Bachelor of Science Program in Business Administration  
Program Review Report  
2016 – 2017  
Prepared by: Department Chair, Erik M. Cutler, MMgt  
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**United Tribes Technical College**

**Academic Program Review**

Bachelor of Science - Business Administration

July 2017

**Academic Program Review Schedule**

An annual timeline for program review rotation will be published on the Office of Institutional Assessment (OIA) website page. Department Chairs, in collaboration with the OIA, are responsible for adhering to the review schedule for their units. Those units with specialized accreditation may incorporate many of those materials into this report but the UTTC Annual Program Review (APR) process and format as described here should be followed.

***Instructions:*** *Please complete all sections of this APR template. If your department offers more than one degree, diploma or certificate, one of these templates will be completed for each degree, diploma or certificate offered. There will be similarities between the reports, particularly as it relates to your department (1 department – multiple programs). If an item is not applicable, and there will be very few that are not, simply indicate “N/A”.*

**Department Chair name and contact information (phone, email):**

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**Part 1 – Program Review**

1. **Program Demand:**
   1. Number of campus-based graduates over 5-year period: 28
   2. Number of online graduates over 5-year period (if applicable): N/A
   3. Enrollment in campus-based program over 5-year period: 187
   4. Enrollment in online program over 5-year period (if applicable): N/A

Include a brief summary below describing the status of your program meeting the following graduation rates for each academic year. Provide rationale for reasons your program is performing above or below the expected criteria:

At this time, the current number of campus-based graduates over a five-year period is 28. This number is congruent with the average rate of 25 graduates over a five year period.

Reasons may include minimal stop-outs and minimal withdrawals for students in the Bachelor program. For example, in AY 2016-17, we showed minimal grades below a C in Bachelor’s level coursework. We had an overall 88.6% passing rate and an 11.3% non-passing rate for all courses taught in the 2016-17 fall and spring semesters, showing a total of 2 D’s and 12 F’s (14/123). We had only 8 course withdrawals out of 123 course spots throughout the year.

\* Guidelines for graduation completion rates:

* Bachelor Programs: Average – 5 per year; 5-year total: 25
* Associate Programs: Average – 6 per year; 5-year total: 30
* Diploma Programs: Average – 5 per year; 5-year total: 25
* Certificate Programs Average – 8 per year; 5-year total: 40

*(See APPENDIX A for types of programs excluded from review or from meeting the guidelines for completion.)*

1. **Quality of Instruction and Curriculum**

* 1. Program accreditation
     1. For programs currently accredited include:
        1. Name of accrediting body/organization:

Higher Learning Commission

* + - 1. Date most recently accredited:

2012

* + - 1. Next reaccreditation date:

2022

* + - 1. List recommendations from most recent visit and progress to date:

HLC recommendations:

* Evidence of the implementation of assessment measures for all academic programs and the general education core, the institutional learning outcomes (ILOs)
* Evidence of the collection and analysis of data from the implementation of assessment measures
* Evidence of making curricular or instructional changes due to collection and analysis of data on student learning in academic programs and the ILOs
* Evidence of the development and implementation of all assessment measures for defined co-curricular programs
* Evidence of making improvements due to collection and analysis of data on student learning in co-curricular programs
* Evidence of linking analysis of data from assessment of student learning to planning and budgeting
  + 1. For programs seeking accreditation include:
       1. Name of accrediting body/organization:

N/A

* + - 1. Timeline for seeking accreditation:

N/A

* + 1. For all other programs include:
       1. Date of most recent Academic Program Review (APR):

N/A

* + - 1. List of recommendations from the most recent APR and progress to date:

*N/A*

*(Note: For first-time reviews, include N/A in response.)*

* 1. Credentials of faculty
     1. Include a list of all faculty by name, highest degree completed and discipline of each degree completed:

2016-17 Business Faculty:

Erik Cutler, Master of Management

Francine McDonald, Master of Public Administration

Mandie Wood, Bachelor of Science in Management

Erik Holmstrom, Bachelor of Arts in Political Science

Tyler Demars, Master of Science in Strategic Leadership

* + 1. Include a breakdown by gender and ethnicity:

1 American Indian male

2 American Indian females

2 Caucasian males

* + 1. Grants awarded to academic personnel: Previous 5 years:

2015 Bremer Foundation Grant – Provided a $50k grant for classroom technology upgrades, office and classroom furniture for the Business Program at UTTC.

2014 ND State Tourism Department – Provided a $5k match for marketing the 2014 UTTC Powwow Celebration. The funding assisted with video production and commercial airtime throughout North Dakota and South Dakota region for July thru August 2014. Services were provided by Midcontinent Communications and Makoche Productions.

* + 1. Grants submitted by academic personnel: Previous 5 years:

2014-15 Bremer Foundation Proposal

2013-14 ND State Tourism Proposal

* + 1. Professional development activities (conferences attended, publications, presentations): Previous 5 years:

2014-2016 – All Business faculty attended academic in-service activities and accreditation training required of all faculty at UTTC.

2016-17 - Business Faculty completed the UTTC online training for online course instruction.

2014 - Career and Technical Education Credential – Erik Cutler, Chair

* + 1. Other:

May 2016 - Erik Cutler attended Virtuous Leadership Training at the University of Mary, Bismarck ND. The training provided a 4-day immersion program with Alex Havard (of French, Russian and Georgian descent) author of the Virtuous Leadership System and the co-founder of the many Virtuous Leadership Institutes around the world. His books Virtuous Leadership (2007) and Created for Greatness: The Power of Magnanimity (2011) have been translated into twenty languages. Born in Paris, Alex Havard has worked as a barrister in Strasbourg and Helsinki. Since 2007 he lives and works in Moscow.

* 1. Curriculum

1. Describe the strengths of the curriculum, its quality and rigor, and justification for your response:

The Bachelor of Science in Business Administration Program is a 121 credit hour program of study approved by the UTTC Curriculum Committee on February 2nd, 2017 with oversight provided by the VP of Academics. The Business program has been updated on an ongoing basis since the appointment of a new Chair in January of 2014. An ongoing effort has been conducted to provide students with the most relevant and up to date course content related to an ever changing business sector. The program faculty will be encouraged to take advantage of professional development opportunities in efforts to continue delivery of current business practices and standards.

Strength, quality and rigor are examined through reflective Course Summaries administered by the Academic Assessment Committee. Faculty are required to complete a course assessment on a semester basis. The purpose of the assessment is for faculty to reflect upon the semester, to see if changes may or may not be needed in their methodology. The assessment allows the instructor to gauge the effectiveness of teaching methodology and to make adjustments as needed. The summary consists of the Course GPA, Pass Rate, Number of Students Registered, Number of Students Completed, Number of Students meeting the Department GPA, and Instructor’s comments.

Student course evaluations are also conducted through mid-term and final semester course evaluation surveys. The survey identifies reflective responses to course instruction. The results allow the Chair and members of the Assessment Committee to review, evaluate and provide guidance to instructors with purpose of strengthening classroom management and instruction.

1. Identify the emerging trends in your field and how your program and faculty are poised to address the trends:

Current job skill trends of the business sector include project management skills, social marketing and communication skills, non-profit and for-profit business development especially with the growing oil industry in north western ND, sales and customer service skills are essential. The need for skilled project managers is a growing trend in our local and regional businesses as stated in our CTE Advisory Committee meeting minutes. This topic has also been expressed in conversations with graduate program advisors at our neighboring private university; the University of Mary located in Bismarck, ND, which offers Master degree programs in Executive Leadership, Project Management, Business Administration and Public Administration.

In order to meet growing trends, our instructors include education related to organizational leadership, team development, strategic planning, action planning, budget and timeline analysis, networking communication and procurement negotiation skills. Our Advisory Board members concur that new graduates need to be able to effectively manage a project from beginning to end. They also need the communication skills necessary to network with other businesses and request assistance when needed. Our faculty instruct students how to take an idea and turn it into a plan, develop short term and long term goals for management, and lead actions strategically to succeed in accomplishing a business’s mission.

1. Explain the role and function of online and hybrid learning in your programs:

We have online classes in our AAS in Management that can be transferred into the Bachelor of Science of Business Administration degree. The role of the online AAS program is to offer an introductory level curriculum in business management. The online function offers a unique opportunity for students to earn an AAS in Management, emphasizing a comprehensive range of disciplines in marketing, management, sales, advertising, entrepreneurship, accounting, personal finance, economics, and human resource management, as well as the required General Studies curriculum of UTTC.

1. Articulate the status of the program core curriculum and if it has been updated and approved by the UTTC Curriculum Committee within the past 3 years. If it has, provide an overview of updates completed. If it hasn’t, what particular areas have you identified as needing to be updated:

The Bachelor of Science in Business Administration was reviewed by the Business Department Chair and approved by the UTTC Curriculum Committee in March of 2016. The process included an extensive review of all business course guides to include updates to all course titles, course descriptions, course learning objectives, teaching methods, teaching aids, means of evaluation, course units, prerequisite requirements, text books and materials and course numbering. The current degree plan was also reviewed and updated annually by the Department Chair and the UTTC Curriculum Committee. It was approved in February of 2017 and revised in July of 2017.

1. Has the Advisory Board provided any feedback on the program curriculum (i.e. internships, certificates/diploma options, adjunct faculty) and has the feedback resulted in changes to the curriculum? Why or why not? If not, what are your plans for getting feedback on the curriculum from your Board:

Yes, we have had feedback from Mike Mabin, Owner of MABU Agency and a local American Indian Entrepreneur from the Turtle Mountain Tribes of ND. Mike expressed the growing need for Project Managers. He shared that many of his job opportunities at MABU Agency involve extensive project planning and management skills related to advertising, marketing, grant management, social media development, and administering contracts. Starting this fall of 2017, we will invite Board feedback opportunities for the BAD497-Business Internship. We will also collaborate closely with our UTTC Career Development Counselor for Intern placement.

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| --- | --- |
| Supporting Data | |
| *Common data elements (required):* | *Common data elements (for future APR):* |
| * Faculty teaching load: 30 credit annually for each 9-month faculty member per the 2015-16 Faculty Handbook, The Chair is required to teach 18 credits and 6 credits in the summer as a 12 month faculty member. *– UTTC Faculty Handbook* * Faculty characteristics: Master’s degree in Business Management or Business Administration from a regionally accredited university preferred, or Bachelor’s degree in Business and willingness to complete a Master’s degree within 3 years required. Accounting experience or coursework required. Two (2) years successful college instruction preferred. Knowledge about American Indian Tribes, cultures, and histories desirable. Must possess or be willing to pursue a teaching certificate from the N.D. Department of Career and Technical Education.   *–Job Description, Human Resources*   * Faculty service: The Chair serves on both the Assessment and Curriculum Committees. – *Committee Membership, under the oversight of the VP of Academics* * Number and percentage of diverse faculty: 3 American Indian and 2 Caucasian, 60% minority/American Indian – *Personnel files, Human Resources* | * Faculty by full-time/part-time status: 5 Full-time *– Human Resources, AY2016-17* * Number of faculty with terminal degrees: 4 Masters and 1 Bachelor with a Masters in progress. *–Human Resources* * Online and hybrid programs and courses offered: 0 for Bachelor Degree * Number of Community Based Learning (CBL), Capstone, or other community-based courses offered:   1, BAD 497 – Business Internship *– Registrar, Degree Plans* |

* 1. Program reputation
     1. Include a brief description of any indicators of program reputation such as demand (e.g. waiting lists or over enrollment) for admission into program, employer data/feedback, etc.

Currently, we are not over-enrolled. The Bachelor program averages 37.4 students annually. The reputation of Bachelor of Science in Business Administration is unique because it allows for Native American and Non-Native students to pursue a Baccalaureate degree at a Tribally-owned college. Bachelor’s degrees are in demand for American Indian students attending UTTC. This has shown through growing enrollment from 24 students enrolled in 2012-13 to 42 students in 2016-17. Many students also transfer in from other community colleges which may not offer a Baccalaureate Degree in Business Administration.

* 1. Curriculum of major or specialization
     1. Include a list of core courses by prefix, number, and title (do not include general education course unless required as part of the core requirements.)

BAD 310 Grant Writing

BUS 315 Business Law

BAD 318 Business Communication

BAD 326 Business research Methods

BAD 353 Corporate Finance

BAD 356 Organizational Behavior

BAD 366 American Indian Entrepreneurship

BAD 401 Tribal Enterprise

BAD 406 Business Ethics

BAD 436 Organizational Leadership

BAD 437 Workplace Diversity

BAD 450 Technology and Business

BAD 497 Internship

BAD 499 Special Topics

* 1. Distance delivery of program
     1. Note if the program is offered online and a brief overview of the online degree status, enrollment trends, and plans for the program.

The Bachelor of Science is not offered online at this time.

* 1. Quality of Assessment Plan/Data
     1. Include a brief description of the program assessment plan and how the data are used to inform decisions related to program quality and student learning.

The Bachelor of Science in Business Administration Assessment Plan was created on February 21st, 2017. The plan will begin its implementation in the fall semester of 2017-18 for a two-year cycle ending in the spring semester of 2019. The assessment plan measures student progress towards achieving the Program Learning Outcomes (PLOs) of the designated degree.

Bachelor of Business Administration Program Assessment Plan 2017-2019

**Fall 2017-18:**

Course: BAD 497 -Business Research Methods

PLO 1: Apply administrative skills in various organizational capacities.

Performance Indicators:

a. Graduates will exhibit knowledge of various administrative skills.

b. Graduates will apply administrative skills to effectively administrate policy in business operations.

Assessment: PLO1 will be measured through a Research Paper assignment and assessed with a Research Paper Rubric exhibiting the performance indicators designated for PLO1.

**Spring 2017-18:**

Course: BAD 356 - Organizational Behavior

PLO 2: Demonstrate effective decision making skills in mission driven environments.

Performance Indicators:

1. Graduates will exhibit knowledge of various organizational strategies.
2. Graduates will be apply problem solving and reasoning skills to effectively administer policy related to business strategy.

Assessment: PLO2 will be measured through a final organizational climate survey assignment, assessed by a survey paper rubric exhibiting the performance indicators designated for PLO2.

**Fall 2018-19:**

Course: BAD 406 - Business Ethics

PLO 3: Model ethical leadership in global business relations.

Performance Indicators:

1. Graduates will exhibit knowledge of a professional code of ethics for business administration.
2. Graduates will apply practice of a professional code of ethical conduct in the workplace.

Assessment: PLO3 will be measured through a case study presentation assignment, assessed through a case study presentation rubric exhibiting the performance indicators designated for PLO3.

**Spring 2018-19:**

Course: BAD 318 - Business Communications

PLO 4: Model ethical leadership in global business relations.

Performance Indicators:

1. Graduates will exhibit knowledge of a professional code of ethics for business administration.
2. Graduates will apply practice of a professional code of ethical conduct in the workplace.

Assessment: PLO4 will be measured through an oral presentation assignment, assessed through an oral presentation rubric exhibiting the performance indicators designated for PLO4.

**Measurement Procedure:**

In each designated course, the instructor will measure student progress through a rubric which correlates with the final comprehensive assignment of the course. The purpose of the assessment will be to measure the satisfactory progress of the assigned Program Learning Outcome. A composite score and reflection will then be reported in the Course Results Summary.

The Department Chair will analyze the final results of the Course Results Summary and identify the correlation between the achievement of the Course Learning Objectives, the PLOs, and the ILOs. A final report will identify the overall assessment of satisfactory completion of the performance indicators (PIs) as assigned under each PLO. The Chair will update the Program Review Report annually and deliver the analysis to the Institutional Assessment Director and the VP of Academics.

* 1. Department Action Plan
     1. Include a brief description of any plans for the program that appears in the department action plan (i.e., facilities upgrades, curriculum changes, online delivery, enrichment learning opportunities, etc.), as well as an overview of the summary of progress reported on the action plan.

Below is a brief overview of the Department Action Plan and how it corresponds with the Academic Affairs Strategic Plan, including the department’s summary of updated actions as of July 2017.

Academic Affairs Goal #1 – Promote services of the College that will assist students in achieving high standards of academics.

* Business Department Goal #1 - Recruit, retain, and graduate competent business students.

Strategy 1a: Develop articulation and transfer agreements with regional Universities and Colleges.

* Department Action Summary:

1. Articulation and transfer processes have been discussed with the University of Mary.
2. Involvement in an annual review will be conducted to examine the articulation agreements between UTTC and the ND University System.

Strategy 1b: Encourage students to take advantage of academic advising and student service assistance in Admissions and Financial Aid.

* Department Action Summary:

1. Advising duties have been disseminated to all Business faculty in the spring of 2017. Students will be encouraged to meet with their Academic Advisor on a regular basis to discuss areas of difficulty and referrals if needed.
2. Financial Aid officers have visited our classes to inform students of scholarship opportunities and their services. Support service officers will be encouraged to continue visiting our courses at the beginning of each semester.

Strategy 1c: Encourage students to develop effective study skills and academic success strategies.

* Department Action Summary:

1. Our advisors encourage students who are having academic difficulties to seek faculty tutoring assistance.
2. Our faculty members encourage students to seek out counseling support services if experiencing emotional or health-related issues that may be interfering with coursework.
3. Tutoring by math faculty has been beneficial in college level math courses.
4. Our Bachelor degree students are encouraged to serve as peer mentors if students experience difficulty.

Strategy 1d: Identify students with special needs and develop appropriate courses of study.

* Department Action Summary:

1. Students are encouraged to self-disclose their disability to the Disabilities Coordinator.
2. Disability and Academic Counselor are invited to visit our classrooms at the beginning of each semester to share their services and location on campus.

Academic Affairs Goal #3 – Ensure students receiving degrees and certificates possess core abilities (institutional learner outcomes).

* Department Goal: Business Department Goal #2 - Apply and evaluate effective systems of business education assessment.

Strategy 3a: Utilize system to collect classroom assessment data and show student proficiency level.

* Department Action Summary:
  + 1. Our Assessment Committee, which includes myself, conducted an overall pilot writing rubric to assess ILO #1 - *Exhibit effective oral and written communication*.

The pilot rubric was implemented for all courses during the spring semester of 2017. After the application, the results were reviewed by the Institutional Assessment Coordinator. At the end of the semester, faculty were provided the opportunity to share concerns with the Institutional Assessment Coordinator. These recommendations will also be shared with the Assessment Committee for future adjustments to the common writing rubric tool. The writing rubric is designated to be piloted again for ILO #1 in the fall semester of 2017-18.

* + 1. After using the pilot writing rubric for my business courses, I recognized the need for a more comprehensive rubric as well. I saw the need for additional criteria and more in depth scoring areas. In my courses, students were scored at one of the three levels for each criteria measured. Our Bachelor level students were scoring in the lower levels of writing ability in the assessment. I expressed this with my faculty, and we agreed that additional writing instruction needs to be a priority in future Bachelor and Associate level coursework.
    2. Each semester, students who show failing grades also demonstrate poor classroom attendance and late work coursework before midterm. Strategies that have been implemented by our faculty to include class participation points and half credit for late assignments before midterm. Participation points for activities finished in the classroom has also helped encourage better attendance. Half-credit given for late assignments sometimes helps students catch up before the content becomes unmanageable after midterm. Participation points and half credit strategies are offered at the discretion of the instructor.

Strategy 3b: Summarize assessment data using program assessment reporting measures.

* Department Action Summary:

1. The Chair is currently reviewing program goals and department action plans to revise and update the performance indicators needed for students to meet the learning outcomes presented by the Institution, the Department, and the course objectives identified in course guidelines.
2. The Chair and Faculty will review and update the current curriculum mapping this fall semester of 2017-18.
3. The Chair will provide recommendations to the Assessment Committee for creating an online reporting system for assessment activities. This is needed to ensure data accuracy and time efficiency in reporting annual outcomes.

Strategy 3c: Evaluate program assessment data to determine the extent institutional learning outcomes are being met.

* Department Action Summary:

1. Institutional Learning Outcomes (ILOs) were reviewed and updated by the Assessment Committee in January of 2017. The VP of Academics and Institutional Effectiveness Committee approved the ILOs in January 27th, 2017.
2. Business Department ILO/PLO assessment formally begins this fall of 2017-18.

Academic Affairs Goal #5 – Provide staff development and training opportunities that encourage proficiency in the delivery of operational and instructional services.

* Department Goal: Business Department Goal #3 - Recruit and retain highly qualified faculty.

Strategy 5a: Provide continuous training opportunities for faculty and staff.

* Department Action Summary:
  1. UTTC Faculty has attended faculty in-service training for assessment planning and performance indicator development throughout the 2016-17 academic year in preparation for the HLC visit in March of 2017.
  2. I see a need for assessment data training for other departments besides faculty. We also need training to better develop an online assessment reporting mechanism that is user friendly and allows data input and filtering from all departmental areas.

Strategy 5b: Encourage continuing education for faculty.

* Department Action Summary:

1. The college offers an incentive program for staff who complete higher level degrees.

Strategy 5c: Participate in annual in-service training for faculty in assessment and professional development.

* Department Action Summary:

1. Our faculty has continued to actively participate in all in-service training opportunities related to identifying performance indicators and improving instruction towards improving learning outcomes.
2. As Chair, I have found the trainings it to be very beneficial in sorting-out and understanding the various intricate details for all areas assessment and instructional practice.
3. Reporting mechanisms are still a concern and I feel it would be beneficial for us to develop a streamlined approach for reporting in all areas of assessment.
   1. Other:
4. **Mission Centrality**

* 1. Describe how the program supports the mission and strategic goals of UTTC.

UTTC Mission:

“United Tribes Technical College provides post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.”

The UTTC Bachelor of Business Administration program supports the three identity characteristics of the UTTC mission statement by providing post-secondary education through our AAS programs and BS program and by enhancing knowledge, diversity, and leadership for students of all Indigenous nations.

In 2016-17, the UTTC Business Degree programs focuses on supporting three main strategic areas of the UTTC Strategic Plan 2015-2020. They are as follows:

Strategic Area #1 – Commitment to Student Learning

Strategy 1a. Improve and sustain instruction through the assessment of student learning outcomes.

Support: The UTTC Business Degree Programs have strived to create an internal system to measure, assess, document, and communicate student learning outcomes. We also integrate soft-skills lessons into our business course instruction across the curriculum.

Strategic Area #2 – Student Success and Completion

Strategy 2c. Increase internship and job-shadowing opportunities and job placement rates.

Support: The UTTC Business Degree Programs work closely with UTTC Career Counseling and the Bismarck-Mandan Chamber of commerce to provide job shadowing opportunities for all business majors.

Strategic Area #4 – Institutional research, Culture, & Effectiveness

Strategy 4b. Develop and implement a concise, sustainable institutional assessment system for continuous improvement.

Support: The UTTC Business Degree Programs have utilized strategic planning goals by developing a Department Action Plan to assess student achievement.

* 1. Describe how the program contributes to other programs across campus (i.e., general education courses, interdisciplinary program, etc.)

The Bachelor of Science Degree in Business Administration offers a four-year Bachelor’s degree opportunity to students who complete their AAS degrees in various vocational areas on campus. We serve students who have office and technology backgrounds, criminal justice backgrounds, automotive and welding backgrounds, education and social science backgrounds, nursing graduates, commercial design, and computer informational system backgrounds.

* 1. Include placement data for graduates for the past five years and indicate if graduates are working in the field or not.

As reported by UTTC Career Placement Services:

Placement data dates: August 2014 – May 2015

Graduate numbers tracked for the Bachelor of Business Administration program:

12/20/14 – 1 Graduate

05/09/15 – 6 Graduates

Total Placements Related to Training: 4 in AAS and BS, 1 in AAS - SBM

Total Placements Not-Related to Training: 1 AAS/BS

Higher Ed Placements: 3 AAS/BS, 3 AAS - SBM

No Contact/Declined Services: 2

* 1. Other:

1. **Program Productivity (for the most recent academic year – fall and spring)**
   1. Ratio of student credit hours per full-time faculty (FTE):

15 credit hours per semester, Semester Ratio: 15 to 1

30 credit hours annually@2 semesters, Yearly Ratio: 30 to 1

* 1. Ratio of student enrollment in core program courses per full-time faculty (FTE):

42 students to 3 Bachelor level instructors, ratio: 14 to 1

* 1. Ratio of student enrollment in courses outside of the program (Gen. Ed.) per full-time program faculty (FTE):

28 to 1 approx.

* 1. Course enrollment
     1. Number of classes exceeding UTTC minimum (7 for 100-200 level, 5 for 300-400 level), as well as number of classes underperforming in enrollment:

Exceeding minimum: 12

Underperforming: 1 (BAD401 – Tribal Enterprise)

* 1. What type of recruiting efforts have the department staff/faculty participated in? Does the department have recruiting materials and, if so, what types and when were they updated? If not, what is the plan to have these available, what type and by when?

We were active in discussions concerning the UTTC website and our business department’s web page. Business cards, prospective student email correspondence and UTTC Business department web page referrals currently serve as our recruiting materials. At one time we held discussion about mailing card with our program information, but I never received any updates on whether these were completed or distributed to high schools or prospective students. I believe our Admissions department will mail out packets for areas that students may be interested in but most of the time a prospective student is referred to me (Chair) to contact on behalf of the department. I’ll usually share the website information.

* 1. Is the department information on the UTTC website accurate and when was the last time it was updated? How often is it updated and who is responsible for assuring it is accurate and current?

Yes, updated May 2017 by the Program Chair, the Academic Affairs Assistant, and the Director of IT. It was completed in 2016-17 and is aimed to be reviewed each semester by the program Chairs. The Program Chair is responsible for providing updates to the IT department or an assigned contact.

* 1. Other:

Sometimes advising concerns may arise because we are not entirely on an electronic based data system. Much of our work is still done by hand such as checking off courses on degree plans or completing forms and sending the student around for approval signatures. This can take a lot of time, especially if the advisor is waiting on approvals, transcript evaluations, or receiving test scores from the student rather than finding scores on the system. We currently have as system that is two-fold, one-side is printable forms that include acceptance letters, test scores, mailings of student IDs, passwords, drop and add forms, withdrawal forms, etc. and on the other side we have a portal for grading, online course delivery, early alert retention reporting, transcript viewing, and registering students. Also, the graduation application has recently been updated to submit online. A review of what items could be added online for better efficiency may help.

1. **Student Advising**
2. Describe your department philosophy for advising students. Who serves as the primary advisor and how do you view the role of the advisor? Include discussion about your position on proactive advising (formerly referred to as intrusive advising) and if it is implemented in your department:

Advising students is the responsibility of each instructor with the Chair serving as the primary advisor if a need arises. Our degree plan advising is assigned to the area in which the instructor primarily serves.

Currently, the primary Accounting and Finance Instructor will serve the AAS-Business Administration advisees, the primary baccalaureate level Business Administration Instructor will serve the BS-Business Administration advisees, the Marketing Instructor will serve the AAS-Management advisees, and the Chair currently serves the Online AAS-Management advisees because of the amount of email correspondence involved with various campus departments.

Advisors are required to review the Academic Advising Handbook and implement the best practices as outlined for intrusive advising. Professional communication practices among advisors, students, and all supporting campus departments is key to meet the advisee’s needs in a timely manner.

1. Explain your department’s approach to advising, including the inclusion of practices used to advise students on general education requirements and degree completion pathways:

We follow our program degree plans and accommodate the course schedule for general education course advising. I require our business faculty to review the Academic Advising Handbook as their guide for successful advising practices.

An area that we may improve upon is course scheduling conflicts between business courses assigned to a specific semester and general education course scheduling. We often accommodate the General Ed. schedule by changing the time of the Business course if needed. Another issue is scheduling repeat courses. It extends their graduation date. This occurs because many of our courses are only taught either fall or spring semester and the student will have to wait a year to retake the course required, except for the online classes which are taught year-long on campus or online.

1. Have you ever advised a student to pursue a different field of study at UTTC or another institution? If so, what were the circumstances? If not, explain why you haven’t:

Yes, I have had students who are undecided in what they want to pursue as a future career path. I often recommended they visit with a career counselor and pursue a degree plan that may fit their strengths. The student will excel in a program that is better suited for them. We want to see our students be successful and I often support their choice if they start here and decide they need to transfer to another higher learning institution. It is also described in our UTTC motto: “Leadership Begins Here”

1. Describe how you evaluate the effectiveness of your advising practices, including the impact of your advising techniques on retention and degree completion:

As Chair, I was advising about 80 students each semester. It was needed at the time, because I was familiar with many of the department changes that occurred in the last 5 years and I was able to navigate students through their frustrations of having 2 or 3 advisors in the past, all of who had differing interpretations of degree plan requirements which interfered with students completing their degrees on time. To advise 80 students in a short window of time became too much and I realized that it needed to be handed off to our faculty. I am still very busy with registering returning students during the summer months, because they need to have their fall schedules submitted for tribal funding by June 30th, but it hasn’t been as non-stop busy as past years.

Our VP of Academics recognized the need also and graciously met with our department to guide us in dividing up the advising duties. It happened at just the right time. I have had more time to concentrate on my duties as the Department Chair, especially more time to prepare for my classes because I often teach an overload, and it has also allowed me to address issues that may arise with student retention and degree completion. Our new advisors express that they enjoy advising and they feel more capable in the registration process. It also allows them to meet with students on an individual basis and provide mentoring support for their academic success. Advising is a very detail oriented process and if one course is not included or overlooked as a result of human error, it can place a student back a whole semester from graduating. In my opinion, there needs to be finer-tuned online-degree plan advising system that can perform the checks and balances needed to successfully register students in the courses needed and graduate them on time.

1. Would the department faculty, including yourself, benefit from professional development on advising practices? Describe why or why not and identify specific areas of strengths or areas for improvement:

We could always use training in advising. I think the training should clearly identify the roles and corresponding procedures could be better identified to ensure a qualitative flow of successful practices between Admissions, the Registrar, Financial Aid, and the Academic Advisor.

1. **Persistence and Completion**
2. Identify and describe any barriers to student persistence and degree completion in your program/department (for example bottleneck courses or courses with significant D, W, F rates), and what efforts are being undertaken by the department to alleviate those barriers:

Attendance. Attendance and on-time completion of assignments are the two main factors that determine whether a student completes a course successfully. Midterm is often the check-point for assessing whether a student will pass or fail the course. If failing at midterm, it is more practical for struggling students to drop the course, but if the student wishes to persist, it is their responsibility to visit with their instructor and demonstrate an increased effort to pass their courses successfully. Allowing late-work late is decided at the discretion of the instructor, as indicated on each syllabus.

If students participate in assigned readings, study for exams and demonstrate knowledge of the course lessons, their efforts will often reflect passing grades. Students who do not attend classes early-on are reported thru an early-alert system and encouraged by their Advisor to either start attending or withdraw from the course. It’s a learning curve for many first-time associate level students, but for our returning associate level and bachelor degree seeking students, I’ve noticed an improvement in class attendance and retention since 2014.

1. Specifically address how students are being supported and how that will lead to improved rates of persistence and degree completion. Are there any supports that specifically address the needs of students from diverse backgrounds? Please describe.

Students are offered a wide range of support services on our campus. Support ranges from personal counseling, academic counseling, disability accommodations, financial aid support, tutoring, wellness and support groups that reflect culture, writing support, one-to-one advising, and online support as well. All support programs meet the various needs of students of diverse and economic and academic backgrounds. We have students of all diversity on our campus and the campus demonstrates inclusive support services to meet their physical, cultural, spiritual, intellectual, and personal needs.

|  |  |
| --- | --- |
| Supporting Data | |
| Common data elements (required): | Common data elements (for future APR): |
| * Classes with high DFW rates: 0 - *Needs to be clarified* * Course sequence: *S:\Registrar\View\Degree Plans, Curriculum, Syllabi, Schedules* * Degree plan: *S:\Registrar\View\Degree Plans, Curriculum, Syllabi, Schedules* * Time to Completion: 4 years, 120 credits, 30 credits a year, 15 credits avg. per semester   *S:\Registrar\View\Degree Plans, Curriculum, Syllabi, Schedules*   * Retention and persistence rate | * Enrollment demographic data * Number of degrees awarded, include diplomas and certificates: 28 Bachelor of Science Degree in Business Administration - *Graduate Report, Registrar* * Number/proportion of diverse students: 42 - *Needs to be clarified* * Gainful employment information (certificates) N/A |

1. **Assessment of Student Achievement**
2. **Evidence of Student Learning**
3. List and number the expected student learning outcomes for your program. Outcomes should explicitly describe what students know, understand, or are able to do. Include the performance indicators for each program learning outcome. Identify the UTTC institutional learner outcome(s) (ILO) that have been assessed in the program courses – which ILOs, in which courses, and how was it assessed.

PROGRAM: BACHELOR OF SCIENCE - BUSINESS ADMINISTRATION

PROGRAM LEARNER OUTCOMES:

1. Apply administrative skills in various organizational capacities.

a. Graduates will exhibit knowledge of various administrative skills.

b. Graduates will apply administrative skills to effectively administrate policy in business operations.

2. Demonstrate effective decision making skills in mission driven environments.

a. Graduates will exhibit knowledge of various organizational strategies.

b. Graduates will be apply problem solving and reasoning skills to effectively administer policy related to business strategy.

3. Model ethical leadership in global business relations.

a. Graduates will exhibit knowledge of a professional code of ethics for business administration.

b. Graduates will apply practice of a professional code of ethical conduct in the workplace.

4. Communicate effectively as an administrative professional.

a. Graduates will understand the importance of effective communication skills in the workplace.

b. Graduates will apply effective communication skills in administrative leadership capacities.

INSTITUTIONAL LEARNER OUTCOMES:

1. Exhibit effective oral and written communication. (Communication)

a. Organize various types of communication

b. Articulate content knowledge

c. Demonstrate appropriate delivery (i.e. body language, tone, voice)

d. Apply mechanics of writing (standard grammar, punctuation, and spelling)

2. Analyze information from diverse sources. (Critical Thinking)

a. Identify issues

b. Evaluate sources

c. Apply solutions

3. Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)

a. Interpret data from a variety of sources

b. Demonstrate hypothesis-based problem solving

c. Estimate answers for reasonableness

d. Communicate quantitative information

4. Demonstrate skills necessary for living and working in a global society. (Personal & Social Responsibility)

a. Demonstrate collaboration skills

b. Identify ethical norms for conduct

c. Exhibit knowledge of diverse cultures, identities and societies

d. Model professional behavior (e.g. attire, timeliness, reliability, initiative)

Learning Outcomes Assessment:

Fall 2017-18: BAD 328 Business Research Methods – PLO #1 & ILO #1 will be measured through a Research Paper assignment and assessed with a Research Paper Rubric.

Spring 2017-18: BAD 356 Organizational Behavior – PLO #2 & ILO #2 will be measured through an Organizational Climate Survey assignment and assessed through a Project Analysis Rubric.

Fall 2018-19: BAD 406 Business Ethics –PLO #3 & ILO #3 will be measured through a Case Study Presentation assignment and assessed through a Case Study Rubric.

Spring 2018-19: BAD 318 Business Communications – PLO #4 & ILO #4 will be measured through an Oral Presentation assignment and assessed through an Oral Presentation Rubric.

In each course assigned, the instructor will measure student progress through an assigned rubric which correlates with the final comprehensive assignment of the course. Its purpose will be to measure the Institutional Learning Outcome for each student of that course. The score from each assessment will be averaged collectively to produce an overall analysis for the Course Results Summary. The Department Chair will analyze the results to identify the correlation between the CLOs, PLOs, and ILOs through careful assessment of the overall performance indicators (PIs) for the course. The Chair will update the annual program cycle report and deliver the analysis to the Institutional Assessment Director on an annual program review basis.

1. Describe the kinds of experiences you expect students to have inside and outside of the classroom to meet these learning outcomes:

Internally they may have classroom experiences such as lecture, group participation, tests, quizzes, presentations, speakers, reflections, research projects, demonstrations, and group learning assignments.

External may include field trips, conference attendance, competitions, job shadowing, and internships.

1. **Evaluation of Student Academic Performance**
2. Present justification that students graduating from your program are meeting the expected level of proficiency for the Institutional Learner Outcomes. Are they all being met? If so, explain. If not, what is your plan to increase your students’ knowledge and skills so they meet the expected criteria for the ILOs?

The Business Degree Program Assessment plan for Learning Outcome proficiency begins this fall 2017-18 as outlined above in 7A. For previous years, I would believe that the outcomes have not all been met because we assessed student learning mainly through exam results and grading. Starting this fall, rubrics will be used to allow us to assess learner outcomes more in depth, allowing us to examine the strengths and weaknesses of student learning in comparison with the learning outcomes, program outcomes, and performance indicators.

1. Specify which direct measures you are using to assess student learning. Direct assessment includes students’ demonstration of knowledge, skills and abilities.

In terms of the Learner Outcome Assessment plan for the next two years, we will assess a final research paper, a final survey project, a final case study presentation, and a final oral presentation for the courses identified using a rubric related to each final assignment. Other course assessments may include exams, peer evaluations, quizzes, reflection papers, research papers, and presentations.

1. **Analysis of the Results of Assessing Student Academic Performance**
2. Report and discuss the findings from each learning outcome assessment activity.

Not Applicable at this time. The plan starts in fall 2017.

1. Review Assessment Plan to see if any changes or modifications will create a more meaningful process.

Not Applicable at this time. The plan starts in fall 2017.

1. **Incorporate Changes Based on Assessment Evidence of Student Learning Outcomes**
2. Describe how the assessment findings are used to improve student learning and classroom instruction. How are the assessment findings used to assist in department action planning?

Assessment findings will allow the Department Chair to identify instructional needs to close the gap between classroom instruction and learning to attain successful progress towards reaching the ILOs, PLOs, and course objectives.

1. Provide examples that show how the program has closed the feedback loop and used assessment findings to review, evaluate, and modify the curriculum.

The feedback loop in assessment is ongoing because results can weighted differently depending on the disposition for rigor in outcomes. In the fall, our business faculty will need to revisit the curriculum mapping to see if our PLOs and ILOs levels match our course objective levels of proficiency. In the past year, we have been working rigorously to put our plans in place. Starting this fall, we can begin assessment in regards to measuring outcome proficiency.

1. What changes have been made based on feedback from course evaluations and course results summaries?

At this time, the course summary template can be updated for streamlining data collection. It can become an effective tool if we clarify a reporting process and allow additional time for instructors to complete their summaries before exiting for break.

|  |  |
| --- | --- |
| Supporting Data | |
| Common data elements (required): | Common data elements (for future APR): |
| * Program level learning outcomes - <http://uttc.edu/about/accreditation>   *IE Portal, Academic Affairs, Business Administration*   * Assessment plan - <http://uttc.edu/about/accreditation>   *IE Portal, Academic Affairs, Business Administration*   * Measures and indicators used to assess student learning   <http://uttc.edu/about/accreditation>  IE Portal, Academic Affairs, Business Administration, Program Outcomes and Performance Indicators   * Number of students assessed – *Plan begins fall semester of 2017-18* | * Learning outcomes alignment with workforce or post-graduate goals - TBD * Metrics used to determine long-term outcomes of student’s experiences - TBD * Baseline and trend information of student learning and progress - TBD * Alignment of program level learning outcomes with campus wide learning outcomes - TBD |

**Part II – Summary Narrative**

Programs and departments should include a summary narrative that addresses issues that have emerged from the previous seven sections.

In particular, discuss where the department:

* Has excelled in providing quality education and the key contributors to the department’s achievements.
* Has identified challenges and what might alleviate those barriers to academic quality.
* Has identified budgetary or other resource concerns related to meeting the department’s instructional needs, and what steps were taken, or will be taken, to address these concerns.

**Summary Narrative**

In preparation for the March 2017 Higher Learning Commission 5 year visit for the 10 year accreditation, the Business Degree Programs Department has prepared an extensive amount of assessment plans to include Institutional Learner Outcomes, Program Learner Outcomes, Performance Indicators under those outcomes, Department Action plans and in-service training for faculty and chairs under the direct guidance of the VP of Academic Affairs and the Institutional Research Director. At this time, the Business department has been designated to provide an annual Program Review to provide an update on progress towards the department’s overall assessment activities. The major findings and issues are as follows:

At this time, the current number of campus-based graduates over a five-year period is 28. This number is congruent with the average rate of 25 graduates over a five year period. An example that reflects the matching guideline may include minimal stop-outs and withdrawals in the Bachelor program. In 2016-17, we had an overall passing rate of 88.6% and an non-passing rate of 11.3% for all courses taught in the 2016-17 fall and spring semesters, showing a total of 2 D’s and 12 F’s (14/123). We had only 8 course withdrawals out of 123 course spots throughout the year.

In 2016-17 we had five full-time Business Faculty with four instructors teaching at the maximum level of 30 credits annually. We were slightly overstaffed and have had to reduce our number to four full-time instructors for the 2017-18 AY. Our diversity of faculty showed: 1 American Indian male, 2 American Indian females and 2 Caucasian males. Currently we have 1 American Indian Male, 1 American Indian female, and 1 Caucasian male. We are in the process of interviewing for one additional full-time faculty member.

In the past five years, we were awarded two grants which our students helped write proposals for. The Business Department was awarded the 2015 Bremer Foundation Grant which provided a $50k grant for classroom technology upgrades, office and classroom furniture for the Business Program at UTTC. In 2014, we were awarded ND State Tourism Department which provided a $5k match with UTTC for advertising the 2014 UTTC Powwow Celebration. Both of these grant proposals were co-written by students in our grant writing and research courses. The grant opportunities and awards at the time, excelled our motivation to provide a hands-on quality education and the awards served as key contributors to the departments overall achievements and student achievements as well.

Professional development activities for the previous 5 years included academic in-service activities and accreditation training required of all faculty at UTTC. In 2017, our Business Faculty all completed the UTTC online training for online course instruction. In 2014, Erik Cutler, Chair of Business Degree Programs was issued a 5 year Career and Technical Education Credential. In May of 2016, Erik Cutler completed a leadership training symposium conducted by Alexander Havard in Virtuous Leadership Training at the University of Mary, Bismarck ND.

The Bachelor of Science in Business Administration Program is a 121 credit hour program of study approved by the UTTC Curriculum Committee on February 2nd, 2017 with oversight provided by the VP of Academics. The Business program operations have been updated on an ongoing basis since the appointment of a new Chair, Erik Cutler, in January of 2014. Curriculum quality and rigor have been reflectively examined through Course Summaries administered by the Academic Assessment Committee. Now with new program plans in place, curriculum quality and rigor can be assessed through course assessments reflective of course objectives and detailed learner outcomes. Student course evaluations are also conducted through mid-term and final semester course evaluation surveys. In the course of the last year, we have identified the process of properly assessing course objectives. The plans are in place now to properly assess our programs, alleviating barriers of minimal strategy to improve academic quality.

Emerging trends of the Business field include project management, social marketing and global networking, non-profit and for-profit business development especially with the growing oil industry in northwestern ND. The need for skilled project managers is a growing trend in our local and regional businesses as stated in our CTE Advisory Committee meeting minutes. These trends have also been expressed in conversations with graduate program Deans and Advisors at the University of Mary which offers Master degree programs in Executive Leadership, Project Management, Business Administration and Public Administration. Our department wishes to extend discussions on trend research with the Bismarck-Mandan Chamber of Commerce, the North Dakota University System and regional Tribal Colleges. The collaboration will assist in providing quality education and will serve as a key contributors to the department’s future achievements.

For online delivery, we currently offer an online AAS in Management option that can be transferred into the Bachelor of Science of Business Administration degree on campus. The role of the online AAS program is to offer an introductory level curriculum in the area of Business Management.

In March of 2016.The curriculum of the current Bachelor of Science in Business Administration was reviewed by the Business Department Chair and approved by the UTTC Curriculum Committee. The process included an extensive review of all business course guides to include updates to all course titles, course descriptions, course learning objectives, teaching methods, teaching aids, means of evaluation, course units, prerequisite requirements, text books and materials and course numbering. The current degree plans are also updated annually by the Department Chair and the UTTC Curriculum Committee. It was approved in February of 2017 and revised in July of 2017.

The Advisory Board for Business Degree Programs shared collective input on the current curriculum. They voiced the crucial need for project management and soft skill training for students. They also expressed their need for employment candidates who demonstrate extensive project planning and management skills related to advertising, marketing, grant management, social media development, and administering contracts. Starting this fall of 2017, we will invite feedback opportunities for the BAD 497 Business Internship course and collaborate closely with our UTTC Career Development Counselor for Intern placement. This has been a challenge in the past, but the newly established collaboration with the UTTC Career Counselor and the Chair will serve alleviate those critical barriers to internship success.

The Bachelor program averages 37.4 students annually. Currently, we are not over-enrolled. The reputation of Bachelor of Science in Business Administration is unique because it allows for Native American and Non-Native students to pursue a Baccalaureate degree at a Tribally-owned college. Bachelor’s degrees are in demand for American Indian students attending UTTC. This has shown through growing enrollment of 24 students enrolled in 2012-13 to 42 students in 2016-17. Many students also transfer in from other community colleges which may not offer a Baccalaureate Degree in Business Administration.

The Bachelor of Science in Business Administration Assessment Plan was created on February 21st, 2017. The plan will begin its two-year cycle in the fall semester of 2017-18 and ending in the spring semester of 2019. The assessment plan measures student progress towards achieving the Program Learning Outcomes (PLOs) of the designated degree.

The UTTC Business Administration Department supports the three identity characteristics of the UTTC mission statement by providing post-secondary education programs to enhance knowledge, diversity, and leadership for students of all Indigenous nations.

In 2016-17, the UTTC Business Degree programs focused on supporting three main strategic areas of the UTTC Strategic Plan 2015-2020: Strategic Area #1 – Commitment to Student Learning; Strategic Area #2 – Student Success and Completion; Strategic Area #4 – Institutional research, Culture, & Effectiveness. In support of the strategic areas, the UTTC Business Degree Programs strived to create an assessment planning system to measure, assess, document, and communicate student learning outcomes. We also integrate soft-skills lessons into our business course instruction across the curriculum. The UTTC Business Degree Programs work closely with UTTC Career Counseling and the Bismarck-Mandan Chamber of commerce to provide job shadowing and internship opportunities for all business majors. The former internship presented challenges in providing placement for Bachelor students. We have identified those challenges and will work closely with the newly hired Career Counselor Challenges to alleviate those barriers to academic quality.

For Recruiting, the Department Chair was active in discussions concerning the UTTC website and the Business Department’s web page. For example, business cards, prospective student email correspondence and UTTC Business department web page referrals served as the main recruiting materials.

For Advising, the Department Chair has previously served as the primary advisor for all students in the Business Degree Programs. The VP of Academics and the Chair have identified challenges and met with the entire program to alleviate advising barriers to improve academic quality. We have since changed the advising structure to designate all Business faculty to serve as advisors. Starting fall of 2017, the primary Accounting and Finance Instructor will advise the AAS-Business Administration advisees, the primary baccalaureate level Business Administration Instructor will advise the BS-Business Administration advisees, the Marketing Instructor will advise the AAS-Management advisees, and the Chair will serve as the advisor for online students and when needed Advisors are required to review the Academic Advising Handbook and implement the best practices as outlined for intrusive advising. Professional communication practices among advisors, students, and all supporting campus departments is key to meet the advisee’s needs in a timely manner. Our approach to advising duties include administering the program degree plans and accommodating the course schedule for general education course advising. An area that we may improve upon is course scheduling conflicts between business courses assigned to a specific semester and general education course scheduling. We often accommodate the General Ed. schedule by changing the time of the Business course if needed. Placement for new students into academic service pre-college courses is another factor that needs to be closely monitored in future advising to assure college success. The final issue is scheduling of repeat courses. Students who fail a course will need to repeat the Business course in the corresponding semester of the course being taught, this in turn extends their graduation date. Students are occasionally undecided in their chosen career path. I often recommended they visit with a career counselor and pursue a degree plan that may fit their strengths. This may include a General Studies AAS degree. Students will excel in a program suited to their needs. Future training opportunities in advising would also be very helpful for new and returning faculty.

For Student Persistence and Degree Completion, two major barriers are attendance and on-time completion of assignments For example, midterm is often the check-point for assessing whether a student will pass or fail the course. If a student is failing at midterm, it is more practical for struggling students to drop the course, but if the student wishes to persist, it is their responsibility to visit with their instructor and pursue tutoring or counseling services to aid them in passing the courses successfully. Faculty members also serve as tutors and this duty is shared with students in all of the department courses. Also, allowing make up assignments and the grade assigned for late work is decided at the discretion of the instructor, as indicated on each syllabus.

Students are offered a wide range of support services on our UTTC campus. Support ranges from personal counseling, academic counseling, disability services, financial aid advising, and tutoring. We also offer wellness support programs that meet the needs of students of diverse backgrounds.

The Learning Outcomes Assessment Plan for the Business Administration Bachelor of Science program includes the following PLO and ILO assessment measures.

Fall 2017-18: BAD 328 Business Research Methods – PLO #1 & ILO #1 will be measured through a Research Paper assignment and assessed with a Research Paper Rubric.

Spring 2017-18: BAD 356 Organizational Behavior – PLO #2 & ILO #2 will be measured through an Organizational Climate Survey assignment and assessed through a Project Analysis Rubric.

Fall 2018-19: BAD 406 Business Ethics –PLO #3 & ILO #3 will be measured through a Case Study Presentation assignment and assessed through a Case Study Rubric.

Spring 2018-19: BAD 318 Business Communications – PLO #4 & ILO #4 will be measured through an Oral Presentation assignment and assessed through an Oral Presentation Rubric.

In each assigned course, the instructor will measure student progress through an assigned rubric which correlates with the final comprehensive assignment of the course. Its purpose will be to measure the Institutional Learning Outcome for each student of that course. The score from each assessment will be averaged collectively to produce an overall analysis for the Course Results Summary. The Department Chair will analyze the results to identify the correlation between the CLOs, PLOs, and ILOs through careful assessment of the overall performance indicators (PIs). The Chair will update the annual program cycle report and deliver the analysis to the Institutional Assessment Director on an annual program review basis. Course objective indicators may include participation, tests, quizzes, presentations, speakers, reflections, research projects, demonstrations, and group learning assignments. Other objective indicators may include field trips, conference attendance, competitions, job shadowing, and internships.

The Business Degree Program Assessment plan for Learning Outcome proficiency begins this fall 2017-18 as outlined above in 7A. Rubrics will be used to assess learner outcomes allowing a comprehensive assessment of learner’s competency in comparison with the Course Objective Outcomes, Institutional Learner Outcomes, Program Outcomes, and Performance Indicators. In terms of the Learner Outcome Assessment plan for the next two years, we will assess a final research paper, a final survey project, a final case study presentation, and a final oral presentation for the courses identified using a rubric related to each final assignment. Assessment findings will allow the Department Chair to identify instructional needs to close the gap between classroom instruction and learning to attain successful progress towards reaching the ILOs, PLOs, and course objectives. The current development of this process has excelled the assessment role of department to strengthen and improve instruction and provide quality results, serving as key contributors to the department’s overall achievements in the next two years.

At this time, our department’s current budget is reasonable. The budget has met the needs of our current programs. Updates to current classrooms and offices have been made under the facilities budget, so it really hasn’t affected our annual 2016-17 program budget.

**Part III - Recommendations**

**Instructions:** After the review is completed, the Director of Institutional Assessment, in consultation with the Department Chair, will select one of the following recommendations. In the justification, address each of the items associated with the recommendation. At the conclusion of the program review, the completed Academic Program Review report, accompanied by one of the following recommendations, is shared with the Vice President of Academic Affairs on or before the deadline identified on the APR rotation schedule

1. **Retain Due to Critical Need**
   1. A recommendation may be that a degree program will be retained due to its ability to fulfill a critical workforce need or shortage area for the region or tribal communities.
   2. Justification for retaining due to critical need must include:
      1. Explanation of why the program is important to the region or tribal communities.
      2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
      3. Preliminary outcomes of steps taken.
2. **Retain with Further Review Required**
   1. A recommendation may be that a program will be retained for further review for those degree programs that serve a specific function central to the mission of the college.
   2. Justification for retain due to further review must include:
      1. Explanation for how the program is central to UTTC’s mission and the benefit to the system;
      2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
      3. Preliminary outcomes of steps taken.
3. **Consolidate with Another Program within College** 
   1. A recommendation may be that a program will be consolidated with a similar program on campus that achieves similar degree requirements.
   2. Justification to consolidate with another program on campus must include:
      1. Explanation for how the degree requirements for the two programs warrant consolidation;
      2. Evidence that the consolidation will meet graduate production thresholds, or specific steps to increase enrollment to meet production thresholds;
      3. Preliminary outcomes of steps taken.
4. **Terminate**
   1. A recommendation may be that a program will be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
   2. If the exigency for termination results from the program productivity review process, then a brief justification to terminate a program should be included. Such a justification must include:
      1. Explanation for the decline in graduate production in the degree program;
      2. Intended timeframe for submitting a program termination request to the UTTC Curriculum Committee for their consideration;
      3. Expected timeline to meet teach-out requirements established through the regional accrediting body.

**APPENDIX A**

**Special Considerations for Programs Excluded from Review**

**or Meeting the Guidelines for Completion Criteria**

1. **Program Specializations**
   1. Degree programs that have one or more specializations that reduce the total number of graduates.
   2. Program specializations include degree programs that require specific criteria on standardized tests for inclusion in the program. Examples are Nursing (NCLEX) and Elementary Ed BS (Praxis). These programs will participate in the APR process but will be exempt from meeting the graduation rate criteria due to program (testing) requirements.
   3. Other program specializations include the pre-engineering degree program. This program will participate in the APR process but will be exempt from meeting the graduation rate criteria due to the specialized enrollment classification for engineering (Arbeit & Horn, 2017).

Arbeit, C.A. & Horn, L. (2017). A Profile of the Enrollment Patterns and Demographic Characteristics of Undergraduates at For-Profit Institutions. (NCES 2017-416). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

1. **Terminated Programs** 
   1. Degree programs that have been suspended, or discontinued, during the reporting period and are in “teach out” status until all students have either graduated or stopped out.
   2. Terminated programs will not be reviewed.
2. **New Bachelor Programs**
   1. Degree programs that have been activated within the past 7 years will be exempt from meeting the graduation rate criteria due to program implementation.
   2. New programs will participate in the APR process during the 7 year period but graduation rates will not be a consideration until after the 7 year period concludes.