



Academic Program Review Report

Business Administration, A.S.

2018-2019

Executive Summary

<p>Institution Name: Oklahoma Panhandle State University</p> <p>Program Name and State Regents Code: Business Administration AS 045</p> <p>Date of Review: November 8, 2018 Recommended Date of Next Review: Fall 2023</p>	
<p>Centrality to Institutional Mission:</p> <p>The program of Business Administration follows the Oklahoma Panhandle State University mission of “Rooted in “Progress through Knowledge,” OPSU is committed to promoting excellence in the preparation of students for success in a global community.” There are goals, which align to the primary points of “progress through knowledge... in a global community” with a focus on oral and written communication, analytical and quantitative reasoning, and social responsibility and cultural awareness.</p>	
<p>Program Objectives and Goals:</p> <p>Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> 1) Apply the principles of effective business writing to the preparation of documents. 2) Deliver an effective and convincing oral report with appropriate visual aids <p>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> 1) Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions. 2) Demonstrate fundamental mathematical concepts in preparation of financial and other business-related documents. <p>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> 1) (Was instituted Fall 2018) Make use of interpersonal strategies to address cultural difference and diversity in business situations. 	
<p>Quality Indicators:</p>	<p>Student benchmarks were met in all student-learning objectives at the time of the Program Review. These benchmarks and objectives have been revised to improve benchmark completion</p> <p>Student evaluations have shown a need to improve speed on grading, which has been instituted. Also, a desire to slow material coverage pace was requested and has been fulfilled instead by adding more supports.</p> <p>Learning environments for the student are becoming more effective. Faculty in the department participated in a campus wide evaluation of the learning management system; the digital learning space of D2L was reevaluated Summer 2018 and found to still be a great fit for our students and their learning.</p>
<p>Productivity for Most Recent 5 Years:</p>	<p>Number of Degrees: 39, average: 7.8</p> <p>Number of Majors: 224, average: 44.8</p>

Other Quantitative Measures:	<p>Number of Courses for Major: 8 Student Credit Hours in Major: 24 2017/2018 Direct Instructional Costs: \$251,571 Supporting Credit Hour Production: 6</p> <table border="1" data-bbox="467 327 1416 537"> <thead> <tr> <th data-bbox="467 327 769 363">Faculty Member</th> <th data-bbox="769 327 1071 363">Credential</th> <th data-bbox="1071 327 1416 363">Institution</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 363 769 432">Julie Bird</td> <td data-bbox="769 363 1071 432">MBA</td> <td data-bbox="1071 363 1416 432">Southwestern Oklahoma State University</td> </tr> <tr> <td data-bbox="467 432 769 468">Karen Goosen</td> <td data-bbox="769 432 1071 468">MBA</td> <td data-bbox="1071 432 1416 468">Liberty University</td> </tr> <tr> <td data-bbox="467 468 769 537">Sara Hitch</td> <td data-bbox="769 468 1071 537">EdD</td> <td data-bbox="1071 468 1416 537">George Washington University</td> </tr> </tbody> </table> <p>Number of FTE faculty in specialized courses: 3</p>	Faculty Member	Credential	Institution	Julie Bird	MBA	Southwestern Oklahoma State University	Karen Goosen	MBA	Liberty University	Sara Hitch	EdD	George Washington University
Faculty Member	Credential	Institution											
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Karen Goosen	MBA	Liberty University											
Sara Hitch	EdD	George Washington University											
Duplication and Demand	<p>The Business Administration degree has high enrollment in the university and is highly versatile to open opportunities in many occupations The closest university with a comparable program is West Texas A&M University.</p>												
Effective Use of Resources	<p>2017/2018 Cost to operate program per student credit hour: \$276.79 Faculty/student ratio for 2017/2018: 1/13.2</p>												
Strengths and Weaknesses	<p>Strengths include class sizes, which allows faculty to really get to know their student, diversity of instructors, different teaching and leaderships styles are seen in the department, buy in with the university mission, care about the students and want them to succeed, full-time faculty teach majority of classes, many classes available in a variety of formats (face-to-face, online asynchronous, online synchronous, hybrid), the business club of Phi Beta Lambda (PBL). Weaknesses include no dedicated marketing or economics faculty members, amount of available class space, reduced overall university funding, even though we have more staff than the past, we seem pulled in different directions, two new faculty members have a learning curve, classroom furniture, course design for D2L</p>												
Recommendations	<p>Reorganize program to align into the BBA Business Administration and workforce.</p>												

Analysis and Assessment



PROGRAM REVIEW

Program: Business Administration (AS)

Mission: The Department of Business Administration within the College of Business and Technology at OPSU is committed to excellence in the preparation of students working towards majors and minors in business administration and in the positioning those students for success in a global community.

Last Cycle's Goals and Learning Objectives:

Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
1. Apply the principles of effective business writing to the preparation of documents. 2. Deliver an effective and convincing oral report with appropriate visual aids	1. BADM 1013: Small Business Plan (Introduction Course Project) MGMT 4893: Small Business Plan and Presentation (Capstone Project), Strategic Management Plan (Capstone Project), Strategic Management Course (Participation)	Su2014-Sp2015 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET	Su2014-Sp2015 "No major changes to the program are anticipated based on the results of program assessment. Faculty will continue to make improvements to individual courses that will affect and improve the program and its assessment results." Su2015-Sp2016 "Beginning in the fall 2015 semester, the format and scheduling of completion of the business plan was modified. Sections of the business plan were realigned based on the new text being used. In addition, instead of completing the entire business plan during the last three weeks of the semester, sections are assigned as the material is covered in class, spreading the writing out over the entire semester."
		Su2015-Sp2016 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET	
		Su2016-Sp2017 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET	
	2. BADM 1013: Small Business Plan (Introduction Course Project) MKTG 3913: Strategic Marketing Plan MGMT 4893: Small Business Plan and Presentation (Capstone Project)	Su2017-Sp2018 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET	

			<p>Su2016-Sp2017 “No major changes to the program are anticipated based on the results of program assessment. Faculty will continue to make improvements individual courses and develop new courses as needed that will affect and improve the program and its assessment results”</p> <p>Su2017-Sp2018 N/A</p>
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Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
<p>1. Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions.</p> <p>2. Demonstrate fundamental mathematical concepts in preparation of financial and other business-related documents.</p>	<p>1. BADM 1013: Small Business Plan (Introduction Course Project) MKTG 3913: Marketing Game MGMT 4893: Small Business Plan and Presentation (Capstone Project) MGMT 4983: Strategic Management Plan (Capstone Project)</p> <p>2. BADM 1013: Small Business Plan (Introduction Course Project) MKTG 3913: Marketing Game MGMT 4893: Small Business Plan and</p>	<p>Su2014-Sp2015 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET</p> <p>Su2015-Sp2016 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET</p> <p>Su2016-Sp2017 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET</p>	<p>Su2014-Sp2015 “No major changes to the program are anticipated based on the results of program assessment. Faculty will continue to make improvements to individual courses that will affect and improve the program and its assessment results.”</p> <p>Su2015-Sp2016 “Beginning in the fall 2015 semester, the format and scheduling of completion of the business plan was modified. Sections of the business plan were realigned based on the new text being used. In addition, instead of completing the entire</p>

	Presentation (Capstone Project) MGMT 4983: Strategic Management Plan (Capstone Project)	Su2017-Sp2018 <u>BADM 1013</u> GOAL MET <u>MKTG 3913</u> GOAL MET <u>MGMT 4893</u> GOAL MET <u>MGMT 4983</u> GOAL MET	business plan during the last three weeks of the semester, sections are assigned as the material is covered in class, spreading the writing out over the entire semester.” Su2016-Sp2017 “No major changes to the program are anticipated based on the results of program assessment. Faculty will continue to make improvements individual courses and develop new courses as needed that will affect and improve the program and its assessment results” Su2017-Sp2018 N/A
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Data Trends

	Year 1	Year 2	Year 3	Year 4
Enrolled	59	71	80	64
Graduated	2	3	9	22

Critical Thinking Questions:

1. What are the strengths and opportunities of the program?

STRENGTHS: Class sizes, which allows faculty to really get to know their students, Diversity of instructors, Different teaching and leaderships styles are seen in the department, Buy in with the university mission, Care about the students and want them to succeed, Full-time faculty teach majority of classes, Many classes available in a variety of formats (face-to-face, online asynchronous, online synchronous, hybrid), Business Club, Phi Beta Lambda (PBL)

OPPORTUNITIES: Growth for the face-to-face and online programs, Working with local business for more and better internships, MBA in agribusiness and other areas

2. What are the weaknesses of the program?

No dedicated economics faculty members, Amount of available class space, Reduced overall university funding, Even though we have more staff than the past, we seemed pulled in different directions, In Fall

2018, hired two new faculty members—so we have a learning curve for things like advising, pbl, etc.,
Classroom furniture, Course design for D2L

3. How is the program marketed? Is the marketing effective?

During the past two years, the marketing for OPSU and for COBT has changed dramatically. These changes have affected BADM as well. Overall, the program is marketed through word-of-mouth with some more specific efforts. BADM is marketed specifically by letters and postcards from the Dean to prospective students. Those are followed up by an email from a BADM faculty member and a phone call or text. Faculty have also started making recruiting trips and continuing to reach out to prospective students in that way. An additional way that BADM is marketed is through our student business organization, Phi Beta Lambda (PBL). PBL has worked to develop strong campus and community relations, which means that some of BADM's word-of-mouth advertising comes from community members. Additionally, the organization has done very well on a national-level, which allows for publicity through campus communications into local and regional newspapers. These communications can be viewed by local and regional students and can be discussed at recruiting events.

The AS BADM is not marketed specifically, and perhaps it should be promoted more specifically. However, the overall university focus is a 4-year degree, and the AS should be a secondary focus to that.

One faculty member commented, "I think we could have a more effective marketing campaign, but we currently don't have the staff to carry it out."

4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?

Each of these macro-environmental concepts—socio-cultural, science and technological, and economic—are covered extensively in the general business curriculum meeting the goal of preparing students for careers both near and far.

5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?

We serve an academically underserved region, yet it is a region ripe for business growth. Businesses within this area have a need for educated employees, and more specifically for employees with a BADM, which exposes the student to marketing, management, finance, economics, accounting, computer information systems, business ethics, business communications, and business law.

Our low enrollment courses are our upper level courses in the specific content areas (e.g. finance, marketing, and management). However, this will change for the AS as the program has been modified to only include 1000 & 2000 level courses. As such, there should be no low enrollment courses within this program.

6. In courses with DFW rates of higher than 20%, what challenges are there for the students? What changes can be made to improve the DFW rate?

Courses from Summer 2014 to Spring 2015 (combined) that had a higher than 20% DFW rate*:

ACCT 2103 Financial Accounting (29.4%), ACCT 2203 Managerial Accounting (20.7%), BADM 2123 Principles of Microeconomics (25%), BADM 3613 Statistics (22.2%), CIS 2013 Information Systems for Business (26.1%), CIS 2223 MicroApplications (23.4%), FIN 3773 Finance I (23.7%), MGMT 4983 Strategic Management and Business Policy (23.3%), MKTG 3913 Principles of Marketing (29.7%)

OVERALL PROGRAM TOTAL (20%) *Please keep in mind that subsequent program reviews will not include any of the 3000- or 4000-level courses.

Three main reasons were identified to explain the challenges as well as some reasons for the high numbers in specific courses. The overarching reasons are course content and mathematical content.

The content itself in these courses is challenging. Many of these courses are introducing content that the students have not been exposed to previously. As a result, the students are learning what is comparable to a new language, the language of business. This language incorporates economics, computers, finance, accounting, and marketing, which, as mentioned, many of the students have not been exposed to previously. The result is a big learning curve that can be a significant challenge for many.

The second reason to explain the challenge is the mathematical component. ACCT 2103, ACCT 2203, all BADM 2123 all involve “running numbers.” At least 10% of students enter OPSU needing remedial mathematics help. Nine of our courses have at least a 20% DFW rate, and of those nine, three of our AS courses (ACCT 2103, ACCT 2203 and BADM 2123) contain specific mathematical components. The lower mathematic abilities of our students definitely affect these results.

The final comment to make about the 20% DFW courses is that one of our remaining courses (ACCT 2103) often has a high number of non-business majors. Of import to note is that this course is the second highest percentage DFW course within the BADM AS degree at 29.4%. With regard to non-business majors, these two courses are often taken by Agriculture majors, and within the College of Agriculture, Science, and Nursing, students do not have to earn a “C” or better in those courses. Within the BADM degree, a student must earn a “C” or better to successfully complete his/her degree. The acceptance of a lower grade by those ag students who can often comprise at least 20% of a course (specific enrollment numbers are unknown but can be tracked in future assessments) can have a significant effect on this DFW percentage.

Multiple university programs have been established to address these challenges, including ARC, student mentors, tutor.com, and Math PLUS courses. The creation of the Academic Resource Center has been a wonderful addition to OPSU.

Having begun in Spring 2018, faculty can now refer students to staff on campus dedicated to helping them develop sounder study skills and time management skills.

Student mentors were implemented Fall 2018, so outcomes are unknown at this time, but faculty have high hopes for the program as another resource for students to improve study and time management skills.

Beginning in Fall 2018, students also were given access to Tutor.com through D2L. Results from that resource are pending, but data on the usage of the resource has been promising so far.

Finally, the OPSU math program has been revamped to provide more field-specific mathematics for the different degrees offered. BADM falls under Modeling and Basic Statistics.

7. Is the benchmark for non-major students taking courses in this program assessed appropriately?

For this assessment, we did not have record-keeping in place to track major and non-major students’ information. That is an oversight that will be addressed in subsequent assessments through the use of spreadsheets to be updated each semester.

8. How is student feedback informing program or course changes?

Faculty are presented their evaluations and the assumption is that they read them. This is my first assessment. Of the four BADM faculty, two are new (Fall 2018) full-time, although both were adjunct previously. The adjunct courses were not assessed. As a former BADM faculty member along with the current Dean, we would discuss evaluations informally among ourselves and consider course changes.

9. What are the qualifications of the program faculty for teaching in this program?

At the present, we have three full-time faculty members, and the Dean is also a faculty member. All four have an MBA; one has a doctorate in Human and Organizational Learning (Management); and one is working on a doctorate in Management in Higher Education and Learning. All adjuncts have at least an undergraduate

degree and most have a graduate degree. The ones that might not have a graduate degree have certifications commensurate with their course (e.g. General Insurance has been taught by a licensed and certified Insurance Agent; Commercial Banking has been taught by an MBA and could be taught by someone who has graduated from Banking School).

10. How are teaching assignments determined?

Teaching assignments are primarily determined by area of expertise. However, as mentioned in Question 2, we do not have faculty members with dedicated expertise in economics. As such, courses in that area is divided amongst the available full-time faculty. BADM is fortunate to have faculty who are very willing to teach material outside of their areas of expertise as finding faculty in specific areas in our remote geographic location is difficult.

11. How are adjunct faculty supported and mentored?

Due to time constraints and a lack of staff, adjunct faculty do not have the support they need. Specific questions can be asked and are addressed, but otherwise, adjuncts are on their own. As mentioned in Question 8, both of our newest faculty members were adjuncts. One said this, "While faculty is available and accessible for questions, there is a lack of support or any type of program that reaches out to them for training." This area is a definite weakness, but as prefaced at the beginning of this answer, the resources are simply not available to improve much.

12. What are the significant accomplishments this program has? How can more be encouraged?

As a department, we are very proud of our graduates as they are very impressive. Many of them have gone on to accomplish their goals. One of our mottos is "We meet students where they are to get them to where they want to be," and BADM has absolutely done this. Some of our graduates have gone on to work for Fortune 500 companies and major corporations such as WalMart. Others have gone on to work in more local businesses, but the majority are doing what they wanted to do.

Another of our significant accomplishments was mentioned in both Question 1 and Question 3 and that is our Business Club, PBL. This was restarted by two of our current faculty members in 2009, and the two newest faculty members have joined in as well. PBL is a national organization, and OPSU members have been recognized at the state and national levels garnering 2 National Championships, 2 Open Event Championships, 34 Top 10 National Placements, and 70 State Championships along with multiple other 2nd and 3rd place state finishes. Awards have been received in the core BADM areas of Accounting, Finance, Management, and Marketing.

One of the best ways for BADM to encourage more accomplishments would be the creation of some system (possibly through the Alumni Office) to track alumni placement and average starting salaries. That would not only help us promote our program more (see Question 3), but also would be very valuable assessment information.

13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.

Please see detailed explanation in Question 6. Several new programs and resources have been made available to students, which should have a direct effect on future results. Indeed, BADM looks forward to reassessing in four years to see if the implementation of those programs and resources has begun to address our challenges.

Proposed Student Learning Outcomes for the next Cycle:

	Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.	Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.	Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.
Student Learning Objective(s)	<p>1. Apply the principles of effective business writing to the preparation of documents.</p> <p>2. Deliver an effective and convincing oral report</p>	<p>1. Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions.</p> <p>2. Demonstrate fundamental mathematical concepts in preparation of financial and other business-related documents.</p>	<p>1. Identify and address an ethical dilemma.</p>
Courses where Assessed	<p>Introduction to Business (BADM 1013) Professional Skills in the Workplace (BADM 2023)</p>	<p>Introduction to Business (BADM 1013) Personal Finance (BADM 2013) Financial Accounting (ACCT 2103)</p>	<p>Professional Skills in the Workplace (BADM 2023)</p>

Program Review Recommendations

The recommendation is to reorganize the program to better align into the BBA in Business Administration and workforce.