

**Program Review**

**AAS in Business Administration (CIP: 520201)**

**Program Purpose**

<b>What is the published purpose/mission of the program?</b>
The Business and Computer Science Division support the institution mission through the provision of academic transfer courses and terminal programs in Business and Computer Information Systems. The division also provides academic advising service to its students and computer tutoring services to the general student population.
<b>How does the program's purpose/mission fit into the overall mission of the college?</b>
The program supports mission goals two, three, five, and seven.
<b>Do any changes need to be made to the program's purpose/mission? Explain.</b>
The Business Administration Program provides the students with employable knowledge and skills to enter into the workforce.
<b>Do any changes need to be made to how the program's purpose/mission fits into the overall college mission? Explain.</b>
No changes are necessary at this time.

**Program Learning Outcomes**

<b>What are the program learning outcomes, and how are they assessed?</b>	
<b>Program Learning Outcomes</b>	
<b>Outcomes in support of the unit purpose</b>	<b>How outcomes will be evaluated</b>
Demonstrate competence in the financial accounting process and systems.	In BUS 241, the student will score a minimum of 80% on his/her ability to prepare financial statements in a class assignment.
Demonstrate an understanding of macroeconomic theory, analysis, and policy applications, including supply and demand and market equilibrium, the American banking system and the Federal Reserve.	In ECO 231, the student will score a minimum of 80% on a comprehensive final exam to demonstrate his/her understanding of macroeconomic theory.
<b>What can students do with the knowledge they have after completing the program?</b>	
After earning a BMS degree students will be prepared for an entry-level position in a variety of management or business related jobs, bookkeeper, financial clerk, teller, and receptionists.	
<b>What are the plans for reviewing the program learning outcomes and revising them?</b>	
The program learning outcomes could change if/when direction of the program changes.	

**Assessed Needs and Assumptions**

What are the occupational projections for careers for which the program trains?

<b>National and Statewide Employment &amp; Annual Average Job Openings by Occupational Group Base Year 2018 and Projected Year 2028</b>					
<b>Occupation</b>	<b>Region</b>	<b>Employment</b>		<b>Net Change</b>	<b>Percent Change</b>
		<b>2018</b>	<b>2028</b>		
Management Occupations (110000)	Nation	10,193,300	10,900,200	706,900	6.9%
	Statewide	112,920	120,590	7,670	6.80%
	Workforce Development Region 2	7,200	7,480	280	3.97%
Business and Financial Operations Occupations (130000)	Nation	8,589,500	9,181,500	591,800	6.9%
	Statewide	78,160	84,640	6,480	8.29%
	Workforce Development Region 2	3,410	3,660	250	7.37%

Sources: National Data—Bureau of Labor Statistics, Occupational Outlooks Handbook. ([http://www.bls.gov/emp/ep\\_table\\_102.htm](http://www.bls.gov/emp/ep_table_102.htm)); State and Regional Data—Alabama Department of Labor, Industry and Occupation Projections 2010-2020. (<http://www2.dir.state.al.us/projections/>)

**Based on the occupational projections, what is the employment outlook for graduates of the program?**

According to the United States Department of Labor ([www.bls.gov/oco/ocos002.htm](http://www.bls.gov/oco/ocos002.htm)) , the employment of office and administrative support occupations is projected to decline 3 percent, with a loss of about 608,100 jobs from 2018 to 2028. Technology is expected to substitute some functions that workers in office and administrative support occupations do. The median annual wage for office and administrative support occupations was \$37,580 in May 2019, below the median for all occupations of \$39,810. Employment of business and financial operations occupations is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations, adding about 591,800 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts. This median annual wage for business and financial occupations was \$69,820 in May 2019, which was higher than the median annual wage for all occupations of \$39,810.

**What is the outlook for the continued need of the program within the mission of the college?**

There will still be a need for management positions.

**Structure**

<b>What credentials does the program offer?</b>																									
<p>The Business Administration Program offers the following credentials:</p> <ul style="list-style-type: none"> <li>• Associate in Applied Science Degree in Business Administration</li> <li>• Short-Term Certificate in Accounting</li> </ul>																									
<b>What are the requirements for each credential?</b>																									
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**Accreditation**

<b>What is the institutional accreditation for the program?</b>
The Business Administration Program is within the institutional accreditation granted by the SACSCOC Commission on Colleges and reaffirmed in 2015.
<b>Does the program have any program-specific accreditations?</b>
N/A

**Instructors**

<b>Who are the current instructors in the program, and what are their credentials?</b>	
<b>Name</b>	<b>Degree/Qualifications</b>
Keith McBride	<ul style="list-style-type: none"> <li>B.S. University of Alabama, MBA University of North Alabama</li> </ul>
Amy LaCount	<ul style="list-style-type: none"> <li>B.S. and M.S. Faulkner University</li> </ul>
Haley Johnson	<ul style="list-style-type: none"> <li>B.S. and M.S. University of Alabama, M.S. Keller Graduate School</li> </ul>
Jimmy Durham	<ul style="list-style-type: none"> <li>B.S. , M.B.A Auburn University</li> </ul>
William Craft	<ul style="list-style-type: none"> <li>B.B.A, M.B.A. American Intercontinental University</li> </ul>
Chris Chaffin	<ul style="list-style-type: none"> <li>B.S. and M.B.A. Jacksonville University</li> </ul>
Wendy Wood	<ul style="list-style-type: none"> <li>B.S. University of Alabama, M.S. University of Alabama at Birmingham, Ed.D, Samford University</li> </ul>

**How have the instructors in the program developed professionally over the past two years?**

**2018-2019**

**Chris Chaffin**

Fall 2018:

ELSOL 730            The Politics of Organizational Decision Making  
 ELSOL 830            Leadership in Theory and Practice  
 ELSOL 835            The Change Process  
 HIOL 531            Gilded Age

Spring 2019:

ELCOL 835            Teaching and Learning Online  
 ELCOL 836            Grant Writing & Prop. Development  
 ELCOL 834            Leadership in Historical Context  
 HIOL 531            American Revolution  
 HIOL 531            The Age of Jackson

**2019-2020**

**Amy LaCount**

Spring 2019

ACCS Meeting- OAD Instructors At Alabama State University

**Haley Johnson**

Spring 2019

ACCS Meeting- Business Instructors At Alabama State University

**Keith McBride**

Spring 2019

ACCS Meeting- Business Instructors At Alabama State University

**Chris Chaffin**

Fall 2019:

ELSA 732            Program Planning and Assessment  
 ELSA 833            Higher Education in America  
 HIOL 531            American Civil War

Spring 2020:

LEAR 736            Dissertation Seminar

Summer 2020:

LEAR 839            Advanced Research Methods for Dissertation Research

**What are any planned professional development activities for instructors in the program?**

Increase the professional development in the business program over the next five years.

**Are any additional instructors anticipated within the next five years? If so, please explain.**

Not at this time

### Instructional Quality and Enhancements/Curriculum Design

<b>How is the general education core incorporated into the course of study for this program?</b>
The AAS degree includes 18-19 credit hours of general education in the 66-67 credit-hour total: ENG 101; SPH 107; three credit hours of humanities or fine arts; MTH 116 or any 100-level math; CIS 146; and three credit hours of history, social, or behavioral sciences.
<b>Are all course syllabi current and posted on the NACC website? Explain.</b>
Yes they are posted and current
<b>How is curriculum of each program option evaluated to ensure it is relevant and current? Examples include advisory committee suggestions, student learning outcome evaluations, student evaluations, etc.</b>
Looking at the student learning outcomes evaluations we use this information to accommodate the students needs. This includes adding classes online and on campus to meet the student's needs. We also try to meet the needs of local employees when they communicate with us about educational requirements.
<b>Describe changes that have been made in the delivery of the courses in each option of the program as a result of review of the program learning outcomes over the last five years.</b>
We have made sure classes are offered online and on campus so students have options for every class needed.
<b>Are courses in the program scheduled to maintain availability and accessibility in accordance with the college's mission? Explain.</b>
Yes, a schedule has been created to make sure students can plan their schedules in advance for Fall and Spring classes to make sure they can graduate on time



**Program Resources**

<b>Describe the physical facilities and resources, including any laboratories, used in the program. Are the physical facilities and resources adequate? Explain.</b>
All business classes are held in the Business Education Building including business labs.
<b>Are there any plans for major expansion or upgrade of facilities or major replacement/expansion of equipment? Explain the rationale and include projected costs.</b>
Not at this time.
<b>Describe the technological resources used in the program. Are the technological resources adequate? Explain.</b>
Each classroom has been updated over the past five years to smart classrooms.
<b>Are there any plans for major expansion or upgrade of technological resources? Explain the rationale and include projected costs.</b>
Not at this time
<b>Describe the library resources that are available to the program.</b>
Examples of library resources provided by the NACC Learning Resources Center include the following: books, eBooks (full-text electronic books), and full-text journal, magazine, and newspaper articles. Depending on format, these items may be accessed electronically or in print. Online tutorials, as well as program-specific LibGuides pages, provide instruction in the use of these resources. Library staff are available to assist students and faculty in person, online, and by phone.
<b>Are the library resources adequate for the program? Explain.</b>
Yes, they have adequate resources for the BMS students.
<b>Are there any plans for expansion or upgrade of library resources for the program? Explain the rationale and include projected costs.</b>
Not at this time

### Advisory Committee

**Is an advisory committee in place for the program? If so, list the committee members and their affiliation in the community. If not, are plans in place to establish an advisory committee?**

Yes.

**What is the purpose and role of the advisory committee?**

The purpose of the advisory committee is to make recommendations and suggestions to the program for improvement or changes needed to be made.

**Describe any changes that have been made to the program as a result of advisory committee activity or suggestions.**

Last advisory meeting recommended adding an Accounting Certificate.

**Enrollment and Completions**

**What are the enrollment trends in the program over the last five years?**

Number of Students Majoring in Business Administration AY 2014-2015 through AY 2018-2019				
2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
118	101	88	89	76

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. March 5, 2020.

**What are the enrollment trends in the program over the last five years by gender?**

Number of Students Majoring in Business Administration by Gender AY 2014-2015 through AY 2018-2019					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Male</b>	42	40	37	34	36
<b>Female</b>	76	61	51	55	40
<b>Total</b>	<b>118</b>	<b>101</b>	<b>88</b>	<b>89</b>	<b>76</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. March 5, 2020.

**What are the enrollment trends in the program over the last five years by race/ethnicity?**

Number of Students Majoring in Business Administration by Race/Ethnicity AY 2014-2015 through AY 2018-2019					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>African American</b>	2	3	2	1	-
<b>Asian</b>	-	1	2	2	1
<b>Hispanic</b>	11	9	5	10	7
<b>Native American</b>	4	5	4	3	2
<b>Other</b>	1	-	-	2	-
<b>White</b>	100	83	75	71	66
<b>Total</b>	<b>118</b>	<b>101</b>	<b>88</b>	<b>89</b>	<b>76</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. March 5, 2020.

**What are the total number of enrollments and credit-hour production over the last five academic years?**

Total Enrollments and Credit-Hour Production ACC/ACT/BUS/ECO Courses AY 2014-2015 through AY 2018-2019					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total Enrollments</b>	<b>1,004</b>	<b>1,090</b>	<b>1,109</b>	<b>1,099</b>	<b>1,138</b>
<b>CHP</b>	<b>3,012</b>	<b>3,270</b>	<b>3,327</b>	<b>3,297</b>	<b>3,414</b>

Note: Total Enrollments is a duplicated headcount. If a student enrolled in more than one BUS course, that student is counted multiple times.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 5 May 2020.

**What are the course success and retention rates in the program over the last three academic years?**

Course Success and Retention Rates Business Administration Courses AY 2015-2016 through AY 2018-2019									
Year	Enrollments	Withdrawal Rate		Failure Rate		Pass Rate (A-D)		Success Rate (A-C)	
		No.	%	No.	%	No.	%	No.	%
<b>2015-2016</b>	1,090	104	9.5%	68	6.2%	912	83.7%	897	82.3%
<b>2016-2017</b>	1,109	100	9.0%	57	5.1%	948	85.5%	932	84.0%
<b>2017-2018</b>	1,099	102	9.3%	62	5.6%	925	84.2%	898	81.7%
<b>2018-2019</b>	1,138	111	9.8%	41	3.6%	979	86.0%	955	83.9%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 5 May 2020.

**What do the data indicate about enrollment and student retention in the program?**

The data indicates the enrollment and student retention in the Business Administration program has fluctuated over the past five years.

**What are the plans for increasing enrollment and retention rates in the program?**

Ensuring enough classes are being offered online to students that are unable to come to campus. Making sure Sage reports are reported throughout the semester.

**How many students have earned a credential in the program in the last five academic years?**

Completers in Business Administration Academic Years 2014-2015 through 2018-2019					
Credential	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AAS	13	15	9	16	10

Note: A student who earned multiple awards is counted in all applicable rows.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 5 May 2020.

**What are the plans for increasing the completion rates in the program?**

Ensuring students apply for graduation after completely all requirements in the program. Will increase graduation numbers.

**Licensure passage rates**

<b>Does the program lead to the opportunity for licensure? If so, what are the licensure opportunities?</b>
No
<b>What are the licensure pass rates, if applicable?</b>
N/A
<b>Does the program or any coursework in the program lead to any type of industry certification? If so, what are the certifications?</b>
No
<b>What are the industry certification pass rates, if applicable?</b>
N/A

### Job Placement Rates and Employer Satisfaction

<b>What are the job placement rates for graduates of the program?</b>
The last year the job placement rate was at 56%.
<b>Is employer satisfaction of graduates assessed? If so, are employers satisfied with graduates of the program? Please describe.</b>
No

### Student Follow-Up Reports

<b>Is student satisfaction with the program assessed? If so, are students in the program satisfied with the program? Please describe.</b>
Student surveys are conducted but don't specify BMS program alone.
<b>Is alumni satisfaction with the program assessed? If so, are alumni of the program satisfied with the program? Please describe.</b>
No

**Findings of Review THIS IS THE MOST IMPORTANT PART OF THE PROGRAM REVIEW!**

<b>What are the strengths of the program?</b>
The enrollment and retention numbers have increased over the past five years.
<b>What are recommendations for improvement?</b>
A declining employment of office and administrative support occupations is projected to decline 3 percent. Technology is expected to substitute some functions of the workers. This may be something to consider adding into the curriculum.
<b>Please provide any other findings that are pertinent to the review.</b>

**Report Affirmed by:**

Signed	<b>SIGNATURES ON FILE IN OFFICE OF INSTITUTIONAL PLANNING AND ASSESSMENT</b>	
Signed		
Signed		
Signed		