PROGRAM REVIEW

Department: Business

Date of Program Review: 2017

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Academic Program/Department Review

Fort Scott Community College Business Department

Introduction to Program

The Business and Computers Department consists of transferable courses following the Kansas Core Outcomes Project to enable students to obtain their Associate's degree and transfer to four year schools. The department also offers courses to meet certificate requirements that enable students to enter the work force and obtain employment.

I. Operations

A. Program Relation to College Mission, Core Values, and Strategic Plan

How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

Goals and measurable objectives have been determined by the faculty from Kansas universities, community colleges, and technical colleges through the Kansas Core Outcomes Project. This collaboration has helped to determine what areas need to be addressed in order for students to be successful in transferring to four-year schools or to provide preparation to enter the workforce with job-related skills. Our goal is to help meet the strategic goal of cultivating quality enhancements for education and learning. And, to promote student success. Our goals include:

- Continuing to update all course syllabi to meet the KS core outcomes project.
    - Syllabi may need to be aligned while the outcomes are already being covered.
    - Or, we may need to look at what areas we have not been covering and strengthen our syllabi to meet the needs.
    - Our goal is to do this as soon as each course moves through the project.
- Using assessment data to analyze how instruction/programs might be improved to meet student needs and promote student retention.
    - Make sure all faculty are using the same guidelines within the department.
    - Set benchmarks.
    - Build improvement plans after each assessment.
- Improving collaboration to ensure adjuncts are using master syllabi, the same text, and covering the same competencies as lead instructors.
    - Work on notifying extension sites and concurrent instructors of book adoptions as soon as changes have been made.
    - Providing syllabi updates for changes at least two weeks before classes start.
- Continuing to work with 4 year institutions on a smooth transfer for our students.
    - 2 for 2 transfer programs.
    - Core outcomes project.
    - Encourage students to let us know what problems they have transferring and then investigating to see if we can correct the problem.

B. Program/Discipline Demand/Need

The use of Advisory Boards, success rates at four-year institutions, and successful placement rates are used to determine the demand and need for programs. Changes needed in the curriculum may be identified. We are currently phasing out our Secretarial Science program due to low student numbers and employers within the Advisory Board stating "the certificate does not guarantee student placement or an increase starting pay."

Program/Discipline Analysis:

Summary of Full-time Faculty qualifications:

> **Debra Cummings**-Division Chair/Business Instructor
> B.B.A. Pittsburg State University
> M.B.A. Pittsburg State University
>
> **Larry Shead**-Computers Instructor
> B.S. Pittsburg State University
> M.A. Oral Roberts University

What is the process by which course curriculum is developed and reviewed?

Business curriculum development begins at departmental meetings; once a change has been identified it is taken to the Vice President of Academic Affairs for approval. Then, the change is taken to the Academic Affairs committee for approval, the curriculum committee approves syllabus changes if needed, and the final step is to submit it to KBOR to be included in course inventory.

What procedures are used to ensure that course content is up-to-date and appropriate for the level and outcomes of each course?

The Kansas Core Outcomes project drives the course content for transfer courses; local program reviews with Advisory Boards help to ensure that technical skills are being met. Instructor evaluations also help to identify the level of content and goals being presented in courses.

What process is in place for adequate review of textbooks?

Textbooks are reviewed periodically within the departments and adjuncts may be ask for input. Several text may be reviewed for content and, then, the price of the text to students is taken into consideration. Several courses within Business are now using OERs (Open Educational Resources) to reduce student costs. Books may also be changed due to availability or accessibility. The goal is to update books every five years, but if there are changes within the discipline or industry, books may need to be changed more often.

What is the process for outcomes assessment?

The Business Department is currently working towards showing all classes in the assessment report. We have added classes each semester that have passed through the Kansas Core Outcomes project. The accounting classes were added this year to the core outcomes project. Spring 18 we are adding

Principles of Accounting, Fall 18 Financial Accounting, and Spring 19 Managerial Accounting. We are adding Microcomputer Applications I in Spring 18 and Microcomputer Applications II in Spring 19.

The assessment process includes class assessment, department/program assessment, and links to the college-wide assessment. Greenbush is assisting with the collection of data and building reports. Instructors then use the data to improve their teaching methods and enhance student learning. The report will help to identify areas where instructors may need to set goals for improvement and identify areas where students struggle more with the content.

What is student enrollment?

Number of courses and percentage of courses taught by full-time and adjunct instructors per year/number of students and percentage of students taught by full-time and adjunct instructors per year.

Program Assessment

What are the program/discipline outcomes?

1. Demonstrate successful communication within the business environment using verbal, written, and basic literacy skills.
   a. Students will complete papers, projects and give presentations in Introduction to Computer Science, Microcomputers Applications, Introduction to Business, Microeconomics, and Macroeconomics.
2. Recognize and apply economic theories to real world problems and hypothetical situations.
   a. Students will complete in-class assignments, handouts and exams in Microeconomics and Macroeconomics.
3. Demonstrate an awareness and understanding of the business environment and human interactions.
   a. Students will complete handouts and exams in Introduction to Business.
4. Apply the skills and knowledge necessary for mathematical, scientific, and computer science in solving business problems.
   a. Students will complete projects in Introduction to Computer Science or Microcomputers Applications.
5. Develop and demonstrate abilities in accounting, management, and introductory business.
   a. Students will complete papers, handouts and exams in Introduction to Business.
   b. In Principles of Accounting and Financial Accounting students will have homework and exams completing financial statements and working through the steps of accounting process. In Financial Accounting they will use ratios and do comparative statements.
   c. In Managerial Accounting students will complete homework and exams working through budgets, variances, the decision process, and ratio and comparative analysis.
6. Demonstrate the ability to perform basic financial analysis.
   a. In both Financial and Managerial Accounting students will use ratio and trend analysis. In Managerial students will complete handwork and exams using present value and future value.

What are the findings of outcomes assessment reports from the department?

Changes were made to our assessment process this year. Data collected this year will be primarily by course. As we move forward during the next year, we will be connecting the course data to our program/department data and, then, to our college-wide abilities.

Greenbush reports on Fall 17 courses: Intro to Computers, Intro to Business, Microeconomics, and Macroeconomics.

Dept Assessment plans\BUS127 Introduction to Business SLO Summary.pdf

Dept Assessment plans\Course SLO Summary COM 105.pdf

Dept Assessment plans\ECO101 Microeconomics SLO Summary.pdf

Dept Assessment plans\ECO202 Macroeconomics SLO Summary.pdf

Total course completion chart-Instruction Office

Other assessment data/summaries if available. –Larry's data on Microsoft Office Specialist Testing

Spring 15	2 tested in MS Word	0 passed
Fall 15	12 tested in MS Word	4 passed
Spring 16	8 tested in MS Word	0 passed
	2 tested in MS Excel	1 passed
Fall 16	11 tested in MS Word	0 passed
	2 tested in MS PowerPoint	2 passed
Fall 17	14 tested in MS Word	3 passed
Spring 18	15 tested in MS Word	4 passed

Is the number of full-time faculty adequate for the program? Explain

Currently the number of full-time faculty in the Business Department is 2. In the past, we have had as many as 4 in the department. Low faculty numbers have led to fewer class offerings in some areas. The number of business students is down, but whether that is due to fewer class times or a decrease in student numbers is hard to determine. One instructor offers several computer sections while the other faculty member offers an overload of business classes and each class is only offered once per semester/year.

C. Learning Resources:

Are the facilities adequate for the program/discipline teaching needs? Please provide comments.

There seems to be a constant need to update and improve the facilities. Several of our classrooms have been updated. Overhead projectors and large screen TV's are available in the classrooms. There is a need for larger labs (restricted to 20 computers in our largest lab) and multiple monitors in the classrooms for students to be able to get a better view of what is happening on the screen. In accounting and economics we discuss graphs, charts, and tables. Students often struggle to see the large screen up front. Some of the computer labs are still using projectors and could use updated screens or large wall monitors.

Are the following instructional support services adequate for the program/discipline needs? Please provide comments.

Information Technology

We are still using Blackboard 9 as our learning management platform, there have been several up-dates beyond 9. We are currently updating to Blackboard as the host site. All of our courses have access to the Blackboard to use in all courses regardless of delivery method. Continued training in Blackboard is needed, but at this point it is more one-on-one training that is needed to expand our use of the available tools.

We use the attendance and early alert systems within Campus Connect. And, all students are provided with email accounts at the time they are admitted and enrolled at FSCC.

Our IT department are very responsive to faculty needs and work to ensure we have the tools we need.

Library

The Library has limited funding, but does work with the program to provide the resources needed. An example would be the week-end edition of the Wall Street Journal. Students in business class use the financial section.

Student Services

Identifying student's majors is an issue. Often student's schedules do not meet the goals of the department. It is even more difficult as students enrollment has opened up online. It has often caused an issue as we work through the accounting series where courses are not offered every semester. Students need to build their schedule around those courses that are only offered once a year.

The Student Success Center tutors are very helpful but often do not have the experience to tutor students in a discipline such as business. With the smaller accounting classes and students taking accounting courses in their sophomore year, student tutors are not as available. Instructors do offer office hours to provide assistance to their students. The Student Success Center also offers an alternative for student testing.

Our counselors have an open door for students throughout the semester but set up appointments to meet with students during the heavy enrollment periods.

Print Shop

They do a great job of providing the supplies needed, keeping the print paper stocked, and keeping the printers up and running.

Facilities Department

Our janitors and maintenance workers do a great job of cleaning and maintaining the facilities, but it can be rather difficult in old buildings. Sometimes things do not get completed as quickly as we would like due to the amount of work scheduled.

An example of their helping to make the facilities better, was identifying the need for more seating in the classroom, checking to see what they had that might help to fill the gap, and then moving out the

old desks and replacing it with tables that had been used elsewhere. They also managed to find chairs that matched the old chairs to make the room appear better.

Bookstore

The department has not had as many problems with the bookstore this year, but due to the cost of books, students may not purchase the books required. This has caused students to fail in some cases. Instructors are working to avoid this problem by moving to OERs.

II. Connections

A. Support:

How does this program support other academic areas of the college and/or how is it supported by other academic areas?

Computers provide the technology skills needed to compliment written and verbal skills in today's computerized world. Students use critical thinking to build reports for presentation.

Business and economics classes use the skills from computers, math and English to continue to build on student's critical thinking skills, writing skills, and presentation skills. Theories that are taught in other disciplines are often applied in business and economics helping students to recognize where disciplines are connected to each other.

B. Technology:

How is technology used to communicate with students and college personnel?

Through email accounts set-up through the college for students, employees and adjunct faculty. There are accounts set to email all or particular groups that have been identified throughout FSCC. Text messages through Textcaster and individually to students through the Advisement Office. Messages are also posted on the Blackboard portal or the FSCC website. Information employees need may also be updated through the employee pages.

We also use campus connect to update student grades, attendance, and to send out early alerts.

There are monitors in hallways that can be used to post information for students as well.

C. Committee Involvement:

To what extent is the program/discipline involved in committees at FSCC?

Departments are small at FSCC. During the 2017/2018 year we have served on several committees including: Curriculum, Academic Affairs, Academics & Athletics, Assessment, and one of our instructors serves as the International Students Coordinator and Sponsors Christian on Campus.

What committees, groups, or other programs/disciplines give input to this program/discipline?

The program receives input from the Kansas Core Outcomes Committee, the Academic Affairs committee, the FSCC extension sites, our adjunct instructors, the librarian, counselors, and the Instruction Office.

D. Community Engagement:

To what extent is program/discipline faculty involved in community and public service activities in the college service areas?

To what extent has the program/discipline developed external partnerships with schools and the community?

The business departments continues to sign articulation agreements with schools within the service area and several 2-for-2 programs with 4-year institutions.

E. Marketing and Public Relations:

What marketing/recruiting strategies are used by the program/department?

How does this program utilize the Public Relations department for marketing needs?

F. Use of External Resources

How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?

G. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so explain?

Students are given a national survey every other year. (Noel Levitz, CESSE?)

Instructors often provide anonymous survey options through Blackboard for student feedback. Online classes are required to provide the survey.

III. Review of Previous Action Plan

Previous goals:

- To continue to update all economics class syllabi to meet KS Core Outcomes project
  - Syllabi have been updated and rewritten where needed to meet the state-wide transfer. Competencies were being met but changes were made in syllabi to meet the requirements.
- To continue using assessment data to look at how the instruction might be improved and student retention strengthened.
  - The business department had been using the old assessment process and was adding courses each semester to the official data collection. We are currently adding all of the accounting classes and computer applications classes.
  - The previous date collected will be used this year to set benchmarks for the 2018/19 school year.
- To begin offering Microcomputer Applications I and II online.

- Both courses are now offered in an online format. We are looking at numbers to determine the need to continue offering both each semester.