



## *HLC Accreditation Evidence*

Title: Business Program Review Spring 2017

Office of Origin: Vice President of Instruction - Business

**Workforce Training & Community Education Division  
2016-2017 Program Review  
Reporting Years: 2013-2014, 2014-2015 & 2015-2016**

Review Date: January 2017  
 Program Name: Business  
 Executive Director: Jane Howard  
 Program Lead: Kathy Boeger

**Program Accreditation**

Last Accreditation Visit & Outcome: N/A

**Program Demographics & Completion (Utilize IR Report to Report Three Year Average)**

Male	Female	Age	# of Majors	Certificates Awarded	Degrees Awarded
183	228	17 & under – 1 18-25 – 238 26-35 – 101 36-45 – 46 46-55 – 21 56 & Up - 3	411	1	57

**Comments:** ~~The program review for business includes the following program areas:~~ Business Administrative Technology, Business Transfer, Business Management & Leadership, Technical Accounting and Pension Administration.

- Demographics are very comparable to last year’s report as follows:
  - 2016-2017 Review – Male participant average over the three year period is 183
  - 2015-2016 Review – Male participant average over the three year period was 177
    - Therefore, on average the Business Program had an increase of 6 male students
  - 2016-2017 Review – Female participant average over the three year period is 228
  - 2015-2016 Review – Female participant average over the three year period was 232
    - Therefore, on average the Business Program had a decrease of 4 female students
  - The average age of students in the program from this year’s report to last is very comparable. The highest age demographic is our 18-25 year old students. The other areas were very stable from the 2015-2016 program review. The students enrolled in this program on the Great Bend Campus are more typically the “traditional” age student with a total of 238 for this review. I believe the online market is the major contributor to the other age groups – this total is 172 students.
  - Majors have remained consistent from the 2015-2016 review as well. 2015-2016 showed a total of 409 majors – we are at 411 for 2016-2017

- Certificates have decreased from an average of 13 SAPP's in 2015-2016 to 1 Certificate in 2016-2017. This is due to the decrease in offerings in Pension Administration. Industry requests for this training from Cuna Mutual and Envisage were not made during this current reporting period
- Average degrees awarded were up by 6 from the 2015-2016 Program Review to a average for the three-year period of 57.

Degrees Awarded for 2015-2016

Associate of Applied Science, Business Administrative Technology – 13

Associate of Science – Business Transfer – 112

Associate of Arts – 6

Associate of General Studies – 7

Associate of Applied Science – Medical Administrative Technology – 1

Associate of Science – Business, Management & Leadership – 28

Associate of Science – Technical Accounting - 3

**Credit Hour Generation (Use Monthly Credit Hour Report)**

Compare credit hour information for the period October 2015 to October 2016 including all delivery locations & modes for the represented program. Comments should address growth opportunities and/or program challenges.

**Comments:** Overall credit hour production for this program area was down a total of 59 credit hours from October 2015 to October 2016. The largest increase was in Economics with an increase of 108 credit credit hours and the largest decrease was in Business with a decrease of 83 credit hours. The largest areas of decrease for Business classes was a decrease of 72 credit hours for Fort Leavenworth and a decrease of 75 credit hours for Fort Riley. Bartonline remained constant at 597 credit hours. Accounting had a decrease of 60 credit hours of which 57 were Bartonline while Office Technology had a decrease of 15 credit hours from Fort Riley. This decrease is not large but does need to remain in the forefront of our minds to determine ways to increase enrollment.

**Program Certification Pass Rates (If Applicable)**

Certification Level	2013-2014	2014-2015	2015-2016
N/A	N/A	N/A	N/A

**Program Faculty & Teaching Load (Utilize Faculty Load Report for Three Year Average)**

Name	Full-Time or Associate	Credit Hours Taught (Academic Year)	Credit Hours Generated (Academic Year)
Kristina Adolph	Adjunct	3	15
John Anderson	Adjunct	9	75
Terry Anderson	Adjunct	9	111
Kathy Boeger	FT	165	2,130
Crystal Buck	Adjunct	3	21
Daniel Buller	Adjunct	6	84
Gerald Butler	FT	12	279
Winifred Butler	Adjunct	9	30
Ed Chandler	Adjunct	24	165

Carolyn Churchill	Adjunct	3	30
Charles Darden	Adjunct	3	6
Jeffrey DeFries	Adjunct	57	1,818
Jessica Fuller	Adjunct	12	141
Renetta Furrow	Adjunct	30	78
Jane Howard	Adjunct	4	42
Clarence James	Adjunct	3	30
Randy Klinger	Adjunct	3	21
Jennifer Kolinchak	Adjunct	24	1,002
John Lakey	Adjunct	6	27
Shanna Legleiter	Adjunct	59	466
James Love	Adjunct	3	6
Joel Lundstrom	Adjunct	27	126
Philip Mattox	Adjunct	7	204
Samantha McDaniel	Adjunct	6	144
Jeffrey Mills	Adjunct	27	267
Rodney Morris	Adjunct	6	18
Jerry Payne	Adjunct	3	96
Erica Peoples-Howard	Adjunct	3	9
Caralee Pruitt	Adjunct	24	111
Nicole Ross	Adjunct	6	21
Mark Shipman	FT	51	762
Brenda Siebold	FT	12	69
Deanna Stevens-Heier	FT	16	444
Arlette Stratton	Adjunct	9	87
Roger Vanderlinde	Adjunct	3	18
Kailey Wingo	Adjunct	6	39

**Comments:** Credit hour loads are high for Kathy Boeger at 2,130 and Jeffrey DeFries at 1,818. In addition, Jennifer Kolinchak also has a large number of credit hours at 1002. Kathy Boeger and I are working on plans to decrease her credit hour load during the 17-18 Academic Year. Jeffrey DeFries will be instructing his last online course after spring 2017. Instructors in this area are currently being interviewed and this position will be replaced with either 2-3 adjunct faculty members. In addition, Jennifer Kolinchak is instructing her last online class during fall 2016. This position has been replaced with four adjunct faculty members. As the new in-service model is implemented, changes in high credit hour and credit hours generated will be addressed.

**I/C Comments:** Streamlining schedules along with instructional course load reduction needs to happen and will be priority, however, I am concerned that many of our smaller courses will not be offered for students needing to complete their degrees in a timely manner. This will lead to less completers and possibly less students in the various business programs. Growing the adjunct faculty pool is priority but there is concern on how many will want to teach a prorated course.

**Course Enrollment - Use Course Enrollment Report & Program Curriculum Guide to Report Required CTE Coursework – Provide an Entry for Each Academic Year of the Three Year Reporting Period; Attach Report**

AcadYear	SUBJ	CRSE	Title	# of Sections	Total Enrollment	Total Credit Hours	Locations
2013-2014	See List	See List	See List	196	2,205	6,439	See List
2014-2015	See List	See List	See List	227	2,289	6,661	See List
2015-2016	See List	See List	See List	188	2,401	7,109	See List

**Comments:** In response to the upcoming changes in both full time and adjunct faculty load total sections decreased to 188 sections which is 8 sections below the 2013-2014 Academic year and 39 sections less than the 2014-2015 academic year. However, enrollment with the decrease in sections was higher than either the 2013-2014 (196) and 2014-2015 (112) academic years. Increased efficiency of sections offered to enrollment and faculty load will continue to be a consideration in the upcoming year.

**Program Finances**

Attach fiscal report and comment on fiscal stability, contributions or losses.

**Comments:** Business programs continue to contribute to the overall stability of the college with a total of \$761,898 with indirects and \$769,636 without indirects. Even with the reduction in credit hours of 371 from 13-14 and 320 from 14-15, contribution to the college is up in 15-16. This is a result of losing and not replacing a full time Business Instructor. The loss and non-replacement of this instructor may be at least a partial explanation of the decrease in credit hours. As we continue to work with the in-service model for adjunct and full time instructors, efficiency may lead to increased college contribution.

**I/C Comments:** The Business programs are very profitable for the college and do not cost much to operate, however, I am concerned this number will decrease with the schedule streamlining and increased adjunct pool. Many full-time faculty feel loyalty and program ownership, however, adjuncts are not always concerned with the student’s best interest and concern for completion. Many courses, due to the smaller size and proration of pay, may be canceled due to time versus payment consideration. I would like this to be a consideration as we work toward our 2016-2017 goals.

**Program Curriculum**

Attach current curriculum guide and comment on suggested and/or planned curriculum changes including current and potential program delivery methods.

**Comments:** Curriculum changes to the Business Administrative Technology program have been put on hold by the industry committee who originally brought this to our attention. I do not believe we need program curriculum changes for the next year, but do believe it may be time to re-visit our transfer institutions to determine if any requirement changes have been made.

## Marketing & Recruitment Activities

Current marketing and/or recruitment activities; address planned enhancements

**Comments:** ~~The Business programs themselves do not require any additional marketing at this time.~~ However, I do believe it is important for the program to focus on not only recruitment but retention activities over the next year. The Workforce Training and Community Education Division is working on an overall plan to focus on recruitment and retention with not only advisors but with support staff as well.

### Additional Information from Randy Thode – generated from online data

- Students – Unduplicated by Majors/Certs/SAPP
  - Total Business Majors
    - 2014-2015 – 392
    - 2015-2016 – 389
      - Major count down from 14-15 to 15-16 by 3 students
  - Of the total business majors – those majors taking all classes online
    - 2014-2015 – 182
    - 2015-2016 – 193
      - Increase of 11 students. Marketing/recruitment/retention on online business majors should become a focus
  - Total Non-Credit Courses – 324 in 15-16
    - Students taking Non-credit courses – 225 in 15-16
      - Consider non-credit business offerings in the future
- Student Groups – Business Majors – Unduplicated
  - Marketing Indicators: Student groups were separated into Barton Group – Students, Military/Dependent-Students and Fully Online Students
    - Barton Group
      - 2014-15 – 159
      - 2015-16 – 145
    - Military/Dependent
      - 2014-15 – 174
      - 2015-2016 – 172
    - Fully Online
      - 2014-15 – 61
      - 2015-2016 – 76
        - Continuous marketing to the fully online market needs to continue as this group was up 15 students from 14-15 to 15-16. The other groups dropped as listed above
  - Growth Indicators: Students were separated between new students and transfer students
    - New Students
      - 2014-15 – 96
      - 2015-16 - 130
    - Transfer Students
      - 2014-15 – 25
      - 2015-16 – 44
        - Students increased in both the new and transfer categories from 14-15 to 15-16. I am not sure of the reason for the increase in either category. However, an increase of 34 new

students from 14-15 to 15-16 should be investigated as to the reason new students chose Barton

- Retention: This only includes students who indicated they were degree seeking and is broken down into the following categories for retention from fall 2015 to spring 2016: Full-time – returning, Part-time – returning, Full-time – new and part time – new
  - Full-time returning
    - 2014-2015 – 76%
    - 2015-2016 – 82%
  - Part-Time returning
    - 2014-2015 – 49%
    - 2015-2016 – 42%
  - Full-time new
    - 2014-2015 – 87%
    - 2015-2016 – 81%
  - Part-time new
    - 2014-2015 – 48%
    - 2015-2016 – 21%
    - These numbers have never been provided to us prior to this report. While I believe our retention rates of full time students, both returning and new is outstanding, we did have a decrease in percentages of returning new full time students from 14-15 to 15-16. Investigation of reasons students chose to leave Barton should be conducted. Of more importance are the part time students. Our retention rates are lower by far than our full time student groups. My first reaction would be these students took a class or two from Barton. However, this indicator included the parameter of Degree Seeking. I think this is a group that should be more fully investigated to determine reasons for leaving Barton.
- Success Indicator: This indicator reports success as it relates to GPA and is a duplicated number
  - Total Business Majors
    - 2014-2015 – 603
    - 2015-2016 – 582
    - Students with a GPA of less than 2%
      - 2014-2015 – 117
      - 2015-2016 – 113
  - Unduplicated percentage of business majors with GPA of less than 2%
    - 2014-2015 – 19%
    - 2015-2016 – 19%
  - Unduplicated total number of business majors with GPA of less than 2%
    - 2014-2015 – 99
    - 2014-2016 – 96
    - This indicates the success rate of business majors at Barton (those students with a GPA greater than 2%) is 81%. This success rate is very high. Some investigation of reasons of the business majors with a GPA less than 2% could be initiated. However, there will always be some students who are not successful. I think it may be more important to focus

our attention on the 81% of students are successful and what they believe led to that success.

- Credit Hours – This area was broken down into three categories: Business Majors, Non-business majors and Non Degree Seeking
  - Total Credit Hours
    - 2014-2015 – 8812
    - 2015-2016 - 8431
  - Business Majors
    - 2014-2015 – 2411
    - 2015-2016 – 2042
  - Non-Business Majors
    - 2014-2015 – 3506
    - 2015-2016 – 2725
  - Non Degree Seeking
    - 2014-2015 – 2895
    - 2015-2016 – 3664
      - Credit hour generation was down in both the business majors and non-business major categories – but up in the non-degree seeking category. I believe it would be interesting to determine the demographics of the non-degree seeking category to determine what types of students are enrolling in business classes.
- Course Success Rate – Business courses were categorized into delivery method: eCompanion, Hybrid, Bartonline and face to face
  - eCompanion
    - 2014-2015 – 81%
    - 2015-2016 – 80%
  - Hybrid
    - 2014-2015 – 87%
    - 2015-2016 – 82%
  - Bartonline
    - 2014-2015 – 84%
    - 2015-2016 – 80%
  - Face to Face
    - 2014-2015 – 76%
    - 2015-2016 – 82%
      - Success rates did not vary much between delivery methods. The highest success rates were achieved in the Hybrid delivery method. This indicates students did best with some scheduled instructor interaction and some online work
- Credit Hours by Marketing Groups – Barton group, Military/Dependent group, and fully online
  - Barton group
    - 2014-2015 – 2446
    - 2015-2016 – 1953
  - Military/Dependent group
    - 2014-2015 – 4278
    - 2015-2016 – 3062
  - Fully Online
    - 2014-2015 – 2088
    - 2015-2016 – 3416
      - These figures report the same type of information reported in many other categories and one we are aware of. Credit hours are down in



both the Barton group and the Military/Dependent group but up substantially in the online group. As stated earlier, marketing of online business programs/courses needs to continue

- Credit Hours by Delivery Method – eCompanion, Hybrid, Face to Face, and Bartonline
  - eCompanion
    - 2014-2015 – 496
    - 2015-2016 – 397
  - Hybrid
    - 2014-2015 – 1317
    - 2015-2016 – 953
  - Face to Face
    - 2014-2015 – 2181
    - 2015-2016 – 1653
  - Bartonline
    - 2014-2015 – 4761
    - 2015-2016 – 5428
      - As with other credit hour reporting – the only area with increased credit hours is Bartonline
- Credit Hours by campus – credit hours are reported in the following categories: Fort Leavenworth, Fort Riley, Great Bend, Larned, Main Campus and Bartonline
  - Fort Leavenworth
    - 2014-2015 – 618
    - 2015-2016 – 417
  - Fort Riley
    - 2014-2015 – 1692
    - 2015-2016 – 1353
  - Great Bend
    - 2014-2015 – 87
    - 2015-2016 – 0
  - Larned
    - 2014-2015 – 69
    - 2015-2016 – 0
  - Great Bend Campus
    - 2014-2015 – 1528
    - 2015-2016 – 1233
  - Bartonline
    - 2014-2015 – 4818
    - 2015-2016 – 5428
      - Same pattern follows with credit hours as reported in other areas. Credit hours are down on all campuses except Bartonline.

## Program Goals

**2015-2016 Goals - please list the goals submitted with last year's program review and provide an update on implementation and/or achievement.**

- Potential enhancement of Business Administrative Technology (BAT) program with industry credentials
  - IAAP industry credential has been put on hold. Until further information is shared with us on the IAAP industry credential, this goal will be on hold.
- Full implementation of the Entrepreneurship Certificate
  - This is an on-going project. Local area business people have expressed interest in becoming adjunct faculty, but have not completed applications at this point. This goal has been difficult to achieve without qualified adjunct faculty

**2016-2017 Goals - please list goals for this year's program review. Goals are limited to three, measurable, "stretch" towards program growth and/or enhancement, achievable in one-two years and aligned as possible with the College's strategic plan goals. 2015-2016 goals may be included if gains were made; continued goals count towards goal limit.**

1. Continue work towards full implementation of Entrepreneurship certificate in face-to-face offerings and online
  - a. Goal date would be one course by fall 17
2. Continue work towards qualified adjunct faculty pool
3. Streamline business department course offerings for best potential scheduling for students and faculty along with development of course offerings for students to utilize in planning program completion.
  - a. This would be done for all degrees within the business program.

**What resources and/or support are needed to accomplish the goals?**

1. Continued recruitment support for adjunct faculty for Entrepreneurship program. It is possible we may need to run the advertisement again, however, currently recruiting local businessmen to provide instruction
2. Continued recruitment for adjunct faculty pool. It is possible we may need to run the advertisement again
3. Administrative/IR support for scheduling research and trends will be needed

**What are the recommended actions to achieve the goals?**

- Depending on progress over the next few months, may need to run advertisement a second time for adjunct faculty in all program areas
  - This encompasses both goal 1 and goal 2
- Course scheduling, along with student numbers, will need to be researched for the last four years to determine scheduling trends and needs both online and face-to-face
  - This action relates to goal 3

**Who is responsible for the recommended actions?**

1. Jane and Kathy will determine if advertisement needs to be run a second time
2. Jane and Kathy will determine if advertisement needs to be run a second time for qualified faculty pool
3. Kathy will request course scheduling report by venue for last four years

Jane and Kathy will review numbers and needs along with pathway to complete each degree in the business program  
Kathy will create a pathway schedule for students to follow with scheduling plans and course opportunities to successfully and seamlessly complete each degree with various entry points.

Kathy Boeger	1/26/17
<hr/>	<hr/>
<b>Instructor/Coordinator</b>	<b>Date</b>
<hr/>	<hr/>
<b>Director/Coordinator</b>	<b>Date</b>
Jane Howard	1/26/17
<hr/>	<hr/>
<b>Executive Director</b>	<b>Date</b>

## Program Review Summary

### Dean's Comments & Recommendations:

- The Business program is strong and a role model for other program operations. There are multiple programming options available in both face-to-face and online formats. The program attracts majors and non-majors while contributing significant fiscal health to the institution. Another unique factor is the program's opportunity for students to participate in clubs and volunteer activities.
- The Business Program Review incorporates segments of a proposed new model for reviewing programs. Additional data elements are included not yet available in the current model. As a first review, it appears the additional information will prove helpful to identifying program opportunities and challenges.
- The largest enrollment decreases are documented in conjunction with Fort Riley and Fort Leavenworth operations.
- Continued program growth is associated with online course enrollment.
- Shifts in faculty load and streamlined scheduling will be a focus during the next year; opportunities for program completion and consistency of quality instruction should be safeguarded during the process and monitored.
- Initial changes in the number of sections offered has netted enrollment growth.
- Program leadership has outlined acceptable goals noted below with additional goals recommended by the Dean (see below).
- Approved Goals:
  - Continue work towards full implementation of Entrepreneurship certificate in face-to-face and online offerings.
  - Continue work towards qualified adjunct faculty pool.
  - Streamline business department course offerings for best potential scheduling for students and faculty along with development of course offerings for students to utilize in planning program completion.
- Added Goals:
  - Focus on marketing online Business program with emphasis on completion opportunity.
  - Implementation of automated recruitment messages to assist with students who have inquired, applied and enrolled.
  - Research part-time student's retention rates.
  - Research high business student's success rate.
  - Research non-degree seeking business students – what is drawing them to the program and is there an opportunity to shift them to degree-seeking.

### Follow-up Reports & Meetings:

- Monitor monthly credit hour reports
- Monthly goal reviews with Executive Director
- Work with Program Review Committee to Discuss Pilot of New Reporting Model



1/29/17

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Dean of Workforce Training & Community Education

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Date