

# **INSTITUTIONAL ASSESSMENT REPORT**

## ***BUSINESS ADMINISTRATION / 2013***

### **Department's Relationship to the College Mission and Strategic Plan**

*(completed Spring semester or on accreditation cycle)*

*In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.*

Consistent with the mission of Jefferson College, the primary focus of the Business Administration department is to provide students with a quality education that will enable them to be successful in their future academic pursuits and careers. The faculty comprising the Business Administration department value each student as an individual and strive to provide a supportive environment that fosters personal achievement and fulfillment. To support the strategic aim of providing a high quality, consistent, and rigorous education, the faculty focus on promoting critical thinking, problem solving and exploration in the field of business administration.

The Business Administration department introduces students to various business subject areas, one or more of which they may choose to explore further at a four-year institution. It also provides students with a strong general business background, enabling them to transfer to a four-year institution as juniors and to be successful in their pursuit of a Bachelor of Science degree in business administration or a more specialized business degree.

### **Summary of Departmental Activities, Assessment and Use of Results**

*(completed Spring semester or on accreditation cycle)*

*(may include process flowchart)*

*Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.*

#### ***Summary of Department Activities***

- In Summer 2008, a video demonstration for a stock market project was created for the online BUS101 Introduction to Business course. The purpose of this video demonstration is to assist students in understanding the requirements of the project. Previously, students were given written instructions. While these written instructions are still provided, the video demonstration does a better job of explaining and illustrating certain computer screens and menu options associated with this project. Moreover, it enables students to view a step-by-step approach to the preparation of a graph of stock portfolio values using Microsoft Excel.

(Note: In Summer 2010, an updated stock market video demonstration was created due to the adoption of a new stock market simulation web site.)

- For BUS241 Managerial Accounting, a course packet was prepared, effective for Fall 2008. This course packet includes supplemental notes for all chapters covered, as well as check figures for all assigned exercises. This course packet is updated as needed. Overall, student feedback from course evaluations suggests that this course packet is helpful in promoting understanding of course concepts.
- For MTH168 Probability and Statistics, a course packet was prepared, effective for Fall 2008. This course packet includes notes and in-class exercises for each chapter covered. Overall, student feedback from course evaluations suggests that this course packet is helpful in promoting understanding of course concepts.
- For BUS240 Financial Accounting, two course packets were prepared, effective for Fall 2010. One course packet includes notes for all chapters covered, as well as check figures for all assigned exercises. The other course packet includes demonstration problems and related work papers for all chapters covered. Both course packets are updated as needed. Overall, student feedback from course evaluations suggests that these course packets are helpful in promoting understanding of course concepts.
- In September 2010, a more appropriate prerequisite was approved for BUS240, Financial Accounting. Specifically, the previous prerequisite for BUS240, “BUS101 or BUS107 with a grade of “D” or better” was replaced with “BUS101 or BUS107 with a grade of “C” or better.” The rationale behind the prerequisite change is as follows: A student who has not earned at least a “C” in BUS101 Introduction to Business or BUS107 Bookkeeping will not likely have the foundation needed to succeed in Financial Accounting. In addition, any student who is interested in pursuing a Bachelor of Science degree in business at a four-year college or university will not be able to transfer credits on business courses for which he/she has failed to earn at least a “C.” A dramatic decrease in the attrition percentage from 2010-2011 to 2012-2013 (i.e., 22.1% in 2010-2011 versus 9.7% in 2012-2013) suggests that this prerequisite change has contributed to a favorable effect on student retention.
- For BUS240 Financial Accounting, effective for Fall 2011, a comprehensive approach to presenting the statement of cash flows was implemented. Specifically, students were given an in-class, comprehensive demonstration problem that began with recording journal entries for several transactions and ended with preparing the statement of cash flows. Financial Accounting textbooks tend to fall short in connecting the statement of cash flows to the journal entries, which can lead to confusion associated with the preparation of this particular financial statement. Overall, the student feedback from course evaluations regarding this comprehensive approach to presenting the statement of cash flows has been favorable.
- Effective Fall 2012, a new project, entitled, “Excel Grade Book Project,” has been incorporated into the BUS 240 (Financial Accounting) course. Project Overview: This project consists of students creating a grade book for their Financial Accounting course in Microsoft Excel and maintaining accurate records of their performance beginning on the first

day and continuing through mid-semester. On the due date for the project, students will have already computed their midterm grade for the course. This project also consists of students conducting a “What If Analysis.” Specifically, this analysis requires students to compute a cumulative GPA based on their most recent academic transcript information plus all possible grade outcomes associated with their Financial Accounting course. Expected Learning Outcomes: Students will demonstrate (1) the ability to maintain accurate records of their own academic performance and (2) increased proficiency in the creation of Excel spreadsheets that incorporate basic mathematical formulas and are professional in appearance. Moreover, the successful completion of this project will result in a grade book tool that can be adapted and used for any future courses. Basis for Assigning Grades: Students’ grades for this project are based on the following criteria: Creation of an Excel spreadsheet in accordance with designated formatting and calculation instructions, and (2) Accuracy in recordkeeping. In Fall 2012, overall student performance on this project was very good (i.e., twenty out of twenty-one students earned scores ranging from about 86% to 100%), suggesting that the expected learning outcomes were achieved.

- Effective Fall 2012, a financial statement analysis project has been incorporated into the BUS241 Managerial Accounting course. Project Overview: For this project, students are asked to answer a series of questions related to the annual report of a company for a specific year. Project requirements include the calculation and interpretation of various accounting ratios associated with assessing company liquidity, solvency, profitability and position in the stock market. The purpose of this analysis is to develop an informed decision regarding the attractiveness of the company from an investor viewpoint. Expected Learning Outcome: Students will calculate and interpret various accounting ratios associated with assessing company liquidity, solvency, profitability and position in the stock market. Basis for Assigning Grades: Students’ grades for this project are based on “quality of response” to all questions asked. “Quality of response” includes providing numerical support that is accurate, relevant, and well-organized. It also includes providing responses to subjective questions that are clear, logical and complete. For the 2012-2013 academic year, overall student performance on this project was very good (i.e., the overall percentage average for a total of 58 students was over 86%), suggesting that the expected learning outcome was achieved.
- Effective Fall 2012, reading proficiency has been added as a pre-/co-requisite for all business courses. At present, insufficient data exists to evaluate the impact of this change on student retention and success.
- The advising guide developed for business administration students has been enhanced to include both a master guide and a semester-by-semester guide. In Spring 2013, a quality initiative proposal was introduced, suggesting that these two guides serve as a model for other subject areas.
- To meet the learning and scheduling needs of our students, online courses have been developed for both BUS120 Principles of Management and BUS261 Business Communications.

- Presently, Jefferson College and the business school at Saint Louis University are in the process of developing an articulation agreement for students interested in earning a Bachelor of Science degree in Business Administration. This articulation agreement may be finalized as early as Spring 2014.

### ***Summary of Department Assessments***

- Effective Fall 2013, a common, comprehensive final exam will be administered to all students enrolled in BUS240 Financial Accounting. The development of this final exam consisted of the following steps: Each full-time faculty member presently teaching this class assumed the role of student by taking the other full-time faculty member's Spring 2013 final exam. This initial step enabled both faculty members to view both Spring 2013 exams from two perspectives—student and instructor. The next step in the development process consisted of comparing similarities and differences associated with the two Spring 2013 exams. Any differences were discussed and resolved through a mutual exchange of ideas. The common final exam consists of both multiple-choice and problem-based questions. A rubric has been developed for all problem-based questions to ensure consistency in the awarding of partial credit across all sections of BUS240. The business faculty will be reviewing the assessment results to determine possible curriculum revisions.
- Effective Fall 2013, an online, common, comprehensive final exam has been incorporated into all sections of the online BUS101 Introduction to Business course. This final exam is password-protected and potentially eliminates security issues, such as the loss of an exam in transit from the testing center to the instructor.

### ***Summary of the Use of Results***

- The results from the multi-course assessments will be analyzed to determine curriculum improvements. At this time, the assessment initiatives have been developed and will be implemented in Fall 2013. The data provided will be an integral part of course revisions and curriculum development.

### Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

*Gather and analyze relevant internal and external data (link to data).*

Year	Attrition Percent					
	BUS101	BUS120	BUS240	BUS241	BUS261	BUS265
2008-2009	10.5	6.1	10.5	5.6	7.4	6.7
2009-2010	7.4	4.2	13.3	13.3	3.0	0.0
2010-2011	10.7	6.9	22.1	4.7	1.7	9.1
2011-2012	7.6	5.0	14.3	11.4	5.2	5.3
2012-2013	5.8	4.9	9.7	8.2	3.9	0.0

Year	Average GPA					
	BUS101	BUS120	BUS240	BUS241	BUS261	BUS265
2008-2009	2.479	2.946	2.559	2.549	2.724	3.143
2009-2010	2.431	2.960	3.020	2.769	2.806	3.000
2010-2011	2.420	2.793	2.367	3.098	3.059	3.500
2011-2012	2.347	2.791	2.467	2.949	2.853	3.000
2012-2013	2.436	2.808	2.686	2.786	2.869	3.250

Year	Total Students						Total
	BUS101	BUS120	BUS240	BUS241	BUS261	BUS265	
2008-2009	523	296	124	54	94	15	1,106
2009-2010	524	261	113	45	101	10	1,054
2010-2011	515	306	140	43	120	11	1,135
2011-2012	514	262	105	44	115	19	1,059
2012-2013	501	268	113	61	103	8	1,054

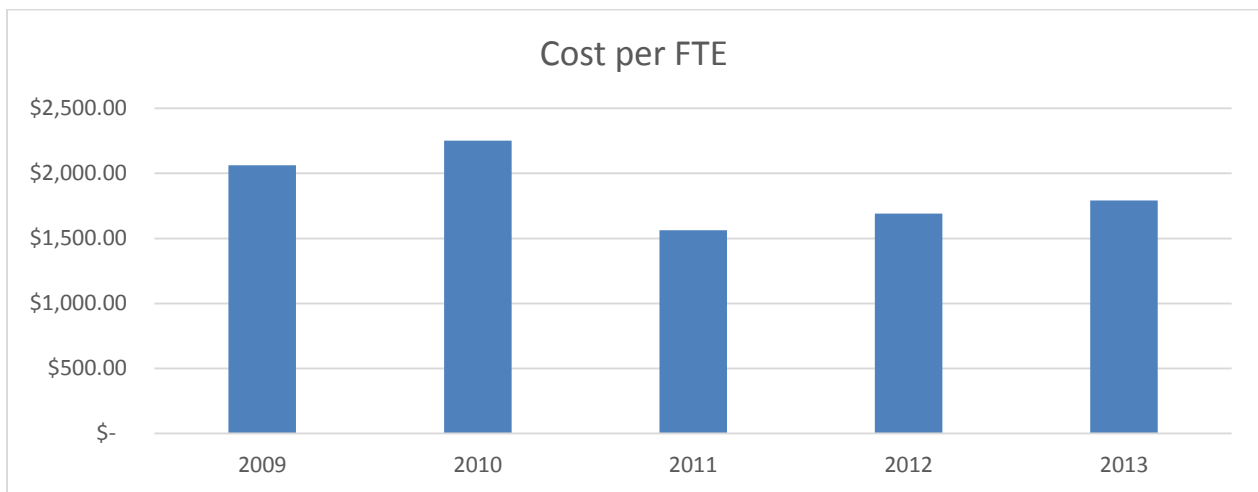
**Observations resulting from a review of the above attrition percent, average GPA and total students information for 2009 through 2013:**

1. Enrollment in BUS120, BUS240, BUS241 and BUS261 has remained steady.
2. Both BUS101 and BUS265 have experienced decreases in enrollment; however, these enrollment decreases are partially offset by lower attrition rates.
3. Average GPAs are consistently higher in the more advanced business classes. This pattern may be attributed to students developing better critical thinking skills as they progress through the sequence of courses.

**Annual Cost per FTE and Trend Analyses**  
(completed by Fall semester)

*Provide cost per FTE and analyze for the period being evaluated.*

Academic Year	2009	2010	2011	2012	2013
Credit Hours	3,576	3,477	3,801	3,543	3,516
FTE	119.2	115.9	126.7	118.1	117.2
Program Cost	\$245,952	\$261,104	\$197,992	\$199,728	\$210,112
Cost/FTE	\$2,063.35	\$2,252.83	\$1,562.69	\$1,691.17	\$1,792.76



A review of the total cost, FTE and cost per FTE information presented in the above table for 2009 through 2013 suggests a favorable trend in total cost coupled with a stable FTE trend for the past three years. A significant reduction in the cost per FTE occurred in 2011 due to the retirement of a full-time faculty member and subsequent replacement at a lower salary.

**SWOT Analysis**  
(completed by Fall semester)

*Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.*

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Full-time and part-time faculty are highly qualified and have industry experience as well as academic credentials.</li> <li>• Faculty members function as a cohesive department and exhibit flexibility in offering classes at times (including summer) to meet enrollment demands.</li> <li>• Full-time faculty teach courses online as well as both day and evening classes at the Hillsboro and Arnold campuses.</li> <li>• Faculty use professional development such as conferences, seminars, and graduate classes to stay current and enhance teaching capabilities.</li> <li>• Faculty have industry contacts, which may benefit students seeking internship opportunities.</li> <li>• The addition of an Introduction to College section specifically for a business cohort could potentially increase cohesion among business students and retain students while they complete all of their sophomore level classes.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Through weaknesses in advising, students may not complete all sophomore-level business classes during their time at Jefferson College before transferring to a four-year school. Improper advising may also contribute to lower course enrollments.</li> <li>• Multi-section assessment is not currently done in all courses where it would be beneficial and reasonable for it to be done.</li> <li>• Limited on-campus and off-campus activities designed specifically for business students may leave many students feeling disconnected socially, causing them to transfer to a different school.</li> <li>• The business faculty are separated under the CTE and the A &amp; S divisions instead of combined under one division.</li> <li>• The vacant full-time economics professor position prevents further development of the economics program, which may affect student interest in the business programs, as well.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• Population increases including in the Arnold area may increase demand for business courses. However, the college will need to adequately market business offerings. The department will need to work for the inclusion of the business program in the college's marketing campaigns to attract students.</li> <li>• The department can consider the possibility of and whether there is sufficient demand for a program to offer college credit for Introduction to Business to high school students studying business. Such students may then be attracted to Jefferson College for accounting classes after high school graduation.</li> <li>• An articulation agreement for business students with St. Louis University may allow for additional student enrollment.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p> <ul style="list-style-type: none"> <li>• Enrollment may be adversely affected by declining numbers of students currently graduating from high school and by increasing tuition costs resulting from lower state funding.</li> <li>• Unprepared students.</li> </ul>

### ***Internal Strengths***

The Jefferson College Business Administration department offers courses which support the College's mission with competent, qualified full and part-time faculty that keep up-to-date through participation in quality professional development. Business courses are offered on a flexible schedule to meet the demands of the diverse student population. Faculty maintain a connection with industry partners to keep abreast of changes in the field and opportunities for student internships.

### ***Internal Weaknesses***

Several weaknesses will be addressed. First, advising issues that fail to guide students to the correct coursework while at Jefferson College weaken the business administration program by restricting course offerings and disadvantage students by setting them up for additional coursework at the transfer institution.(IAP#1) Second, additional business courses merit having multi-section assessment.(DAP#1) Third, additional on-and off-campus activities for business majors would enhance student cohesiveness, which may help retain students and provide valuable experiences for their careers.(DAP#2)

A discussion of the Advantages and Disadvantages Associated with a Unified Business Program:

#### **ADVANTAGES:**

1. No additional monetary cost will be associated with this proposed structural change. Instead of having two separate departments (i.e., Business Administration and Business Management), Jefferson College would have one business department.
2. Instead of guiding students in two potentially different directions, in today's competitive economic environment, the unified business department would focus on providing students with flexible degree options associated with business. Those students who are interested in an Associate of Applied Science degree would still be guided appropriately along that path. Those students who are interested in transferring to a four-year college or university to pursue a Bachelor of Science in Business Administration would likewise be advised appropriately. However, if the two departments are combined, then the focus would be on providing students with flexible degree options. Jefferson College's unified business department would focus on ensuring that as many courses as possible comprising that student's terminal degree are transferrable to a four-year institution.
3. Efficiencies would be realized as a result of a unified business department. Examples include the following:
  - a) Scheduling. Presently, because of the current organizational structure, scheduling is more complex. Decisions regarding various course offerings require consensus between two different division chairs. Also, there is presently a strong possibility that course offerings may conflict with one another because of the current focus



- on two separate degrees (i.e., A.A.S. in Business Management and A.A. in Business Administration) as opposed to one business program.
- b) Institutional Assessment Process. Presently, many of the courses comprising the AA degree in Business Administration (e.g., BUS101, BUS120, BUS240, BUS241, BUS261, BUS265, etc.) will also satisfy requirements for the revised A.A.S. degree in Business Management.
  - c) Business faculty would have a better opportunity to share best practices and strategies for engaging students in transformational learning opportunities.
4. Communication would be improved. Instead of having two separate two-person departments, there would be one unified four-person department working together for the best outcomes for the students. The whole (i.e., the four-person department characterized by different types of business expertise) would potentially be much stronger than the sum of the two separate two-person departments.
  5. Business faculty could work collaboratively to investigate opportunities for business students to join a business club or organization such as, Students in Free Enterprise (SIFE), Business Professionals of America (BPA), Phi Beta Lambda (PBL), etc.
  6. If the accounting faculty are interested in starting an Internal Revenue Service Volunteer Income Tax Assistance (VITA) program or Tax Counseling for the Elderly (TCE) program at Jefferson College, three of the full-time faculty have accounting backgrounds. These programs provide a vital service to the community, but will require a considerable time commitment. The time allocated to the project could be shared by the entire business faculty working together.

#### DISADVANTAGE:

Potentially, the number of individuals reporting to the division chair will be higher than the acceptable number. However, the individuals presently comprising both business departments are self-reliant and work well together, so potentially increasing the number of direct reports would not cause an undue work load. (IAP#2)

#### ***External Opportunities***

Population growth may provide an opportunity for the business administration program to grow as long as the college properly markets the program. This may include advertising, but also will include further development of the Economics program, outreach to certain high schools, and development of a cohesive business student cohort.(DAP#3) Further, the program can benefit by finalizing the articulation program with St. Louis University.(DAP#4)

### ***External Threats***

The program must work to mitigate various threats such as declining graduation numbers from high schools in the state, lower state funding, and student preparedness issues.

\*IAP Institution Action Plan

\*DAP Department Action Plan

<b>External Accreditation (if applicable)</b>
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<i>Link to accreditation report.</i>
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Business Administration does not have any external accreditations.

### INSTITUTIONAL ACTION PLANS for *Business* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
55412	2	14	Design a plan to provide consistent advising information for business students	7, 10	\$0		Business faculty and advisers	Ongoing	Pending	2014	Low rates of negative feedback from exit exam survey	TBD	Current feedback statistics from exit exam survey	TBD	Increase positive feedback from exit survey	90% favorable
55412	1	1, 2	Unify the Business Management and Business Administration programs under one division chair	2	\$0		College Administration	Ongoing	Pending	2014	Improve communication and faculty collaboration in business programs	5%	Increase opportunities for business faculty to work together on business initiatives	5%	Increase opportunities for business faculty to work together on business initiatives	50%

### DEPARTMENTAL ACTION PLANS for *Business* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
55412	7	39	Develop multi-section assessments and improve curriculum based on the results.	2	\$0		Business Administration Faculty	Ongoing	Pending	Start 2014	Implementation for one course per year (as appropriate) until complete using common final examination or other assessment method.	1	Number of courses with multi-section assessments	1	Number of courses with multi-section assessments	5
55412	2	14	Offer opportunities for business students to get involved with professional organizations in the field or accounting and/or business	7	TBD		Business Administration Faculty	Ongoing	Pending	Start 2014	Investigate the range of organizations that may be useful for students and implement as appropriate.	1	Number of opportunities available for students to be involved with business clubs and organizations	1	Increase opportunities for business students to get involved with business clubs and organizations	20%
55412	1	1	Design a Freshman Seminar for business students	2	\$0		Business Administration Faculty and Division Chair	2014	Pending	2014	Freshman Seminar course on topic of interest for business students	1	Offer Freshman Seminar class on Decision Making for business students	1	Offer Freshman Seminar class on Decision Making for business students	1
55412	1	1	Business Administration faculty will work collaboratively with Business Management faculty to develop a plan to promote the business programs to students and transfer universities	11	\$1000		Business faculty	Ongoing	Pending	2014	Increase awareness of business programs	10%	Increase enrollments in business programs	10%	Increase enrollments in business programs	10%

<b>Evaluation</b>
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Meets Expectations

*Comments:*



Requires Attention and Submission of a Follow-Up Report

*Comments:*



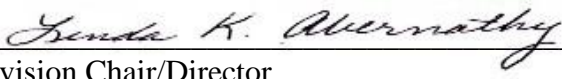
Does Not Meet Expectations and Requires Submission of a Follow-Up Report

*Comments:*

Follow-up report required by: \_\_\_\_\_

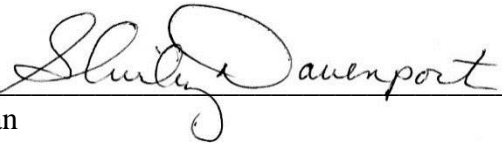
*Comments:* (Date)

## Approvals

  
\_\_\_\_\_  
Division Chair/Director  
Comments:


10/31/2103

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean  
Comments:

\_\_\_\_\_  
Date

I am approving the Business Institutional Assessment with the following clarifying comments regarding the Unified Business Program Proposal discussed in the Internal Weaknesses of the SWOT analysis. The proposal does not specifically address where the proposed unified department would be housed—whether under Arts & Science Education or Career and Technical Education. I am opposed to moving transfer business courses to Career and Technical Education. Such an attempt to unify two departments would result in the disaggregation of transfer education at the institution, creating difficulties and concerns similar to those currently perceived by the business faculty, but on a much larger scale—at the instructional division level, rather than the course level. If pockets of such disaggregation currently exist, a better solution might be to insure that all transfer education is housed under Arts & Science Education. However, I am not advocating any course or program move without extensive review of these issues and careful consideration of all available options, as restructuring of academic divisions can have long-term unforeseen consequences and should not be undertaken lightly.

  
\_\_\_\_\_  
Vice President/President  
Comments:

March 25, 2014

\_\_\_\_\_  
Date