment Report

2015-2016 Business Studies: Business Administration

As of: 1/31/2017 10:05 AM EST

(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:

Continued emphasis and discussion among all students taking a program class to ensure students are correctly matched with appropriate major and to minimize confusion between business transfer and technical programs.

Finding (2015-2016) - Target: Met

All program faculty continue to discuss the advising process, the definition between a transfer and a technical student, and the importance of developing a degree completion plan with a program advisor as opposed to a non-program advisor. This also helps ensure the student stays engaged and connected with the program and eliminates students taking the wrong courses or possibly duplicating coursework. Faculty go over class rosters where students majors are listed and make sure they are in the right major and discuss who their appropriate advisor should be regardless of the student's declared major.

M 2: Advising records

Advisee list available on the web and through PeopleSoft

Source of Evidence: Existing data

Target:

Full-time program faculty advisors will advise 60% of their assigned advisees.

Finding (2015-2016) - Target: Met

Four full-time faculty advised 358 students out of the 534 assigned business advisees for the academic year 2015-2016. For fall 2015, the four faculty advised 206 of 272 assigned advisees or 76%. For spring 2016, four full-time faculty advised 152 advisees out of 262 assigned advisees.

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.

Finding (2015-2016) - Target: Not Met

During the 2015-16 academic year semesters, there were 90 courses offered (270 total credit hours) through the business department. Of that number, 56 were taught by full-time faculty and 34 were taught by part-time faculty. Full-time staffing represented 62% of course offerings while part-time faculty staffing represented 38% of course offerings.

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

Faculty Teaching Ratios

Established in Cycle: 2015-2016

The measure benchmark is 64% of courses taught by full-time faculty. We came in this academic year at 62% which is not a true f...

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

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.

Finding (2015-2016) - Target: Met

During the 2015-16 academic year, 224 certificates, 27 diplomas, and 39 degrees were awarded. The total credentials awarded were 325. This represents % of the previous year's credentials.

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

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 earn to...

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

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.

Finding (2015-2016) - Target: Met

24 live classes were offered during the academic year (12 in the fall, 12 in the spring, and none for the summer). All met their retention goal.

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.

Finding (2015-2016) - Target: Not Met

59 online courses were offered during the academic year (12 in the summer, 23 in the fall, and 24 in the spring). All courses except ACT 101 in spring 2016 met their retention goal. 53% of the students completed the course. Some courses like QMS 101 continue to struggle with retaining students to complete the final assignment which is used for assessment purposes. Several courses have been identified to watch for future retention issues.

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

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...

ACT 101 Retention

Established in Cycle: 2015-2016

This course is offered entirely for students who are in the Medical Information Technology program. Few to no BAS students take...

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

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.

Finding (2015-2016) - 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 to tour the new Paducah School of Art and Design as well as hear program updates and provide feedback on workplace trends and employability.

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.

Finding (2015-2016) - Target: Met

Of the 27 graduates contacted for this academic year, 20 students responded. Each of the 20 students who responded enjoyed the program and felt they were well-prepared for the workplace. Students in the accounting option felt the upper-level accounting courses made them highly prepared in their workplace. Students referenced the management and small business management classes as preparing them for the demands of their particular workplaces.

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.

Finding (2015-2016) - Target: Met

100% of students taking the NOCTI General Management assessment scored 59.0 or better. The assessment average was 74.8 in fall 2015 and 81.2 in spring 2016. The total number of students was 32. 13 took it in fall 2015 and 19 took it in spring 2016. 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

Finding (2015-2016) - Target: Met

Of the 27 graduates contacted for this academic year, 20 students responded. Each of the 20 students who responded enjoyed the program and felt they were well-prepared for the workplace. Two of the transfer students discussed how well-prepared they were for the transfer process and felt they were better equipped to be successful in their courses at the transfer institution than the non-transfer students. Students complimented the upper level accounting courses and how well prepared they were for the accounting workplace because of their WKCTC courses. Also, several commented on how the availability of online courses worked perfect in their busy schedules and provided them with well-organized and quality courses.

Finding (2015-2016) - Target: Met

Of the 27 graduates contacted for this academic year, 20 students responded. Each of the 20 students who responded enjoyed the program and felt they were well-prepared for the workplace. Two of the transfer students discussed how well-prepared they were for the transfer process and felt they were better equipped to be successful in their courses at the transfer institution than the non-transfer students. Students complimented the upper level accounting courses and how well prepared they were for the accounting workplace because of their WKCTC courses. Also, several commented on how the availability of online courses worked perfect in their busy schedules and provided them with well-organized and quality courses.

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.

Finding (2015-2016) - Target: Met

The 2015-2016 Business Administration instructional budget covered all the needs of the program and its faculty. The largest expenditure for the Program is annual membership dues to ACBSP. Faculty spent instructional resources on magazines and books related to their courses to be used as textbooks or supplements going forward. The budget also covered the NOCTI fees for all program graduates. Two faculty, Dr. Kevin Gericke and Allison McGullion, purchased individual copies of Camtasia Studio to make custom videos for their courses. Additionally, two local professional development opportunities in social media and entrepreneurship were funded for Allison McGullion.

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:

Maintain ACBSP Accreditation.

Finding (2015-2016) - Target: Met

The program has maintained accreditation from ACBSP and is gathering data for the February 2017 Quality Assurance Report.

Finding (2015-2016) - Target: Met

The program has maintained accreditation from ACBSP and is gathering data for the February 2017 Quality Assurance Report.

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.

Finding (2015-2016) - 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 the Kentucky Society for CPA's. The total expense was \$546.73. Dr. Kevin Gericke attended the American Association of Community Colleges National Convention and Federal Reserve Annual Professors' Conference at the St. Louis bank. The total expense was \$864.23. 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

Finding (2015-2016) - Target: Not Met

Enrollment data shows that business enrollment is down slightly, but remains strong overall as college enrollment declines. For the fall 2015 semester, 264 students are coded as Business Administration majors. We are no longer able to obtain accurate transfer numbers since the academic sub-plans were removed several years ago. However, we know that transfer enrollment is strong based on course enrollments and input from our four-year partners.

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

Increase Enrollment

Established in Cycle: 2015-2016

Greater emphasis has been placed by the Program and Division to increase enrollment numbers in the BAS Program. Division Dean, ...

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

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.

Finding (2015-2016) - 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.

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: 11/2008

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: 01/2012

Responsible Person/Group: Allison McGullion

Applications for Credentials

Business faculty continue to encourage students to apply for all credentials earned. We believe the drop in credentials earn 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: Final Course Roster--Online Courses | **Outcome/Objective:** Provide learning opportunities for students

ACT 101 Retention

This course is offered entirely for students who are in the Medical Information Technology program. Few to no BAS students take this course. All MIT students must make a C or better for this course to count toward their degree. We feel the students realize early on if they are struggling to just stop putting forth as much effort especially if they will not be making a C or better. The instructor has adopted a new online instructional package for fall 2016 to give the students more resources to be successful in comprehending the course materials.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Sueann Hely

Faculty Teaching Ratios

The measure benchmark is 64% of courses taught by full-time faculty. We came in this academic year at 62% which is not a true fail to meet in terms of this measure at all. The need for more diverse electives and late start formats means we have to utilize more qualified adjuncts so we can meet our students needs. Full-time faculty chose to teach overloads, and our necessary for almost all live courses taught except business law which requires an attorney. We will continue to monitor this measure but do not consider it to be a disadvantage of the program that we can offer more classes and use adjuncts with business and industry experience in their specific teaching discipline.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Resources - personnel | **Outcome/Objective:** Advise Students

Responsible Person/Group: Allison McGullion

Increase Enrollment

Greater emphasis has been placed by the Program and Division to increase enrollment numbers in the BAS Program. Division Dean, Tammy Potter, spent her allocated funds for program-specific postcards to market the program to interested students especially those that had previously attended WKCTC but had stopped out for a particular reason. Also, faculty work hard to make sure students are coded with the proper major. The slight decline could be nothing more than major coding error. Additionally, further indication of students identifying as business transfer students using the Transfer Positive Indicator in PeopleSoft will be a focus.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Allison McGullion

Analysis Questions and Analysis Answers

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

The most apparent strength of the Business Administration Program is its ability to advise such a large number of advisees in a meaningful, effective way. Advising loads for the full-time program faculty have also increased, and the full-time faculty have advised more students during this academic cycle than ever before. It is crucial to the student's success and overall program retention to build strong relationships with program advisees so they are free to communicate with the program faculty and work seamlessly towards the student obtaining a credential in the most efficient and effective route possible. Faculty members stress the importance of program-based advising to their students and assist students in career exploration and making sure the student is properly coded in the PeopleSoft system to reflect their intended major. The Program has continued to emphasize proper advising and transfer opportunities to all program students. All program faculty have incorporated continuous dialogue into their courses about career pathways with all of the degree options in the Program while many have included assignments related to career development in their coursework. 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 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. Additionally, we are able to respond in a timely manner to the needs of students, College, KCTCS, and employers by adapting and revising our overall curriculum and course materials. This will be apparent during the next academic cycle when new courses in Social Media Marketing and Excel for Business Decision-Making will be offered as a result of external stakeholder needs. Greater discussion about opportunities for transfer regardless of what degree path (AAS, AA/AS) they pursue. Another strength of the program is 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. Faculty want all of their students, both program and non-program, to feel they have a one-stop resource in them where they can come to discuss

performance in their courses and towards their degree progression and also discuss any barriers to completion that exist. Faculty are then able to direct the students to the necessary third-party on campus to help minimize or eliminate those barriers.

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

As noted in our assessment, overall program enrollment for the Associate of Applied Science technical degrees has dipped slightly over the past few years. The primary focus of the Program during the next academic year will be to increase program enrollment through recruitment and to maintain and retain the students we already have enrolled by continuing to build valuable, meaningful relationships with our students. Using retention tools like Starfish and improving the Program's overall visibility on campus is paramount to achieving this goal. Continued refinement of teaching styles to meet the students' changing needs is always and will continue to be a guiding principle of the Business Administration Program. The focus on continuous improvement is always in the mind of faculty. We want to continue to engage in meaningful professional development opportunities to enhance our comprehension of our course materials and new trends in our disciplines and teaching in general. 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.

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

We have learned from discussions and surveying our Advisory Board members and other members of business and industry that employees in general are not prepared in the areas of soft skills (work ethic, accountability, time management, professionalism, etc.). It should be noted this was not reflected just of our students but the working population as a whole. These stakeholders did note our students and graduates were better prepared and acclimated better to the workplace than others. As a result of this, further emphasis in soft skill development over the entire curriculum is a top priority for the entire Program. We are continuing to develop a top-notch adjunct faculty in the Program. Overall, course evaluations of adjunct faculty members mirror the high performance levels of full-time faculty. Students respect and are engaged in the course's taught by the Program Adjuncts. All the adjunct faculty are engaged in activities across the WKCTC campus and the local community which further strengthens their contributions to their students. They attend professional development opportunities and participate on the Program's Advisory Committee Boards. Long-term adjunct faculty member, Jeanne Stroup, was awarded the 2015-2016 WKCTC Adjunct Faculty Member of the Year Award based on her level of commitment, professionalism, and performance as an adjunct faculty member. Professional development at a national level for all full-time faculty is a tremendous strength for the Program. Dr. Kevin Gericke completed 15 hours of professional development training from the Federal Reserve in the collection and analysis of data for Gross Domestic Product measures. This online training included assessment by Federal Reserve personnel, and passed with a 98%. As a result of professional development training through the Federal Reserve, I received Federal Reserve Board Certification in the administration of college-level lessons on Gross Domestic Product measurement. This training involved online professional development (videos and readings research), incorporation of classroom lessons, and written assessments. The classroom lessons and tests were successfully given to the ECO 202 class and will serve as a foundation for future enhancements. Sueann Hely attended the Kentucky Society of Certified Public Accountants Annual Conference while Allison McGullion participates as a Associate-level Site Evaluator for the Accreditation Council for Business Schools and Programs. She visited Austin Community College in spring 2016 for a reaffirmation site visit.

Where do you want your program to be in five years? What 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. We will continue to increase enrollment, retention, and transfer by building strong, meaningful relationships with all of our stakeholders. 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. The use of adaptive learning technology and simulations to promote the development and refinement of real workplace skills will be paramount to preparing students to be effective in today's changing workplace. 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. Two new areas of consideration include Informatics and Social Media. Both of these are in high demand in today's workplace so we will continue to investigate a need to deliver that training. Opportunities we will be taking advantage of are fostering a better relationship with Workforce Solutions to turn their clients into credit-seeking program students and continuing to work closely with the community to see what new materials need to be addressed in our curriculum. As part of the Kentucky Governor Matt Bevin's plan to increase work-related training, we will work to transition students seeking short-term training from WKCTC Workforce Solutions into academic credit seeking students in the Business Administration Program.