

Business Administration 2018

3.7 Academic Program Review

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

Carl Albert State College Mission Statement:

To provide affordable, accessible and exceptional education that fosters student success.

The Carl Albert State College Business Administration Associate of Arts Degree (006) provides pathways to provide affordable, accessible, and exceptional education that will lead to student success.

The Business Administration program in of itself has no authority to set the cost of program expenses but consults about tuition costs as a stakeholder. The tuition is the lowest in the state and compared to our other Oklahoma institutions is affordable. The faculty is selective when considering course materials and economy plays a big part in the decision making process. The faculty is also conservative with budgets and other operating expenses.

We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. With the recent addition of Zoom technology, experimentation has begun on synchronous distance education.

Faculty provide an exceptional education experience based on students surveys and faculty evaluations. The Business Division is one of the most customer service driven divisions on campus. Business Administration Faculty are committed to providing opportunities for success to each and every one of our customers and work diligently at finding strategies to work with each student's particular learning styles.

Business faculty provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of our service area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

An indicator of our semester by semester internal review is below. This is the aggregated data that is provided by our SmartEvals assessment tool. Stakeholders in assessment made the determination that division aggregated scores of less than 3 required corrective action. In the most recent student feedback on instruction we determined that no corrective action was needed. Details of our most recent evaluation by the Higher Learning Commission are detailed in section B2.

Division Aggregated Scores of Student Feedback (Instruction) Fall 2017 Spring 2018						
Division	Allied Health	Business and Technology	Communication and Fine Arts	Math and Science	Social and Behavioral Sciences	New Student Orientation
Response Rate						
Overall Teaching Ability	3.3	5	3.4	4.5	3.8	N/A
Learned in this Course	4.3	4.4	4.1	4.2	4.1	3.7
Instructor Effectiveness	4.2	4.3	4.2	4.3	4.1	4.1
Timely Feedback	4.4	4.5	4.3	4.5	4.4	4.4
Recommend to Other Students	4.4	4.5	4.4	4.4	4.3	4.2

Program Outcomes/Course/SLOs	Met	Not Met	Total Measured
Business Administration	89 (99%)		90
Program Outcome One			

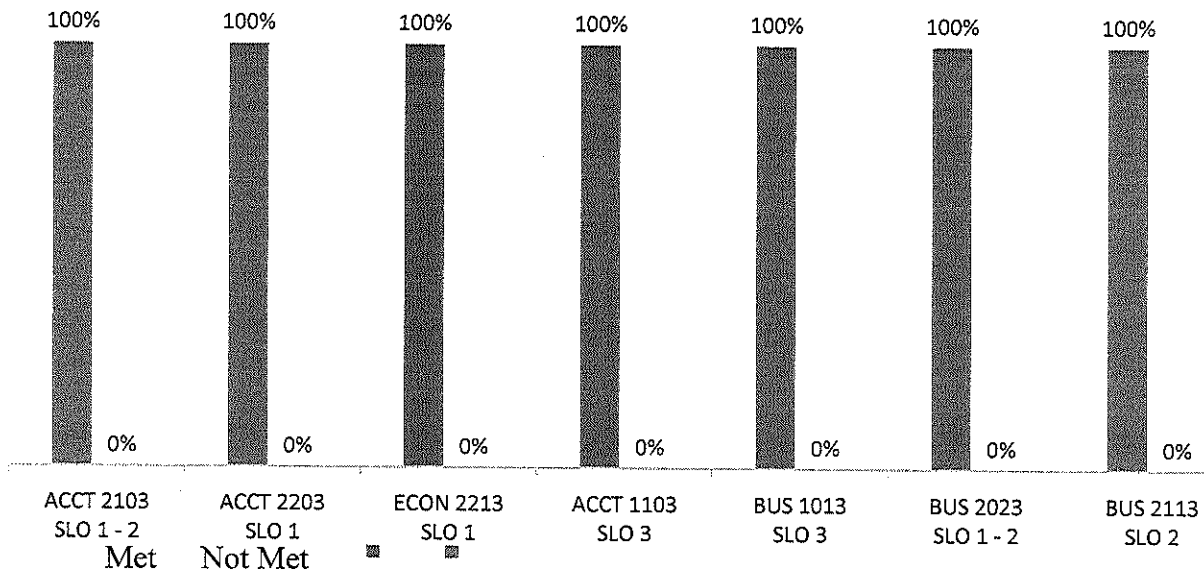
ACCT 2103, ACCT 2203, ECON 22135 ACCT 1103, BUS 1013, BUS 2023, BUS 2113	37 (100%)		37
Program Outcome Two			
ECON 2113, ACCT 1103, BUS 2113, BUS 2133, W<TG 1103	13 (93%)		14
Program Outcome Three			
ACCT 2203, BUS 1013, BUS 2123, 1103	12 (100%)		12
Program Outcome Four			
ACCT 2103, ECON 2113, ECON 2213, BUS 2123, MKTG 1103	27 (100%)		27

Business Administration Program Outcome Assessment

Outcome One: Met 100%

Met: 37

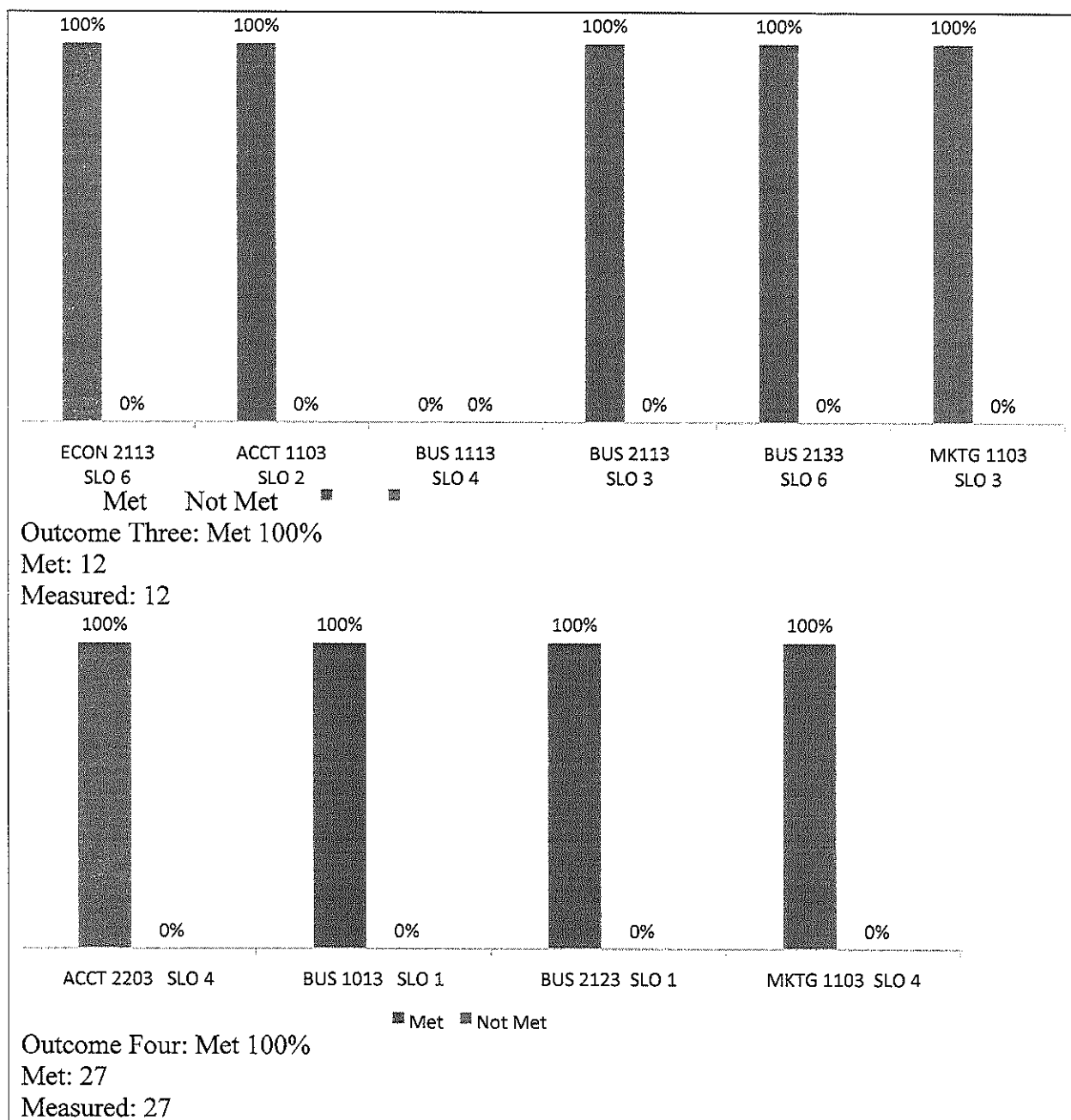
Measured: 37

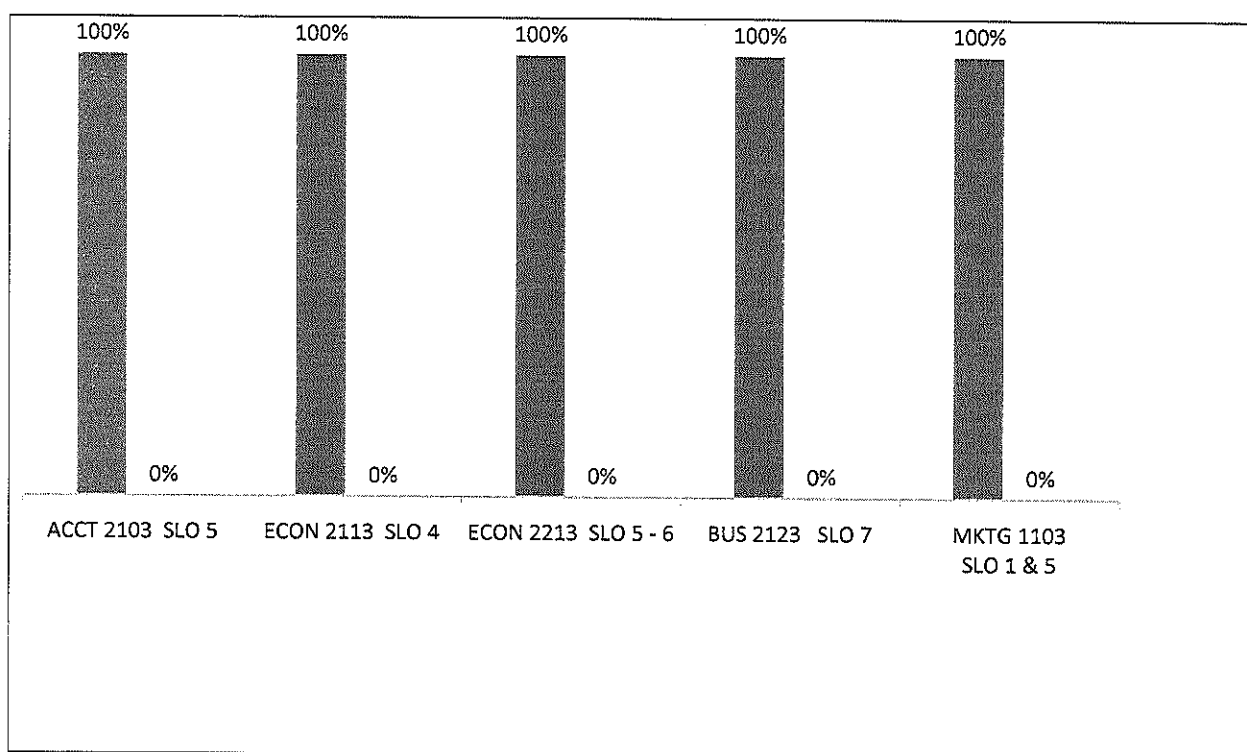


Outcome Two: Met 93%

Met: 13 Not Reported: 1 BUS 1113

Measured: 14





A. Centrality of the Program to the Institution's Mission:

Carl Albert State College Mission Statement:

To provide affordable, accessible and exceptional education that fosters student success.

The Carl Albert State College Business Administration Associate of Arts Degree (006) provides pathways to provide affordable, accessible, and exceptional education that will lead to student success.

The business division supports the institutional mission. We make the institutional mission the foundation of our thought and action process. Our mission states that we provide affordable education opportunities. We are constantly reviewing course materials to ensure they are as affordable as possible. We require minimal outside resources to lessen the financial burden on our students. Also we ensure that when asking students to invest in course materials that those items are used to their fullest extent in classroom assignments and coursework.

Our courses are accessible through the many different pathways listed below:

Traditional In-Class Day and Evening
 Traditional In-Class Accelerated
 Hybrid Course Offerings
 Virtual Online Course Offerings
 By Arrangement (Special Case Basis)
 8 Week Courses

There is some discussion as to the viability of four week classes

Our courses are exceptional and meet or exceed criterion. Our courses are vetted by and recognized by many of the four-year institutions in Oklahoma as meeting their level of academic excellence. We see performance indicators in the success our students have at transfer institutions and in the workforce. Our business faculty are active in the Regent's CEP project and our administration places top priority on making the transfer to institutions in the state seamless. This in itself is one of many indicators that shows the effectiveness and exceptional quality of our programs and courses.

Part of our mission is also to provide pathways to four year institutions. This is done through proper advisement and through exhaustive efforts to make sure our courses meet the requirements for transfer. This applies to both Oklahoma and also to institutions we feed in Arkansas. This division supports the institutions general education mission and prepares students for success specifically in the computer proficiency requirement.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Upon completion of the program, graduates will recognize business transactions and identify their impact on organizational accounts.

Upon completion of the program, graduates will identify inter-workings and functions of a capitalistic economy.

Upon completion of the program, graduates will classify manufacturing costs and link physical flows of inputs as they develop into outputs.

Upon completion of the program, graduates will illustrate pricing and product positioning within the four major marketing structures.

B.2 Quality Indicators (including Higher Learning Commission issues):

A Higher Learning Commission site visit was completed in September of 2016. The institution had previously self-identified Analysis and Assessment as one area that needed refinement. We worked diligently to adjust our assessment practices and the institution made a large investment in software and personnel to see that we met the goals of assessment. Faculty invested in the process and worked to achieve what we believed was an outstanding model. The conclusion of HLC indicated concerns in this area and recommended a focused visit to confirm progress related to Core Components 4.B and 5.D. The commission's report indicated "perceived inadequate progress". This division disagreed with the commission findings and felt that HLC had not investigated our progress sufficiently.

WEAVE online training was launched in August of 2012, and faculty members worked together to create outcomes and objectives for all courses. Individual faculty members then worked to input measurement strategies for individual course sections. At the end of the semester, faculty entered measurement data to assess course outcomes. The Office of Academic Affairs generated a real-time audit report for faculty and division chair review.

This model has evolved through leadership of Academic Affairs and we currently have redoubled our efforts to provide a quality assurance model that is more streamlined for faculty and has the ability to provide specifically needed data. CASC made the investment in Nuventive Software and are in the implementation phase. We currently are building the framework for a streamlined process and now have the ability to do detailed mapping and reporting. The new software provides more flexibility in the reporting process.

CASC employees are in the learning stages of the software, but the benefits of the software are already evident as faculty are able to observe, compare, and improve outcomes and measurements.

The institution also invested in an automated faculty evaluation process called SmartEvals. This is an online evaluation tool/process. It allows the faculty member and student simple, efficient way to conduct and participate in evaluations. The software gathers information about instructional performance and allows the flexibility to customize questions based on individual course needs. The evaluations are simple to access online and can be taken using a smartphone.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2013-2014	306	56
2014-2015	283	62
2015-2016	304	69
2016-2017	267	67
2017-2018	233	70

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B.4. Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

ACCT 1103 Fundamentals of Accounting**3.00 Credits**

This course covers record keeping for small businesses. Double-entry system is used and an emphasis is placed on special journals and financial reports. This course can be used as a preparatory course for Accounting 2103 and for technical students who have had no previous training or experience in bookkeeping.

2013-14	57
2014-15	47
2015-16	42
2016-17	47
2017-18	49

ACCT 2103 Financial Accounting**3.00 Credits**

This course is an introductory course in financial accounting emphasizing the accounting process and the preparation of financial statements. Major topics include accounting concepts, cash, receivables, inventory, asset acquisition and depreciation, liabilities, bonds, and cash flow.

2013-14	111
2014-15	122
2015-16	96
2016-17	102
2017-18	1

ACCT 2203 Managerial Accounting**3.00 Credits**

This course is an introductory course in managerial accounting. Major topics include planning and control, decision making, and cost accounting. Prerequisite: ACCT 2103

2013-14	70
2014-15	96
2015-16	71

2016-17 77

2017-18 83

BUS 1013 Introduction to Business**3.00 Credits**

This is an introductory course for students of economics and business and surveys basic principles, forms, and practices involved in administration of the business firm as well as forms of ownership and financing and marketing options.

2013-14 64

2014-15 60

2015-16 88

2016-17 85

2017-18 69

BUS 1113 Business Mathematics**3.00 Credits**

This course is a review of the fundamental principles of mathematics and application of these principles to business processes. Topics covered include bank records, percentage, payroll records, discounts, commissions, markup, interest, taxes, insurance, inventories, depreciation, stocks, bonds, and annuities.

2013-14 54

2014-15 36

2015-16 49

2016-17 50

2017-18 23

BUS 2023 Principles of Management**3.00 Credits**

An introduction to the basic theory and principles of management, this course emphasizes the functions of management planning, organizing, staffing, decision making, communicating, motivating, leading, and controlling through a survey approach to current trends in management and possible future developments in organization and administration.

2013-14 58

2014-15 56

2015-16 49

2016-17 42

2017-18 89

BUS 2113 Principles of Business Law I**3.00 Credits**

This course is an introduction to the legal environment of business. Major topics will include: the court system, contracts, business organization, and labor. A review of several court cases examines how the legal environment, government regulation, and e-commerce influence business decisions

2013-14 24

2014-15 0

2015-16 11

2016-17 5
2017-18 9

BUS 2123 Statistics for Business and Economics

3.00 Credits

This course will cover methods of collecting, analyzing, and presenting data for business purposes. Topics will include: frequency distributions, measures of central tendency, probability, dispersion, sampling, and correlations. Prerequisite: Math 1513

2013-14 0
2014-15 0
2015-16 21
2016-17 27
2017-18 34

BUS 2133 Business Communications

3.00 Credits

Business Communications is a survey course of communications skills needed in the business environment. Course content includes composing business documents, delivering oral presentations, and developing interpersonal skills. Critical thinking and problem solving skills are emphasized. Development of these skills is integrated with the use of technology.

Prerequisites: English 1113 and CS 1103 or equivalent.

2013-14 80
2014-15 92
2015-16 58
2016-17 20
2017-18 40

ECON 2113 Principles Of Macroeconomics

3.00 Credits

An introduction to modern macroeconomic theory, this course covers the current problems of the aggregate economy. Major topics include the determination of national income, employment, inflation, monetary and fiscal policy, economic growth, finance, and economic fluctuations.

2013-14 137
2014-15 120
2015-16 105
2016-17 111
2017-18 130

ECON 2213 Principles of Microeconomics

3.00 Credits

An introduction to modern microeconomic theory, this course analyzes the market structure and behavior of firms in a competitive environment. Major topics include demand and supply relationships, consumer behavior, income distribution, pricing, markets, and international trade. ADD

Prerequisite: Economics 2113.

2013-14 92

2014-15 90

2015-16 90

2016-17 80

2017-18 98

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

ACCT 1103	Fundamentals of Accounting	3.00 Credits
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2013-14	52	Credit Hours	171
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2014-15	47	Credit Hours	141
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2015-16	42	Credit Hours	126
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2016-17	47	Credit Hours	141
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2017-18	49	Credit Hours	147
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ACCT 2103	Financial Accounting	3.00 Credits
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2013-14	111	Credit Hours	333
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2014-15	122	Credit Hours	366
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2015-16	96	Credit Hours	288
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2016-17	102	Credit Hours	306
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2017-18	113	Credit Hours	339
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ACCT 2203	Managerial Accounting	3.00 Credits
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2013-14	70	Credit Hours	210
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2014-15	96	Credit Hours	288
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2015-16	71	Credit Hours	213
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2016-17	77	Credit Hours	231	
2017-18	83	Credit Hours	249	
BUS 1013 Introduction to Business				3.00 Credits
2013-14	64	Credit Hours	192	
2014-15	60	Credit Hours	180	
2015-16	88	Credit Hours	264	
2016-17	85	Credit Hours	255	
2017-18	69	Credit Hours	207	
BUS 1113 Business Mathematics				3.00 Credits
2013-14	54	Credit Hours	162	
2014-15	36	Credit Hours	108	
2015-16	49	Credit Hours	147	
2016-17	50	Credit Hours	150	
2017-18	23	Credit Hours	69	
BUS 2023 Principles of Management				3.00 Credits
2013-14	58	Credit Hours	174	
2014-15	56	Credit Hours	168	
2015-16	49	Credit Hours	147	
2016-17	42	Credit Hours	126	
2017-18	49	Credit Hours	267	
BUS 2113 Principles of Business Law I				3.00 Credits
2013-14	24	Credit Hours	72	
2014-15	0	Credit Hours	0	
2015-16	11	Credit Hours	33	
2016-17	5	Credit Hours	15	
2017-18	9	Credit Hours	27	
BUS 2123 Statistics for Business and Economics				3.00 Credits
2013-14	0	Credit Hours	0	
2014-15	0	Credit Hours	0	
2015-16	21	Credit Hours	63	
2016-17	27	Credit Hours	81	
2017-18	34	Credit Hours	102	
BUS 2133 Business Communications				3.00 Credits

2013-14	80	Credit Hours	240
2014-15	92	Credit Hours	276
2015-16	58	Credit Hours	174
2016-17	20	Credit Hours	60
2017-18	40	Credit Hours	120

ECON 2113 Principles of Macroeconomics**3.00 Credits**

2013-14	137	Credit Hours	411
2014-15	120	Credit Hours	360
2015-16	105	Credit Hours	315
2016-17	111	Credit Hours	333
2017-18	130	Credit Hours	390

ECON 2213 Principles of Microeconomics**3.00 Credits**

2013-14	92	Credit Hours	276
2014-15	90	Credit Hours	270
2015-16	90	Credit Hours	270
2016-17	80	Credit Hours	240
2017-18	98	Credit Hours	294

c. Direct instructional costs for the program for the review period:

Account #		Transaction Amt.
1-10108-1411-510000	Teaching Salaries	311,810.80
1-10108-1411-513000	Fringe	121,255.81
Total Salaries/Fringe for 13/14 Year		433,066.61
Account #		
1-10108-1511-510000	Teaching Salaries	294,090.80
1-10108-1511-513000	Fringe	113,678.67
Total Salaries/Fringe for 14/15 Year		407,769.47

Account #		
1-10108-1611-510000	Teaching Salaries	284,530.80
1-10108-1611-510041	Teaching Salaries-OHS	42,522.00
1-10108-1611-513000	Fringe	107,582.47
1-10108-1611-513041	Fringe-OHS	18,802.26
Total Salaries/Fringe for 15/16 Year		453,437.53
Account #		
1-10108-1711-510000	Teaching Salaries	269,722.15
1-10108-1711-513000	Fringe	93,701.47
Total Salaries/Fringe for 16/17 Year		363,423.62
Account #		
1-10108-1811-510000	Teaching Salaries	306,337.32
1-10108-1811-513000	Fringe	115,178.66
Total Salaries/Fringe for 17/18 Year		421,515.98

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

There are no Business Administration courses that support the general education component.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
William Gann	Masters	East Central University
Jack Armstrong	MBA	OKC University
Hali Repass	MBA	Texas A&M Commerce
Savannah Knight	BS	Northeastern State University
Tommy Smith	Masters	East Central University
Daniel Smith	MBA	Oklahoma Baptist University
Ruth Hendrix	Masters	John Brown University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

This information is not currently available.

g. If available, information about the success of students from this program who have transferred to another institution:

This information is not currently available.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

This program is not duplicated.

Address Demand:

Enrollment and graduation numbers indicate the demand is great for this program in our service area. In addition recent growth of this program on the Sallisaw Campus is a strong

indicator that this is a viable and active program. Numbers are viable in the classroom along with appreciable numbers on the virtual campus. The demand for this program is evidenced by the fact that most of the comprehensive institutions in Oklahoma have successful and ongoing business administration programs and continually ask for our support in recruitment. Another indicator of success is the evidence shown in section B. Our program is in demand and continued support is warranted.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Graduation Numbers.

2013-2014	56
2014-2015	62
2015-2016	69
2016-2017	67
2017-2018	70

Student inquiry and ultimately their enrollment is based on many factors. Typically we will see the non-traditional student enrolling in the business administration area to either improve current skills or obtain needed skills for employment. The traditional student is looking to this program for an introductory skill set with the idea being that they will further their education at a four year institution. Most students that are interested in the business administration program seek the traditional accounting degree with others interested in starting businesses, becoming proficient in business law, banking, and marketing. We see many inquiries from students and exact data is not gathered. Anecdotally it can be said that this program is in great demand just from the traffic we see by phone, email, and through feedback from our enrollment and retention center. We also have many inquiries from our website.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The Business Administration program is an associate of arts program and is designed to dovetail with business programs at four year colleges. Consequently data concerning employer demands, demands for skills, and job placement data is not collected at our level.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Carl Albert State College currently does not have a structure in place to provide these services. The demands for intellectual property functions reside at larger research universities and not typically seen at the community college level. . We do however have knowledgeable and talented staff that are able to refer stakeholders to other institutions in the state that would provide these services.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Business Division Faculty participate in a variety of projects that add to the cultural lifestyle we enjoy in our community and translate to real world examples:

One of our business division faculty spearheads college sponsored running competitions throughout the year. The participation by the community is outstanding.

Under the leadership of our computer science instructor we provide a makers space to our students along with community members to work on technical projects.

Faculty members dedicate time to local high schools and work directly with students on special projects

Faculty members participate in Rotary and Kiwanis clubs.

The business division provides volunteers for the annual balloon fest.

Business Division Faculty are participants in the jobs fair each fall.

Faculty members volunteer in Main Street Matters projects.

We are currently in the process of developing courses specifically for the community in various non-academic areas.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Associate of Arts in Business Administration supports the institution in efforts to provide alternate delivery of course content. Realizing that not all students are traditional, support structures have been put in place to give students a wide variety of participation opportunities. Our courses are accessible though the many different pathways listed below:

Traditional In-Class Day and Evening
 Traditional In-Class Accelerated
 Hybrid Course Offerings
 Virtual Online Course Offerings

By Arrangement (Special Case Basis)

8 Week Courses

There is some discussion as to the viability of four week classes

The Business Administration Program continues to meet demands for alternate forms of delivery and has an excellent grasp on future trends and models.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Education budgets are limited. This is why it is important to have faculty and staff that are not only judicious with funds but also have an innovative spirit and the ability to do much with less. Budget shortfall and creative forms of finance are a fact of life in education. We believe that we are effective with the use of resources. We still exist and our programs are high quality. With that said the Business Division Faculty have many forms of support at their disposal. Our current administration has had great success with the implementation of additional funding sources. Finding creative and innovative ways of adjusting the bottom line positively has become a way of life at our institution. We have adjusted our fee structure and that has provided more revenue. We have had success with numerous education related rental agreements. Faculty also qualify for professorships from the CASC Development Foundation. This program has allowed faculty to write for and receive funds that will enhance projects related to a particular faculty member's field of instruction.

Funding has been provided for everything from classroom equipment to funding for travel to take students to professional level seminars and meeting.

In addition our business division computer labs are continually updated along with instructional presentation equipment. Partial funding is provided by E&G funds and also Title III.

The Carl Albert State College Library proves excellent support by providing materials that are Business Division specific along with training in research methods to our students. In addition to the many residential resources, the CASC Library also provides E-Library services including many online databases. Business students and faculty also have at their disposal the Library computer network which includes wireless connectivity and desktop computers with current state of practice software.

Through the support of the CASC Foundation faculty have been able to take advantage of many professional level in-service presentations.

Also the CASC Foundation has provided tuition funding for instructors needing to update skills and to meet recent HLC requirements.

NASNTI provides many education training opportunities in form of online webinars at no cost to the faculty member.

CASC faculty and have outstanding support from the institution in all areas. Monetarily we have been able to provide increases in salary and through our human resources department have many benefit options available.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Continue to build on the current success of this program.	Recruitment and retention efforts are top priorities and we plan to continue doing the things that are successful and adjusting for failures.	Ongoing

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Yes	Yes	Yes
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			

Suspend program			
Delete program			

Department/
Program Head

(Signature)

Date

11/28/16

Dean

(Signature)

Date

11-28-18