GARDEN CITY
COMMUNITY COLLEGE

ACADEMIC
PROGRAM REVIEW
REPORT

Business Administration

Associate of Science

Spring 2021

Signature Page and Archiving

_____

Vice President of Instruction   Date

_____

President   Date

Archiving:

Division Chair submits to Dean and then Vice President for Instructional Services.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page

Garden City Community College

Program Review
Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

___Renee Harbin_____   Date_____
Program Lead [Type Name]

___Lachele Greathouse_____   Date_____
[Type Name]

__Charles Marcy_____   Date_____
[Type Name]

__Susan Ortega_____   Date_____
[Type Name]

_____   Date_____
[Type Name]

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

__Renee Harbin_____   Date_____
Division Chair [Type Name]

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

__Phil Terpstra_____   Date_____
Dean

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report.]

Program Review Components

Other Attachments (to be completed and sent under separate cover)
    Program Review Committee Report and Rubric
    Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose: State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

> A.   *The Garden City Community College Business and Technology Division provides opportunities for students to gain knowledge and experience for transfer and career success. Furthermore, the Business Administration program prepares students with skills required to manage a variety of businesses. Focus is placed on developing decision-making, supervisory skills, and organizational management. Graduates have the opportunity in entry-level management and supervisory positions, or they may transfer this degree to a university to pursue a bachelor's degree.*

> B.   *The above-mentioned mission ties in with the college's overall mission statement of "…providing positive economic and social contributors to society" by enhancing the knowledge base of students while also allowing them to gain skills to take out to the workforce so they can have a positive economic impact on their communities.*

> C.   *Business provides a versatile option for many students to identify their specialty areas as they gain more knowledge. According to the Bureau of Labor Statistics Occupational Outlook Handbook Sept. 1, 2020, business related occupations are predicted to grow 5% over the next ten years, which is faster than the average for all other occupations. In addition, the median wage for business occupations is almost double the median for all other occupational wages.*

A.2 Progress Since Last Review: Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) (Template Appendix A), as well as the Administrative Response to those goals (Template Appendix B), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

2014 Program Review for Business and Technology Division and Social Science Division
No Administrative response was noted to this review.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs ***may*** choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs ***must*** specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and adjust according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department.
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department.

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program from Fall 2015-Spring 2020.

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty]			
Renee Harbin	MastA 2002 MBE	Emporia State University	
Lachele Greathouse	MastA 1990 MBE	Fort Hays State University	
Charles Marcy*	MastA 1982 MBA	Xavier University (Cincinnati)	
Susan Ortega	MastA 2006 MBA	Argosy University	Forensic Accounting
Deborah Robinson	MastA 2000	Friends University	18 grad hours in Computer Science
Ronald Carlson*	MastA/B 1984	University of Missouri – Kansas City	
Stacey Carr*	MastA 2005	Fort Hays State University	
Luis Luna Ramos*	MastA 2019	Wichita State University	
[Part-time faculty]			
Adam Komm	MastA 2000	Webster University	
Jeremy Gigot	DocA 2001	Pepperdine University	
Nicholas Bergan	MastA 2004	Florida State University	
Nisaphan Pringle	MastA 2005	Huizenga College of Business & Entrepreneurship	
Delon Cone	Bach 2015	Talladega College	
Maryln Fisher	MastA Doc A 2003	Capella University	
Samuel Weaver	DocA 2000	Washington and Lee University	
Cynthia Burrus	MastA 2204/2010	St. Mary's University/American Public Univ.	18 grad hours in Business
Amy Anderson	MastC 1991	Fort Hays State University	15 grad hours in Business
Daniel Lebron			Tested Experience
Jacy Holloway	BACH 1998	Iowa State University	
Charles Long	MastA 1985	Reformed Theological Seminary	
Kevin Reese	MastC 1987	Kansas State University	
Linda Ackerman	Bach 1978	Kansas State University	
Darlene Lucas	Mast 2006t	Friends University	SHRM-CP, PHR, MPA, HRCI-PHR Certificates
Gary Reinke	MastA	Central Michigan University	

*FT faculty but NOT teaching full time within department.

B.2 Faculty Demographics

	Full-time		Part-time		Total	
Faculty Demographics	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)			1		1	
Asian						
Black, non-Hispanic				1		1
Hispanic		1		1	1	1
American Indian or Alaska Native				1		1
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)						
White, non-Hispanic	5	2	5	7	10	9
Totals						
c.)Number of faculty with doctorate or other terminal degree						2
d.) Number of faculty highest degree is a master's, but not a terminal master's	4	1	6	7	10	8
e.) Number of faculty highest degree is a bachelor's*			1	2	1	2

*1 faculty with only industry/tested experience

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

***Professional Organizations: KANAAE**, Kansas National Educator's Association, National Business Educators Associations, GC3 Educators, KBEA*
***Service to College:** Business faculty serve on the following committees at GCCC: SLAT (Student Learning Assessment Team), GC3 Educators Lead Negotiator, GC3 Educators members, Marketing Committee, KCOG lead for course reviews, KBOR Marketing Cluster Review, LASC, Faculty Senate, Curriculum and Instruction, and Academic Review*

B.4 Department Scholarship Analysis: State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis? **Omitted per Administration.**

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

A. All current faculty are considered highly qualified and able to teach in a variety of modalities.

B. Reviewing the faculty demographics shows a good balance of male and female instructors. Most of the ethnic diversity comes from hiring adjuncts from a variety of backgrounds.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below.
Depicts Overload: Overload would be any courses over 30 credit hours for the school year.
Only Fall and Spring hours are included below in the semester credit hours.

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year [Please fill in academic years, i.e. 15-16.]	15-16	16-17	17-18	18-19	19-20	15-16	16-17	17-18	18-19	19-20
Renee Harbin	42 (*12)	45 (*15)	48 (*18)	42 (*12)	42 (*12)	GC3	GC3	MC	GC3, MC	GC3, MC
Lachele Greathouse**	33 (*3)	36 (*6)	33 (*3)	39 (*9)	42 (*12)	0	0	0	.4cr	0
Charles Marcy	31 (*1) (***6)	33 (*3) (***9)	30 (***12)	27 (***9)	27 (***9)	0	0	0 +SLAT	3cr +SLAT	6cr +SLAT
Susan Ortega**	0	0	33 (*3)	39 (*9)	36 (*6)	0	0	0	.4cr	0
Deborah Robinson	36 (*6)	36 (*6)								

* Overload
** Administrative duties were assigned and then 2nd 8-week overloads were added late, therefore these individuals had administrative duties and then overload the same semester.
GC3=GC3 Educators Officer, MC=Marketing Committee, SLAT
***This includes MATH105/005 sections taught for the math department rather than the business department. These math classes are not reflected in B.7 or B.8

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

The faculty in the business administration program teaches a variety of courses that transfer well to universities. From the data above it appears that the program could use another full-time instructor, since 3 out of 4 instructors have multiple overloads and we have an increasing number of credit hours going to adjuncts online. The other option would be to have Marcy teach a full business load instead of math courses. This would help to spread the load out across the division. Marcy was hired as a full-time Economics instructor but teaches 1-2 classes each semester outside the program because the regular semester on-line sections are not made available as part of load.

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty (includes only ACCT, BSAD, & ECON classes taught by faculty)					
Faculty Classification as of November 1	15-16	16-17	17-18	18-19	19-20
Full-Time	76%	85%	73%	73%	66%
Part-time	24%	15%	27%	27%	34%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.
*Used spreadsheet from IR to get this data. Fall/Spring data only used

Student: Faculty Ratio					
Academic Year	15-16	16-17	17-18	18-19	19-20
# of Full-Time Faculty	4*	4*	4*	4*	4*
# of Part-time	7	4	8	7	9
FTE Faculty	6.33	5.33	6.67	6.33	7
# of Students in courses ***	1021	854	1003	885	833
Student: FTE Faculty Ratio**	161.30	160.23	150.37	139.81	119

*Marcy was hired as a full-time faculty member but teaches part-time in the BSAD program.
**Full-time equivalent (FTE) is calculated using the following formula:
     Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)
*** The number above does not include summer classes.

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Currently the program has four faculty hired to teach full time within the program. The program would like to utilize Marcy fully within the program. The decrease in part-time instructors in 16-17 could be due to the fact that we lost several outreach instructors due to changes in teaching qualifications through HLC. In response the college hired more online part-time instructors. This provides additional offerings, but it also can jeopardize building long-term relationships with our service area schools. The ability for full time faculty to teach online sections with high school students should be utilized as a recruiting tool for the program.

The change in the online director in 2019 has been helpful in accepting and implementing departmental standards for academic content and rigor for some emphasis areas. The program would recommend that the standards and rigor be equitable across modes, sections, and instructors, while still allowing for academic freedom. Ultimately the department would like to see departmental oversight of courses and have the first right of refusal.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

B9(v1) Summary of Teaching Effectiveness - BSAD.AS
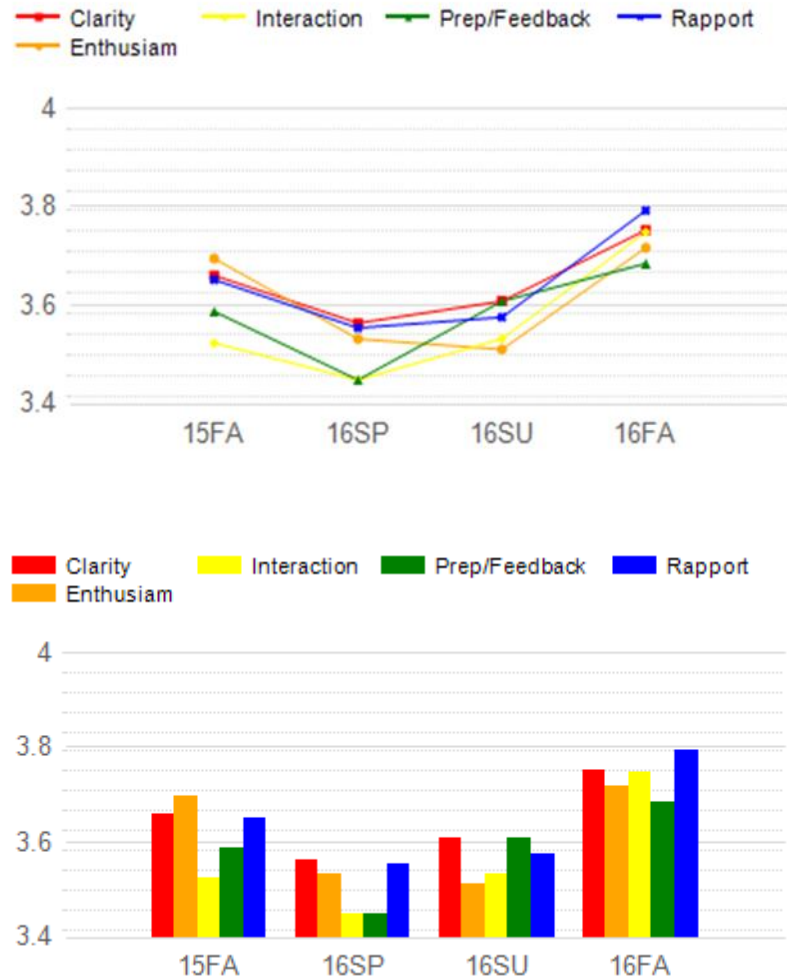
Courses Included
ACCT-101
ACCT-102
ACCT-103
ACCT-202
BSAD-101
BSAD-104
BSAD-120
BSAD-122
BSAD-123
BSAD-124
BSAD-128
BSAD-140
BSAD-220
BSAD-221
CSCI-101
CSCI-110
ECON-102
ECON-111
ECON-112

888 total responses.

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.
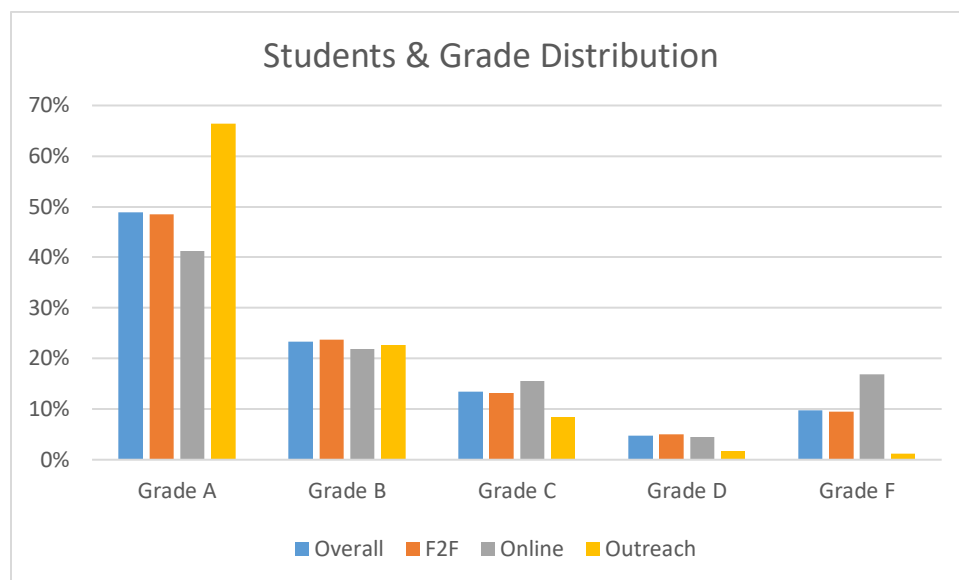
B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluates the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

The grade distribution looks acceptable. The business program students tend to do well in their program courses. This may occur since this is an area of interest to them, so they find the courses "more relevant" or needed. One item that draws attention is the high percent of A's in outreach. This could be partially due to the fact that these students are spending more time on the material in the high school sections and the teachers have a "captive" audience to complete assignments. The high school students that are taking concurrent credit courses tend to be your more gifted students. These results could also indicate that the rigor is not consistent with other college courses within the department. The other item of notice is the online F's. This is common with online courses due to the larger amount of "stop outs" or students who stop attending class or completing assignments. Another consideration of the distribution of grades is that some student athletes that are doing poorly in classes are not dropping courses in which they are failing since they need twelve hours (pass or fail) to remain eligible. For these students, the F will allow them to still play while dropping the course and saving their GPA would "penalize" them.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

It is the desire of full-time faculty to have the load (credit hours), delivery method (mode) and scheduling times of their choosing. It also allows faculty (who are on the front line with students) to design alternatives and options that best meet their needs. This would allow more students (online, outreach, on campus) the opportunity to have highly qualified instructors familiar with GCCC's Mission, Vision, and Values.

The current full-time faculty are providing quality instruction. Classroom evaluations are favorable. We have consistently maintained four faculty members in the business program. However, Marcy does not teach full-time in the program. He teaches anywhere from 6-12 hours per year for the math program. The business program needs Marcy to teach within our program full-time. There are available business courses on campus and online to

achieve this. We have multiple business courses that are offered on a rotation that could be offered more frequently with his help. Additionally, though we have increased the number of credit hours that our adjuncts offer, Marcy could pick up a couple of these offerings to make load. This would alleviate the need for administrative duties which detracts (2 to 1) from the time to design courses/assignments and instruct/support students.

Over the past five years, the business program has witnessed an increase in adjunct offerings. This has provided additional opportunities for students. However, it has also cannibalized our on-campus classes. The intent of the online courses was to draw new populations of students to GCCC. What we have found to be occurring is that our current students are increasingly taking online courses to create better fitting schedules. This has resulted in increased sections of courses but smaller overall class size averages. There is also concern over the rigor and attainment of student learning objectives in some of the adjunct courses. There needs to be a clear hierarchy (chain of command) for adjuncts and processes in place for assisting adjuncts beyond the liaison relationship. The liaison is a primary contact for the liaison and provides guidance and assistance to get the adjunct on track. However, the liaison has no power or control over the adjuncts. There is no process in place for adjuncts who choose not to complete course assessments, SLO documentation, etc. The lack of consequences has led to multiple issues and needs addressed for future relationships.
For the first four years of this program review, the business program had CTE funding. This allowed faculty to receive professional development monies to attend conferences and keep up to date on the changing trends in the business education environment. The CTE designation also helped the business program when recruiting high school students. It appears that 2019-2020 the business program was ineligible for the CTE funding, but it has reappeared for the 2020-2021 school year. This will be an added benefit when speaking with prospective students. GCCC needs to have a universal, transparent way of sharing the CTE courses and which ones are tuition free for high school students. The current method leaves multiple stakeholders out of the communication loop.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The Business program faculty meet regularly with other institutions at KCOG meetings to discuss transferability and alignment. The courses recommended in the business program align with the Associate of Science degree and the courses further align with university requirements. Additionally, business faculty meet with area high school instructors to work on seamless transfer for high school courses into GCCC. GCCC Business program faculty have also worked with the Kansas Department of Education Marketing Cluster Pathway to develop and revise curriculum requirements for secondary pathways. This further ensures that our students are receiving seamless transfer into GCCC and then out of GCCC.

The following is a list of the classes currently offered through the business division at GCCC. The state-wide transfer classes are designated with *.

ACCT 102 Accounting IACCT 103 Accounting II*ACCT 202 Managerial Accounting*BSAD 101 Introduction to Business*BSAD 104 Business Law IBSAD 105 Business Law IIBSAD 120 Advertising BSAD 122 Management*BSAD 123 Marketing*BSAD 124 Salesmanship BSAD 128 Entrepreneurship BSAD 130 Personal Finance *BSAD 135 eCommerce BSAD 140 International Business BSAD 220 Business Ethics BSAD 221 Human Resource Management CSCI 101 Introduction to Management Information Systems CSCI 110 Introduction to Computer Concepts & Applications*ECON102 Financial Literacy for Life
ECON 111 Macroeconomics*
ECON 112 Microeconomics*

14-16 Catalog:

Two basic areas of education for business are available. The first area includes courses which provide a broad background and knowledge about business and the economy. The second area offers courses which provide technical and vocational expertise in a field of business.

Several options are available for students wishing to pursue a career in business. One option is to complete a program of study which will provide them with basic skills and knowledge about business so they can transfer to a four-year college or university to complete the baccalaureate degree in business. Other options are available for students who are interested in either a two-year program or a certificate program which will prepare them for immediate employability in business.

Several computer labs are also available for student use. Student labs are available at a variety of times to facilitate completion of assignments and personal use. Students wishing to develop technical skills for computer networks are encouraged to enroll in courses leading to recognized industry certification or a degree in Business & Technology.

The Computer Science program is aware of current trends and growth in the computer industry. Students are provided curriculum which will prepare them to become successfully employed in the computer industry, complete industry based certifications such as A+, Network+, or Security +, and obtain an Associate Degree. Computer Science majors will also have the opportunity to explore theory and design of software application and engineering through introduction to programming and more specialized programming languages such as Visual Basic, HTML and C++. Students may also choose to pursue an advanced degree at a four-year institution.

Collegiate DECA is an international organization for college students preparing for a variety of career areas. Collegiate DECA integrates and enhances the student's college curriculum. In addition, the organization's close ties with the business community provide both opportunities for members and an appreciation of the free enterprise system. Membership is an essential resource for future professionals that will benefit from marketing, management and entrepreneurial skills and knowledge.

In addition to the general education courses required for graduation, the courses listed in the following programs of study are the recommended courses for the successful completion of the identified degree or certificate program. Students should maintain regular contact with their academic advisors for additions and requirement changes from four-year transfer institutions.

Accounting/Business/Computer majors must enroll in a minimum of six (6) credit hours of business courses each semester and must have a business advisor. If a student cannot be enrolled in business courses, they will be assigned a General Education major. Students will be changed to a business major through their business advisor as they enroll in business courses. Dual advising is possible.

GCCC offers several 2+2 degrees in business with Fort Hays State University and Kansas State University. Upon completion of the Associate of Science in Business/Accounting, a student can obtain a Bachelor of Business Administration in the following areas:
- Hospitality Management
- Human Resource Management
- Management
- Marketing

[AS] ACCOUNTING

General education requirements		35 hours
PLUS		
ACCT-101	Accounting Basics	3
CSCI-110	Intro to Computer Applications	3
ECON-111	Principles of Econ - Macro	3
ACCT-102	Accounting I	3
ECON-112	Principles of Econ – Micro	3
ACCT-103	Accounting II	3
BSAD-102	Business Communication	3
CSCI-101	Introduction to MIS	3
BSAD-104	Business Law I	3
ACCT-202	Managerial Accounting	3

[AS] BUSINESS ADMINISTRATION

General education requirements		35 hours
PLUS		
BSAD-101	Introduction to Business	3
CSCI-110	Introduction to Computer Applications	3
ECON-111	Principles of Economics-Macro	3
ECON-112	Principles of Economics-Micro	3
BSAD-104	Business Law I	3
BSAD-122	Management	3
BSAD-124	Salesmanship	3
BSAD-123	Marketing	3
	ACCT102, ACCT103, or 6 hours of technical courses	6

BUSINESS & TECHNOLOGY

Two basic areas of education for business are available. The first area includes courses which provide a broad background and knowledge about business and the economy. The second area offers courses which provide technical and vocational expertise in a field of business.

Several options are available for students wishing to pursue a career in business. One option is to complete a program of study which will provide them with basic skills and knowledge about business so they can transfer to a four-year college or university to complete the baccalaureate degree in business. Other options are available for students who are interested in either a two-year program or a certificate program which will prepare them for immediate employability in business.

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Accounting/Business/Computer majors must have a business advisor. If a student cannot be enrolled in business courses, they will be assigned a General Education major. Students will be changed to a business major through their business advisor as they enroll in business courses. Dual advising is possible.

[AS] ACCOUNTING Emphasis   ACCT.AS

The Associate in Science degree with an emphasis in Accounting is a program that prepares students for many opportunities. Accounting is the "language of business," and is at the core of business operations. Because business drives most everything we do, employment opportunities in Accounting are numerous. Our Accounting Program is designed for persons who seek employment in the accounting field, or for those presently in accounting who wish to increase their knowledge and update their skills. An Associate degree in Accounting prepares students for employment as Office Manager, Bookkeeper, Accounts Payable or Receivable Clerk, Payroll Associate, Teller, Accounting Clerk, Accounting Assistant, or an Accountant.

To become a Certified Public Accountant (CPA), you will need to earn a Bachelor's Degree in Accounting and 150 total credit hours. Our Accounting Program transfers to most colleges and universities that offer Accounting degrees. Students should meet with their accounting advisor to plan a program of study.

Semester 1 — 16 hours

Course No.	Course Title	Credit
ENGL-101	English I	3
MATH-108	College Algebra	3
ACCT-101	Accounting Basics *	3
BSAD-101	Introduction to Business*	3
CSCI-110	Introduction to Computers *	3
PCDE-101	College Success	1

Semester 2 — 16 hours

Course No.	Course Title	Credit
ENGL-102	English II	3
MATH-110	Statistics	3
ACCT-102	Accounting I *	3
BSAD-104	Business Law I *	3
	Humanities Requirement	3
	Physical Education Requirement	1

Semester 3 — 17 hours

Course No.	Course Title	Credit
SPCH-111	Public Speaking	3
ECON-111	Business Elective **	3
ACCT-103	Accounting II *	3
PSYC-101	General Psychology	3
	Lab Science Requirement	5

Semester 4 — 16 hours

Course No.	Course Title	Credit
ECON-112	Business Elective **	3
	Humanities Requirement	3
	Social Science Requirement	3
	Physical Education Requirement	1
	Business Elective **	3
	Business Elective **	3

*Required courses for the program
Minimum credit hours required to graduate - 64
**Business Elective must be selected from the following:

ACCT-202	Managerial Accounting	BSAD-220	Business Ethics
BSAD-102	Business Communication	BSAD-221	Human Resource Management
BSAD-120	Advertising	CSCI-101	Introduction to MIS
BSAD-122	Management	CSCI-111	Advanced Computer Concepts & Applications
BSAD-123	Marketing	CSCI-210	Microcomputer Applications I (1 Credit Hour each)
BSAD-124	Salesmanship	CSCI-211	Microcomputer Applications II (1 Credit Hour each)
BSAD-126	Business Internship	ECON-111	Principles of Economics: Macro (elective)
BSAD-128	Entrepreneurship	ECON-112	Principles of Economics: Micro (elective)
BSAD-135	Ecommerce		
BSAD-140	International Business		

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Business & Technology

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- Hospitality Management
- Human Resource Management
- Management
- Marketing

[AS] BUSINESS ADMINISTRATION Emphasis   BSAD.AS

The Associate in Science degree with an emphasis in Business Administration is a program that prepares students with the many skills required to manage a variety of businesses. Focus is placed on developing decision-making, supervisory skills, and organizational management. Graduates have the opportunity in entry-level management and supervisory positions or they may transfer this degree to a university to pursue a Bachelor's degree.

Semester 1 — 16 hours

Course No.	Course Title	Credit
ENGL-101	English I	3
MATH-108	College Algebra	3
PSYC-101	General Psychology	3
BSAD-101	Introduction to Business*	3
CSCI-110	Introduction to Computer Applications*	3
PCDE-101	College Success	1

Semester 2 — 16 hours

Course No.	Course Title	Credit
ENGL-102	English II	3
SPCH-111	Public Speaking	3
MATH-110	Statistics	3
BSAD-123	Marketing*	3
	Business Elective**	3
	Physical Education Requirement	1

Semester 3 — 17 hours

Course No.	Course Title	Credit
	Lab Science Requirement	5
	Humanities Requirement	3
ECON-111	Principles of Economics-Macro*	3
BSAD-122	Management*	3
	Business Elective**	3

Semester 4 — 16 hours

Course No.	Course Title	Credit
	Humanities Requirement	3
	Social Science Requirement	3
ECON-112	Principles of Economics-Micro*	3
	Business Elective**	3
	Business Elective**	3
	Physical Education Requirement	1

*Required courses for the program
Minimum credit hours required to graduate - 64

**Business Elective must be selected from the following:

ACCT-101	Accounting Basics	BSAD-135	Ecommerce
ACCT-102	Accounting I	BSAD-140	International Business
ACCT-103	Accounting II	BSAD-220	Business Ethics
ACCT-202	Managerial Accounting	BSAD-221	Human Resource Management
BSAD-104	Business Law	CSCI-101	Introduction to MIS
BSAD-120	Advertising	CSCI-111	Advanced Computer Applications
BSAD-124	Salesmanship	CSCI-178	Photoshop I
BSAD-126	Business Internship	CSCI-276	Web Page Design
BSAD-128	Entrepreneurship	CSCI-278	Photoshop II
		CSCI-280	Web Page Design II

*Required courses for the program   Minimum credit hours required to graduate - 64

18-20 Catalog:

BUSINESS ADMINISTRATION: ACCOUNTING, ECONOMICS, MANAGEMENT, MARKETING

AS DEGREE

Program Code: BSAD

PROGRAM DESCRIPTION: The Associate in Science degree with Business Administration is a program that prepares students with the many skills required to manage a variety of businesses. Focus is placed on developing decision-making, supervisory skills, and organizational management. Graduates have the opportunity in entry-level management and supervisory positions or they may transfer this degree to a university to pursue a Bachelor's degree.

PROGRAM OUTCOMES AND CURRICULUM MAP.

Minimum Credit Hours Required to Graduate = 60

Semester 1 — 16 hours

Course No.	Course Title	Credit
*ENGL-101	English I	3
*MATH-108	College Algebra	3
***	Recommended Program/Elective Course	3
***	Recommended Program/Elective Course	3
***	Recommended Program/Elective Course	3
*	Student Success Requirement	1

Semester 2 — 16 hours

Course No.	Course Title	Credit
*ENGL-102	English II	3
*	Math/Natural Science Requirement	3
***	Recommended Program/Elective Course	3
*PSYC-101	General Psychology	3
*	Humanities & Fine Arts Requirement	3

Semester 3 — 17 hours

Course No.	Course Title	Credit
*	Lab Science Requirement	5
*SPCH-111	Public Speaking	3
***	Recommended Program/Elective Course	3
*	Social Science Requirement	3
***	Recommended Program/Elective Course	3

Semester 4 — 14 hours

Course No.	Course Title	Credit
***	Recommended Program/Elective Course	3
*SOCI-102	Introduction to Sociology	3
*	Humanities & Fine Arts Requirement	3
*	Personal Wellness Requirement	2
***	Recommended Program/Elective Course	3

*** RECOMMENDED PROGRAM/ELECTIVE COURSES

Course No.	Course Title	Credit
***ACCT-102	Accounting I	3
***ACCT-103	Accounting II	3
***ACCT-202	Managerial Accounting	3
***BSAD-101	Introduction to Business	3
***BSAD-104	Business Law I	3
***BSAD-120	Advertising	3
***BSAD-122	Management	3
***BSAD-123	Marketing	3
***BSAD-124	Salesmanship	3
***BSAD-128	Entrepreneurship	3
***BSAD-135	eCommerce	3
***BSAD-140	International Business	3
***BSAD-220	Business Ethics	3
***BSAD-221	Human Resource Management	3
***CSCI-101	Introduction to MIS	3
***CSCI-110	Introduction to Computer Concepts & Applications	3
***ECON-111	Principles of Economics: Macro	3
***ECON-112	Principles of Economics: Micro	3
***MATH-110	Fundamentals of Statistics	3
***MATH-121	Fundamentals of Calculus	3
***PHIL-102	Elementary Ethics	3

* General Education Requirement (Communications, Math/Science, Social Sciences, Humanities, Physical Wellness, Student Success)

*** Recommended Elective Course

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating <u>each</u> learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of explanations for these results.

The program uses direct assessment measures. The direct assessments are pulled from a variety of program courses that demonstrate higher mastery within the area. The indirect assessment (advisor exit interviews) has not been accomplished. The process of moving all program majors to advisors within the program with help with this endeavor, but we are also needing tracking methods from institutional research or an alumni association to further assist with staying connected to our students once they leave GCCC.

The program assessment plans indicate that students are doing well overall in our program. Since the BSAD program does not have a capstone course, it is suggested to explore the use of portfolios in demonstrating comprehensive mastery of program learning outcomes.

C.3 Curriculum Map of Program Student Learning Outcomes:
             Paste your program's curriculum map below or attach as an appendix.

Business Administration — Program Outcomes: Upon completion of the program, graduates will be able to...	Essential Skills	apply effective written and oral communications in business.	manage people, processes, and resources within a culturally diverse organization.	utilize technology to present, understand, and enhance business activities.	use critical thinking skills in business situations.	apply ethics and social responsibility to business activities.	apply knowledge of the functional areas (Accounting, Finance, Marketing, Management, Information Systems, and Entrepreneurship) to business practices.
Courses							
ACCT 102 Accounting I	135	IA		IA	IA	IA	IRMA
ACCT 103 Accounting II	135	IRMA		RA	RA	RA	IRMA
ACCT 202 Managerial Accounting	1345	IRMA	IA	RMA	RA	RA	IRMA
BSAD 101 Introduction to Business	12345	IR	IR	IR	IR	IRA	IR
BSAD 104 Business Law I	1235	IRMA		IR	IRMA	IRMA	IRMA
BSAD 105 Business Law II	135	IRMA	IR		IR	IRMA	IR
BSAD 120 Advertising	12345	IR	IR	IR	IR	IR	IR
BSAD 122 Management	12345	IR	IRMA	IR	IR	IR	IRMA
BSAD 123 Marketing	12345	IRMA	IR	IRMA	IR	IR	IRMA
BSAD 124 Salesmanship	12345	IRMA	IR	IRMA	IR	IR	IR
BSAD 128 Entrepreneurship	12345	IRMA	IRMA	IR	IR	IR	IRMA
BSAD 130 Personal Finance	1345	IA		I	I	I	I
BSAD 135 eCommerce	12345	IR	IR	IR	IR	IR	IR
BSAD 140 International Business	12345	IR	IR	IR	IR	IR	IR
BSAD 220 Business Ethics	35	IRMA	IR		IRMA	IRMA	IR
BSAD 221 Human Resource Management	13	IR	IRMA	IR	IRMA	IR	IRMA
CSCI 101 Introduction to Management Information Systems	13	IRMA	IR	IRMA	IA	I	IRMA
CSCI 110 Introduction to Computer Concepts & Applications	2	IA		IRMA	IA	I	
ECON 111 Macroeconomics	1345	IRMA	IR	I	IRMA	IR	R
ECON 112 Microeconomics	1345	IRMA	IRA	I	IRMA	IRA	R
MATH 110 Fundamentals of Statistics	1345				IR		IR
MATH 121 Fundamentals of Calculus	3				IR		IR
PHIL 102 Elementary Ethics	12345				IRMA	IRMA	

Course to Program Map F20

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Essential Skills	
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

The BSAD program will continue to rotate the PLO's to gain insight into student learning within the program. The program also recommends adding the following courses to the elective block:

PYSC 106 Organizational leadership (SWT articulated and is a business course at most schools)
PSYC 102 Human Relations
LANG 1322 and 1331 Elementary Spanish 1&2. (SWT articulated)

These courses are taught by faculty outside the BSAD program but would be beneficial alternatives for business students. This would allow increased options for students without adding an extra burden on the BSAD faculty.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include, but is not limited to, differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability, and political ideology.

Diversity is an integral part of many of the business courses. Several assignments address diversity through discussions of income distribution in economics to target markets and segmentation methods for marketing students. The goal is for students to gain mastery of the need for diversity through the completion of multiple projects and assignments in a cross section of courses within the BSAD program.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Within the five-year Program Review process, the division assesses the program through the annual program review process which maps program learning outcomes to courses offered within the program. In addition, at the course level each instructor evaluates course outcomes against student learning outcomes. If there is a shortfall in the course assessment, then adjustments to instruction are made to correct the deficiencies and the evaluation of the SLO continues. If students are performing at high levels, then a different SLO may be assessed or there may be an adjustment for increased rigor. For statewide transfer courses these SLOs are common to the course regardless of which institution is offering the class. When a course is taught by more than one instructor, a collaborative report is generated summarizing student performance in all sections.

Over the course of the last four years, these processes have been rolled out-- course level assessment first, and beginning in the spring of 2019, annual program level assessments.

The course level assessment begins with a plan generated at the beginning of the school year (beginning of spring for spring only sections). At the end of the semester data is compiled and performance is evaluated. Below is an example of a course review prepared for Fall '19. In it we see the assessments and an analysis of the results.

Fall Semester Course Assessment - Collaborative

Course and Section:	ECON111, Macroeconomics
Semester/Year:	Fall 2019
Instructor:	Mercer

	Student Learning Outcome:	Apply the supply and demand model for economic analysis.		
		Previous Academic Year Fall 2018	Previous Academic Year Spring 2019	Current Year Fall 2019
	Direct Measure:		Final Exam: Questions #19 & #24	Final Exam: Questions #19 & #24
	Target:		75% of students achieve the the target when 3 or more points out of a possible 4 is scored.	75% of students achieve the the target when 3 or more points out of a possible 4 is scored.
	Number of Students who met target:		12	
	Number of Students Assessed:		13	
	Percent of Students Assessed who met target:	Enter Data Above	92.31%	Enter Data Above
	Number of Students Enrolled:		13	
	Data Summary/Analysis:		Met	
	Action Plan (if needed):			
	Resources Needed:			

	Student Learning Outcome:	Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.		
		Previous Academic Year Fall 2018	Previous Academic Year Spring 2019	Current Year Fall 2019
	Direct Measure:		Final Exam: Questions #55 & #56	Final Exam: Questions #55 & #56
	Target:		60% of students achieve the the target when 3 or more points out of a possible 4 is scored.	60% of students achieve the the target when 3 or more points out of a possible 4 is scored.
	Number of Students who met target:		13	
	Number of Students Assessed:		13	
	Percent of Students Assessed who met target:	Enter Data Above	100.00%	Enter Data Above
	Number of Students Enrolled:		13	
	Data Summary/Analysis:		Met	
	Action Plan (if needed):			
	Resources Needed:			

	Student Learning Outcome:	Define money, banking and monetary policy and explain their impact on the macro economy		
		Previous Academic Year Fall 2018	Previous Academic Year Spring 2019	Current Year Fall 2019
	Direct Measure:	Final Exam: Questions #82 & #94	Final Exam: Questions #82 & #94	
	Target:	75% of students achieve the the target when 3 or more points out of a possible 4 is scored.	75% of students achieve the the target when 3 or more points out of a possible 4 is scored.	
	Number of Students who met target:	16	13	
	Number of Students Assessed:	16	13	
	Percent of Students Assessed who met target:	88.89%	100.00%	Enter Data Above
	Number of Students Enrolled:	16	13	
	Data Summary/Analysis:	Met. Students are still having difficulty differentiating between the two types of policies.	Met	

Fall Semester Course Assessment - Collaborative

	Action Plan (if needed):	Continue increasing focus on separating and defining the difference between monetary policy and monetary theory.		
	Resources Needed:			

	Student Learning Outcome:	Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.		
		Previous Academic Year Fall 2018	Previous Academic Year Spring 2019	Current Year Fall 2019
	Direct Measure:	Final Exam: Questions #65 & #76	Final Exam: Questions #65 & #76	
	Target:	75% of students achieve the target when 3 or more points out of a possible 4 is scored.	75% of students achieve the the target when 3 or more points out of a possible 4 is scored.	
	Number of Students who met target:	12	11	
	Number of Students Assessed:	16	13	
	Percent of Students Assessed who met target:	66.67%	84.62%	Enter Data Above
	Number of Students Enrolled:	16	13	

The Annual Program assessment evaluates Program Learning Outcomes mapped back to a particular course and assessment. Below is the plan prepared for 19-20 school year. As a result of the Covid 2020 shutdown of face-to-face meetings in the spring of 2020, it was not practical to collect valid performance data.

Annual Program Assessment

	Program:	Business
	Program Mission Statement:	The Garden City Community College Business Programs work with diverse student populations to produce ethical and effective leaders in business and society.
	Year:	2019-2020
	Instructors:	Renee Harbin, Lachele Greathouse, Susan Ortega, Charles Marcy

Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will utilize technology to present, understand, and enhance business activities
	Direct Measure #1:	Introduction to Computer Applications Powerpoint final project
	Target:	80% of students will attain at least an 80% on the powerpoint final project
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Accounting 2 final presentation
	Target:	80% of students will attain at least an 80% on the final project
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Advisor Exit Survey
	Target:	90% of graduates will declare a "high" understanding of technology related to business
	Sampling:	
End of Semester	Data/Results:	
	Data Summary/Analysis:	

Phase 2: End of Semester	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	Need a survey set up by IE
	Overall Assessment of PLO:	PLO objectives have been achieved by Sophomores enrolled in the program.

Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will apply ethics and social responsibility to business activities
	Direct Measure #1:	Business Ethics Monsanto Case
	Target:	80% of Business Ethics students will attain at least an 80% on the case study
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Microeconomics EX13-02 AT&T Case
	Target:	80% of students will receive an 80% or higher on this case
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Advisor Exit Survey
	Target:	90% of graduates will declare a "high" understanding of ethics related to business
	Sampling:	
Semester	Data/Results:	
	Data Summary/Analysis:	

Phase 2: End of	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	Need a survey set up by IE
	Overall Assessment of PLO:	PLO objectives have been achieved by Sophomores enrolled in the program.

Component D: Student Enrollment and Success
http://autobots/Reports/Pages/Folder.aspx?ItemPath=%2fProgram+Review&ViewMode=List

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

	2015		2016		2017		2018		2019		Totals
	F	M	F	M	F	M	F	M	F	M	
Non-Resident	3	5	2	14	0	11	0	14	1	12	62
Asian	2	4	2	0	4	0	3	3	1	1	20
Black, non-Hispanic	2	24	1	16	3	16	2	8	4	16	92
Hispanic	45	35	43	40	50	32	49	45	35	43	417
American Indian or Alaska Native	0	1	1	0	0	1	1	0	1	0	5
Native Hawaiian / Other Pacific Islander	0	0	0	1	0	1	0	2	0	1	5
Two or more races	0	1	0	1	2	2	1	0	0	1	8
Race/ethnicity Unknown	0	0	0	0	0	0	1	0	0	1	2
White, non-Hispanic	24	39	24	38	26	33	14	22	18	31	269
Totals	76	109	73	110	85	96	71	94	60	106	880

*668 unique students are included in the above (national clearinghouse data)

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

According to the Bureau of Labor Statistics Occupational Outlook Handbook Sept. 1, 2020, business related occupations are predicted to grow 5% over the next ten years, which is faster than the average for all other occupations. In addition, the median wage for business occupations is almost double the median for all other occupational wages. The BSAD program needs to utilize CTE opportunities to get high school students to "try" a business course tuition free with the goal of them pursuing a business degree in the future. With the population shrinking in western Kansas the business program needs to actively recruit students to the program. In addition, we need to educate current students on the opportunities and flexibility that a business degree presents to them. The BSAD program receives several students who declare BSAD as a major only because they are unsure what they want to do.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

The program attracts an ethnically diverse population. While 80% of GCCC students take some remedial courses, the business program is fortunate that several of our courses can be taken simultaneously with remedial courses. The courses within our program that require certain math or reading skills are deferred until later semesters so students can be more successful.

The business program has a large population that comes to GCCC to earn credits toward their four-year degree and then transfer out before graduating with an Associate degree. Within the program, we do not see this as a negative but as a separate target market for our program with unique needs and wants.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

In the last decade, GCCC priorities have removed all of the business student organizations (Business Professionals Association, Students in Free Enterprise, and DECA). The lack of student organizations within the program has limited recruiting opportunities for these students coming from high schools with these programs and then onward with universities that offer these programs. The student organizations created life-long bonds with these students and their connections to GCCC. It would be recommended to revisit this.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

All full-time faculty are currently advising program students. This ensures they receive up to date information regarding transferring, career opportunities, job opening, reference letter requests, and industry trends. Faculty all have at least ten office hours to assist students and advisees. Three of the fulltime faculty participate in study hall sessions to assist students. All faculty have information regarding accommodations in their syllabi and on canvas. Also, as faculty interact with students and advisees' recommendations are made to students for additional support (CLC, accommodations, etc).

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

The BSAD faculty had 236 majors graduated from GCCC. Of that, 80 students (from this review period) earned their bachelor's degree, and 14 students went on and earned an additional associate degree, as of spring 2021 when the data was gathered. This is incomplete with regards to the latter school years on the review having students who are currently enrolled at higher education institutions but have not graduated yet. We also have students who have achieved their goals and went out into the workforce. We need a better way of tracking students once they depart GCCC. We received the above data from the national clearinghouse, but the process to gather and report this information is very time consuming and labor intensive. We would like to work with the Kansas Board of Regents to develop a method of collecting this data.

The business program also has students who have moved back to western Kansas and are working in our communities. Again, we don't have a direct measure of this but having an alumni association may provide a process for collecting data in this area. Employment in western Kansas directly aligns with producing economic contributors to society which is part of GCCC's mission.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

	2015		2016		2017		2018		2019	
	Avg GPA in Prog	GCCC Avg GPA	Avg GPA in Prog	GCCC Avg GPA	Avg GPA in Prog	GCCC Avg GPA	Avg GPA in Prog	GCCC Avg GPA	Avg GPA in Prog	GCCC Avg GPA
Non_Resident	3.170	3.198	2.913	2.995	3.016	2.843	3.100	2.869	3.268	3.010
Asian	3.246	2.972	3.587	3.260	3.182	3.313	3.059	3.267	2.015	3.181
Black, non-Hispanic	2.898	2.537	2.544	2.443	2.284	2.408	2.710	2.399	2.127	2.337
Hispanic	2.552	2.839	2.448	2.813	2.656	2.854	2.697	2.795	2.646	2.748
American Indian or Alaska Native	3.700	2.867	3.077	3.092	2.700	2.304	2.813	2.750	1.563	2.794
Native Hawaiian / Other Pacific Islander	n/a	n/a	2.364	2.533	1.813	2.118	1.949	2.258	0.833	1.996
Two or more races	1.188	2.780	3.889	2.567	3.149	2.781	3.219	2.524	0.000	2.621
Race/ethnicty Unknown	n/a	n/a	n/a	n/a	n/a	n/a	2.632	2.171	0.000	3.128
White, non-Hispanic	3.029	3.186	2.909	3.213	2.902	3.162	2.947	3.102	3.000	3.090
F	2.919	3.075	2.911	3.073	2.907	3.044	2.881	3.023	2.944	2.943
M	2.736	2.872	2.522	2.858	2.587	2.809	2.728	2.670	2.530	2.738

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

	2015		2016		2017		2018		2019		Totals
	F	M	F	M	F	M	F	M	F	M	
Non_Resident	0	0	1	4	0	2	0	1	0	2	10
Asian	0	1	1	1	1	0	2	0	0	0	6
Black, non-Hispanic	1	2	0	5	0	1	0	4	1	0	14
Hispanic	13	3	7	9	16	8	14	5	7	4	86
American Indian or Alaska Native	0	0	0	0	1	0	0	0	0	0	1
Two or more races	0	0	0	0	0	0	1	0	0	0	1
White, non-Hispanic	5	14	6	10	8	8	3	10	3	6	73
Totals	19	20	15	29	26	19	20	20	11	12	

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year.

Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates (One-year retention rate (fall to fall))

2015		2016		2017		2018		2019		5 - YEAR AVG	
# in cohort	% Retained	# in cohort	% Retained	# in cohort	% Retained	# in cohort	% Retained	# in cohort	% Retained	# in Cohort	% Retained
185	53.51%	183	53.01%	181	39.23%	165	53.33%	166	33.13%	880	46.59%

Up to 2017, business majors were coded to BSAD, BUSS, ACCT, ECON. Values for 2015-17 only include BSAD/ do not include BUSS, ACCT, ECON. In 2018, all majors were consolidated into BSAD.

D-9b Graduation Rate (150% of time) (Program 3-year graduation rates)
Omitted linked with data in D9d and that report was incorrect.

D-9c Average semester credit hours for program graduates
Academic Year Graduates – Average Institutional and Transfer Into GCCC Hours

2015			2016			2017			2018			2019		
# Grad-uated	AVG Local Hrs	AVG Trans Hrs	# Grad-uated	AVG Local Hrs	AVG Trans Hrs	# Grad-uated	AVG Local Hrs	AVG Trans Hrs	# Grad-uated	AVG Local Hrs	AVG Trans Hrs	# Grad-uated	AVG Local Hrs	AVG Trans Hrs
39	69.78	6.01	44	64.55	8.88	45	69.36	6.20	40	67.33	7.11	23	64.17	6.45

Up to 2017, business majors were: BSAD, BUSS, ACCT, ECON Values for 2015-17 only include BSAD.

D-9d Program Graduates Time to Degree (Exiting cohort) (July 1 – June 30) Omitted report is inaccurate (was looking for the median time to graduate with multiple factors of zero).

Note: The time to degree cohorts is established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from the above data suggest regarding how well your program is producing successful students?
b. List specific events/activities that the program uses to increase student retention and degree completion.
c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
d. Identify any areas in need of improvement for producing successful students.

The data shows 880 students, over the last five years, in the business program. The advising loads within the department do not reflect these many majors. This would indicate that students were being advised by non-business advisors who are not experts in the field of business. This could have hampered the students' transfer and completion time.

The program is retaining approximately 50% of the students who enter. The data during this period might be skewed since we moved from offering ACCT, BSAD, BUSS, and ECON as majors and have merged all of these into BSAD. We also have students in the MGMK program that students could switch into. We also have begun

limiting when students can change majors (only during enrollment times). The business program also has a substantial number of students who enter the program as undecided majors. Once students begin taking courses, they may find a better fit for their career goals, so they switch out of this major. The number of students retained in the program and then graduating cannot be accurately determined at this point due to multiple factors: switching from ACCT, BSAD, BUSS, ECON majors to only BSAD and due to our reporting changes (previous reports are pulling inaccurate data) that have occurred. Chart D9c shows students are taking the bulk of their courses through GCCC, with 6-9 hours transferred into GCCC toward their degrees. This is good news because we have a large number of transfer students so if 60+ hours are still coming from GCCC then the transfer hours are not negatively affecting revenue at the institution.

Instructors within the business program actively reach out to students and create connections with them to show that they care about the student's success not just in the business class but also in the "student as a whole". The business department participates in advising days and other campus activities with students.

The institution needs a way to follow-up with students and the ability to track those that leave GCCC. IR was previously working on this prior to Jacque Messinger leaving. Another option would be to add an Alumni association to see where and what our students are doing and to give students a connection to GCCC once they leave.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	15-16		16-17		17-18		18-19		19-20	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program * (aggregate)	97		42		50		30		50 ***	
Concurrent Enrollment (Outreach-HS) *	92		37		50		30		29	
Dual Credit Enrollment (Outreach-HS) *									21	
On-line courses-GCCC *	86		101		150		168		191	
On-line courses-EDUKAN	-	-	-	-	-	-	-	-	-	-
On-line courses-Contract	-	-	-	-	-	-	-	-	-	-
Face to Face courses **	843		716		803		687		585	
Internships/practica	-	-	-	-	-	-	-	-	-	-
Independent study, tutorials, or private instruction	-	-	-	-	-	-	-	-	-	-
Developmental courses	-	-	-	-	-	-	-	-	-	-
Total	1026		859		1003		885		826	

* Data is developed by section number. High school students may be enrolled in Outreach, on-line or face to face classes. The status of concurrent vs dual credit enrollment status cannot be determined from this data.

** This includes all classes taught as either F2F or Hybrid.

***The 19-20 value includes HS students enrolled in sections 55.

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column *and* 5 times under the "20-29" column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
[Please fill in academic years, i.e. 15-16.]	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
15-16 Class Sections	4	27	19	5	-	-	-	55
16-17 Class Sections	16	21	13	5	-	-	-	55
17-18 Class Sections	19	18	24	3	-	-	-	64
18-19 Class Sections	27	16	19	1	-	-	-	63
19-20 Class Sections **	29	30	7	1	-	-	-	67
Totals Across 5 Years	95	112	82	15	-	-	-	304

** 55 section enrollments are included in 50 section classes.

The substantial increase in online offerings has been cannibalizing enrollments in the other delivery modes and has had a significant impact on the average class size. ie.college enrollments have not been increasing substantially. See table E.2.a]

With faculty being required to teach classes at times not conducive to desired student schedules, we are tying instructors' hands on increasing the numbers above. Students choose not to take a class if it is offered at a time that they do not like. For example, 7:30 am and 12:30 classes are the last to get enrollment due to students not wanting to enroll in classes at those times. Often students will opt for an online section rather than take a face-to-face or hybrid class at an undesirable time (notice the increase in online enrollment and decrease in face-to-face enrollment). Student performance in these courses tends to be poorer than other sections, this could be in part because attendance is subpar at these times, so students are missing directions, lectures, and class activities.

Also affecting the number is administrative limitations in the ability of faculty to offer classes in the modes that make sense for students in our program, ie 8wk/hybrid/online. Students prefer taking classes either in an 8-week or hybrid format because it fits their schedules better. When these modalities are not offered then the students will choose to take the class online to better fit their schedule (even though this is not in the student's best interest.) While they are still students at GCCC, their online enrollment is negatively impacting face-to-face/hybrid class enrollments.

Allowing the program faculty to maintain departmental oversight of an inclusive schedule (times, modes, courses) is necessary because it ensures that classes are offered on a rotating basis and in the modes, most needed by our students.

The business department face to face classes has an average size of 17.32. The online classes tend to have lower enrollment so when we include the online classes the average drops down to 15. In the business department there were 372 total classes, 97 of these classes had 9 or less students which affects the business department average. The business department classes reflect a higher average than the institution which is 17.

Table E.2.a

Delivery Mode Academic Year					
[Please fill in academic years, i.e. 15-16.]	F2F *	HYBRID *	ON-LINE	OUTREACH	Totals
15-16 Class Sections	0	42	8	5	55
16-17 Class Sections	4	35	9	7	55
17-18 Class Sections	6	36	18	4	64
18-19 Class Sections	6	39	16	2	63
19-20 Class Sections	38	6	21	2	67
Totals Across 5 Years	54	158	72	20	304

* Evening classes (sec 90) were counted in hybrid totals 15/16 – 18/19 and in F2F totals for 19/20.

An increase in online enrollments and course offerings (given constant enrollments overall) means that average class sizes have declined in on campus offerings. The goal of online courses to attract "new" populations has not occurred. Most of the online enrollment comes from on campus students.

E.3 Non-credit Courses: Complete only if your department offered non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

The business division did not offer any non-credit courses during this period.

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

With the addition of online course offerings, the number of students on face-to-face courses has decreased. The online classes are pulling from the same set of students as the face-to-face classes. Online classes increase while

face-to-face classes decrease but the total amount of students enrolled stays about the same. Classes that were offered outside of students' preferred times tend to be smaller. Also, students prefer the 8-week and hybrid classes when available instead of full face-to-face classes. These types of classes tend to fill up faster than the full face to face. Historically if we offer a few sections at preferred times, we increase the average class size.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

Student feedback is difficult to culminate since it was done in three separate ways during this time: Online Form, EvaluationKit, and Paper.

There were a variety of items that students enjoyed about the classes within the department. They enjoyed the way that the assignments were set up on canvas, videos to further develop concepts, real life experiences (field trips), the ability to share opinions and apply their knowledge. They also enjoyed how the instructors interacted with them. The students specifically liked the professionalism of the instructors. They liked how the instructor connected with the students and the routine of the course along with the instructor having a positive attitude and willingness to help. A couple of quotes from students: "I love that it (this class) has made me step out of my comfort zone and voice my ideas and opinions on something." "Very helpful for my career" "…before you know it you feel confident with work and knowledge given." "Teacher was very easy to understand and makes sure we understood what was going on before we continued. Teacher was easy to talk to and encouraged learning." "The best thing I liked about this class was the information that I learned." "The way he teaches it. He is very patients and has knowledge of the subject." "Learning new stuff that I didn't know before." "I learned a lot in this course. What I like best about the course was the in-class assignments shown which helped out for the bigger assignments."

Some of the items that students felt needed improvement were more class time to do homework in class. Students also wanted more examples to work on in class. Suggestions from students on improving the course included: stop using mindtap/cengage, make it more interactive. don't require a reply on threaded discussions, have assignments due on class dates, not on Sundays, leave the doors open to prevent distraction with letting tardy students in, don't assign multiple assignments on the same date, finally don't have class meet five days a week (8-week course). A couple of quotes from students: "Giving us HW after the lecture instead of before." "Reading, quizzes, homework and lecture seemed like overkill." "don't assign multiple assignments on the same date" "change up teaching styles some days" "So far I can't think of anything. The program already has great ways and uses the time good. It's run smoothed and it's easy to understand the material we covered." "leave the door open to prevent distractions with letting tardy students in" …and of course some, such as the last comment listed above are impossible to "fix" – in this case security policy for the safety of students.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for the next steps professionally and academically, and any program changes they recommend.

The department is currently not collecting alumni information, but this is a much-needed area. In addition to reinforcing relationships with alumni we need to have a mechanism in place for gathering information from former students after they leave GCCC. Developing an alumni center/person would create a unified way of tracing which would benefit programs in follow-up.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

None of the business classes offered during this program review period required practicum or internships. We currently don't have collective sources to gather employer feedback.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

Each semester we assess the PLOs within our classes. Once we have seen that the students consistently master the PLOs which usually is every 3-4 semesters we rotate and assess a different set of PLOs. Each semester the students are asked to fill out a survey. Within the survey students are asked what they like least and most about the class. As instructors we look at the feedback, monitor and adjust to ensure that our students are getting the best education and learning experience at our college. We also get student feedback throughout the semester so that we can make "real time" adjustments throughout the semester to account for the different learning styles we may encounter.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

The program has embraced the Cengage Unlimited experience for students which gives the students access to online textbook materials along with supplemental publisher materials. These have provided timely access to the resources needed for coursework. In addition, the library has desk copies of our textbooks. The library and CLC staff are available to assist students and faculty in their needs and are knowledgeable about securing needed resources that are not "housed" at GCCC.

Information literacy is addressed in all our classes through several avenues. We are using Canvas as our learning management system. This exposes students to the process of navigating, obtaining, and disseminating needed information. Several program assignments foster critical thinking and allow students to highlight their technological skills. Two of our program outcomes are 1. utilize technology to present, understand, and enhance business activities and 2. use critical thinking skills in business situations. These outcomes address information and technological literacy.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful? The program has applied for Mary Jo Williams grants and utilized Perkins funds for program needs. Since the BSAD program is no longer Perkins approved, we will need to look at other financing options for future needs.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years.

Academic Year	Revenue: Tuition/Fees, State	Change from Prior Year	Expenses	Change from Prior Year	Profit/Loss	Change in P/L from prior year
2015-16	478158	n/a	152133	n/a	326025	n/a
2016-17	393915	-17.62%	170603	12.14%	223312	-31.50%
2017-18	461275	17.10%	230945	35.37%	230330	3.14%
2018-19	449062	-2.65%	253128	9.61%	195934	-14.93%
2019-20	446437	-0.58%	243454	-3.82%	202983	3.60%

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should

include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

This information is not detailed enough to allow for a deep analysis of revenues and expenses within the program. Overall, the business program is making money. There are ebbs and flows in the amount of profit but overall, the program is on the upward trajectory. The number of hours that faculty were allowed to teach and coordination with the online offerings impacted the numbers above.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportion to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The program has had large enrollments throughout this review. There is a need for a part-time position. A couple of the instructors have repeatedly had overload and large enrollment within those course offerings. The budget can sustain hiring a person to teach online (adjunct offerings) and fulfil the excess offerings within the department. The other alternative is to have all BSAD faculty teaching full time within the department.

The BSAD program budget has remained steady. With Deb Robinson retiring and the hiring of Susan Ortega there is the potential cost savings of this new hire. The operating budgets for the department have decreased over these years. The department would like to see a line item for building/office supplies added to our budget. We currently have extremely low instructional budgets ($250/$217). This covers the cost of learning activities within our classroom but does not allow for any office supplies such as dry erase markers, cleaner, colored paper, pens, envelopes, etc. Currently the Social Science department pays for ALL the supplies in our building. The BSAD program would propose a $2,500 budget to equitably distribute the costs of supplies and continue to offer our students hands-on opportunities to learn within the classroom.

To increase educational efficiency and effectiveness the BSAD program would propose a new copier for ACAD. The current copier is frequently out of service. The cost of repairs for this unit would be interesting to know. Since this item does not "belong" to any one department it may fall through the cracks.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

Positives happening within the program:
Formal process for collecting assessment; variety of course offerings in program, connecting with onsite students; number of students going through the BSAD program; advising is now through the program advisor; student mastery of course content, program outcomes, and institutional outcomes; coordination and collaboration with the online director and some of the BSAD faculty to ensure rigor across courses—we would like to continue this collaboration for all faculty and liaisons; CTE courses within BSAD are back for the high school students in our area and we need to promote this and have fulltime faculty instructing these courses to build relationships with these students to recruit them to GCCC. Further emphasizing this need is the Bureau of Labor Statistics Occupational Outlook Handbook Sept. 1, 2020, which states business related occupations are predicted to grow 5% over the next ten years, which is faster than the average for all other occupations. In addition, the median wage for business occupations is almost double the median for all other occupational wages. The BSAD program needs to utilize CTE opportunities to get high school students to "try" a business course tuition free with the goal of them pursuing a business degree in the future. With the population shrinking in western Kansas the business program needs to actively recruit students to the program. In addition, we need to educate current students on the opportunities and flexibility that a business degree presents to them. The BSAD program receives several students who declare BSAD as a major only because they are unsure what they want to do.

One of the goals of the previous review was to continue to grow the business program. The program has increased its course offerings (both on campus and online), hired more adjuncts, tried various modalities and scheduling options, and impacted more than 880 BSAD majors. On the previous review was a concern for students not having the funds to purchase textbooks in a timely manner for courses. The BSAD program, along with GCCC, has implemented Cengage Unlimited in most of their courses to enable students access to the textbooks electronically on the first day of class.

Hurdles to tackle within the program:
Tracking students after leaving GCCC; oversight of course offerings—online, face to face, hybrid, times, etc.; supplies budget line item for BSAD—currently all supplies are bought through the social science division; loss of all business student organizations

Concerns/Joys within the program:
The BSAD faculty have a variety of course offerings that they can continue to build upon. By adding adjuncts or bringing Chip Marcy on full-time in the program, we can continue to grow our student numbers and offerings. We can also utilize CTE courses to grow the BSAD program by recruiting high school students to take business courses at no cost to the student. The program recommends that these courses be taught by full-time faculty to increase the likelihood of creating lasting relationships and getting the student to attend GCCC after graduation. One concern regarding enrollment and course offering is the substantial increase in online offerings has been cannibalizing enrollments in the other delivery modes and has had a significant impact on the average class size. Ie. College enrollments have not been increasing substantially. See table E.2.a]

With faculty being required to teach classes at times not conducive to desired student schedules, we are tying instructors' hands on increasing the numbers above. Students choose not to take a class if it is offered at a time that they do not like. For example, 7:30 am and 12:30 classes are the last to get enrollment due to students not wanting to enroll in classes at those times as referenced in our student feedback. Often students will opt for an online section rather than take a face-to-face or hybrid class at an undesirable time (notice the increase in online enrollment and decrease in face-to-face enrollment). Student performance in these courses tends to be poorer than other sections, this could be in part because attendance is subpar at these times, so students are missing directions, lectures, and class activities.

Also affecting the number is administrative limitations in the ability of faculty to offer classes in the modes that make sense for students in our program, ie 8wk/hybrid/online. Students prefer taking classes either in an 8-week

or hybrid format because it fits their schedules better. When these modalities are not offered then the students will choose to take the class online to better fit their schedule (even though this is not in the student's best interest.)

The program has embraced the assessment of courses, programs, and the institution. One area of this that the program would like to improve is the follow-up with students once they leave GCCC. The BSAD program would like to work with Institutional Research in crafting a survey to administer to exiting/graduating BSAD majors. In addition to this the program would recommend working with KBOR to create/streamline a process for tracking students' educational success after GCCC. Finally, the program would like to see an alumni center created to build a lifelong connection with our alumni. This is a large financial commitment that would take time to develop but would be an asset to the institution overall.

Program Goals with Recommended Action Steps

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach *this* year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's *next* program review. See "Schedule for Academic Programs," Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

BSAD Department Plan 2021-2022
GOALS July 1, 2021-June, 30 2022

2021-2022 Department Goals	Planned activity/strategies	Responsible individual or group	Collaborative partners (individuals or groups) internal or external	Proposed start date	Proposed end date	Progress indicator(s)	Resource requirements (in-kind & direct)	strategic plan goal/pillar this applies to	HLC Criteria (IE will fill this in)
Stay abreast of industry changes through professional development (conferences and post-grad courses)	Complete at least 1 PD activity	Chip, Lachele, Renee, Susan		Fall 2021	Spring 2022		$5,000	Faculty Characteristics and Qualifications	
Recruit students (participate in at least 5 recruiting activities as a program). According to the Bureau of Labor Statistics Occupational Outlook Handbook 2020, business related occupations	Participate in at least 2 recruiting activities	Chip, Lachele, Renee, Susan	Exploration Day, Career Days, Student Visits, GCCC Drive through Recruiting, CTE courses	Fall 2021	Spring 2022	Number of times faculty participate		Student enrollment and success	

are predicted to grow 5%...faster than average....wages are almost double the median...			offered by FT faculty					
Maintain the transferability and continue to add courses that transfer from GCCC to universities	Attend KCOG meetings as offered, update 2+2 articulations	Chip, Lachele, Renee, Susan	KBOR	Ong oing	Ong oing	Attend ance at KCOG meetin gs	Funding to attend (this year is virtual, so no cost)	Missio n and Conte xt
Full-time faculty will have oversight of the course offerings within the department (modality, number of offerings)	Faculty will coordinate with administratio n, online director, and outreach coordinator to plan for student needs	Chip, Lachele, Renee, Susan	Chip, Lachele, Renee, Susan, Jamie, Dawn, and Phil	Fall 2021	ong oing			Qualit y of curric ulum and studen t learni ng
Fulltime faculty will have oversight of the content needed in courses (minimum level) to assure adherence to SLOs	Liaisons will have the ability to access courses to ensure that the assessment is in place at the beginning of the semester and then access needed after course ends to retrieve any assessment material	Chip, Lachele, Renee, Susan	Chip, Lachele, Renee, Susan, Jamie	Fall 2021	ong oing	Adjunc t/Liasio n Checkli st adhera nce and then after course s end the monito ring of missing assess ment due to lack of access.		Qualit y of curric ulum and studen t learni ng

90% of Business majors will report feeling a "high" level of understanding related to business	BSAD/MGMK exit survey	IR with BSAD faculty	IR with BSAD faculty	spring 2022	Ongoing	1. The implementation of an exit survey for BSAD	IR time and IT or Survey Coordinator may need to be involved in the implementation	Student and Constituent Feedback
BSAD Budget for Supplies	Creation of a line item for BSAD supplies	BSAD faculty and Karla	Karla, Phil, ACAD faculty	Fall 2022	Ongoing	Creation of BSAD Supplies budget	$2,500	Resources and Institutional Capacities
Tracking of students after leaving GCCC	State-wide system/Alumni Assoc	Marc	KBOR and Institution wide collaboration			KBOR tracking/ alumni association	Not sure on the KBOR item/Alumni Assoc guesstimate $50,000	Student and Constituent Feedback
Determine if online offerings are cannibalizing f2f	Work with the Survey Coordinator to develop a survey of on campus students and advisors to understand "why on campus students take online courses"	BSAD faculty	Chip, BSAD faculty, advisors	Spring 2022	Spring 2022	Comletion of survey by students/advisors	--	Student enrollment and success

Template Appendix B

No Administrative Response Sheet—From Previous Review

Garden City Community College

Program Review   May 2014

Social Sciences, Business Administration, Computer Science, Accounting

Division Director: Judy Whitehill

Full Time Faculty: Deb Robinson—Accounting

Chip Marcy—Economics

Lachele Greathouse—Computer Science

Renee Harbin—Business & Marketing Management

Greg Thomas—Psychology & Sociology

Tammy Hutcheson—Psychology & Sociology

Leonard Rodenbur—Government & Psychology

Winsom Lamb—Sociology & Psychology

Jan Bitikofer -- Education

Adjunct Faculty: J. Morphew, Charles Long, D. Falor, M.Schneider, D. Lebron, L. Luna, H. Martinez; B. Malewitz

Garden City Community College
2013 Program Review

BUSINESS & TECHNOLOGY AND SOCIAL SCIENCE DIVISIONS MISSION STATEMENT

The mission of the Business & Technology and Social Science Divisions is to strive to offer a multidisciplinary program, and to provide a learning environment that is concerned with producing positive contributors to Society. Through their studies the student can enhance their knowledge in the program of their choice so they may successfully accomplish their goals.

Enrollment Trends and Credit Hour Productivity
Has the number of students enrolled in the program during the last three years increased, remained steady, or decreased?

ACCT/BSAD/CSCI/BSNT –	2010-2011 – 3.3% increase
(accounting, business,	2011-2012 – 7.2% increase
Computer science)	2012-2013 – 17.3% increase
Social Science --	2010-2011 – 1.2% increase
	2011-2012 – 9.8% decrease
	2012-2013 – 0.6% increase

Given the current availability of space and manpower restrictions faced by the department, how many more students could the department handle?

> Some classes are maxed out; however, others could have more students. In the classes that are not maxed out, an average of 5 more students in each class is a possibility

What is the full-time to adjunct instructor ratio of all the classes taught in the department?

> An average of 80% of all class sections are delivered and taught by full-time faculty.

Are there identifiable trends in enrollment patterns revealed by the data?

> The biggest trend we have seen is in our night classes where we are seeing fewer non-traditional and more traditional students. Some of our night classes are nice size classes simply because there are fewer offerings for the students to choose from. Other classes that might attract mostly non-traditional students may have lower enrollments. Some classes also vary from semester to semester. When a new class is offered, we may see low enrollment at first; however, as it continues for a few semesters, we will see the enrollment increase. We have also seen changes at the course level based on who the instructor is. The students have appreciated the 6-9 PM time frame; however that will be changing in the future as there are more night classes that meet on two nights for 1 ½ hours; so if class meets only one night, it could be offered from 7-10, a student could also take a 5:30 – 7:00 class.
>> i. There was a huge increase in the summer Computer Science enrollment in 2012 as the football coach asked to offer three Introduction to Computer sections. This would explain part of the increase that year. There was also an evening accounting

cohort group started that year. There has also been an increase in the number of business majors, currently there are two Introduction to Business Classes each semester.

ii. Another possible reason for the 17.3% increase in ACCT/BSAD/CSCI/BSNT for 2012-20013 would be that the full time faculty have assigned overloads in order to offer the students a variety of classes. As they will now be limited to only teaching 6 hours overload, this could limit the enrollment. The difference will have to be made up by having adjuncts teach those classes. There are also more concurrent classes offered at GCHS and SCHS. In addition, with SB155, there has been a rise in summer enrollment. The instructors also offered more summer classes in 2013.

iii. Now that more classes are offered as hybrid courses, we can offer more classes, which will increase enrollment.

iv. Consideration might be given to offering more online courses.

v. When sections have to be cut due to enrollment, we will lose those enrollments. The goal should be to get those students in another class that will fulfill their requirements.

vi. The 9.8% decrease for the Social Science division is partially explained by the elimination of the Early Childhood Department along with decreasing overall enrollment at GCCC for the 2011-2012 year, which decreased by 127 students.

Are there identifiable trends in the number of sections offered by the department and when those sections are being offered and what are the reasons behind those trends?
- **ACCT/BSAD/CSCI/BSNT** – These sections have remained constant
- **Social Science** – We have offered 1 fewer Psychology section in the past few years in order to meet the teaching load of the instructors so that they could offer a greater variety of classes. This has made our current sections very full. Several classes in the Education department are offered on a rotation system in order for the classes to get enough students to make.

What is the average net revenue generated by the department?
ACCT/BSAD/CSCI/BSNT – $40.66 per Credit Hour based on the 2012-2013 data
Social Science -- $31.50 per Credit Hour
Are the course fees sufficient to fund required student supplies?
- **ACCT/BSAD/CSCI/BSNT --** Yes
- **Social Science --** No course fees have been charged to students taking classes in this division.

During the next three years, does the department see course fees within the department changing and detail the reasons for those changes?
- **ACCT/BSAD/CSCI/BSNT –** The $5.00 course fee from the computer classes was removed Spring 2014 simply because its intent was for printing, which is not necessary now since assignments are submitted into eCollege. We do not anticipate any further changes in course fees.
- **Social Science --**We feel there is no basis to charge any course fees for Social Science Classes.

Considering the departmental revenues and past expenditures, is the budget for the department sufficient to meet the needs within the department? List justifications for any needed changes along with consideration given to the enrollment history of the department.

Our budget for both divisions has remained adequate and our funds are used effectively.

With Continuous Improvement in mind, what goals and strategies has the department devised to address the area of <u>recruiting</u> new students to GCCC in order to maintain or increase the number of students enrolled in the department?

a. Meet individually with students who are being recruited by GCCC
b. Personal invitations to students to join our classes
c. Volunteer to help with early enrollment days
d. Individual visits to area high schools
e. Presenting at job fairs in Leoti and GCHS
f. Serving on high school advisory boards
g. Volunteering at the High Plains Basketball Tournament
h. Public appearances – Parades; Radio shows; newspaper; community service & serving on community organizations

i. Students who attend a 4-Year college often come back to GCCC, so we can't forget to recruit them
j. Sponsors of Student Organizations – KNEA SP, PTK, and DECA
k. Exploration Day
l. Having a great learning experience in a class allows the student to share that experience with others. Our students can be our best recruiters.

<u>**Curriculum History that has changed**</u>   **Course:** *Early Childhood Education Program*

What revisions were made to the department's/program's curriculum in the past three years to address Continuous Improvement?

This program was dropped.

Specifically, why were these revisions made?

The full time instructor retired and enrollment was low in these courses, so the Early Childhood program was dropped. However, we continue to advise students who want to major in Early Childhood as we have a 2+2 agreement with Fort Hays State University for this program. The students can still easily get an Associate's Degree by taking their general education courses along with Developmental Psychology and Children's Literature, which are Education Courses.

What alternative means of delivery have been developed?

Additional classes began being delivered as hybrid classes, as well as a few classes were offered as a total online course. A new instructional initiative has allowed all course sections to be provided an eCollege course shell, that enables student access via online to course materials.

<u>**Student Performance and Completion**</u>

Goals to address <u>retention through first twenty days</u>

1. Emphasize the fact to students that if they come to class daily and do assignments they should be successful. Emphasize that attendance is mandatory, attendance is recorded, and attendance enhances chances for success.

2. Start out the course with the basic principles to help insure that students do not get left behind early.

3. Encouraging attendance is likely the greatest factor; especially as more classes are being offered as hybrid courses.

4. Classes that are related to the student's major often see greater retention as the student can see a direct need for the course.

5. Teachers will be motivated to figure out how to retain students in their classes, as their jobs will depend on it.

   Many students come into our classes with developmental needs in reading/writing, thus making it difficult for them to be successful. By having a developmental department, the students could have more help to get them up to par quicker, thus helping with retention and ultimately helping them be successful in our classes. If our mission is to accept any student, especially those who need developmental classes, possibly we need to re-think the 2-year process. It is challenging for a student who needs to complete developmental classes to realistically graduate in two years. Some students need to recognize that just because they have a high school diploma they may not be ready for college. They are tested coming in, but some slip through the cracks; when this happens, we need to help them get into the classes that will help them be successful.

6. Many of our students are athletes and need extra help from both their academic advisor and athletic advisor. Therefore, the athletic advising load needs to be manageable to provide proper counseling as assistance.

   a. If athletes would be required to print off their grades on a weekly basis and present them to their coaches, then they could stay on top of their work. (We cannot count on the grade reports the coaches get to be accurate.)

7. With the hybrid courses, the students feel overwhelmed the first week. It is best to start the first day off with a fun activity. Then on the second class show them how eCollege works. To make sure they understand the hybrid process, three good first week assignments are: Submit a simple assignment in the electronic dropbox to make sure they know how the dropbox works, take a quiz over the syllabus, and email your teacher. This can give them instant beginning success, if they complete these easy assignments. When a class depends on technology, better retention can be

achieved when an instructor takes the students into a computer lab for initial demonstration and start-up assistance.

Goals to address <u>retention through the semester</u>

1. Develop different learning activities to include participation by all students.

2. Communicate with students who are struggling in class. Have them come up with ideas to help themselves improve.

3. Hands-on or group learning can also help with retention. Students can be mentors to one another as some teachers strategically place students into teams.   Remaining enthusiastic and providing a great class where the student can realize its value for their major and in their life can be key to keeping students engaged.

4. Compliment students when they improve, to bolster their confidence.

5. One teacher attributes a success thread to retaining students. The students outline the chapter and write out the key terms. This guarantees they will read the chapter and will serve as a reference as the course continues. They are then quizzed over the information, spend time in class reviewing the material and then in the next part of the class, visual examples are given and processes are put into place.

6. Ask students why they want to drop a class; there are valid reasons for dropping.

7. Many of our students do not have textbooks which makes it really difficult for them to be successful. We might check into seeing if our textbooks can be imbedded into eCollege and paid for up front either by their scholarships or financial aid so they don't have to pay for it out of their pocket as it is too easy for that money to go to other places and not to purchase a textbook.

To help students be <u>successful</u> in the class.

1. Encourage students to communicate with the instructor about problems they may be having in class.

2. Give attention to the good students and let them know you appreciate their efforts.

3. Encourage students to take advantage of the services offered through the CLC; possibly giving extra credit to those who do go to the CLC. Those students who put forth the effort to do well will be rewarded through intrinsic motivation.

4. With more classes being offered as hybrid courses, our students need adequate access to a computer lab or mobile technology to increase success.

5. If students are allowed to make up work, they need to be encouraged to do so.

6. With more classes offered as hybrid a trend we are seeing is that they may be attending class; but they are not completing the outside assignments. This new format is going to take a learning curve and it may get worse before it gets better.

7. Dual advising with the academic advisor and their athletic advisor or SSS advisor helps with student success. The more individuals the student knows who care for their success, the better.

8. Many students are coming to us ill prepared in their reading and writing skills. If we place prerequisites on our courses, we will have fewer enrollments; however this would raise our student success rate. The students who can't read well fall behind in their classes thus feeling less well about themselves. They in turn read less and improve less.

9. Students utilize social media extensively; they use their texting lingo instead of completely explaining what they want to communicate, so we have to model better communication skills for them in the classroom.

10. Students need to check their email daily and their grades weekly.

11. As Instructors we need to be more directive by giving good, organized instruction and be sure we have sent them specifics through emails or eCollege to follow-up what we have told them in the classroom.

12. Teachers need to be sure they update their grade books in a timely manner (weekly) so students are aware of their grades. Teachers also need to give timely feedback (typically within a week) on assignments so students can understand their grade and know how to improve on future assignments.

Program Review Summary:

We understand the most important issues at hand are retention and the success of our students. As educators and advisors we need to be team players and communicate with one another, along with taking part in every aspect of the college so that we can stay abreast of all we can do to help our students be successful. If we can keep our students in our classes and create early success by teaching them study skills, communication skills, and form relationships with them, we can help build their self-confidence and in turn they will be better students who will be motivated to be self-directed learners. As instructors we feel like we have the student's learning on our shoulders. Through this we remain reasonable in our expectations, but yet flexible. Ultimately, however, it is the student who is responsible for their own success.

BUSINESS AND TECHNOLOGY 2012-2013 ASSESSMENT

Student Learning Assessment Results 2012-2013

Program: **Business and Technology**

Program Mission:

The desire of the Business and Technology division is to promote and enhance the economic development of the community; to provide for lifelong learning and academic excellence through course content, application, and technology; to serve diverse populations with a sense of worth and dignity; to establish work ethics relative to a positive work environment; to meet workforce needs in the workplace through skills development, training, and personal growth; to be quality driven; and to communicate a sense of vision and renewal through a creative utilization of productive and innovative resources.

Learning Outcomes:

Learning Goal/Outcome	Assessment Tool	Results (70% or higher)
Utilize technology	Final presentation, Final project,	370/392
Compose communications that articulate your learning	Final presentation, Final project, email communication	370/392
Compare your knowledge from the courses to "real life" (Application)	Final presentation, Final project,	370/392
Justify the need for business, marketing, accounting, management, or technology in our society	Final presentation, Final project,	370/392

Results: 94% of students assessed scored 70% or higher on the assessment(s). If students complete the course and final assessment they are generally very successful at taking "book" knowledge and applying it to the final or final presentations. This application provides for higher level learning and provides a first step in applying skills to the workforce with entry level employment or providing a foundation of learning to additional and upper level business and technology course work.

It is important to also note that we had a 14% (62 students were no show for the final assessment) no show rate for the assessment. This attendance challenge is a challenge that requires addressing in the curriculum and attendance policy.

Social Science 2012-2013 ASSESSMENT

Student Learning Assessment Results 2012-2013

Program: Social Science

Program Mission: The mission of the Social Science Division is to strive to offer a multidisciplinary program, and to provide a learning environment that is concerned with producing positive contributors to society. Through their studies the student can enhance their knowledge in the program of their choice so they may successfully accomplish their goals.

Learning Outcome:

Learning Goal/Outcome	Assessment Tool	Results (70% or higher)	Total number not assessed
Technology	Diet analysis: The students will keep track of what they eat for three days, enter it into a computer database, analyze their diet, and then adjust it based on the information they learn in class about nutrient density.	80% 43/54	2
	Final Exam	186/218	20
	Student's Individual Presentation to class	186/200	38
Students will design a power point presentation over the bill of rights amendments including: research, court cases, government policies and issues over history. Power points will include video and audio presentations.	Scoring rubric designed to evaluate how well the students presented their research findings on questions and explained the material over their amendments. Power point displays had requirements of presentation and audio//video.	70% 11/20	
	Final Research Project	154/178	14
	Student Project/Final	213/249	27
Successful achievement of Post-Secondary KS	Paired assessment: 10 question pre-assessment with core competencies.	Pre-Assessment[1]:	

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[1] Pre/Post was in Beta phase during the 12/13 school year. As such, the pre-assessment was assigned electronically as an extra credit assignment in which students who participated received full extra-credit points, those who didn't received 0 extra-credit points.

Macroeconomics Core Outcomes: 1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility. 2. Apply the supply and demand model for economic analysis. 3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment. 4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level. 5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro economy. 6. Define money, banking, and monetary policy and explain their impact on the macro economy.	Same 10 question post-assessment embedded into course final exam	67% of potential N = 21 Post-Assessment: 81% of potential N = 21 *Pre/Post Assessments scored on a 20 point basis. Percentage represents the average student score evaluated against a potential score of 20.*	
Total		793/919=86%	
Communication	Birth Control Presentations: The students will research information on a form of birth control, and then present this information to their classmates.	100% 123/123	11
	Student's Individual Presentation to class	186/200	38
Students will analyze and appraise three characters from a movie by using the personality factors, traits and defense mechanisms taught in class. Students will then justify and defend their analysis with examples and arguments.	Scoring rubric designed to evaluation how well the students defended and justified their arguments and how correctly did they apply the techniques and psychological tools to the characters. Final Research Project	70% 77/124	

GCCC Academic Program Review Template Updated January 2021   MPM

	Student Project/Final	154/178	14
Successful completion of coursework with a D or better by committed students[2].	Numerator: # of students who receive a D or better in the course. Denominator: # of students who received a grade for the course and completed all tests and the final.	213/249 55/56	27
Total		808/930=95%	
Application	Final Exam in Basic Nutrition: Birth Control Presentation: Final Exam in Basic Nutrition: The students will complete a reassessment, after completing their coursework, they will take a final exam to apply the information they have learned.	75% 41/55	1
Students will create a model of a brain and neuron using materials that they determine. The models must show placement, design, labeling and explanation of the brain/neuron component.	Scoring rubric designed to evaluate how well their design showed the correct components and explained the function of and mechanics of the brain and neuron.	70% 118/124	
	Final Personality Question: Nature Vs. Nurture	148/179	13
Successful completion of coursework with a C or better by committed students.	Student Project/Final Numerator: # of students who receive a C or better in the course. Denominator: # of students who received a grade for the course and completed all tests and the final.	213/249 50/56	27
Total		570/663=86%	

Summary: How to improve learning – It appears that when a student has to present in front of their classmates, they will complete their assignment with some reluctance. Some students will ask if they have to provide an oral presentation, they then decide their grade is worth the presentation.
The diet analysis assignment also gets a high success rate as they are learning to eat healthier through technology. Once they see their normal diet, they can make the adjustments so they will be getting the nutrients they need in their diet. Applying knowledge seems to be the most difficult thing for students. They know all of the exam questions going into the final exam. In fact, they have the last half of the semester to apply what they are learning and to formulate their answers to the questions.

Most important observation: Many of the students who were not assessed (they didn't show up for the assignments and thus made zeroes). Attendance is critical for success; attendance policies and student attitudes towards attendance and accountability will be part of curriculum design and college-wide issue of attendance and punctuality.

Accounting

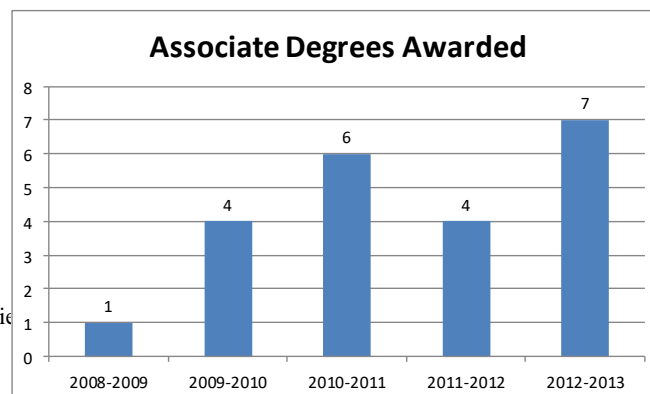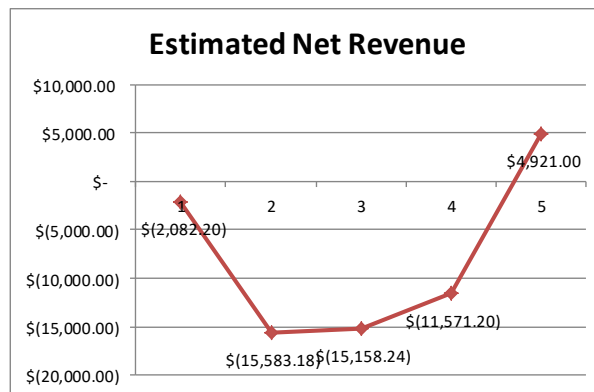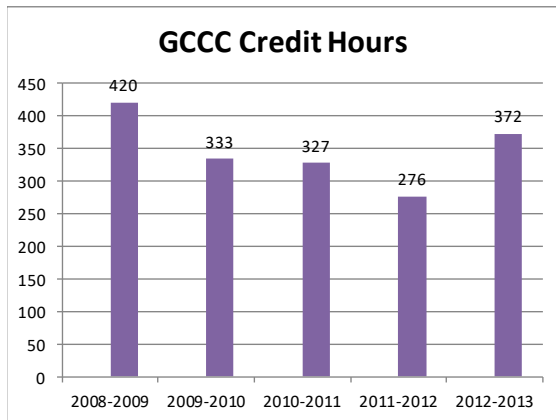### Credit Hours Generated and Department Expenses

	GCCC Credit Hours					Summary							
	Summer	Fall	Spring	Total	% change	% InState	% Out State	Tuition Revenue	Estimated State Funding	Dept Expenses	Student Supplies	Estimated Net Revenue	
2002-2003												$ -	
2003-2004												$ -	
2004-2005												$ -	
2005-2006		213	270	483		100%	0%	$18,837					
2006-2007		225	216	441	-8.7%	100%	0%	$18,081					
2007-2008		231	171	402	-8.8%	89%	11%	$17,543					
2008-2009		213	207	420	4.5%	94%	6%	$17,825	$30,433	$ 50,340		$ (2,082.20)	
2009-2010		192	141	333	-20.7%	93%	7%	$14,832	$21,015	$ 51,430		$ (15,583.18)	
2010-2011		156	171	327	-1.8%	96%	4%	$14,349	$21,923	$ 51,430		$ (15,158.24)	
2011-2012		120	156	276	-15.6%	96%	4%	$12,641	$18,375	$ 42,587		$ (11,571.20)	
2012-2013		192	180	372	34.8%	90%	10%	$19,158	$26,328	$ 40,565		$ 4,921.00	

Retention Rate GCCC Courses	
2008-2009	77.1%
2009-2010	79.3%
2010-2011	81.7%
2011-2012	94.6%
2012-2013	83.9%

Success Rate GCCC Courses	
2008-2009	60.0%
2009-2010	71.2%
2010-2011	69.7%
2011-2012	88.0%
2012-2013	80.6%

Associate Degrees Awarded	
2008-2009	1
2009-2010	4
2010-2011	6
2011-2012	4
2012-2013	7

Certificates Awarded	
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0

GCCC Credit Hours

Estimated Net Revenue

Associate Degrees Awarded

Business Admin/Economics/Mid-Management

Credit Hours Generated and Department Expenses

	GCCC Credit Hours					Summary						
	Summer	Fall	Spring	Total	% change	% InState	% Out State	Tuition Revenue	Estimated State Funding	Dept Expenses	Student Supplies	Estimated Net Revenue
2002-2003												$ -
2003-2004												$ -
2004-2005												$ -
2005-2006	3	409	501	913		91%	9%	$37,743				
2006-2007	15	423	435	873	-4.4%	89%	11%	$38,098				
2007-2008	21	329	486	836	-4.2%	82%	18%	$37,888				
2008-2009		390	393	783	-6.3%	81%	19%	$35,673	$48,921	$ 147,706		$ (63,111.52)
2009-2010	30	381	384	795	1.5%	83%	17%	$37,158	$44,800	$ 136,228		$ (54,269.70)
2010-2011	24	387	435	846	6.4%	86%	14%	$38,984	$52,860	$ 115,488		$ (23,644.32)
2011-2012	24	360	540	924	9.2%	89%	11%	$43,613	$64,078	$ 121,410		$ (13,719.20)
2012-2013	6	511	546	1063	15.0%	88%	12%	$55,063	$73,561	$ 150,281		$ (21,656.60)

Retention Rate GCCC Courses	
2008-2009	92.3%
2009-2010	90.2%
2010-2011	87.6%
2011-2012	91.6%
2012-2013	95.2%

Success Rate GCCC Courses	
2008-2009	76.6%
2009-2010	77.7%
2010-2011	72.7%
2011-2012	83.4%
2012-2013	83.4%

Associate Degrees Awarded	
2008-2009	26
2009-2010	20
2010-2011	13
2011-2012	26
2012-2013	23

Certificates Awarded	
2008-2009	
2009-2010	
2010-2011	
2011-2012	
2012-2013	

GCCC Credit Hours

Estimated Net Revenue

Associate Degrees Awarded
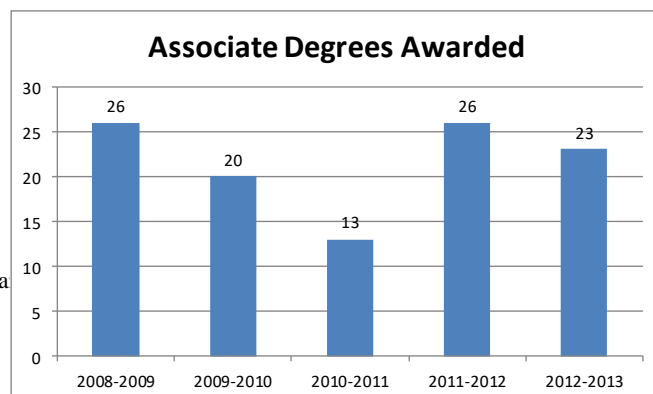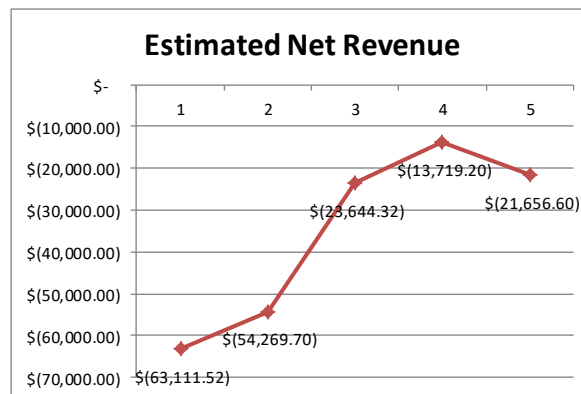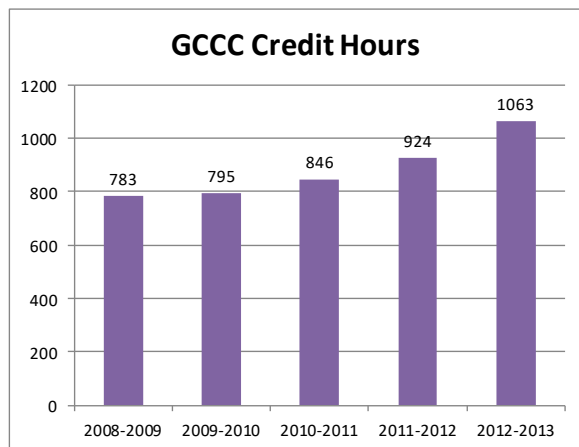
Computer Science

Credit Hours Generated and Department Expenses

| | GCCC Credit Hours | | | | | Summary | | | | | | |
	Summer	Fall	Spring	Total	% change	% InState	% Out State	Tuition Revenue	Estimated State Funding	Dept Expenses	Student Supplies	Estimated Net Revenue
2002-2003												$ -
2003-2004												$ -
2004-2005												$ -
2005-2006	60	557	534	1151		100%	0%	$44,889				
2006-2007	46	634	418	1098	-4.6%	96%	4%	$46,072				
2007-2008	10	545	474	1029	-6.3%	92%	8%	$44,165				
2008-2009	17	596	531	1144	11.2%	94%	6%	$48,551	$82,892	$ 29,444		$ 101,999.36
2009-2010	49	624	661	1334	16.6%	89%	11%	$60,590	$80,565	$ 41,033		$ 100,122.28
2010-2011	11	735	573	1319	-1.1%	91%	9%	$59,329	$80,014	$ 48,798	$ 789	$ 91,333.62
2011-2012	109	793	606	1508	14.3%	95%	5%	$69,368	$99,349	$ 87,535		$ 81,182.00
2012-2013	45	688	828	1561	3.5%	91%	9%	$80,157	$103,113	$ 89,759		$ 93,511.35

CSCI 789 Crs Fee

Retention Rate GCCC Courses	
2008-2009	96.7%
2009-2010	95.7%
2010-2011	95.9%
2011-2012	94.8%
2012-2013	96.7%

Success Rate GCCC Courses	
2008-2009	80.4%
2009-2010	80.7%
2010-2011	82.9%
2011-2012	83.8%
2012-2013	84.2%

Associate Degrees Awarded	
2008-2009	5
2009-2010	6
2010-2011	7
2011-2012	6
2012-2013	4

Certificates Awarded	
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0

GCCC Credit Hours

Estimated Net Revenue

Associate Degrees Awarded
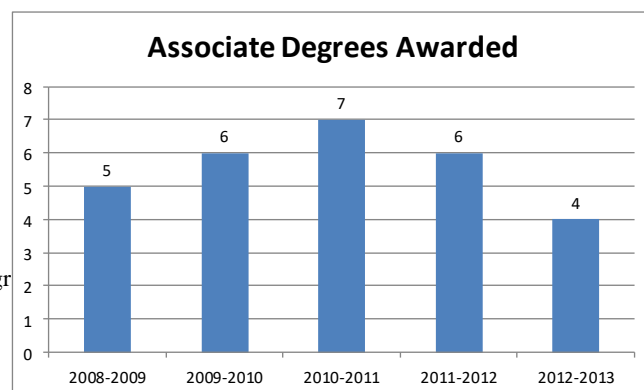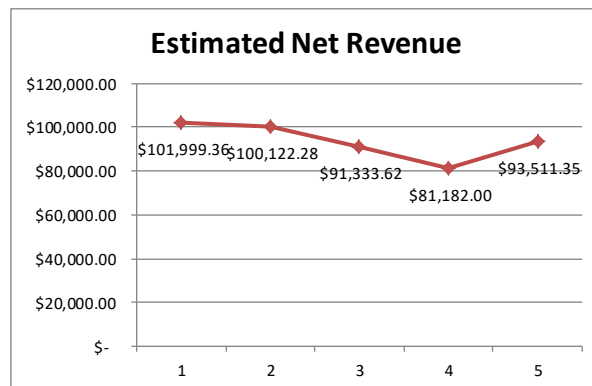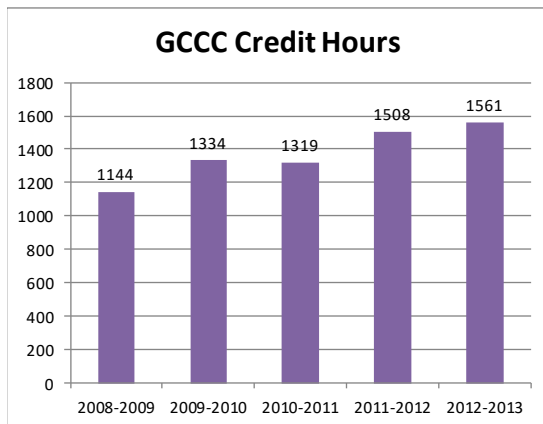
Social Science

Credit Hours Generated and Department Expenses

	GCCC Credit Hours					Summary						
	Summer	Fall	Spring	Total	**% change**	% InState	% Out State	Tuition Revenue	Estimated State Funding	Dept Expenses	Student Supplies	Estimated Net Revenue
2002-2003	728	4088	4058	8874								$ -
2003-2004	883	3961	3675	8519	**-4.0%**							$ -
2004-2005	721	4113	3556	8390	**-1.5%**							$ -
2005-2006	633	3662	3465	7760	**-7.5%**	90%	10%	$336,784				
2006-2007	671	3398	3068	7137	**-8.0%**	90%	10%	$309,746				
2007-2008	660	3322	3080	7062	**-1.1%**	90%	10%	$306,491				
2008-2009	736	3191	2909	6836	**-3.2%**	88%	12%	$311,995	$486,821	$ 531,422		$ 267,394.04
2009-2010	657	3143	3013	6813	**-0.3%**	89%	11%	$309,446	$462,261	$ 590,473		$ 181,234.46
2010-2011	825	3350	2775	6950	**2.0%**	88%	12%	$329,430	$446,951	$ 548,634		$ 227,747.00
2011-2012	855	2820	2560	6235	**-10.3%**	90%	10%	$321,103	$393,516	$ 506,391		$ 208,227.50
2012-2013	657	3033	2603	6293	**0.9%**	88%	12%	$265,061	$387,857	$ 453,594		$ 199,324.16

Degrees: ADDC, EDEL, EDSP, EDSE, HIST, HMEC, PLAW, POLS, PSYC, SOCI, SOCW

Retention Rate GCCC Courses	
2008-2009	94.3%
2009-2010	92.1%
2010-2011	91.7%
2011-2012	93.0%
2012-2013	94.7%

Success Rate GCCC Courses	
2008-2009	86.2%
2009-2010	82.7%
2010-2011	81.4%
2011-2012	84.6%
2012-2013	85.8%

Associate Degrees Awarded	
2008-2009	48
2009-2010	36
2010-2011	36
2011-2012	36
2012-2013	48

Certificates Awarded	
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0

GCCC Credit Hours

Estimated Net Revenue

Associate Degrees Awarded
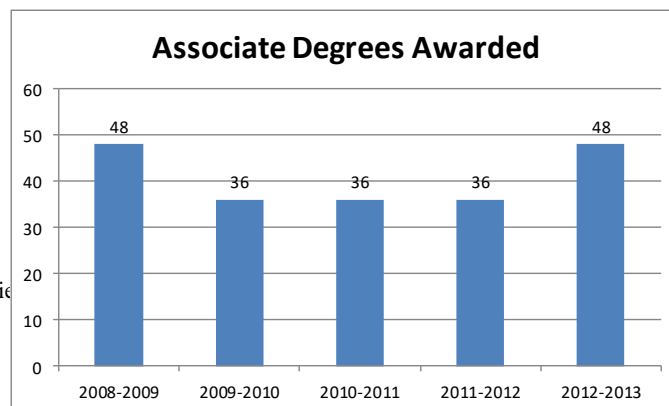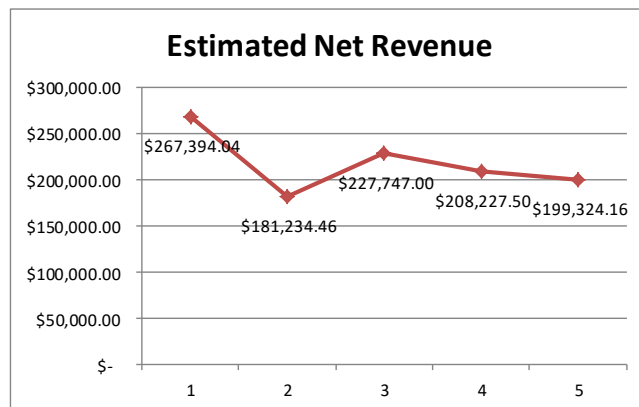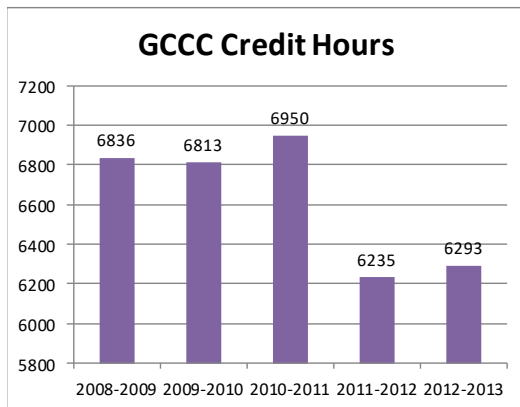
Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.