This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

## Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**
**If available, you may also provide a link/reference to other documentation that answers each question.**

### *I: Identification*

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Business Administration

2. **Department and/or Program(s) Purpose Statement:**

   **Students completing Business Administration courses will graduate at a rate equal to or greater than the institutional average. Students will be able to transfer credits to a four year university.**

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014

4. **Date of Submission:**

5. *Lead Person Responsible for this Program Review:*

   Name: Steven C. Beckham
   Title: Program Coordinator—Business Administration
   E-mail: scbeckham@actx.edu
   Phone Number: 371-5242

6. *Additional Individuals (Name and Title) Responsible for Completing this Program Review:*

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

   *A .Overall Program Data* (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards | Not Applicable |
|---|---|---|---|---|
| a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins) | | | | X |
| b. Completion | X | | | |
| c. Licensure Pass Rates | | | | X |
| d. Retention (FA-SP) and (FA-FA) | X | | | |
| e. Grades A-C | X | | | |
| f. Annual Enrollment | X | | | |
| g. Survey, Focus Group, & Related Data | | | | X |

   Based on the data in Part A, respond to the following two questions:
   i. Identify one area in which your program(s) excel.
      Rigor of material

   ii. Identify one area in which your program(s) need to most focus for the next few years.
      Improving the A-C ratio

   *B. Course-Specific Data* (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|---|---|---|---|
| a. Grades A-C (IDS - Race/Ethnicity) | X | | |
| b. Grades A-C (IDS – Age) | X | | |
| c. Grades A-C (IDS – Gender) | X | | |
| d. Grades A-C (IDS – First Generation) | X | | |
| e. Grades A-C (IDS – Pell) | X | | |
| f. Grades A-C (IDS – Full/Part-Time) | X | | |
| g. Course-level Enrollment (IDS) | X | | |
| h. Survey, Focus Group, & Related Data | | | |

   Based on the data in Part B, respond to the following two questions:
   i. Identify two courses that are doing well.
      Business Law and Accounting

ii.    Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Economics and Accounting

## *III: Institutional Initiatives*

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

**Students completing Business Administration courses will graduate at a rate equal to or greater than the institutional average.  Students will be able to transfer credits to a four year university.  The Business Administration program has developed articulation agreements with WTAMU and Eastern New Mexico State to facilitate transfer credits with no loss of credits.  Our program also "reverse transfer" credits along with offering a two year degree to capture students who are "completers".**

PART B – Strategic Planning:

Each department/program is expected to support AC's Strategic Planning initiatives.

1.  Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

**Goal Statement #1:  Deliver quality instruction to a diverse student population that facilitates graduation.**  AC Strategic Plan through 2015:  Strategy 1.4.1:  Instructional leadership will ensure students completing any course will meet student learning outcomes annually.

2.  (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses,

refer to the [ACGM](#)/[WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

| Objective | Course(s) |
|---|---|
| Communication Skills | All Courses |
| Critical Thinking Skills | All Courses |
| Empirical & Quantitative Skills | All Courses |
| Teamwork | All Courses |
| Personal Responsibility | N/A |
| Social Responsibility | All Courses |
| Note: May Insert other Objective(s) | |

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

| Method | Course(s) |
|---|---|
| Capstone Project/Exam | |
| Embedded Questions | Econ 2301/2302 |
| Licensure Exam | |
| Portfolios | |
| Projects/Essays | |
| Testing (i.e. course-based testing; finals) | All Courses |
| Note: May Insert other Method | |

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Using videos, personalized study plans, and online experiments.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Economics. Use of embedded questions to determine mastery of content.

PART D: Core Curriculum Assessment – Program Outcomes
Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

Instructions: On the Annual Review, questions 1-4 will be completed by the designated department chair or program coordinator. However, each course submitted for inclusion in the core curriculum should respond to question 5 (parts a-g) and supply the documentation outlined in #6 to your department chair or program coordinator.

5. The "Call for Course Proposals for Inclusion" contains a description of each assignment/activity, direct assessment method, etc. for each of your department's/program's courses in the core curriculum.
   For each course approved for core curriculum inclusion, provide the following information:
   a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

| Macro Fall 2014 | 25% Sample | | | | Micro Fall 2014 | 25% Sample | |
|---|---|---|---|---|---|---|---|
| **Exam 1** | | | | | **Exam 1** | | |
| | **Section** | | | | | **Section** | |
| | **Web 001 (7)** | **Web 002 (5)** | **Hyb 004 (4)** | **Overall** | | **Web 004 (9)** | **Overall** |
| **Emperical/Quanititative** | | | | | **Emperical/Quanititative** | | |
| Question 8 | 5 | 5 | 4 | 88% | Question 1 | 8 | 89% |
| Question 37 | 6 | 3 | 4 | 81% | Question 2 | 9 | 100% |
| Percent | 79% | 80% | 100% | | Percent | 94% | |
| All Together | | | | **84%** | All Together | | **94%** |
| | | | | | | | |
| **Critical** | | | | | **Critical** | | |
| Question 17 | 4 | 3 | 4 | 69% | Question 3 | 5 | |
| Question 22 | 6 | 5 | 3 | 88% | Question 6 | 5 | |
| Percent | 71% | 80% | 88% | | Percent | 56% | |
| All Together | | | | **78%** | All Together | | **56%** |
| | | | | | | | |
| **Communication** | | | | | **Communication** | | |
| Question 28 | 4 | 3 | 4 | 69% | Question 10 | 9 | 100% |
| Question 29 | 5 | 5 | 2 | 75% | Question 45 | 9 | 100% |
| Percent | 64% | 80% | 75% | | Percent | 100% | |
| All Together | | | | **72%** | All Together | | **100%** |

   b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

   No. I will adjust my teaching to give greater weight to the target questions to insure class understanding.

c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

> Sampling from Wed and Hybrid courses. A random 25% sample of each class was taken.

d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

> My Econ Lab data was extracted and evaluated in Excel.

e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

> Objective quizzes developed by My Econ Lab.

f) Please list the facts you feel contributed to your results (Analysis):

> 1. Not enough drill work and/or trusting the students to do the work on their own time.

g) How have you or will you improve student learning in each course based on the most recent assessment results?

> Will give more graded work to force students to tackle material early.

6. For <u>each</u> core curriculum course and <u>each</u> core objective, please include a copy of the assessment instrument and five randomly selected, <u>evaluated</u> assessment samples with this form. Some examples of things you may include with your submission are as follows:
   - o **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
   - o **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
   - o **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of <u>same students'</u> work from post test
   - o **Rubric** – Copy of rubric and copy of five student work samples
   - o **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

1.  How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

    > See Core Form

2.  What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

    > Institution

3.  What is the biggest issue/obstacle that your program currently faces?
    Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

    > See Core Form

4.  Additional Comments Pertinent to this Review (Not Required):