



Comprehensive Program Review 2022

Program Name: **Business Administration**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020

AY 2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: Robert Bartelli

Date: January 2023

Assessment Committee Recommendation:

The committee agrees with the Program Vitality Statement; Category 2: The program has shown stability and success, and we feel that continuous quality improvement will lead to good outcomes for the program.

President's Council Recommendation:

President's Council agrees with the Assessment Committee Recommendations.

1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Associate of Science in Business Administration is designed for transfer to a four-year institution. The program is the appropriate first step toward the study of accounting, management, marketing, finance, economics and other business concentrations at a four-year institution. The degree can also prepare a student for immediate work in the field.

Business Administration Program Outcomes are as follows:

- 1 Apply financial accounting concepts
- 2 Understand legal and ethical concepts related to operating a business
- 3 Evaluate information to make effective business decisions
- 4 Demonstrate effective business communication skills

Accounting is a subfield of Business Administration, and the two programs share several program outcomes.

2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

Student success in a business degree program is the ability to apply accounting, business, economic and interpersonal skills effectively in a professional setting. This includes demonstrating an understanding of the fundamentals of various business disciplines, the ability to think critically and analyze data, and the ability to communicate effectively with peers and business associates. Additionally, success in a business degree program should include the development of leadership skills, as these are essential to navigating the complexities of the business world. This definition of student success is embedded in the program outcomes and is measured through class and departmental outcomes assessment.

Student success can also be measured through career-oriented goals such as obtaining a job or advancing in their current career.

2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The business degree program promotes student success by providing students with a well-rounded education in business-related topics. Concentration and required courses provide students with an understanding of the business world, the ability to think critically and make decisions, and the skills necessary to succeed in business or transfer to a university for further education. Business courses also provide students with the opportunity to build their verbal and written communication and skills, which are essential for succeeding in

the competitive business world. Finally, the business program helps students develop the self-discipline and perseverance necessary for career success.

The department works to ensure these goals by fostering individual relationships with students, creating and refining teaching methods to spark active learning and reflection, adjusting course availability to meet student needs, and exploring innovative strategies to involve students with the subject matter.

This enables instructors to promote student success by providing students with the skills, resources, and support they need to succeed in either the business world immediately after graduation, or the university experience upon transfer.

This success is evident in the performance of LCC's Phi Beta Lambda (PBL) members. PBL members engage in various business-related competitive events at the regional, state and national level. In AY 2020, 2021 and 2022, all LCC Phi Beta Lambda state competitors qualified to advance to national competition.

3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

Business Administration is a general business degree, which encompasses various other business subfields and related fields of study. The concentration requirements include classes from the Accounting, Business, and Math disciplines. A Computer Science class is required under the Human Systems/No Companion Element pathway requirement, and Economics classes are required under the Human Systems/Social Responsibility pathway requirement. This leads to a well-rounded degree program that enables students to enter the workforce, or transfer to a four-year institution and focus on a business subfield, such as Accounting, Management, Finance, Economics, or Marketing. For those students who transfer, The Kansas Core Outcomes Group (KCOG) has aligned seven Accounting, Business Administration and Economics courses offered by LCC for seamless transfer.

Phi Beta Lambda is not a required part of the Business curriculum, but this extra-curricular activity provides students with leadership, team building and technical skills. Membership is encouraged.

During the time period under review, the curriculum was changed to integrate pathways requirements. The curriculum will be changing again in AY 2024 to align with the new general education format in the state of Kansas. It is also anticipated that Business will be aligned state-wide before the next comprehensive program review period.

3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

An Associate of Science in Business Administration is the degree offered through the department.

Graphic Design Technology students can take BUAD 110 Business Communications, in place of Public Speaking. BUAD 205 Personal Finance is a required Human Systems/Social Responsibility class for Exercise Science majors. Business Administration classes are general education electives for other majors.

BUSINESS ADMINISTRATION

ASSOCIATE IN SCIENCE

This program is designed for transfer to a four year institution. This program is appropriate if the student wishes to study management, marketing, finance or other business concentrations at a four year institution. The degree program can also prepare a student for immediate work in the field.

Credits Required: 60

Major Advisors: Cathy Kibler
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Program Entrance Requirements

Students must have an appropriate ACT, SAT, or ACCUPLACER score to enroll in English, Math or certain general education courses. Exceptions may apply for students with 12 or more general education credit hours; see your advisor for personal consultation.

Recommended Course Sequence

SEM 1: ACCT 112, BUAD 101
SEM 2: ACCT 114
SEM 3: MATH 120, ECON 203
SEM 4: BUAD 110, ECON 204

Student Organization

Membership in Phi Beta Lambda is encouraged. This organization develops and enhances leadership and business skills. Students can participate in state and national competitions, where top students are recognized with trophies and cash awards.

After Graduation

Students can gain entry-level employment or enhance their career advancement opportunities. Students can transfer to a four year institution to pursue a bachelor's degree.

Concentration Requirements		12
<input type="checkbox"/>	ACCT 112 Financial Accounting	3
<input type="checkbox"/>	ACCT 114 Managerial Accounting	3
<input type="checkbox"/>	BUAD 101 Introduction to Business	3
<input type="checkbox"/>	MATH 120 Elementary Statistics	3
Pathway Requirements		42
Written Communication		
<input type="checkbox"/>	ENGL 101 English Composition I	3
<input type="checkbox"/>	ENGL 102 English Composition II	3
Verbal Communication		
<input type="checkbox"/>	COMM 101 Public Speaking	3
Quantitative/Analytic Methods		
<input type="checkbox"/>	MATH 115 College Algebra or higher	3
Human Experience		
Choose two classes		
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3
Human Systems/No Companion Elements		
<input type="checkbox"/>	COMP 110 Computer Con/Apps or	
<input type="checkbox"/>	COMP 120 Computer Info Systems	3
Human Systems/Diverse Perspective		
Choose one class		
<input type="checkbox"/>	_____	3
Human Systems/Social Responsibility		
<input type="checkbox"/>	BUAD 205 Personal Finance	3
<input type="checkbox"/>	ECON 203 Macroeconomics	3
<input type="checkbox"/>	ECON 204 Microeconomics	3
Natural World/Scientific Inquiry		
Choose one class		
<input type="checkbox"/>	_____	5
Wellness Strategies/No Companion Elements		
<input type="checkbox"/>	PED 116 Lifetime Fitness	1
Wellness Strategies/Scientific Inquiry		
<input type="checkbox"/>	PSYC 101 General Psychology	3
General Electives		6
<input type="checkbox"/>	BUAD 110 Business Comm	3
General Elective		
<input type="checkbox"/>	_____	3

4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

Narrative:

Cathy Kibler was a recipient of the Distinguished Faculty Award in 2022. She is a member of the LCHS Business Department Advisory Board, the LCHS Prom Committee and serves as the Phi Beta Lambda advisor at LCC. Ms. Kibler is involved with LCC Foundation events and is active within her church.

Robert Bartelli completed graduate economics coursework from Harvard University, Extension School. He has attended the Innovative Educators Summit and the St. Louis Federal Reserve Bank Professors Conference.

Both faculty members have served on multiple LCC employment search committees and both have attended Kansas Core Outcomes Group meetings to improve system wide transfer.

5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Narrative:

Enrollment in Business Administration courses increased during the time period under review: 196 students in AY 2020; 201 students in AY 2021 and an impressive increase to 247 students in AY 2022. During a period of declining college-wide enrollment, the Business Administration department experienced an increase of 153 credit hours in AY 2022 compared to AY 2020. Some of this increase can be explained by the college adopting the Pathways general education requirements. Personal Finance became an option under the Human Systems/Social Responsibility category. Many non-business majors have taken this option, increasing enrollment in the Business department.

Changes in the percentage of student success were not uniform between the different class offerings in the department. BUAD 101, Introduction to Business, showed increasing percentages of student success during the time period under review, while BUAD 110, Business Communications showed declining success. Student success was lower in BUAD 205, Personal Finance, than in Introduction to Business and Business Communications. Student writing skills have deteriorated recently, particularly during the pandemic, and this could have caused reduced outcome effectiveness in Business Communications. As explained in the previous paragraph, more non-business students have been taking Personal Finance and some of them may be unprepared for a class in this field.

With the exception of BUAD 106, Principles of Leadership, average class sizes for business department offerings were strong, ranging from 11 to 18 students per class. Business is a popular degree, both nationwide

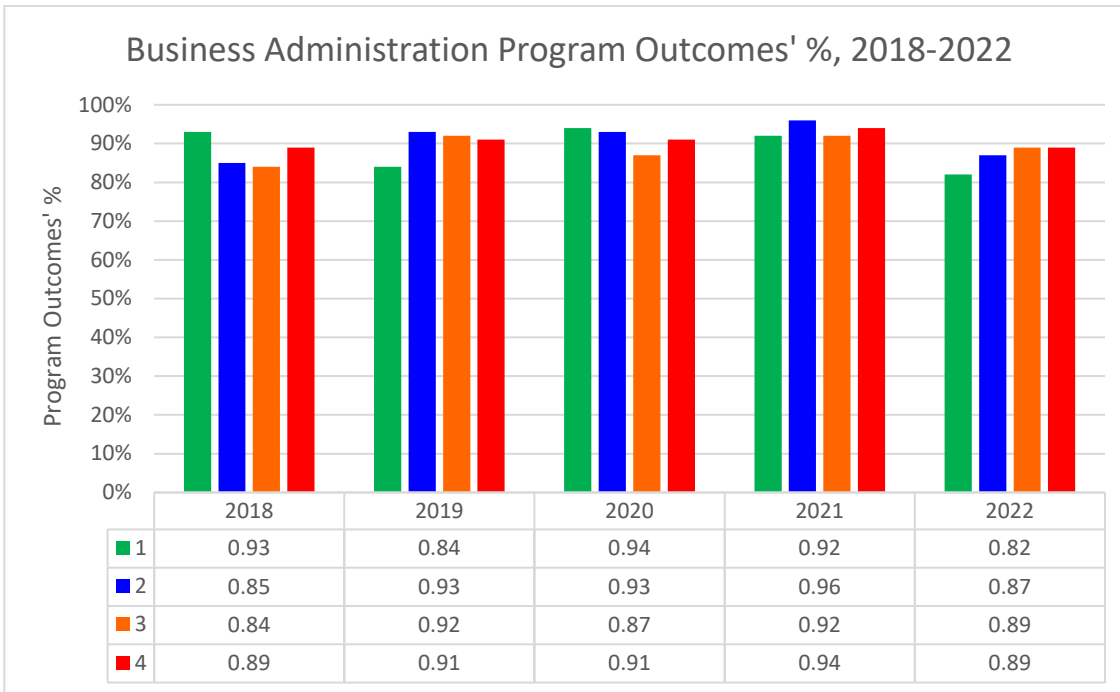
and at Labette Community College.

During the time period under review, 77% of all Business Administration credit hours were delivered online; 19% of credit hours were at the Main Campus. Student completion, student success and student attrition metrics were all better via online delivery than at the Main Campus for AY 2020 and AY 2021. This may be due to more non-traditional students opt for online classes. Many of these non-traditional students have strong personal reasons and goals for obtaining their degree and their persistence rates are better than traditional students, who are more represented in Main Campus classes.

The number of degrees awarded during the time period under review did not change significantly – 18, 16 and 17 for AY 2020, 2021 and 2022, respectively. The percent of credit hours taught by full time faculty declined from 74% in AY 2020 to 55% in AY 2022; this is due to more classes offered by the department and concurrent classes.

The Business Administration department has four learning outcomes. The success rate for these outcomes were strong during AY 2020 to AY 2022. The lowest percentage of success was on departmental outcome

number one in AY 2022, which was 82%. With that one exception, student success for the departmental outcomes ranged from 87% to 96% during the period of AY 2020 to AY 2022.



1. What did you learn from this past year's program data?

- All program outcome success scores were down in 2022 compared to 2021.
- The 2022 success rate associated with outcome 1 was the lowest in the five years of data examined.
- The 2022 success rate associated with outcome 4 was tied for lowest in the five years of data examined.

2. What did you not learn from the data?

- This data does not tell us the success rate of Business Administration majors.
- Four classes that are part of the Business Administration core (BUAD 101, BUAD 205, ECON 203, ECON 204) are pathways classes and can be taken by any students in any program.

3. What do you hope to learn and/or do for this upcoming school year?

- We wish to see the impact of implementing the early warning grade system. This should help to motivate some students to seek help, which we hope will improve success rates.

6.0 Mission Alignment

Programs should indicate how the program's offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

The Business Administration degree program aligns with the Labette Community College's mission of providing quality learning opportunities in a supportive environment for success in a changing world.

The curriculum of the Business Administration degree program is designed to equip students with the skills and knowledge necessary to succeed in the modern and changing workplace. In business administration classes, students learn the fundamentals of accounting, finance, management, economics, marketing and international business, which are critical skills for any business professional.

At LCC, the faculty are committed to providing a supportive learning environment, which is important for students to gain the most from their business administration classes. The courses are taught by experienced faculty who are knowledgeable in the field of business. They provide students with the guidance and support needed to succeed in their studies.

The faculty create an atmosphere of trust and support, allowing students to ask questions and seek out advice when needed. This type of environment encourages interpersonal communication between students and instructors, which is essential in the business world. The support from the faculty and staff also helps to cultivate a sense of community among the business administration students, allowing them to learn from each other and foster relationships that will benefit them throughout their career.

The business administration courses at LCC are specifically designed to help students gain the knowledge and skills they need to succeed in a changing world. With a curriculum focused on the fundamentals of business, students are able to gain the knowledge necessary to understand the complexities of the modern workplace.

Because Accounting is a subfield of Business Administration, these programs share their mission alignment.

7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheet to identify proposed resource needs and adjustments. Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

Narrative:

The shared Business Administration department has an annual supplies budget of \$200 per year. This is normally used to purchase calculators. These calculators are available for any business class, but are used primarily in accounting classes. In order to reduce redundancies, the Accounting department does not have a separate budget. Spending needs for business and accounting classes often align, so there is one budget and resources are shared.

Faculty receive professional development funds per Master Agreement for purchases of technology, conferences, webinars, professional organization memberships, subscriptions and other activities.

No new money is being requested for the next annual budget.

8.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program directors/faculty should document the relevant information within this section.

Program Advisory Committee:

N/A

Other External Constituencies:

Articulation agreements are in place for the following institutions: Friends University, Grantham University, Kansas State University, University of Kansas, Emporia State University, Pittsburg State University and Wichita State University. Documentation for these agreements are on file with the Dean of Instruction's office.

LCC is the only community college in southeast Kansas with a chapter of Phi Beta Lambda (Future Business Leaders of America). It is the largest business career and technical organization in the world. Its mission is to prepare "students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences."

During the period of the next comprehensive program review, curriculum will be changed to conform with the new state of Kansas general education package. It is also anticipated that the Business program will be aligned state-wide which will also likely require curriculum changes.

Significant Trends:

According to the National Center for Educational Statistics, Business is the most popular major for post-secondary students. According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, there are 12.5 million workers in jobs that are related to business degrees, with a median wage of \$65,000. Overall employment in business and financial occupations is projected to grow 7% from 2021 to 2031.

9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

Vitality Category Chosen: **Category 2—Maintain Current Levels of Support/Continuous Improvement**

Explanation for Chosen Vitality Category:

Business Administration is a very popular degree, both nationally and at Labette Community College. Student credit hours in Business Administration classes have increased **26%** from AY 2020 to AY 2022. Student class size has been stable to increasing; total headcount has been increasing. Degrees awarded and number of graduates transferring have been stable. Departmental learning outcomes success rate have remained high. All these metrics point to continued support of the business program with continual improvement.

10.0 Program Goals

Each program should set 1-3 short-term goals (will be completed in the next year) and 1-3 long-term goals (will be completed by next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

The Business department currently has operational plans for AY 2024 and AY 2025. The AY 2024 plan involved an analysis of the pathways general education package and the AY 2025 involved an analysis of the Principles of Management class. In the time period after these plans were formulated, there have been many changes at the state level which have invalidated these plans. Pathways are being replaced by a new general education package, and it appears the Business program will be aligned at the state level, which will resolve any questions concerning the management class. Therefore, it is recommended to terminate these operational plans in favor of the new program goals for the department, which are detailed below.

Short-Term:

The percent of student success rate for BUAD 205, Personal Finance, is lower than the other Business classes. Personal Finance is a general education class and a majority of the students are non-Business majors. Applying business concepts can be challenging for some of these students.

The goal is to increase the student success metric by 5% in AY 2024, as compared to the AY 2022 rate.

There are various interventions that are possible at the course instructional level to work toward this goal: improved online resources, modified instructional methods, more robust test reviews, improved assignment instructions, analysis of test results, etc. The Personal Finance instructor will be responsible for implementing these interventions, which will be documented in the post-semester course improvement plans.

Long-Term:

Phi Beta Lambda (Future Business Leaders of America) is an extra-curricular activity that provides students with leadership, team building and technical skills. LCC has the only community college chapter of this organization in southeast Kansas. Many high school students are involved with this organization. Extra-curricular involvement is important to student success. Students involved in activities have higher retention rates. In addition, clubs and activities foster interpersonal communication skills and allow students to utilize their classroom knowledge with other students and with the real world. Unfortunately, membership declined in the pandemic semesters, totaling three to four students during this time period. In AY 2023, PBL has six paid members.

The goal is to increase membership in this organization by one student per year over the next three academic years. The PBL/FBLA sponsor and other business faculty will be responsible for this goal. This goal is shared with the Accounting department because PBL is interdisciplinary between the two programs and benefits to accrue to both programs. Interventions to achieve this goal could include new marketing materials, better communication about the benefits of membership and a more sustained membership drive at the beginning of each semester.



Program Review Data Summary

Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

Program: Business Administration

Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	BUAD 101	Intro to Business	112	8	14	90%	78%	10%	336
2021			131	10	13	92%	82%	8%	393
2022			145	10	15	94%	86%	6%	435
2020	BUAD 106	Principles of Leadership	0	0	N/A	N/A	N/A	N/A	N/A
2021			1	1	1	100%	100%	0%	3
2022			0	0	N/A	N/A	N/A	N/A	N/A
2020	BUAD 110	Business Communications	50	3	17	92%	90%	8%	150
2021			40	3	13	93%	88%	7%	120
2022			49	4	12	92%	86%	8%	147
2020	BUAD 205	Personal Finance	34	3	11	76%	65%	24%	102
2021			29	2	15	93%	69%	7%	87
2022			53	3	18	87%	68%	13%	159

Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	Cherokee	8	1	8	89%	88%	13%	24
2021		0	0	N/A	N/A	N/A	N/A	N/A
2022		0	0	N/A	N/A	N/A	N/A	N/A
2020	Online	156	12	13	88%	77%	12%	468
2021		175	12	15	91%	79%	9%	525
2022		162	10	16	94%	87%	6%	486
2020	Main Campus	32	2	16	91%	84%	9%	96
2021		24	2	12	96%	96%	4%	42
2022		74	5	15	86%	72%	14%	222
2020	Concurrent	0	0	N/A	N/A	N/A	N/A	N/A
2021		2	2	1	100%	100%	0%	6
2022		15	2	8	100%	87%	0%	45
2020	Other (Arrg, Off-campus, etc.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	18	11	N/A
2021	16	11	N/A
2022	17	11	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	2	2	489	74%	168	26%	657
2021	2	2	423	62%	264	38%	687
2022	2	3	435	55%	360	45%	795

Faculty Name by Type for Most Recent Academic Year

Full Time: Robert Bartelli, Cathy Kibler

Part Time: Walter Allen, Laura Boeckman, and Hannah Womack