

**PHILLIPS COMMUNITY COLLEGE INSTRUCTION
DIVISION SUMMARY REPORT**

Division of Business and Information Systems

October 2015

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 diversity, social and civic responsibility, critical thinking, mathematical reasoning, and technology utilization through assessment of students and academic programs.
- Stresses the development of skills for life-long learning.

**Specific Initiatives and Strategies
In 2014-2015 Strategic Plan
And Level Of Accomplishment**

Priority Initiative in 2014-2015 Strategic Plan	Status
Submit Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance Report	Report will be submitted through an online reporting portal in August 2015.
Conduct computer workshops to meet industry and community training needs	Intro, Intermediate, and Advanced Excel workshops were offered with a total enrollment of 35.
Provide professional development opportunities	Instructors participated in the following: <ul style="list-style-type: none"> • Cengage Learning Computer Conference • Arkansas Community College Annual Conference • Linux Operating Systems Boot Camp • Digital Forensics • Cyber Security Summit • Access Data Forensics • Webinars Achieved the following certifications: <ul style="list-style-type: none"> • Linux Essentials • Linux +
Evaluate program/division outcomes and assessment results.	Ongoing. In spring 2015, the Division revisited the assessment process. As a result, student learning

	outcomes were revised and curriculum changes will be implemented fall 2015.
Promote Student Retention/Success	Ongoing. Achieved a division student retention rate of 88.5 percent in 2014-15.
Implement Guided Pathways key elements to clearly map out degree programs	Program of study sheets are being revised to include course sequences, critical courses, and other milestones.
Establish early intervention strategies to identify and measure students' needs early in the semester	Faculty will implement intervention strategies and methods of measurement within the first four weeks of each semester effective fall 2015.
Provide three-year rotation schedule of all business courses.	Completed and distributed to campus business advisors and faculty.
Update Strategic Plan	Ongoing.
Participate in Recruitment Activities	Ongoing. Participated in the following recruitment activities in 2014-15: PCCUA College Fair DeWitt Career Fair Career & Technical Center College Fairs College recruitment activities at local events and businesses Distribution of brochures on business programs and workshops
Conduct Advisory Committee Meetings	Minutes of meetings on file in Dean's office.
Maintain Division Web Page	Ongoing. Designated division members continuously update site.

SUMMATION OF 2014-2015 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 WebCam 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 2014-2015 CLASSROOM ASSESSMENT ACTIVITIES

Assessment is an ongoing process. Assessment has been occurring in the Business Division for 16 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 2014-15). To look at 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. In spring 2015, the Division revisited the assessment process. After many meetings and discussions, some student learning outcomes were revised and several curriculum changes will be implemented fall 2015.

SUMMATION OF 2014-2015 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.

INITIATIVES & STRATEGIES TO INCLUDE IN THE 2015-2016 STRATEGIC PLAN

1. Submit required reports to the Accreditation Council of Collegiate Business Schools and Programs (ACBSP) that articulates the current state of the Division and plans for the future.
2. Ensure that program of study sheets are revised to show sequence of courses, critical courses, and milestones.
3. Ensure that early intervention strategies are implemented within the first four weeks of the semesters.
4. Submit Assessment Results/Action Plans for each course taught each semester to Dean.
5. Apply and 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. Evaluate achievement of strategic goals.
9. Ensure that all student learning outcomes and assessment methods/criteria are included in syllabi by all full-time and adjunct faculty.
10. Provide a supportive environment for faculty that includes training and development opportunities.
11. Maintain the ACBSP standard relating to academically or professional qualification of faculty.
12. Maintain division web page.
13. Maintain Student Success Learning Centers to maximize student success.
14. Update textbooks, software programs, and other sources of information and technology to provide students with state of the art instruction.
15. Develop, assess, and maintain relevant curriculum that meets student and community needs.
16. Promote student recruitment and retention.
17. Conduct Advisory Committees biannually to seek input for course/program improvement and desired performance standards to meet workplace expectations.
18. Identify and implement practices to encourage students' more active engagement in the learning process.
19. Provide educational opportunities for lifelong learning.
20. Expand intern partnerships with business and industry.
21. Ensure that the skills learned by students reflect business and industry expectations.
22. Provide and support innovative technologies and instructional methodologies in the classroom.
23. Foster a learning environment characterized by an accessible faculty and a high degree of faculty and student interaction.
24. Establish important linkages with alumni, Business Advisory Committee, employers and other professionals in business and education.
25. Offer class schedules that meet the needs of students (online, weekend, and other alternative scheduling opportunities).

**Division of Business and Information Systems
Core Competencies - Program and Division Averages
Spring 2014 - Spring 2015**

Business Administration	Spring 2014	Fall 2014	Spring 2015			
Student Retention Rate	83.5%	86.0%	92.7%			
Social and Civic Responsibility	60%	74%	66%			
Technology Utilization	88%	84%	----			
Analytical and Critical Thinking	83%	80%	75%			
Communication	72%	75%	84%			
Cultural Awareness	----	78%	----			
Program Average	75%	78%	75%			
Business Management	Spring 2014	Fall 2014	Spring 2015			
Student Retention Rate	85.4%	86.2%	89.5%			
Social and Civic Responsibility	59%	87%	80%			
Technology Utilization	93%	86%	82%			
Analytical and Critical Thinking	79%	85%	80%			
Communication	64%	82%	92%			
Cultural Awareness	----	89%	100%			
Program Average	74%	86%	87%			
Information Systems	Spring 2014	Fall 2014	Spring 2015			
Student Retention Rate	87.1%	88.7%	88.5%			
Social and Civic Responsibility	----	100%	----			
Technology Utilization	93%	85%	89%			
Analytical and Critical Thinking	90%	81%	89%			
Communication	----	78%	----			
Cultural Awareness	----	78%	----			
Program Average	91%	84%	89%			
Office Technology	Spring 2014	Fall 2014	Spring 2015			
Student Retention Rate	88.4%	89.5%	87.2%			
Social and Civic Responsibility	89%	96%	100%			
Technology Utilization	90%	85%	84%			
Analytical and Critical Thinking	89%	85%	92%			
Communication	82%	83%	99%			
Cultural Awareness	100%	89%	100%			
Program Average	92%	87%	95%			
Division Core Competencies	Spring 2014	Internships	Fall 2014	Internships	Spring 2015	Internships
Student Retention Rate	84.3%	100%	86.3%	100%	88.6%	100%
Social and Civic Responsibility	69%	100%	89%	100%	82%	100%
Technology Utilization	91%	100%	85%	100%	85%	100%
Analytical and Critical Thinking	85%	100%	83%	100%	84%	100%
Communication	73%	100%	80%	100%	92%	100%
Cultural Awareness	100%	100%	84%	100%	100%	100%
Division Average	84%	100%	84%	100%	89%	100%
Division Criteria/Expected Outcome						
85% of all Business Students will score 70% or higher on Internship						

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 2015

Program Outcome	Assessment Method/Measurement	Semester Results			Action Plan
		Spring 14	Fall 14	Spring 15	
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.	75%	78%	75%	
Division Outcome	85% of all business students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.	84%	84%	89%	
Student Retention Rates (Program)		83.5%	86%	92.7%	

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 14	Fall 14	Sp 15	
Social and Civic Responsibility	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	ES 213	75% of students will score 70% or higher on the Social and Civic Responsibility student learning outcomes for selected courses.	60%	74%	66%	
		Demonstrate work ethic, attitude, and professional values including grooming habits and etiquette that are appropriate for the business professional.	BAN 233	ES 223					
Technology Utilization	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.	BAN 283	CT 114	75% of students will score 70% or higher on the Technology Utilization student learning outcomes for selected courses.	88%	84%	---	
Analytical and Critical Thinking	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 BAN 283	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.	83%	80%	75%	
Communication	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.	72%	75%	84%	
Cultural Awareness	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.	---	78%	---	