

3.7 Academic Program Review

Business Administration w/ Options in Accounting and Business Education 2009-2014

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:

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

The Business Administration Program at CASC provides pathways to provide affordable, accessible, and exceptional education. The BA program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Business Administration Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

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:

The Higher Learning Commission evaluation was completed in February of 2013. We had previously self-identified Analysis and Assessment as one area that needed organization and improvement. Recognizing this weakness in 2012, Carl Albert State College acquired a license for use of WEAVE online software, an online tool used by faculty to organize course outcomes and objectives, assessment strategies, and measurements.

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.

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

With the arrival of our new Vice President of Academic Affairs there has been a renewed

focus on organization of our Assessment Plan. The institution has made a commitment to this goal by adding an institutional effectiveness person along with a person dedicated to the operational workings of the WEAVE Program. This person also works closely with Faculty to provide leadership in this part of our operation.

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

The Business Administration Program prepares students to meet the challenges of a global society. As an example all Business Administration students are required to be successful in two economics courses. Economics drives this global initiative and dovetailing courses in business law, and marketing ensure our students get the skills needed for success. Part of our mission is also to provide the pathways to four year institutions. Carl Albert Business Division Faculty are active in the Regents course equivalency projects working with other institutions to facilitate seamless course transfer. This division also supports the institutions general education mission and prepares students for success in the computer proficiency requirement.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Program Goals

- Prepare students for employment
- Provide business administration education
- Provide individual instruction
- Enable students to develop the networking and human interaction skills necessary for success in the academic and business sector
- Students will master computer and technology skills required in most business areas and in all sectors of society
- Students will achieve employable skills and effective communication skills based on current business requirements

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

During the reporting period contained in this report the Carl Albert State College Business Division was certified by Accreditation Council for Business Schools and Programs (ACBSP). This accreditation is nationally recognized and is in addition to our Higher Learning Commission Accreditation.

Program goals for the business administration program are clearly stated and are currently being tied to a refreshed set of student learning outcomes. As stated before, our institution has a renewed interest in assessment and this is evidenced by the addition of a full time assessment coordinator.

The Business Division supports an environment of effective teaching and values. Our general divisional operating practice requires a high level of customer service to our students in and out of the classroom. Faculty support this philosophy of support to students and colleagues and this creates an environment of high values which leads to effective teaching.

There are many learning resources that are available to our students. These include individual tutoring by instructors during office hours and also a learning resource center is available for tutoring. Instructors have at their disposal a supporting structure that provides in-service training along with many opportunities for professorships. Along with these items support in the form of equipment and technology is also provided by grants and e and g funding.

Curricular evaluation comes from instructor knowledge base along with input from various professionals and employers. The Business Division does not currently have a formal advisory board and according to the regents this is only required in an associate of applied science program. Nonetheless input from various professionals along with employers helps keep our curriculum at current state of practice.

Our programs are stakeholder driven and we strive to gather as much information from the area we serve to adjust programs to needs and expectations.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2009	444	82
2010	406	64
2011	362	73
2012	299	62
2013	268	58

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.		
2009-10	72	
2010-11	65	
2011-12	86	
2012-13	56	
2013-14	57	
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.		
2009-10	128	
2010-11	127	
2011-12	137	

2012-13 128
2013-14 111

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

2009-10 108
2010-11 100
2011-12 89
2012-13 87
2013-14 70

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.

2009-10 93
2010-11 106
2011-12 46
2012-13 19
2013-14 19

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.

2009-10 93
2010-11 76
2011-12 78
2012-13 69
2013-14 54

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.

2009-10	92
2010-11	45
2011-12	90
2012-13	51
2013-14	58

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

2009-10	27
2010-11	13
2011-12	39
2012-13	30
2013-14	25

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

2009-10	24
2010-11	12
2011-12	7
2012-13	0
2013-14	0

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.

2009-10	105
2010-11	109
2011-12	100

2012-13	95
2013-14	80

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.

2009-10	184
2010-11	171
2011-12	177
2012-13	159
2013-14	137

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.

2009-10	124
2010-11	105
2011-12	102
2012-13	90
2013-14	92

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
2009-10	72 Credit Hours	216
2010-11	65 Credit Hours	195
2011-12	86 Credit Hours	258
2012-13	56 Credit Hours	168
2013-14	57 Credit Hours	171
ACCT 2103	Financial Accounting	3.00 Credits
2009-10	128 Credit Hours	384
2010-11	127 Credit Hours	381
2011-12	137 Credit Hours	411
2012-13	128 Credit Hours	384
2013-14	111 Credit Hours	333
ACCT 2203	Managerial Accounting	3.00 Credits
2009-10	108 Credit Hours	324
2010-11	100 Credit Hours	300
2011-12	89 Credit Hours	267
2012-13	87 Credit Hours	261
2013-14	70 Credit Hours	210
BUS 1013	Introduction to Business	3.00 Credits
2009-10	93 Credit Hours	279
2010-11	106 Credit Hours	318
2011-12	46 Credit Hours	138
2012-13	19 Credit Hours	57
2013-14	19 Credit Hours	57
BUS 1113	Business Mathematics	3.00 Credits
2009-10	93 Credit Hours	279
2010-11	76 Credit Hours	228

2011-12	78	Credit Hours	234
2012-13	69	Credit Hours	207
2013-14	54	Credit Hours	162

BUS 2023 Principles of Management 3.00 Credits

2009-10	92	Credit Hours	276
2010-11	45	Credit Hours	135
2011-12	90	Credit Hours	270
2012-13	51	Credit Hours	153
2013-14	58	Credit Hours	174

BUS 2113 Principles of Business Law I 3.00 Credits

2009-10	27	Credit Hours	81
2010-11	13	Credit Hours	39
2011-12	39	Credit Hours	117
2012-13	30	Credit Hours	90
2013-14	25	Credit Hours	75

BUS 2123 Statistics for Business and Economics 3.00 Credits

2009-10	24	Credit Hours	72
2010-11	12	Credit Hours	36
2011-12	7	Credit Hours	21
2012-13	0	Credit Hours	0
2013-14	0	Credit Hours	0

BUS 2133 Business Communications 3.00 Credits

2009-10	105	Credit Hours	315
2010-11	109	Credit Hours	327
2011-12	100	Credit Hours	300
2012-13	95	Credit Hours	285
2013-14	80	Credit Hours	240

ECON 2113 Principles of Macroeconomics			3.00 Credits
2009-10	184	Credit Hours	552
2010-11	171	Credit Hours	513
2011-12	177	Credit Hours	531
2012-13	159	Credit Hours	477
2013-14	137	Credit Hours	411
 ECON 2213 Principles of Microeconomics			 3.00 Credits
2009-10	124	Credit Hours	373
2010-11	105	Credit Hours	315
2011-12	102	Credit Hours	306
2012-13	90	Credit Hours	270
2013-14	92	Credit Hours	276

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

Account # 10108		Transaction Amt.
1-10108-1011-510000	Teaching Salaries	278,844.00
1-10108-1111-511000	Professional Salaries	47,100.00
1-10108-1111-512000	Other Salaries	5,302.01
1-10108-1011-513000	Fringe	128,480.81
Total Salaries/Fringe for 09/10 Year		459,726.82
1-10108-1011-510000	Teaching Salaries	278,844.00
1-10108-1111-511000	Professional Salaries	47,100.00
1-10108-1111-512000	Other Salaries	5,302.01
1-10108-1011-513000	Fringe	128,480.81
Total Salaries/Fringe for 10/11 Year		459,726.82

1-10108-1011-510000	Teaching Salaries	297,811.36
1-10108-1111-511000	Professional Salaries	48,960.00
1-10108-1111-512000	Other Salaries	8,285.04
1-10108-1011-513000	Fringe	122,844.40
Total Salaries/Fringe for 11/12 Year		477,900.80
1-10108-1011-510000	Teaching Salaries	326,009.04
1-10108-1111-511000	Professional Salaries	0.00
1-10108-1111-512000	Other Salaries	3,508.36
1-10108-1011-513000	Fringe	134,785.79
Total Salaries/Fringe for 12/13 Year		464,303.19
1-10108-1011-510000	Teaching Salaries	314,310.80
1-10108-1111-511000	Professional Salaries	0.00
1-10108-1111-512000	Other Salaries	4,919.15
1-10108-1011-513000	Fringe	121,927.57
Total Salaries/Fringe for 13/14 Year		441,157.52
Total Salaries/Fringe for last 5 years		2,302,815.15

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
Stephanie Thompson	BS	Northeastern State University
Belinda Westfall	Masters	East Central 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:

Business Administration is a program that exists in a large percentage of colleges and universities. These programs are supported at the two and four year levels not only nationwide but also in the Oklahoma state system. We have had success interfacing with most of our regional institutions in part thanks to the course equivalency project which allows institutions the input to transfer courses more seamlessly.

Address Demand:

Carl Albert State College has a robust and successful Business Administration program. Evidence for this success and consequently the demand is shown in section B1. The course student numbers previously stated along with feedback from CASC recruiters should provide an idea of demand with a minimum of one-fourth of the student body in any given year declaring the program as their major. 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:

2009	82
2010	64
2011	73
2012	62
2013	58

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 that is designed to provide the above mentioned services. These are typically the types of operations that can be expected of research universities and typically is not practical for the community college level. We do however have knowledgeable and talented staff that 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:

Under the leadership of our computer science instructor students write programs to make animated characters operate and these are used to entertain children in churches and in schools.

Faculty members organize and participate in running competitions (example Vike Hike, 5K) throughout the year and students are encouraged to volunteer.

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

Faculty members participate in Rotary and Kiwanis clubs.

Faculty members volunteer in Main Street Matters projects.

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 Business Administration Program 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. The Business Division offers one week accelerated courses if course content is appropriate for this type of delivery. In addition the entire Business Administration Degree is available online using Blackboard and proprietary course frameworks (My Lab Series). Future plans include eight week courses both in the traditional classroom and online. There has been success using a hybrid in class/online delivery method and this has been embraced by our students. We also have been giving some consideration to the traditional evening class model. 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. I believe it is obvious 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. Faculty has received 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. A list below details some of those projects and the benefits to the institution:

- Laptop computers were purchased for each faculty member.
- FlipVideo cameras provided for faculty members.
- Classroom software updates.
- Upgrades of instructional equipment in classrooms.
- Two mobile computer labs were provided for use in business and technology courses.
- Attended ASCUE conference in South Myrtle Beach, SC.
- Oklahoma Association of Community Colleges annual conference.
- Photoshop training in Dallas, TX attended by faculty and fifteen students.
- Customer Service Training provided by the institution.
- Multiple WEAVE training sessions provided on campus.

In addition our 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.

One of the most recent additions to student services on the Carl Albert Campus has been the enrollment center which is a centralized location where students and prospective students can go to enroll or receive advisement. This department has received training and interfaces on a continual basis to make sure Business Administration students have the advisement and enrollment resources on an extended basis.

*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
Study recruiting materials and practices to maximize enrollment in the business program	Review Materials. Work with recruiters. Increase and update online presence. (Website Information)	Ongoing

Summary of Recommendations:

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

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____