

**PHILLIPS COMMUNITY COLLEGE INSTRUCTION  
DIVISION SUMMARY REPORT**

**Division of Business and Information Systems**

**November 2017**

**DIVISION MISSION STATEMENT**

In support of the college mission, the purpose of the Division of Business and Information Systems is to provide quality educational programs consistent with the needs of the community. To accomplish this, the Division:

- Provides career programs to equip students with job skills and competencies needed to secure employment.
- Offers a program of study designed for students who plan to transfer to a four-year college or university to pursue a baccalaureate degree in a business discipline.
- Provides businesses and the working professional opportunities to upgrade existing business skills.
- Encourages effective communication, cultural awareness, social and civic responsibility, analytical and critical thinking, and technology utilization through assessment of students and academic programs.
- Stresses the development of skills for life-long learning.

**Specific Initiatives and Strategies  
In 2016-2017 Strategic Plan  
And Level Of Accomplishment**

<b>Priority Initiative in 2016-2017 Strategic Plan</b>	<b>Status</b>
Submit the Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance Report.	Submitted report through the online portal in September 2017; waiting on notification of approval.
Submit a proposal to the Mentor Connect program for PCCUA to participate in a grant with the National Science Foundation (NSF-ATE).	Submitted proposal in October 2017; waiting on notification of approval.
Conduct computer workshops to meet industry and community training needs.	Offered various computer workshops such as Microsoft Excel and Introduction to Computers.
Provide professional development opportunities for faculty and staff.	Participated in the following professional development activities: <ul style="list-style-type: none"> <li>• Arkansas Community College Annual Conference</li> <li>• UA Online Summer Workshop</li> <li>• Go2Knowledge Webinars</li> <li>• Linux, Cloud Security, and Access Data Training</li> <li>• STEM Tech Conference</li> <li>• Community College Cyber Security Summit</li> <li>• Arkansas Computer Science in Education Leadership Summit</li> <li>• SEED Workshop in Syracuse, NY</li> <li>• Blackboard Training (intermediate and advanced)</li> </ul>

	<p>Achieved the following certifications:</p> <ul style="list-style-type: none"> <li>• Access Data Certified Examiner (recertified)</li> <li>• Cloud Security Certification</li> </ul>
Evaluate program/division outcomes and assessment results.	<p>Ongoing. Achieved a division outcome of 81 percent in 2016-17. Faculty continue to analyze assessment results and develop action plans to improve outcomes and student retention.</p> <p>To meet the growing industry demand, the Cyber Security option was added to the Information Systems degree.</p>
Promote Student Retention/Success.	Ongoing. Achieved a division student retention rate of 88.1 percent in 2016-17. Faculty continue to implement teaching strategies to ensure student success and improve student retention.
Provide three-year rotation schedule of all business courses.	Ongoing. Completed a three-year rotation schedule for all three campuses and distributed to advisors/faculty.
Update Strategic Plan.	Ongoing.
Participate in Recruitment Activities.	<p>Ongoing. Participated in the following recruitment activities in 2016-17:</p> <p>High School Recruitment with Barton, Marvell, KIPP, Central, DeSoto. and Marvell Academy</p> <p>PCCUA College Fair DeWitt Career Fair Career &amp; Technical Center College Fairs</p>
Conduct Advisory Committee Meetings.	Met with area business and industry representatives at the Pillow Thompson House on April 25, 2017. Minutes of the meeting on file in Dean's office.
Maintain Division Web Page.	Ongoing. Update website with current assessment data and other division information.

## SUMMATION OF 2016-2017 PLANNING ACTIVITIES

Evidence of planning by the Division of Business and Information Systems is documented by the following:

1. Accreditation Council of Business Schools and Programs (ACBSP) Reaffirmation of Accreditation
2. Annual ACBSP Quality Assurance Report
3. Assessment Outcomes/Action Plans (Submitted by faculty to Dean for each course taught each semester)
4. Annual Division Assessment Report
5. Annual Faculty Evaluation/Portfolio Reviews
6. Course Learning Objectives and Student Learning Outcomes Updated in Syllabi
7. Division Strategic Plan
8. Division Meetings and Minutes
9. Instruction and Curriculum Committee Minutes
10. Biannual Advisory Committee Meetings and Minutes
11. Annual Recruitment Activities
12. Annual Budget and Carl Perkins Grant Submissions
13. Email and True Conferencing Group Discussions
14. College Committees (Faculty and Dean serve on many key college committees, and several serve as chairs).
15. Three-year Projection of Course Offerings

## SUMMATION OF 2016-2017 CLASSROOM ASSESSMENT ACTIVITIES

Assessment is an ongoing process. Assessment has been occurring in the Business Division for 18 years and is continually being evaluated and improved. The current Assessment Plan includes a variety of assessment indicators and incorporates the five college-wide core competencies (STACC). The assessment process/loop includes the following steps: 1) determine what needs to be assessed, 2) select tools to measure results, 3) establish criteria to determine if concerns exist or if change is needed, 4) administer assessment tools, 5) evaluate results, and 6) develop and implement methods for improvement. Faculty submit to the Division Dean an Assessment Results/Action Plan report each semester of all courses validating outcomes results and plans to address unmet competencies. These individual reports are combined into one report which illustrates the achieved percentage outcomes for the five core competencies for the capstone course and each degree program. Refer to Page 5 for an example of this report (Program and Division Averages for 2016-17). To look at an example of program outcomes, please refer to Page 6—AA in Business Administration Program and Division Summary Sheet. All business degrees follow the same format.

## IMPROVEMENTS AND MODIFICATIONS AS A RESULT OF ASSESSMENT

The assessment of students' academic achievement and program effectiveness is an ongoing process. Each semester faculty analyze assessment results and develop action plans to improve student learning at the course, program, and division level. Based on assessment results, teaching strategies are implemented to enhance student learning. In addition, curriculum updates/modifications are made to ensure program relevancy and to meet the needs of area business and industry. To meet the growing demands of the information systems industry, Cyber Security was added as an option to the Information Systems degree.

**SUMMATION OF 2016-2017 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS**

Through grants and the institutional budget, the Division has been able to provide quality classroom instruction. Adequate supplies and equipment are available to meet instructional needs. A117 was upgraded with twenty computers and one instructor station. Three classrooms (A120, A117, and A107) were equipped with new SmartBoard equipment and software. Through STEM Grant, 20 new computers were installed in C110. Due to increased classroom use, a new camera was purchased for A120 to provide quality video and audio for True Conferencing.

**INITIATIVES & STRATEGIES TO INCLUDE IN THE 2017-2018 STRATEGIC PLAN**

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| 1. Submit Reaffirmation of Accreditation 2018-19 Self-Study to the Accreditation Council of Collegiate Business Schools and Programs (ACBSP). Due January 2019.        |
| 2. Monitor and recruit for the Cyber Security program to ensure productivity and viability.  |
| 3. Mentor qualified instructors to teach in the cyber security program.  |
| 4. Submit Assessment Results/Action Plans for each course taught each semester to Dean.  |
| 5. Evaluate course level and program assessment for continual improvement of student learning and success. Compare trended data to determine strengths and weaknesses. |
| 6. Update three-year rotation schedules of business course offerings.  |
| 7. Update Strategic Plan.  |
| 8. Ensure that all student learning outcomes and assessment methods/criteria are included in syllabi by all full-time and adjunct faculty.                             |
| 9. Provide a supportive environment for faculty that includes training and development opportunities.  |
| 10. Maintain division web page.  |
| 11. Maintain Student Success Learning Centers to maximize student success.   |
| 12. Update textbooks, software programs, and other sources of information and technology to provide students with state of the art instruction.                        |
| 13. Develop, assess, and maintain relevant curriculum that meets student, business, and community needs.   |
| 14. Promote student recruitment and retention.   |
| 15. Conduct Advisory Committees to seek input for course/program improvement and desired performance standards to meet workplace expectations.                         |
| 16. Identify and implement best practices to encourage student engagement in the learning process.   |
| 17. Expand intern partnerships with business and industry.   |
| 18. Provide and support innovative technologies and instructional methodologies in the classroom.  |
| 19. Foster a learning environment characterized by an accessible faculty and a high degree of faculty and student interaction.   |
| 20. Establish important linkages with alumni, Business Advisory Committee, employers and other professionals in business and education.                                |

**Division of Business and Information Systems**  
**Core Competencies - Program and Division Averages**  
**Spring 2016 - Spring 2017**

<b>Business Administration</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
<b>Student Retention Rate</b>	<b>90.9%</b>	<b>88.3%</b>	<b>85.6%</b>
Social and Civic Responsibility	57%	73%	64%
Technology Utilization	92%	80%	76%
Analytical and Critical Thinking	76%	68%	83%
Communication	82%	87%	82%
Cultural Awareness	----	100%	76%
<b>Program Average</b>	<b>77%</b>	<b>82%</b>	<b>76%</b>

<b>Business Management</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
<b>Student Retention Rate</b>	<b>90.0%</b>	<b>88.6%</b>	<b>85.9%</b>
Social and Civic Responsibility	57%	78%	76%
Technology Utilization	90%	81%	82%
Analytical and Critical Thinking	76%	73%	81%
Communication	82%	91%	88%
Cultural Awareness	----	94%	88%
<b>Program Average</b>	<b>76%</b>	<b>83%</b>	<b>83%</b>

<b>Information Systems</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
<b>Student Retention Rate</b>	<b>89.6%</b>	<b>87.6%</b>	<b>88.8%</b>
Social and Civic Responsibility	----	72%	76%
Technology Utilization	88%	79%	83%
Analytical and Critical Thinking	75%	77%	59%
Communication	----	87%	85%
Cultural Awareness	----	91%	76%
<b>Program Average</b>	<b>81%</b>	<b>81%</b>	<b>76%</b>

<b>Office Technology</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
<b>Student Retention Rate</b>	<b>90.2%</b>	<b>87.7%</b>	<b>87.0%</b>
Social and Civic Responsibility	100%	79%	69%
Technology Utilization	92%	80%	84%
Analytical and Critical Thinking	90%	81%	72%
Communication	97%	90%	83%
Cultural Awareness	100%	94%	72%
<b>Program Average</b>	<b>96%</b>	<b>85%</b>	<b>76%</b>

<b>Division Core Competencies</b>	<b>Spring 2016</b>	<b>Internships</b>	<b>Fall 2016</b>	<b>Internships</b>	<b>Spring 2017</b>	<b>Internships</b>
<b>Student Retention Rate</b>	<b>91.8%</b>	<b>100%</b>	<b>88.2%</b>	<b>100%</b>	<b>91.8%</b>	<b>100%</b>
Social and Civic Responsibility	71%	100%	76%	100%	71%	84%
Technology Utilization	91%	100%	80%	100%	81%	84%
Analytical and Critical Thinking	79%	100%	75%	100%	74%	84%
Communication	87%	100%	89%	100%	85%	84%
Cultural Awareness	100%	100%	95%	100%	78%	84%
<b>Division Average</b>	<b>86%</b>	<b>100%</b>	<b>83%</b>	<b>100%</b>	<b>78%</b>	<b>84%</b>

<b>Division Criteria/Expected Outcome</b> <b>85% of all Business Students will score 70% or higher on Internship</b>
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Note: Due to course rotations, all competencies are not assessed each semester.

**Division of Business – AA Business Administration Program**  
**Program Outcome and Core Competencies - Assessment Results/Action Plan**  
**Semester: Spring 2017**

Program Outcome	Assessment Method/Measurement	Semester Results			Action Plan
		Sp 16	Fall 16	Sp 17	
To provide high quality business courses/programs to prepare graduates who plan to transfer to a four-year institution to earn a Baccalaureate Degree in a business discipline.	85% of all AA Business Administration students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.	77%	82%	76%	Faculty will research and develop teaching strategies to help students retain course materials and improve student learning.
<b>Division Outcome</b>	85% of all business students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.	<b>86%</b>	<b>83%</b>	<b>78%</b>	Review Division curriculum map to ensure all competencies are assessed to ensure student learning and retention of concepts and skills within each program.
<b>Student Retention Rates (Program)</b>		<b>90.9%</b>	<b>88.3%</b>	<b>85.6%</b>	

**Upon completion of this program, students will be able to:**

PCCUA Core Competency	Division Core Competency	Program Goals	Student Learning Outcome – Courses Assessed		Assessment Method/Measurement	Semester Results			Action Plan
						Sp 16	Fall 16	Sp 17	
<b>Social and Civic Responsibility</b>	Demonstrate legal/ethical behavior that is appropriate for the business professional in today's society.	Understand and be able to apply the legal, ethical, political, and/or environmental concepts appropriate for the business environment.	BAN 223 BAN 233	ES 213 ES 223	75% of students will score 70% or higher on the Social and Civic Responsibility student learning outcomes for selected courses.	<b>57%</b>	<b>73%</b>	<b>64%</b>	To give students more hands on – will develop classroom activities to discuss and practice simulations on professional business etiquette.
		Demonstrate work ethic, attitude, and professional values including grooming habits and etiquette that are appropriate for the business professional.							
<b>Technology Utilization</b>	Demonstrate the ability to use computer technology.	Demonstrate word processing, spreadsheets, databases, PowerPoint, operating systems, email, Internet, and other technology skills needed to perform in the business environment.	CT 114		75% of students will score 70% or higher on the Technology Utilization student learning outcomes for selected courses.	<b>92%</b>	<b>80%</b>	<b>76%</b>	Evaluate course curriculum to determine where competency assessment could be added to ensure student learning within program.
<b>Analytical and Critical Thinking</b>	Develop a critical thinking approach in applying theory to application.	Analyze, interpret, and evaluate data necessary to solve problems and support business decisions.	BAN 213 BAN 223 BAN 233	BMGT 283 ES 213 ES 223 CT 114	75% of students will score 70% or higher on the Analytical and Critical Thinking student learning outcomes for selected courses.	<b>76%</b>	<b>68%</b>	<b>83%</b>	No Action Required
<b>Communication</b>	Students will be able to communicate effectively in an oral or written manner in a business environment.	Demonstrate listening, verbal, electronic, and/or presentation skills, essential for conducting business in a professional and appropriate manner.	BAN 233 BAN 263	ES 213 ES 223	75% of students will score 70% or higher on the Communication student learning outcomes for selected courses.	<b>82%</b>	<b>87%</b>	<b>82%</b>	No Action Required
<b>Cultural Awareness</b>	Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.	Interact with diverse groups of people in the business environment.	BAN 263		75% of students will score 70% or higher on the Cultural Awareness student learning outcomes for selected courses.	----	<b>100%</b>	<b>76%</b>	Incorporate additional projects in various courses that introduce/reinforce concepts of diversification among individuals in the workplace.