

# Community College *of* Philadelphia

**AGENDA**  
**Institution-Wide Committee**  
**Monday, January 23, 2017**  
**2:30 p.m.**  
**I.A.S. Boardroom, M2-1**

- I. Call to Order**
- II. Attendance**
- III. Review & Approval of Minutes**
  - a. December 19, 2016**
- IV. Old Business**
- V. New Business**
  - a. Proposal for – AA Business – General - Approved by the Curriculum Committee**
- VI. Adjournment**

## COMMUNITY COLLEGE OF PHILADELPHIA

### New Program Proposal

Name of Program	AA Business—General
Writer(s) of this Proposal	Richard Saxton
Contributors	
Facilitator	Amy A. Birge
Effective Semester	Fall 2017
Abstract	Currently, there are two Business programs at the College designed for transfer: Business and Business Administration. As an outcome of the recent Business/Business Administration audit, this proposed program combines the two options into one program for students. The two-program option was a confusing choice for students, and now students interested in the program will be directed to a single option with a smaller, more purposeful choice of electives, fewer credits, and a direction that will be informed by their designated transfer institutions. This program reflects the College's recent adoption of the guided pathways model, including the sequencing of the courses as well as the course selection options. The fewer choices and more structured sequence will lead to more graduates in less time with less waste of resources. Students will no longer have the option of enrolling in the two current programs, Business (BUSN) and Business Administration (BUSA) starting in Fall 2017.
Date	January 13, 2017

#### I. Alignment with the College Mission

The proposed Business Administration program is an open enrollment program that allows interested students to learn what it takes to be an effective member of the business community, while being prepared to transfer to a four-year business school. It provides insight into the business community, including the opportunity to learn ethical requirements, technical needs, communication demands, and visionary ideas, thus ensuring that students are prepared for success in any business transfer program at a four-year institution.

## II. Opportunities and/or Problems That the Proposed Program Addresses

The current Business Administration curriculum leads to an Associate in Arts (A.A.) degree and is intended for students planning to transfer to baccalaureate programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Numerous articulation agreements support a clear path for matching requirements of four year institutions, and students commonly make use of these articulation agreements to transfer to such accredited programs. Alternatively, the current Business program is designed to prepare students for transfer to four-year universities or colleges that are not AACSB-accredited, to provide students with a general foundation of business knowledge to support entry-level employment, or to upgrade their present level of employment.

Due to the significant overlap in program requirements, the Business and Business Administration programs were audited together. Results of the most recent audit of the two programs, summarized below, indicate that combining the Business and Business Administration programs will help improve retention and transfer rates by providing much-needed guidance and direction for students, while also offering the flexibility and course diversity that they need to make informed transfer choices when choosing specific areas of study, such as Finance, Accounting, Management, or Marketing.

**Courses:** Business and Business Administration students enroll in many of the same courses, including those taught by Accounting, Business Administration, Economics, and Marketing and Management faculty. The two programs have different general education requirements (e.g., Business Administration students must take calculus-based math, extra statistics, and a lab science).

**Enrollment:** Enrollment in the Business Administration Program has consistently increased over the past five years and has averaged 618 students per year over this time period. Enrollment in the Business Program has consistently decreased over the past five years and has averaged 1043 students per year. The Business Administration Program records stronger outcomes in most areas compared to the Division and College in terms of academic standing, retention, long-term success, course completion, and GPA. Conversely, the Business Program records weaker outcomes than the Division and the College in terms of academic standing, retention, students departing the program unsuccessfully, and course completion.

**Transfer and AACSB:** Approximately 45% of students who depart the Business Administration Program transfer, and 30% of those who depart the Business Program transfer; 35% of those who depart the College transfer. Between 2010 and 2014, the number of Business Administration graduates increased each year. A total of 370 associate degrees were awarded in Business Administration in the past five years. However, over the same time period, the number of Business graduates has decreased. The reason for the continual decrease in the number of Business program graduates is that students in the program realized late in the program that they needed to change their major in order to transfer to the school of their choice without losing credits. This has led to the decrease in both

enrollment in and graduates from the Business program. A total of 559 Business degrees have been awarded.

Students graduating from either program are prepared to transfer to a four-year business program, depending on the students completed math courses, which will dictate where students may transfer their entire degree coursework. Students completing the MATH 162/171 and MATH 171/172 option will be best prepared to transfer to an AACSB accredited program meeting all transfer requirements. Students who graduate with the FNMT 118/MATH161 and MATH 161/162 option can still transfer to a AACSB-accredited program but will need to take higher level Math at their transfer institution in order to graduate, or they can transfer to a non-AACSB program and continue in that program without taking additional math courses.

The current Business Administration program has 29 articulation agreements; 17 of the 29 were utilized in the last 5 year time frame. The current Business program has 8 articulation agreements; 5 of the 8 were utilized in the last 5 year time frame. These agreements require review and revision. The faculty will review the number of students utilizing each agreement, so appropriate decisions can be made for articulations to the new program.

The new program will allow students a clearer understanding of what to expect and what the program's outcome is intended to accomplish. Many students do not realize the difference between the two existing programs and try to transfer to AACSB institutions, only to find out later that they would have been better prepared to transfer if they had taken the Business Administration program.

### **III. Expected Program Participants**

Currently there are approximately 1700 students currently split between the Business and Business Administration programs. The new program will bring together students that would have chosen either the Business or Business Administration degrees and allow for a more consistent educational experience that promotes graduation and effective transfer. Students will no longer have the option of enrolling in the two current programs, Business (BUSN) and Business Administration (BUSA) starting in Fall 2017.

### **IV. Program Structure and Coherence**

In the first semester, students will take some of the general education courses that provide core competencies for all students at the College, including English 101, CIS 103, and Mathematics. They will also take their first business courses, ACCT 101 and the business first year experience course, BUSL 101, which will help them navigate through the college and make informed academic, transfer, financial, and employment-related choices. These courses are also the courses that most closely relate to other programs in the Business, Entrepreneurship, and Law pathway, so if a student makes a change to

another program, they will not lose too many credits and can continue on their path to graduation.

The mathematics course sequences provide flexibility depending upon the type of business school the student plans to transfer. Guidance will be provided to advisors and counselors to help students make informed decisions. The default curriculum provides two math sequence options, although four math sequence options are possible. The default curriculum sequences are 1) FNMT 118 and MATH 161 or 2) MATH 162 and MATH 171. These are both the lower level sequences of the four possible sequences, and the MATH 162/171 sequence is the lowest level math sequence that should be taken by students planning to transfer to an AACSB-accredited business program. The other two possible math sequences not listed in the default curriculum (but will be listed in the guided pathways curriculum map information for advisors/counselors) are MATH 161/MATH 162, or MATH 171/MATH 172. Students begin their math sequence in the first semester of the program.

The second semester includes their first economics course, ECON 181, and they move forward with their second MATH course, ACCT 102, and English 102. Students will also take MNGT 121, which is foundational for the rest of the Marketing and Management courses in the program.

The third semester includes MNGT 141, ECON 182, MKTG 131, ECON 112, and either HIST 121 Global History I or HIST 122 Global History II. These courses reinforce foundational concepts from the first and second semesters, and, in the case of History, broaden the student's general education and global awareness.

The fourth semester includes a directed business elective (FIN 151, ECON 114, MNGT 142) that is dependent on the students transfer institution, a Natural Science elective with lab (CHEM 121, BIOL 106 or PHYS 111), a Humanities elective (ENGL 115 or ENGL 117, both of which meet the Humanities requirement and will enhance students' leadership and communication skills), and MNGT 262.

The increased 63/64-credit requirement is a result of adding the first year experience course and keeping the structure of the program to allow for 60 transferrable credits. While the additional first-year experience course is not normally transferable, it will be extremely useful for students to navigate their path through course selection, financial aid, and career and transfer planning.

## **V. Assessment Plan**

### **Program Learning Outcomes:**

Upon successful completion of this program, students will be able to:

- Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing

- Analyze the legal, economic and social impact of business decisions
- Quantitatively evaluate the impact of business decisions, activities and events
- Explain the role business has historically taken in different societal and economic systems

Students are assessed in a variety of ways, including direct methods such scores and pass rates on standardized exams, writing samples, score gains (entry/exit), quizzes/tests, portfolio artifacts, capstone projects, case studies, and group projects/presentations.

Additional student assessment include indirect methods of assessment, such as course grades, admission vs. graduation rates, transfer rates, employment rates, course evaluations, numbers of students involved in projects, and surveys/focus groups.

Faculty use these assessment tools to make sure the courses that students take in the program enable them to reach the program learning outcomes goals, and the results provide the department with information about areas that need improvement.

## **VI. Effect on Other Programs and Courses**

The Business Administration and Business Programs are two separate programs that share all of their core courses and faculty. The Programs have distinct program learning outcomes and curriculum maps, but they commonly use the same assessment tools to assess the outcomes. In their current formats, the distinctions may not necessarily be clear to students and may cause confusion for the constituents. This change will close the two existing programs, although currently enrolled students will be able to complete their degrees.

Specifying the HIST 121, HIST 122, GEOG 103, and ANTH 112 courses may increase the enrollments of those courses. Discussion with the Dean of the Liberal Studies division indicates the potential enrollment increases in those courses should not be problematic.

## **VII. New Course**

### **BUSL 101 – Navigating Leadership and Business Professions**

**3-0-3**

**Course Description:** This course introduces first-year students in business and professional programs and related fields to success strategies for self-leadership and college-level academic inquiry, including career planning, problem solving, critical thinking, communication, cultural competence, working within teams, and institutional knowledge. Students create a comprehensive personal leadership plan, including academic, financial, and career/transfer components. Business students are required to enroll in BUSL 101 within the first twelve credits.

## **Student Learning Outcomes**

Upon successful completion of the course, students will be able to:

1. Define integrative leadership and its relationship to self, others, teams, institutions, and cultures
2. Apply self-leadership skills to locate and/or describe institutional policies, campus resources, and student organizations
3. Act with purpose and demonstrate cultural competence in areas of influence, such as business and campus etiquette, dressing for success, interviewing skills, and team building
4. Act with intention and apply critical thinking in the areas of decision making, problem-solving, and institutional knowledge
5. Demonstrate emotional intelligence by identifying triggers and personal strengths and then creating strategies for team building, conflict resolution and goal completion
6. Demonstrate self-awareness, self-confidence, and self-efficacy by sharing knowledge, make decisions, and assume responsibility as part of a collaborative unit
7. Develop a personal leadership plan, including academic, financial and career/transfer components to support educational commitment and completion.

## **VIII. Fiscal Implications**

There is no new or additional equipment required for this program, but there will need to be available sections of the required course BUSL 101, which may affect classroom space requirements and faculty resources.

## **IX. Catalog Page**

### **a. Program Description**

The Business Administration program is specifically designed to prepare students to transfer to a four-year business school. The program allows students to transfer to a variety of business programs, including Accounting, Finance, Marketing, Management, or other business areas. It provides the fundamental knowledge necessary to be a successful business student with the ultimate goal of graduation from a business transfer institution and finding employment in the business field. Students are required to enroll in BUSL 101 within the first twelve credits.

The student's chosen transfer institution determines the mathematics courses to complete in order to be a successful transfer candidate. Students completing MATH 162 and MATH 171 will be best prepared to transfer to baccalaureate programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Students who graduate with FNMT 118 and MATH 161 can still transfer to an AACSB-accredited program but will need to take higher level Math at their transfer institution in order to graduate, or they can transfer to a number of non-AACSB programs and continue in those programs without taking additional

math courses. Students should consult with an advisor or their intended transfer institution for additional guidance.

**b. Student Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing.
- Analyze the legal, economic and social impact of business decisions.
- Quantitatively evaluate the impact of business decisions, activities and events.
- Explain the role business has historically taken in different societal and economic systems.

**c. Program Entry Requirements**

Students are required to take the College's placement test at their time of admission. Students identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as part of their degree program.

**d. Program of Study and Graduation Requirements**

To qualify for the Associate in Arts (A.A.) degree in Business Administration, a student must complete a minimum of 63 credit hours as prescribed, earning a "C" or better grade in all courses and earning at least a 2.0 GPA. Most receiving institutions require a higher grade point average. To learn more about requirements of specific four-year schools, students should contact an advisor within the Business Administration program, the Career and Transfer Center here at Community College of Philadelphia or the four-year college to which they intend to transfer.

**e. Catalog Grid**

Course Number and Name	Prerequisites and Corequisites	Credits	General Education Requirements
<b>FIRST SEMESTER</b>			
BUSL 101 - Navigating Leadership and Business Professions		3	
<a href="#">ENGL 101</a> - English Composition I		3	ENGL 101
<a href="#">FNMT 118</a> - Intermediate Algebra or <a href="#">MATH 162</a> - Precalculus II	For MATH 162: MATH 161 with a grade of "C" or better	3	Mathematics
<a href="#">CIS 103</a> - Applied Computer Technology		3	Tech Comp
<a href="#">ACCT 101</a> - Financial Accounting		4	
<b>Total Credits this Semester</b>		<b>16</b>	



SECOND SEMESTER			
<a href="#">ECON 181</a> - Principles of Economics (Macroeconomics)		3	
<a href="#">MATH 161</a> - Precalculus I or <a href="#">MATH 171</a> - Calculus I	For MATH 161: FNMT 118 with a grade of "C" or better  For MATH 171: MATH 162 with a grade of "C" or better	3/4	
<a href="#">ACCT 102</a> - Managerial Accounting	<a href="#">ACCT 101</a> with grade of "C" or better	3	
<a href="#">ENGL 102</a> - The Research Paper	<a href="#">ENGL 101</a> with a "C" grade or higher	3	ENGL 102 Info Lit
<a href="#">MNGT 121</a> - Introduction to Business		3	
<b>Total Credits this Semester</b>		<b>15/16</b>	
THIRD SEMESTER			
<a href="#">MNGT 141</a> - Principles of Management	MNGT 121	3	
<a href="#">ECON 182</a> - Principles of Economics (Microeconomics)		3	
<a href="#">MKTG 131</a> - Principles of Marketing	MNGT 121	3	
<a href="#">ECON 112</a> - Statistics I		4	
HIST 121 - Global History I or HIST 122 - Global History II		3	Social Science American/Global Diversity Interpretive Studies Writing Intensive
<b>Total for Semester</b>		<b>16</b>	
FOURTH SEMESTER			
<a href="#">ECON 114</a> - Statistics II or <a href="#">FIN 151</a> - Risk Management and Insurance or <a href="#">MNGT 142</a> - Management Information Systems	For ECON 114: ECON 112  For MNGT 142: MNGT 121	3	
<a href="#">CHEM 101</a> - General Chemistry I or <a href="#">BIO 106</a> - General Biology I or <a href="#">PHYS 111</a> - General Physics I or higher or	For PHYS 111: MATH 162 or MATH 171 or placement	4	Natural Science

<a href="#">ENGL 115</a> - Public Speaking or <a href="#">ENGL 117</a> - Group and Team Communication	<a href="#">ENGL 101</a> , which may be taken concurrently.	3	Humanities
ANTH 112 - Cultural Anthropology or GEOG 103 - Introduction to Human Geography		3	
<a href="#">MNGT 262</a> - Business Law		3	
<b>Total for Semester</b>		<b>16</b>	
<b>MINIMUM CREDITS NEEDED TO GRADUATE:</b>		<b>63</b>	

**GENERAL EDUCATION REQUIREMENTS:** All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must consult with an advisor or counselor before registering. A more detailed explanation of the College's general education requirements appear at <http://ccp.edu/college-catalog/degree-requirements>

**For more information, contact:** The Division of Business and Technology, Room B2-22, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 496-6164 or the College Information Center (215) 751-8010.

## X. Curriculum Map

**Key:** **I** – Introduced                      **R**—Reinforced and opportunity to practice  
**M**—Mastery at exit level              **A**—Assessment evidence collected

Required Courses	Programmatic Student Learning Outcomes			
	Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing	Discuss the legal, economic and social impact of business decisions	Quantitatively evaluate the impact of business decisions, activities and events	Demonstrate an understanding of and discuss the role business has historically taken in different societal and economic systems
BUSL 101		I		
ACCT 101	I, A	I, A	I, A	
ECON 181		I, A	R, A	R, A
ECON 182		R	R, A	R, A
MNGT121	I, A	I	I, A	I, A
MNGT 141		R, A		
ACCT 102	M, A		R	
MKGT 131		R, A		
ECON 112			M, A	
FIN 151		R	M, A	
MNGT 142				
ECON 114			M, A	
MNGT 262		M, A		

## **XI. Appendix**

### **Academic Program Audit Business Administration A.A. Degree Business A.A. Degree**

#### **Executive Summary**

The Business Administration curriculum leads to an Associate in Arts (A.A.) degree. This Program is intended for students planning to transfer to baccalaureate programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Numerous articulation agreements support a clear path for matching requirements of four year institutions and are commonly utilized. Alternatively, the Business program is designed to prepare students for transfer to four-year universities or colleges that are not AACSB accredited, to provide students with the foundation of business knowledge necessary to gain entry-level employment, or to upgrade their present level of employment. The current articulation agreements for the Business Program, however, are not utilized.

It will be important when reading this audit to understand the course, subject and departmental structure in which these programs exist. Business and Business Administration students enroll in many of the same courses, including those taught by accounting, business administration, economics, and marketing and management faculty. The two programs' have different general education requirements (Business Administration students must take calculus based math, extra statistics, and a lab science). Accounting, economics, and finance are housed within the Business Administration Department while Marketing and Management courses are housed in the Marketing and Management Department. Due to the significant overlap in program requirements, the Business and Business Administration programs will be audited together. Due to the reliance on Marketing and Management courses in these programs, information on Marketing and Management will be included in this audit.

Enrollment in the Business Administration Program has consistently increased over the past five years, and has averaged 618 students per year over this time period. Enrollment in the Business Program has consistently decreased over the past five years, and has averaged 1043 students per year.

The Business Administration Program records stronger outcomes in most areas compared to the Division and College in terms of academic standing, retention, long-term success, course completion, and GPA. Conversely, the Business Program records weaker outcomes than the Division and the College in terms of academic standing, retention, students departing the program unsuccessfully, and course completion.

Approximately 45% of students who depart the Business Administration Program transfer and 30% of those who depart the Business Program transfer; 35% of those who depart the College transfer. Between 2010 and 2014, the number of Business Administration graduates increased each year. A total of 370 associate degrees were awarded in Business Administration in the past five years. However, over the same time period, the number of Business graduates has decreased. A total of 559 Business degrees have been awarded.

The Business Administration and Marketing and Management Departments have submitted assessment results for all Program Level Student Learning Outcomes for the Business Administration and Business Programs. Considering the overlapping curriculum between these two programs, one would expect overlapping outcomes. However, the two Programs have very different curriculum maps and Program Learning Outcomes. The Programs should evaluate where these differences are necessary, accurate, and produce informative assessment information. Act 335 course evaluations are outstanding for fourteen courses. Seven courses under Business Administration have started their Act 335 on the old form and need to complete the updated form. As of the writing of this audit, seven courses in the Marketing and Management Department have not completed the Act 335 documents that were due in January.

## **Program Characteristics**

### **A. Student Profile**

Over the past five years, enrollment in the Business Administration Program has more than doubled and has averaged 618 students annually over the last five years. During this same time period, enrollment in the Business Program has steadily decreased (decrease in headcount of approximately 42%). During this time period, headcount in the Division has increased by approximately 5% while enrollment in the College remained flat.

The Business Administration Program records stronger outcomes in most areas compared to the Division and College. The Program records a similar proportion of students (85%) in good academic standing compared to the Division (84%) and the College (85%). Fall to spring retention in the Program is approximately 70%, while retention within the Division is 65% and 66% within the College. A lower proportion of students in the Program change majors compared to the Division and the College. Approximately 41% of students return to this program from one fall to the next compared to 36% of students returning from one fall to the next in the Division and the College. The Program records a higher graduation rate (16%) compared to the Division (13%) and the College (10%). The Program records a similar proportion of students leaving the program unsuccessfully compared to the Division and a higher proportion compared to the College (less favorable).

The Business Program records weaker outcomes than the Division and the College in terms of academic standing, retention, students departing the program unsuccessfully, and course completion. Approximately 80% of Business students are in good academic standing, compared

to 84% and 85% in the Division and the College, respectfully. From fall to spring, approximately 63% of students in the Business Program return, while 65% and 66% in the Division and the College are retained. Approximately 34% of students in the Business Program return from one fall to the next, while 36.5% of students Division-wide and College-wide return. The Program's graduation rate is similar to that of the Division at approximately 12%. A marginally higher percent of students (41%) depart the Program unsuccessfully compared to the Division (39.5%) and College (36.4%). Course completion falls below that of students in the Division (86.3%) and College (88.2%).

The largest group of students to depart the College from the Business Administration and Business Programs are those that have earned less than twelve credits. Approximately 41% of those who leave the Program and College from the Business Administration Program have earned less than twelve credits, while 61% of those who leave the Program and College from the Business Program have earned less than twelve credits. Approximately 59% of those that leave the College do so with less than 12 credits. Both Programs record high transfer rates upon graduation. Approximately 74% of those that graduate from the Business Administration Program and 59% of those that graduate from the Business Program transfer.

## **Business Administration Program Transfer Agreements**

The Business Administration Program has 29 articulation agreements; 12 of the 29 articulation agreements were unutilized in the five year time frame (California University of Pennsylvania, Carlow University, Clarion University, Immaculata University, Indiana Tech, Lincoln University, Rosemont College, St. Francis University, Slippery Rock University, Universidad Del Sagrado Corazon, and Western Governors University). Of the 608 Business Administration students that transferred during this time frame, 361 utilized the Programs articulation agreements.

The top five transfer recipients of Business Administration students (who enrolled in the Program between 2008 and 2013) include:

Temple University (233)  
Drexel University (42)  
Delaware County Community College (27)  
Pierce College (26)  
Pennsylvania State University (20)

### ***Business Program Transfers***

The Business Program has eight articulation agreements; however, three of the articulation agreements were unutilized (Excelsior College, Indiana Tech, and Western Governors University) in the five year time frame (students entering the college between fall of 2008 and spring of 2013). Of the 298 Business students that transferred during this time period, 11 students utilized the program's articulation agreements. The College has no articulation agreements with the top ten recipient institutions for the same time period.

The top five transfer recipients of Business students (who enrolled in the Program between 2008 and 2013) include:

Temple University (108)  
University of Phoenix (32)  
Delaware County Community College (31)  
Pierce College (29)  
Montgomery County Community College (23)

It is important to note that since the Business Program does not require lab science or calculus based math, when students from this Program transfer into any of the Business Programs at Temple, they must re-take their science and math courses to fulfill Temple's program requirements (lab science and calculus based math requirements). If these students that transferred to Temple had enrolled in the Business Administration Program, they would have more efficiently selected their courses.

Three hundred seventy associate's degrees in Business Administration, conversely 559 associate's degrees in Business have been awarded between 2010 and 2014. The number of Business Administration degrees awarded has increased each year over the past five years, while

the number of Business Degrees has been decreasing over the same time period. 2014 recorded 112 Business Administration degrees and only 86 Business degrees.

**Links to Similar Programs**

**Mercer County Community College:**

[http://www.mccc.edu/catalog/programs/BUS\\_ADM\\_AS.pdf](http://www.mccc.edu/catalog/programs/BUS_ADM_AS.pdf)

**Delaware County Community College:**

<https://www.dccc.edu/academics/programs/transfer-degrees/business-administration-general-business-associate-science>

**Montgomery County Community College:**

<https://mc3.edu/academics/areas-of-study/bei/business-administration/business-administration-as>