

Division of Business Administration

Mission Statement

The mission of the Division of Business Administration is to prepare students to pursue employment and education opportunities of their choosing.

Degree Offered

The Division of Business Administration offers a Bachelor of Business Administration with a concentration in one of four strategic disciplines: Accounting, Computer Information Systems, Marketing, and Management. Students may also choose to obtain a degree in general business administration rather than a concentration area.

What Our Students and Alumni Are Saying....



As the Jarvis Christian College National Association of Black Accountants President, I have honed my leadership skills and obtained national exposure.

Wendon Blair, born on August 20th is the oldest of four children to Wendell and Leketia Blair. His hobbies are hanging with family and friends; bowling, billiards, playing soccer, dominoes and watching action movies. He is a junior accounting major at Jarvis Christian College in Hawkins, TX set to intern with the #1 professional accounting services firm worldwide, PricewaterhouseCoopers (PwC). Jarvis Christian College has played a vital role in Blair's matriculation, the exposure he has gained while serving, as the JCC National Association of Black Accountants (NABA) president has been a blessing. Blair has had the honor of traveling to St. Louis, New Orleans, Oakland/San Francisco, Raleigh/Durham, Atlanta, Washington D.C. and Perryville on behalf of numerous scholarship organizations, Fortune 500 Companies, non-profit organizations, school organizations and The White House Initiative on HBCU's. Blair values God, family, loyalty, honesty, manhood, scholarship, perseverance, uplift, relationships and creating life-changing experiences for everyone around him.



Jarvis Christian College offers more than just an education; they offer an opportunity to build yourself as a person while you grow academically and professionally.

Davita Taylor obtained her Bachelor of Business Administration degree (with a concentration in Accounting) from Jarvis Christian College in 2013. She enrolled in the MBA program at Texas A&M University – Texarkana immediately after graduation. Through her experience in the various summer programs (Gym, NYSP, and Upward Bound) offered at Jarvis Christian College, she knew the professors—and, they are what really made the JCC experience that she has come to love.

Davita says, “Here at Jarvis Christian College the professors and staff care. Dr. Isaac Adeeko (Accounting Instructor) offered me more than just an education; he offers an opportunity to build yourself as a person while you grow academically and professionally. I was not just a number in their eyes, and it has made all the difference. With their support I've been able to pursue my interests, and they've been able to help guide me so that I can use the information after I graduate. I could not say enough good things about Jarvis Christian College.”



Jarvis Christian College nurtures and develops you for the real world through an excellent academic experience.

Franaldo Curl, a proud native of Nacagdoches, Texas, obtained his Bachelor of Business Administration degree (with a concentration in Management) from Jarvis Christian College in 2017. As a nontraditional student, he enrolled in the Business Administration degree program through the Jarvis Renaissance Program, which allowed him to complete his degree through a flexible schedule (nights, weekends, and online courses). Franaldo earned the distinction of being named to the President’s List each year from 2015 to 2017 and graduated Summa Cum Laude.

Franaldo says, "Jarvis Christian College nurtures and develops you for the real world through an excellent academic experience. Jarvis will forever play a role in the development of my academic and career successes." Franaldo is currently the Marketer and Community Health Worker for Brown Family Health Center, Inc.

Business Administration

Welcome from the Dean of Business Administration

Welcome to the Division of Business Administration at Jarvis Christian College. I am honored to serve as the Dean as we continue to innovate our program and curriculum by anticipating and adapting to the shifting needs of students and the business community while providing students a grounded curriculum in business principles. Students are encouraged to develop a strong working relationship with faculty and advisors as well as engage in academic student organizations such as the National Association of Black Accountants (NABA) and ENACTUS.

We offer a challenging curriculum that prepares students for a dynamic business environment. You can earn a Bachelor of Business Administration (BBA) degree with a concentration in accounting, computer information systems, management, or marketing. You can also choose to not have a concentration and earn your BBA in general business. It is very important that our students develop the skills and ethical standards necessary for success for both organizations and their employees.

I invite you to explore the information on our website to obtain additional information about our programs, curricula, requirements, and course offerings. If you have any questions or need further information, please contact me by email at bkariuki@jarvis.edu or by phone at 903-730-4890 ext. 2115.

Sincerely,
Benson Kariuki, CPA, DBA.
Dean of the Division of Business Administration



Business Administration Student Learning Outcomes

The Division of Business Administration utilizes the following student learning outcomes (SLOs) to measure the success of student learning in the Division:

Business Knowledge SLO: Students demonstrate basic competence in domestic and global business, including the areas of Economics, Quantitative Business Analysis, Finance, Legal and Social Environment, and International Issues.

Accounting Core SLO: Students utilize basic concepts of financial accounting, managerial accounting and international accounting to solve accounting problems.

Computer Information Systems Core SLO: Students utilize basic concepts of information systems in the areas of security, hardware/software, support systems, and development/implementation to solve business problems.

Management Core SLO: Students utilize basic concepts of management, including group/team/organization dynamics, motivation, operations, policy, global issues, and entrepreneurship, to solve business problems.

Marketing Core SLO: Students utilize basic concepts of marketing to describe the dynamic nature of the American business model while considering factors that produce changing business patterns.

Accounting Concentration SLO: Students prepare financial statements in compliance with Generally Accepted Accounting Principles.

Computer Information Systems Concentration SLO: Students apply spreadsheet and database software to solve business problems.

Management Concentration SLO: The student analyzes a case and relates management philosophy to productivity, quality, and profitability while considering production design, resource planning, facility location, and distribution system design.

Marketing Concentration SLO: Students examine the relationship between marketing data, consumer behavior, and marketing decisions.

Business Administration – Student Achievement

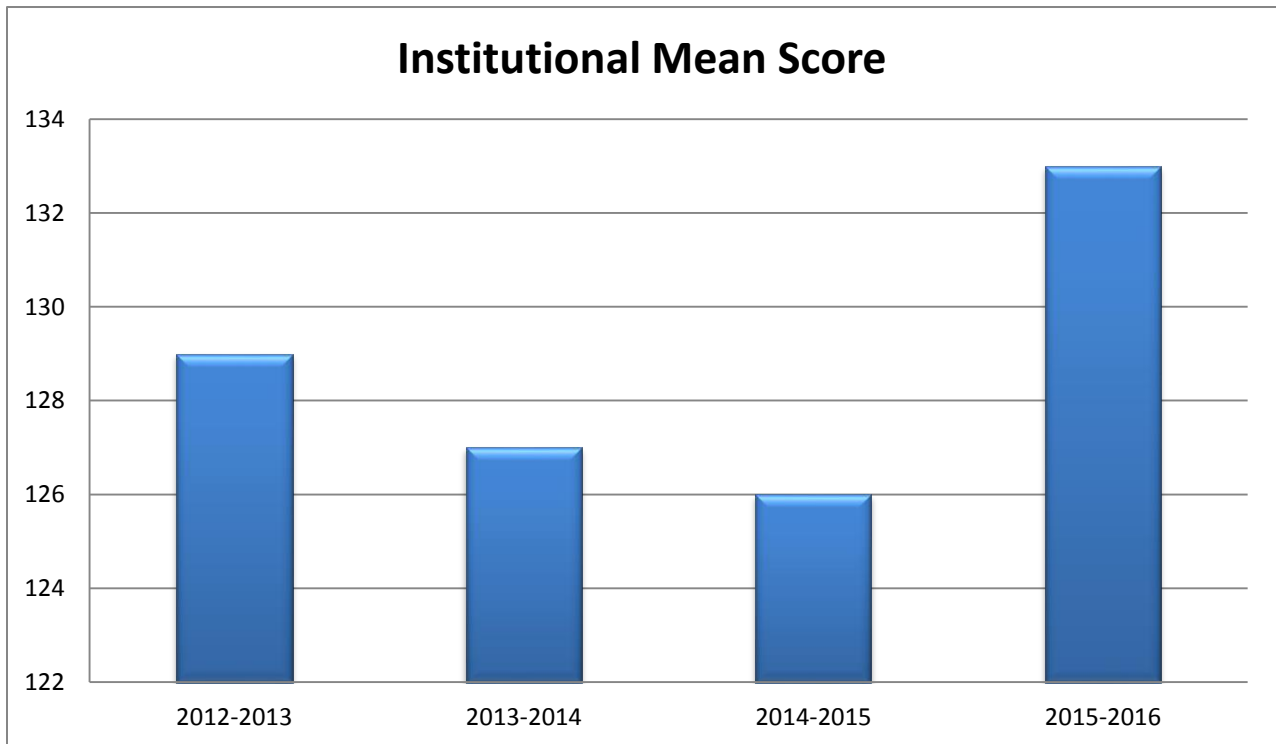
The Division relies on standardized exams (such as the ETS Major Field Test) as well as instructor designed instruments to measure its success:

Business Knowledge SLO: Students demonstrate basic competence in domestic and global business, including the areas of Economics, Quantitative Business Analysis, Finance, Legal and Social Environment, and International Issues.

Assessment Measure 1: Overall Mean Score for ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The overall mean score for the ETS Major Field Test for BBAs will be 135 or higher.

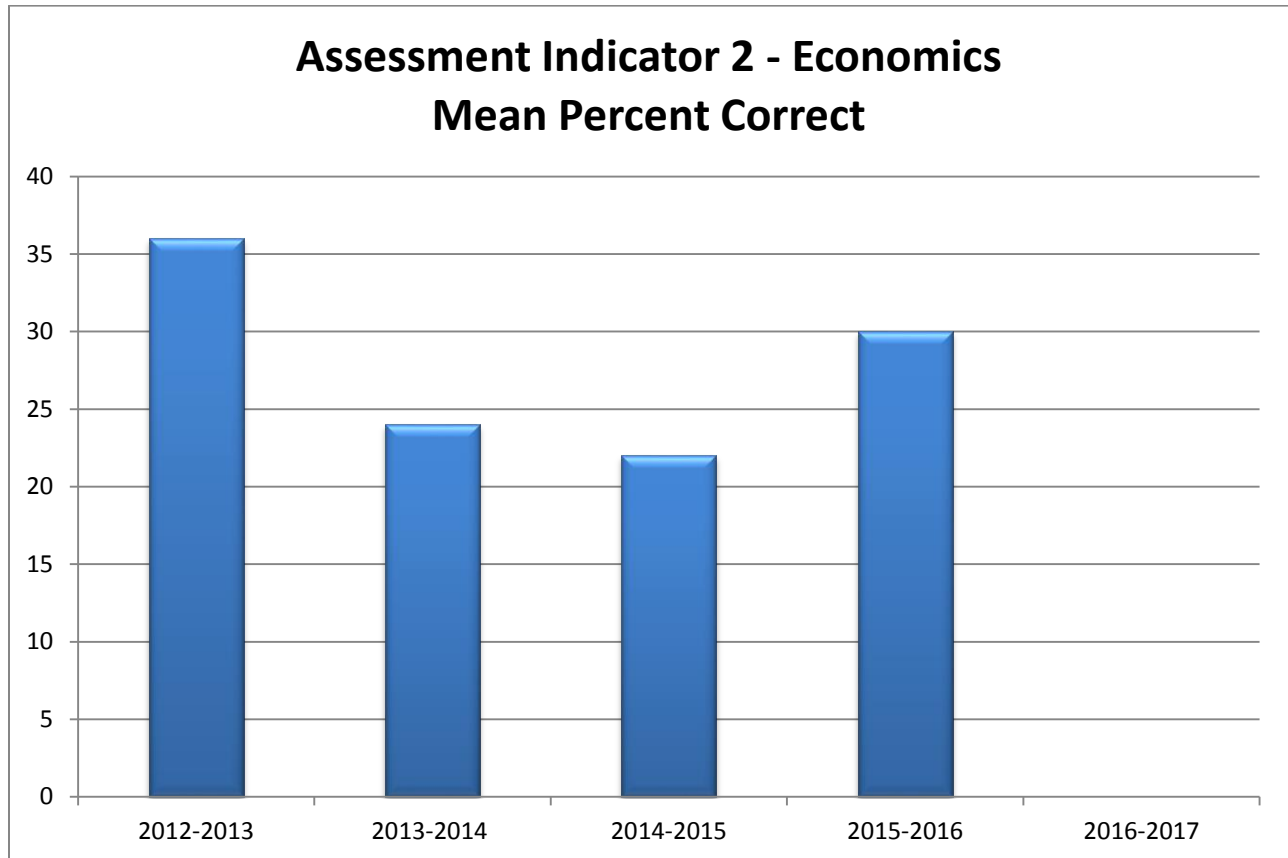
Longitudinal Trends:



Assessment Measure 2: The Economics Indicator (Assessment Indicator 2) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Economics Assessment Indicator will be 37 or higher.

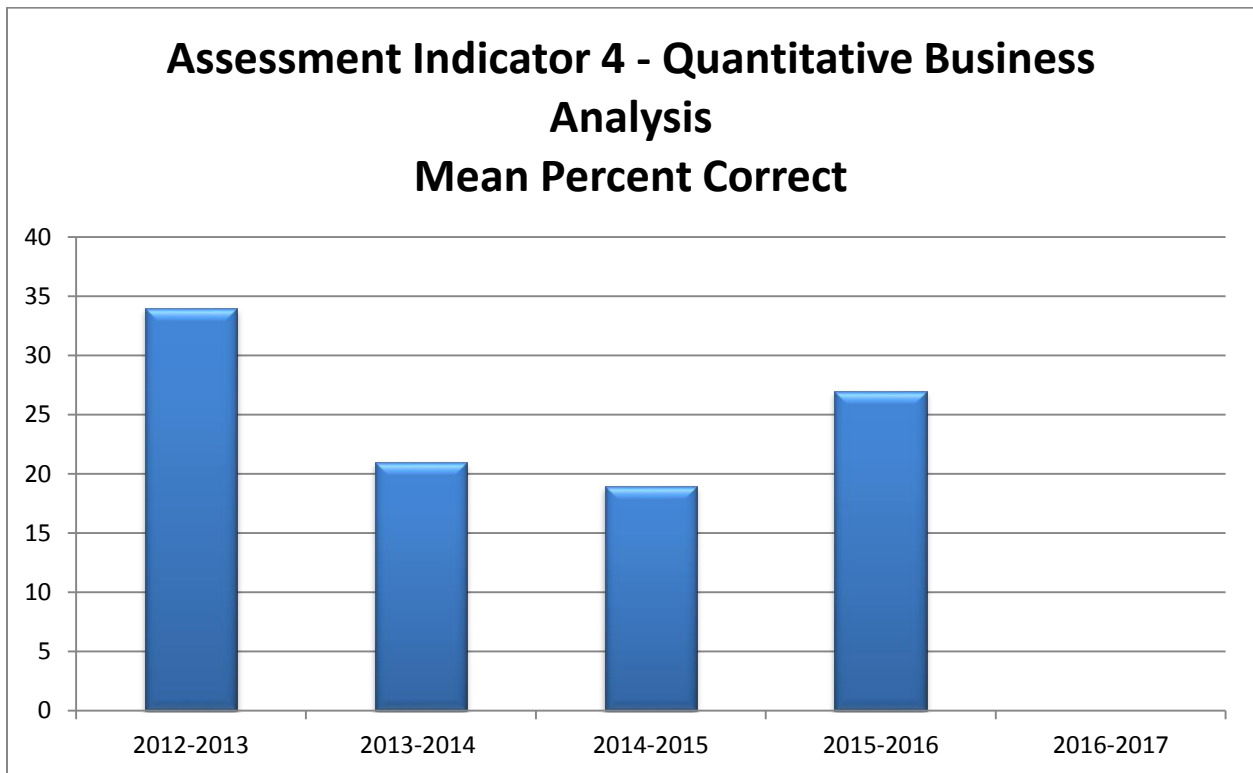
Longitudinal Trends:



Assessment Measure 3: The Quantitative Business Analysis Indicator (Assessment Indicator 4) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Quantitative Business Analysis Assessment Indicator will be 34 or higher.

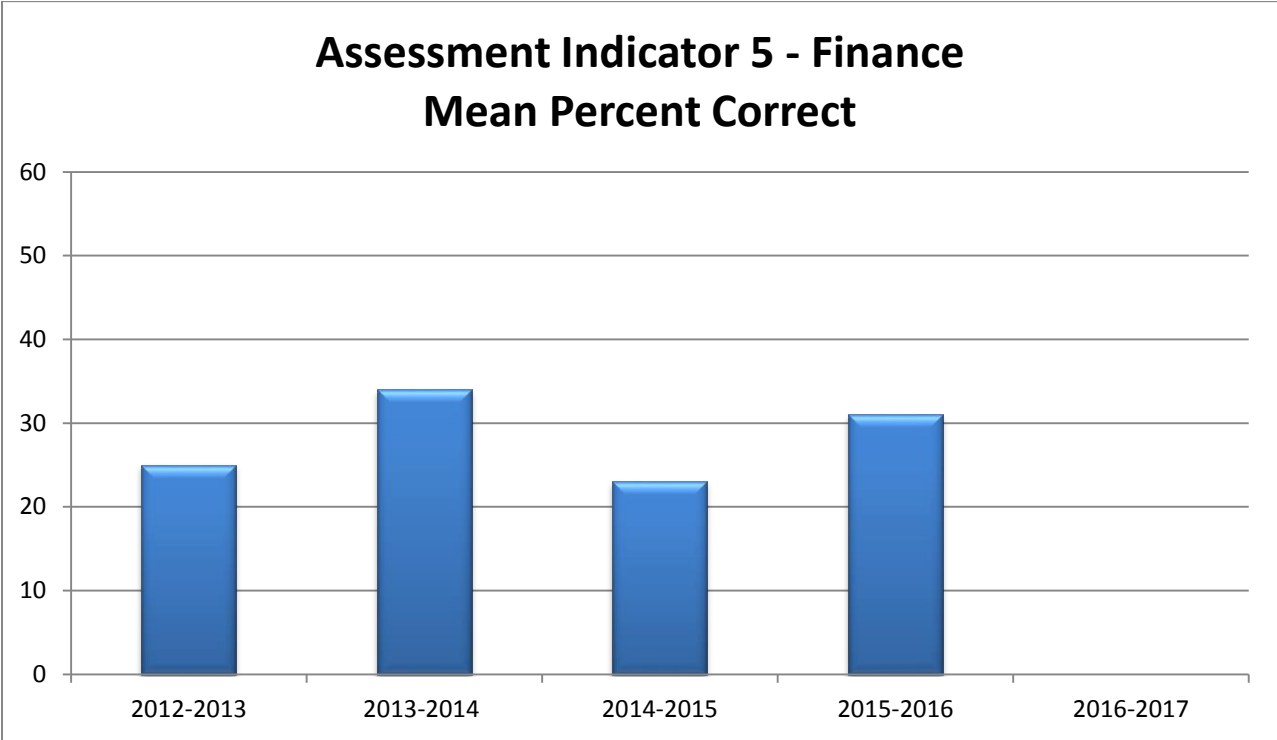
Longitudinal Trends:



Assessment Measure 4: The Finance Indicator (Assessment Indicator 5) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Finance Assessment Indicator will be 39 or higher.

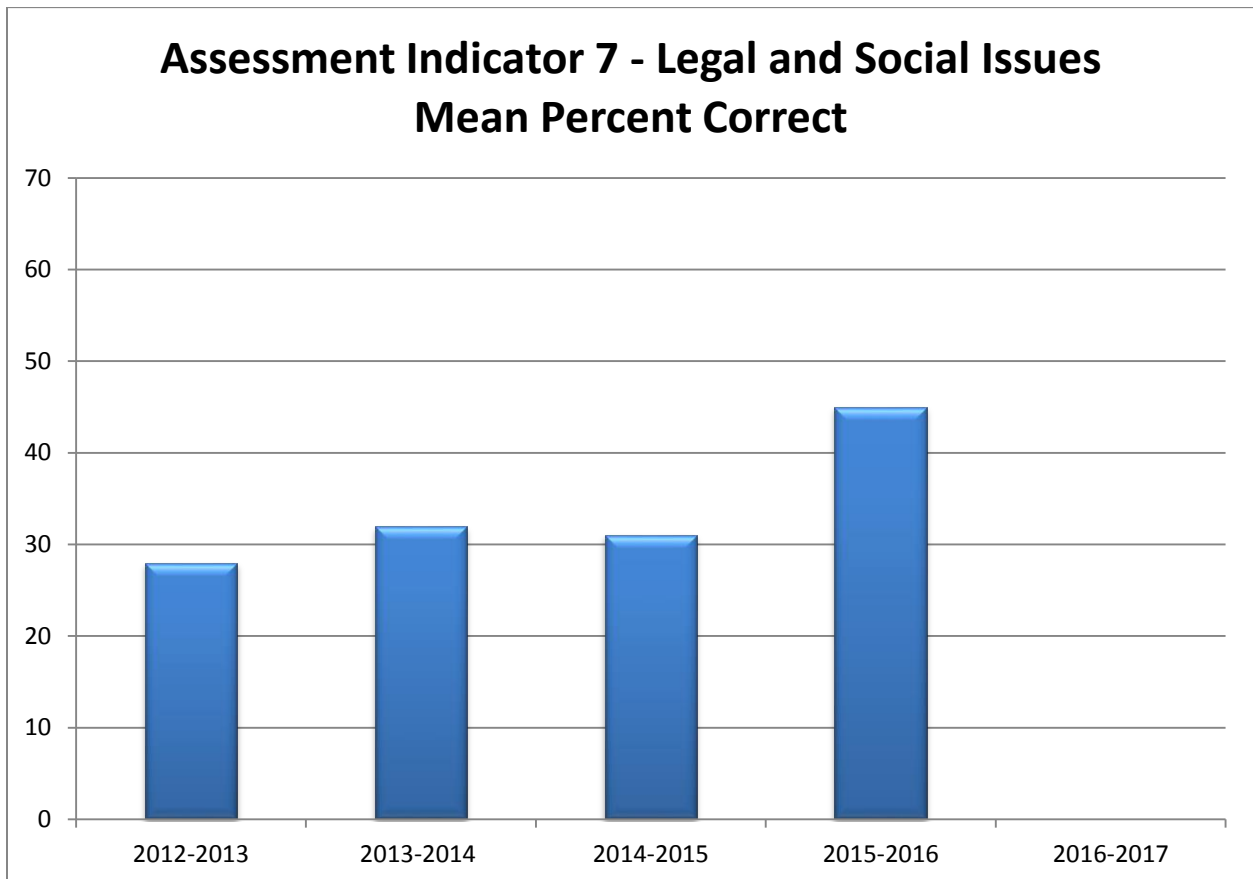
Longitudinal Trends:



Assessment Measure 5: The Legal and Social Issues Indicator (Assessment Indicator 7) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Legal and Social Issues Assessment Indicator will be 57 or higher.

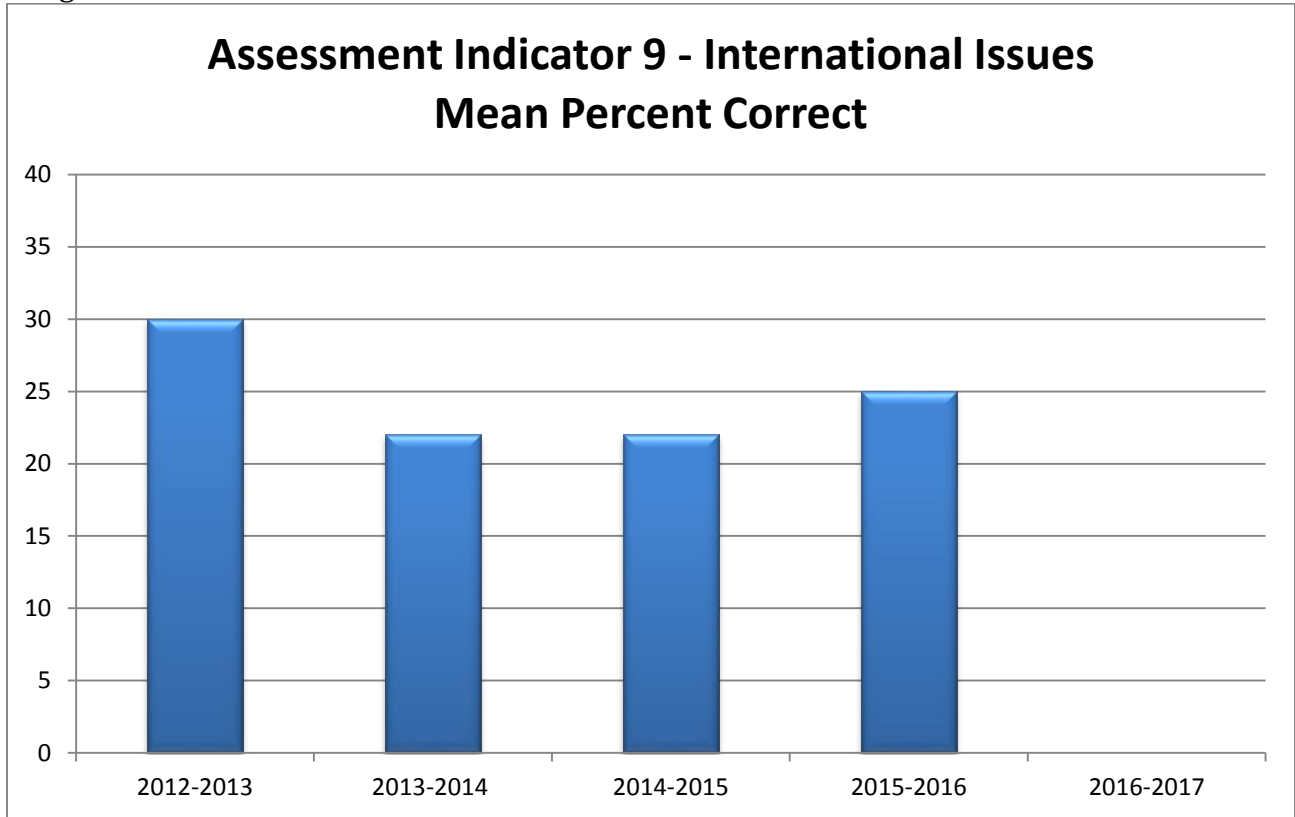
Longitudinal Trends:



Assessment Measure 6: The International Issues Indicator (Assessment Indicator 9) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the International Issues Assessment Indicator will be 38 or higher.

Longitudinal Trends:

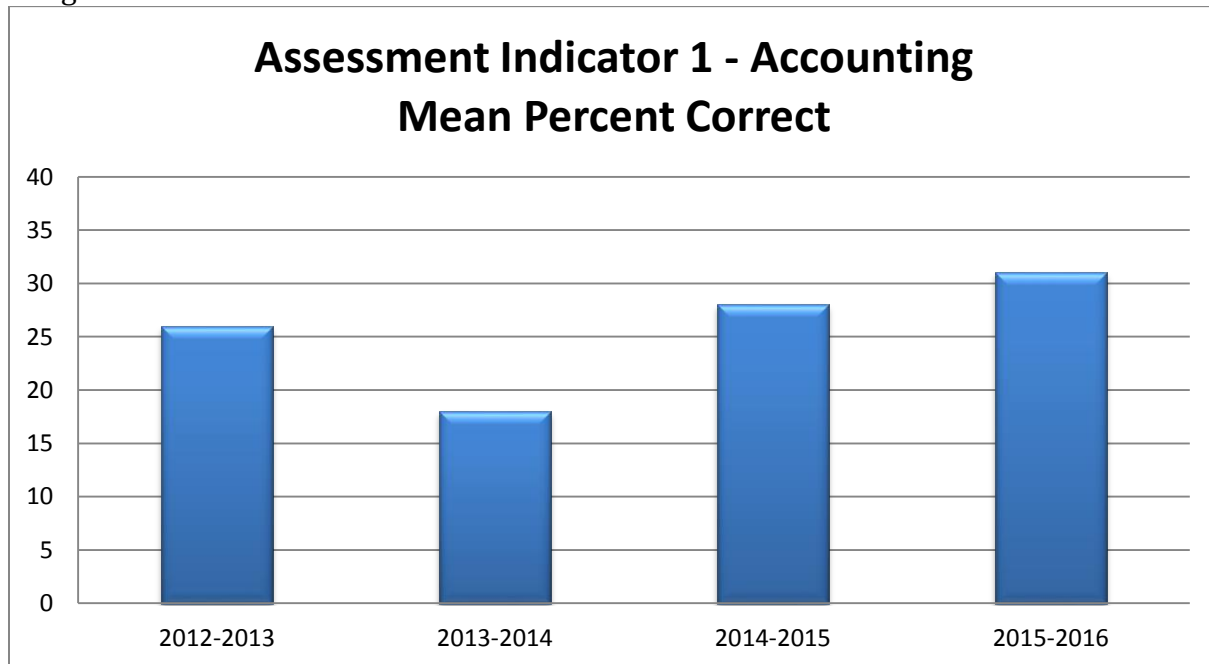


Accounting Core SLO: Students utilize basic concepts of financial accounting, managerial accounting and international accounting to solve accounting problems.

Assessment Measure 1: The Accounting Assessment Indicator (Assessment Indicator 10 for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Accounting Assessment Indicator will be 39 or higher.

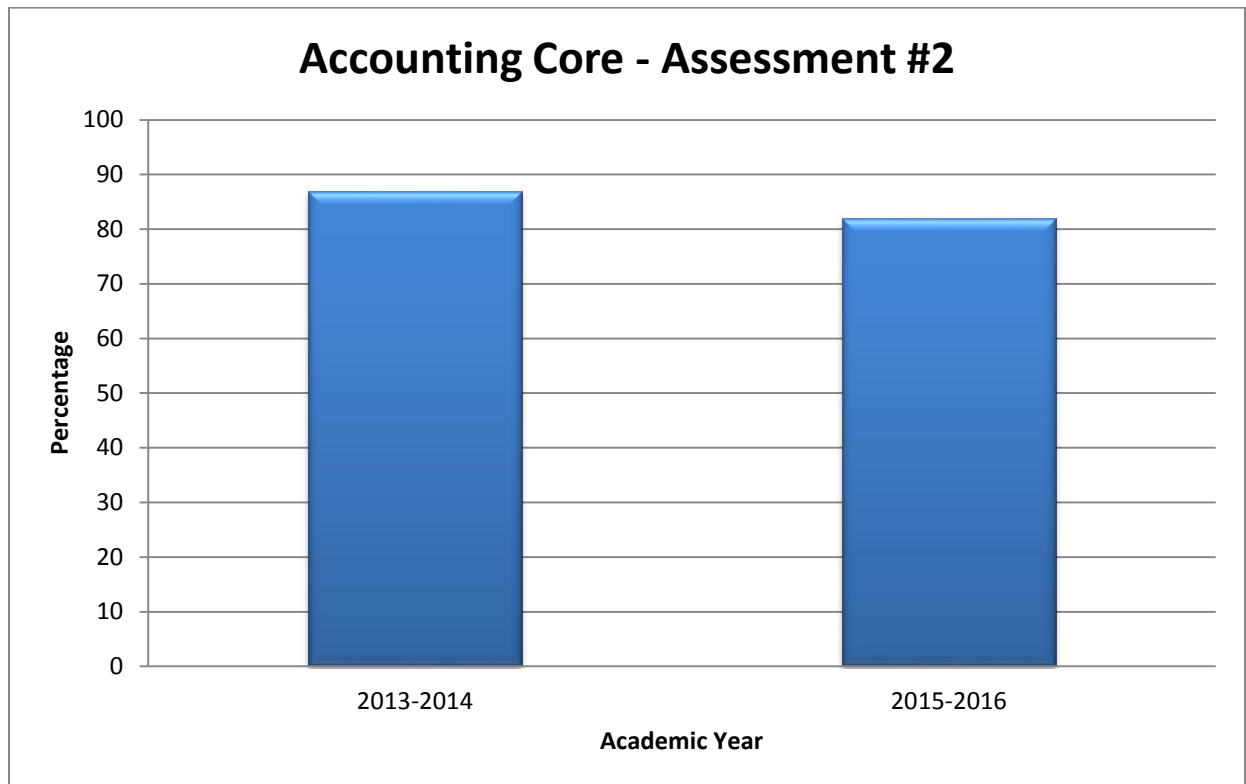
Longitudinal Trends:



Assessment Measure 2: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

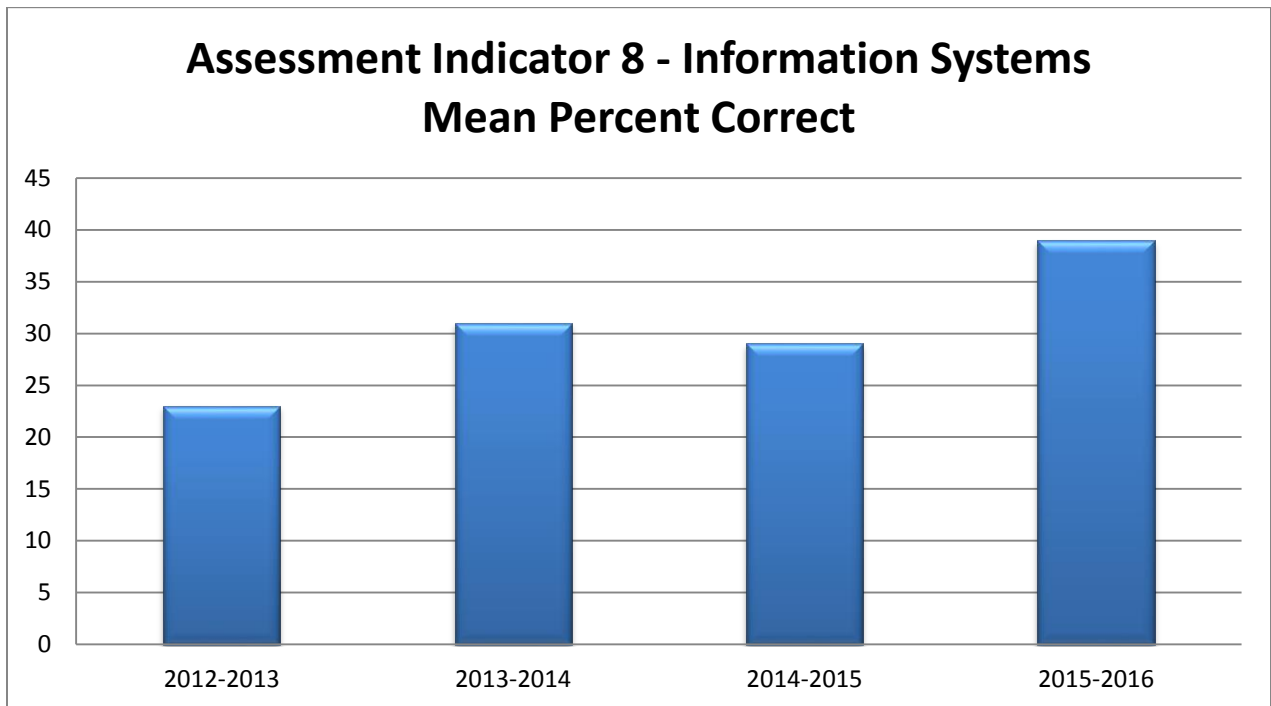


Computer Information Systems Core SLO: Students utilize basic concepts of information systems in the areas of security, hardware/software, support systems, and development/implementation to solve business problems.

Assessment Measure 1: The Information Systems Indicator (Assessment Indicator 8) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Information Systems Assessment Indicator will be 35 or higher.

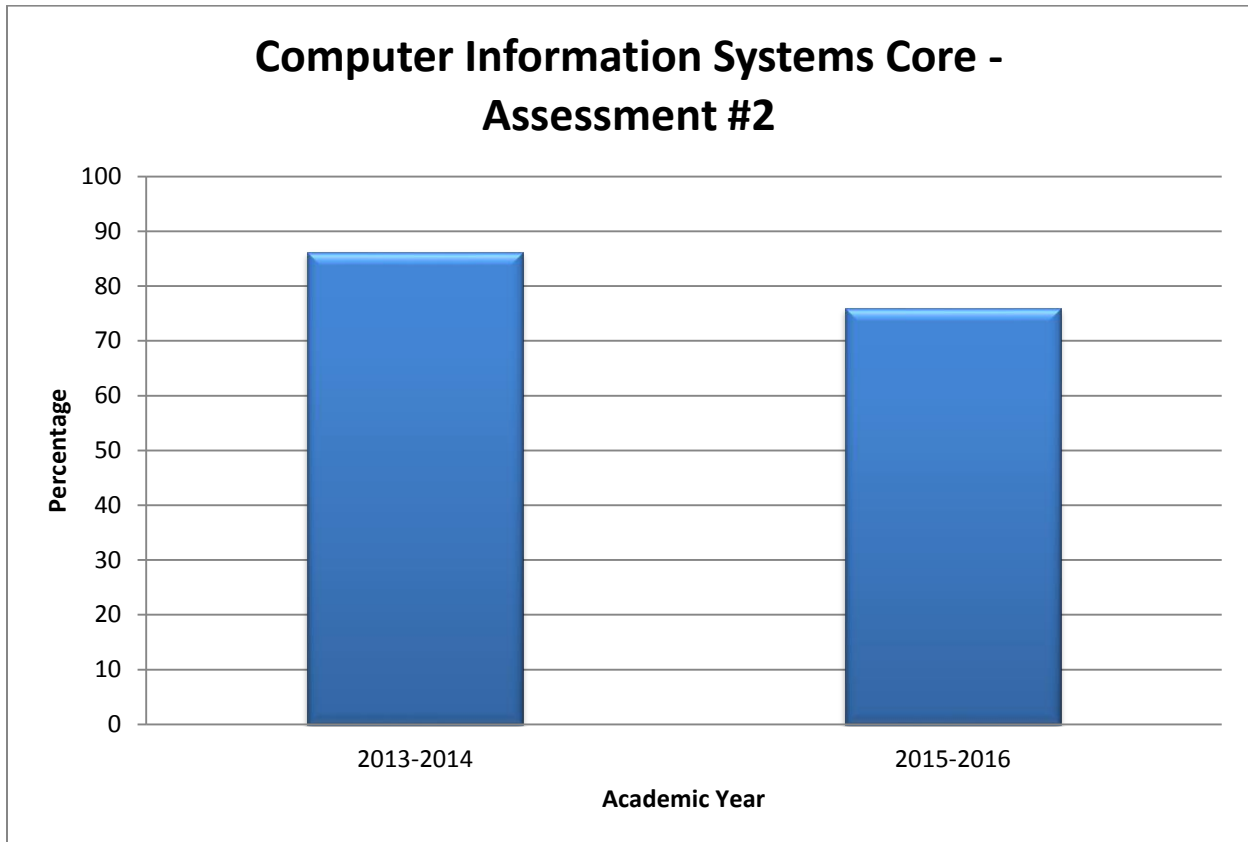
Longitudinal Trends:



Assessment Measure 2: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

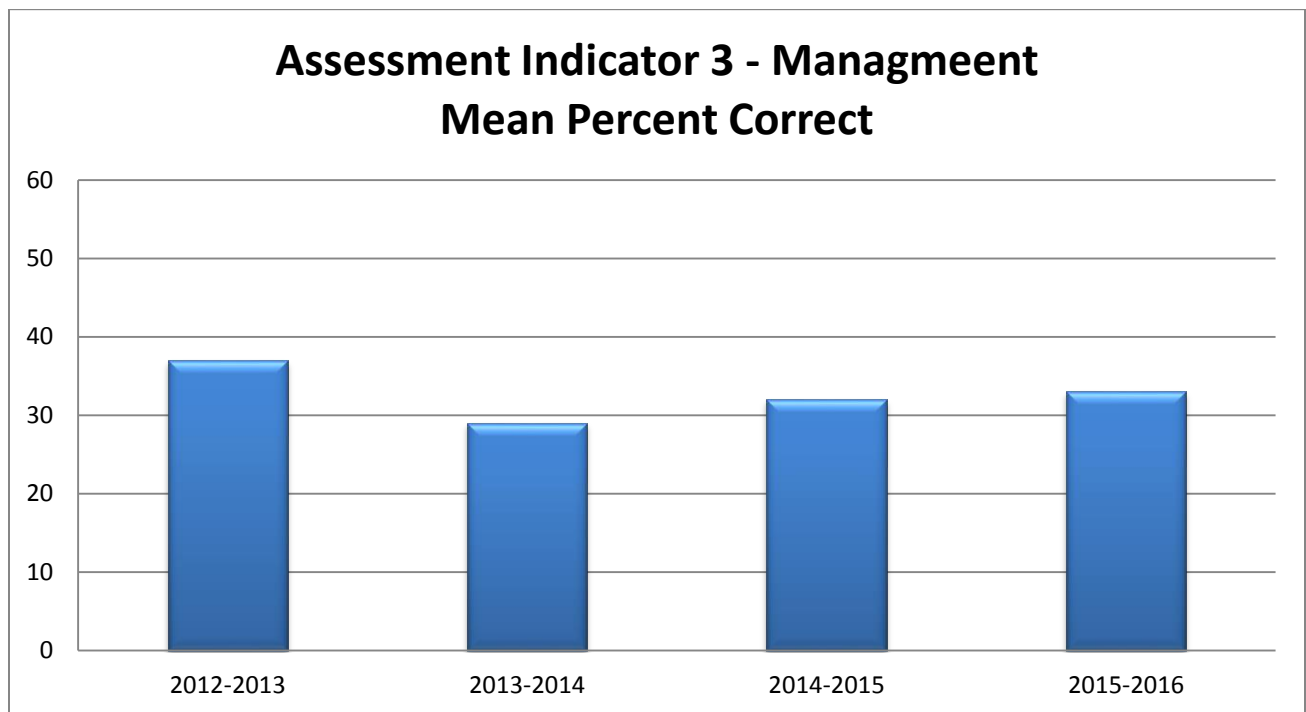


Management Core SLO: Students utilize basic concepts of management, including group/team/organization dynamics, motivation, operations, policy, global issues, and entrepreneurship, to solve business problems.

Assessment Measure 1: The Management Indicator (Assessment Indicator 3) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Management Indicator will be 51 or higher.

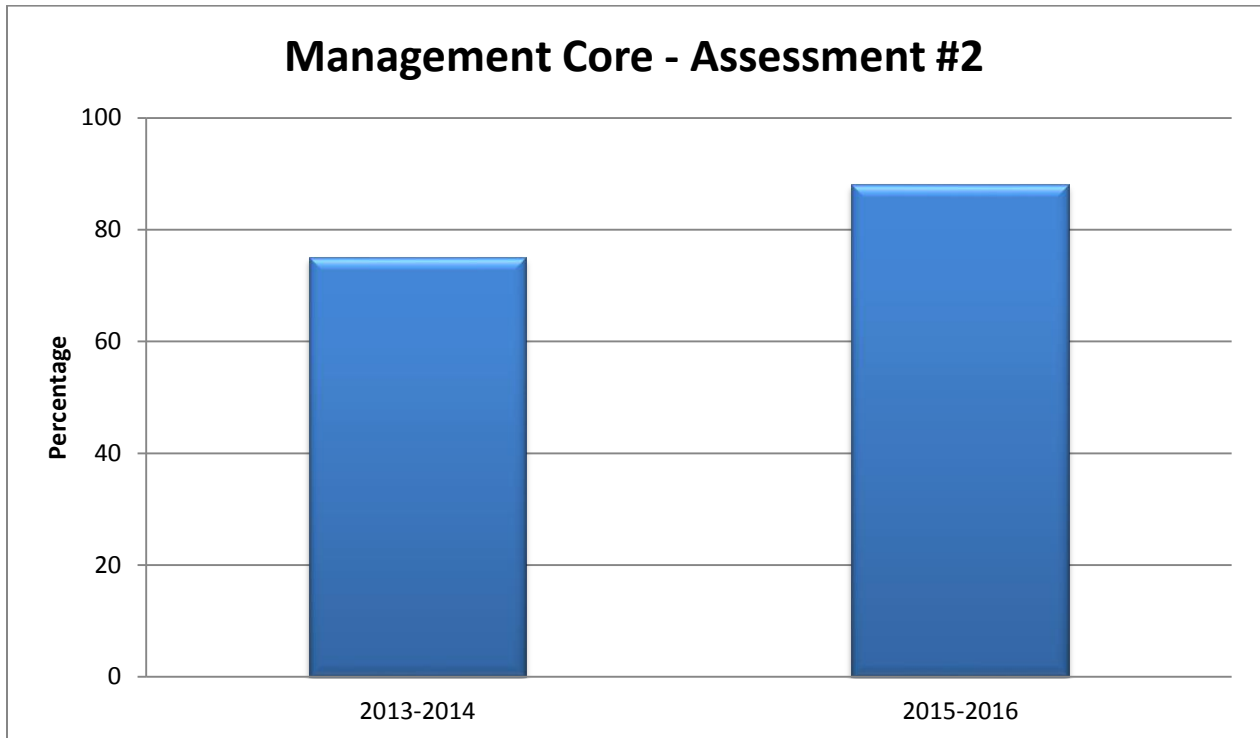
Longitudinal Trends:



Assessment Measure 2: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

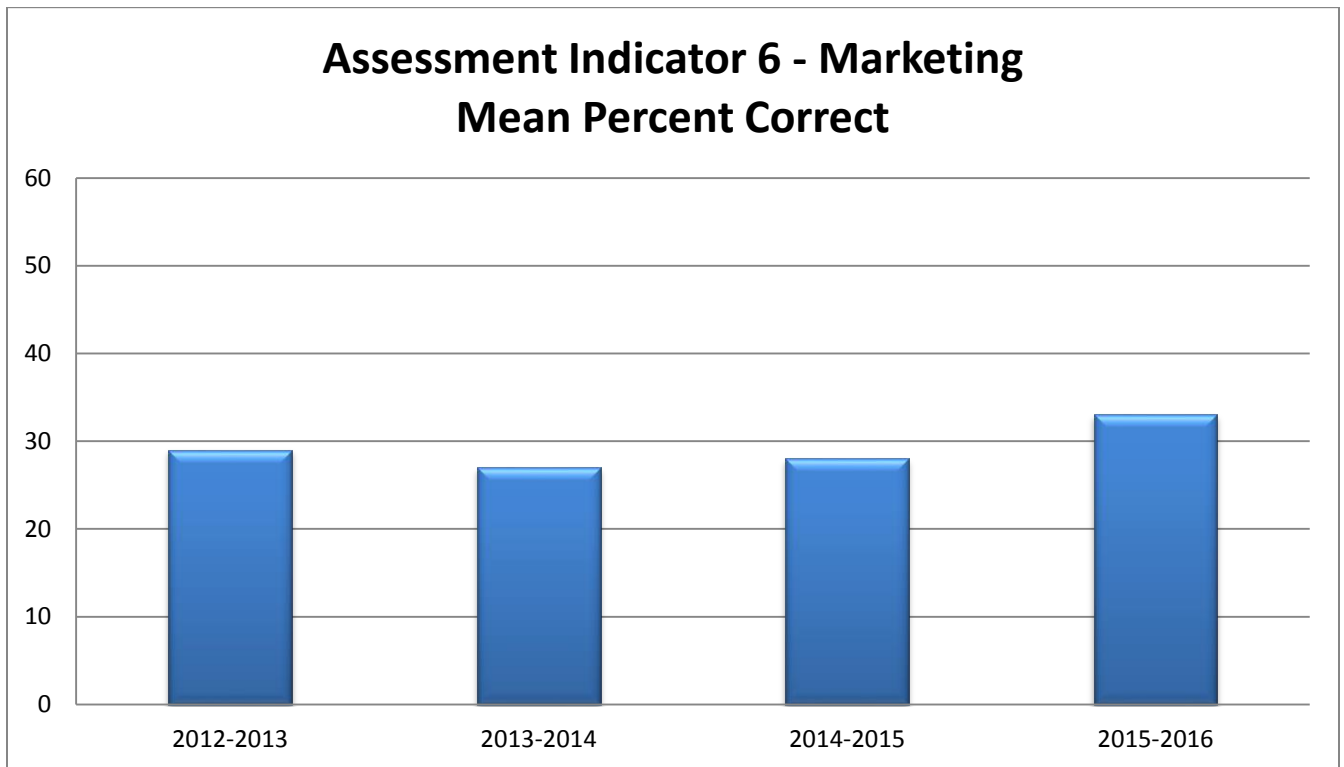


Marketing Core SLO: Students utilize basic concepts of marketing to describe the dynamic nature of the American business model while considering factors that produce changing business patterns.

Assessment Measure 1: The Marketing Indicator (Assessment Indicator 6) for the ETS Major Field Test for BBAs

Criterion for the 2016-2017 academic year: The mean percent correct on the Marketing Assessment Indicator will be 52 or higher.

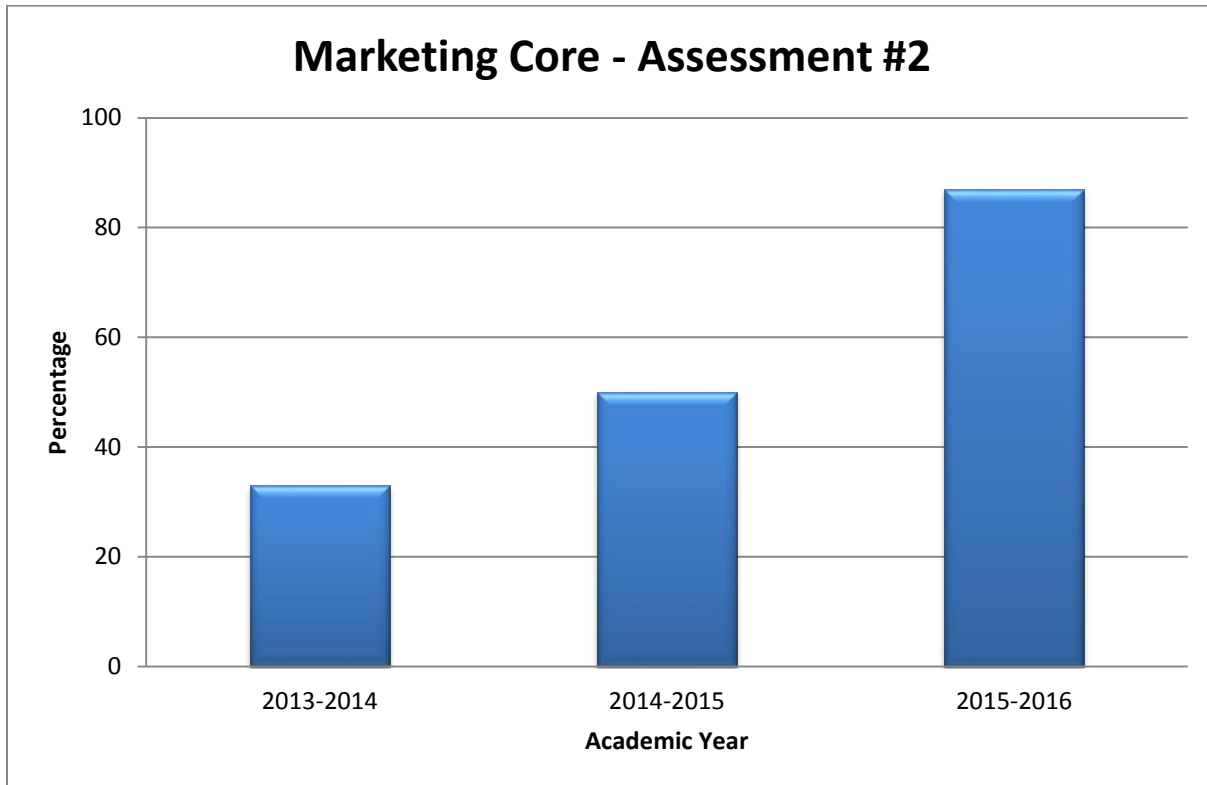
Longitudinal Trends:



Assessment Measure 2: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:



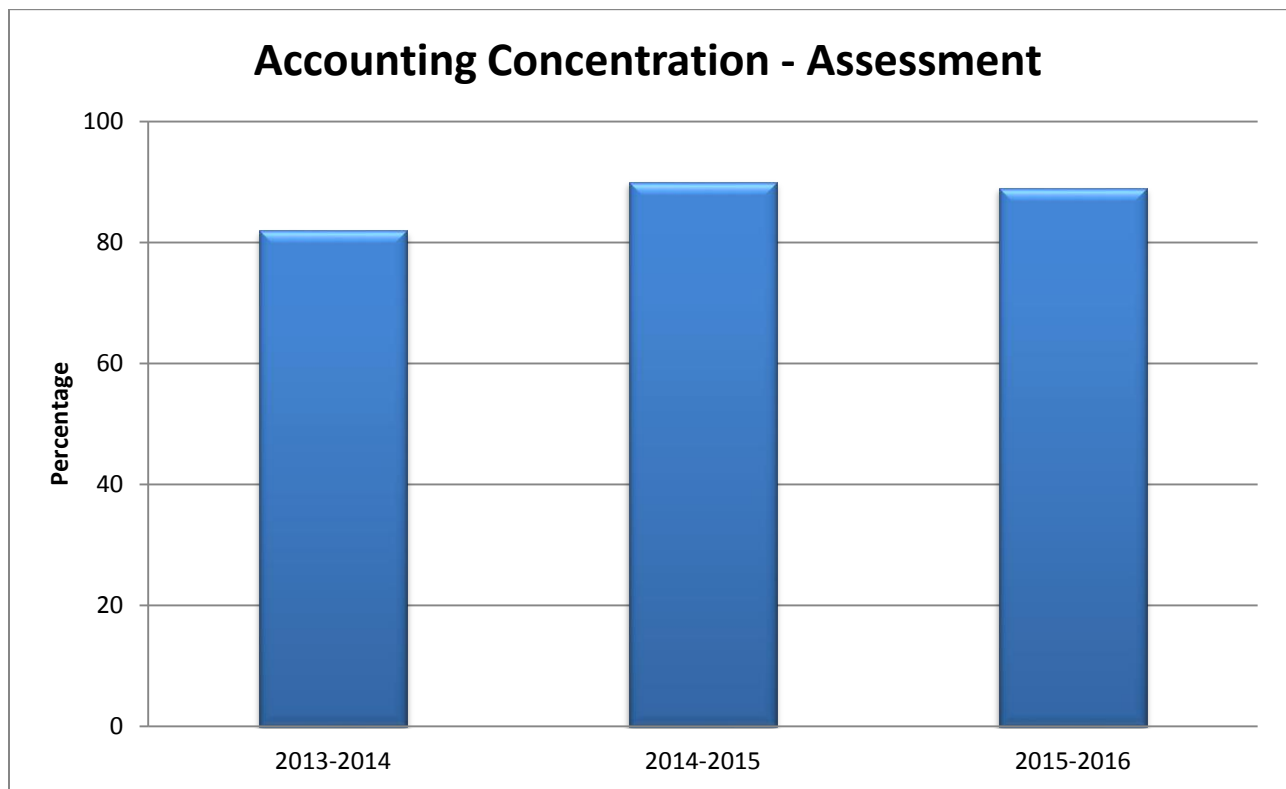
Accounting Concentration SLO: Students prepare financial statements in compliance with Generally

Accepted Accounting Principles.

Assessment Measure: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

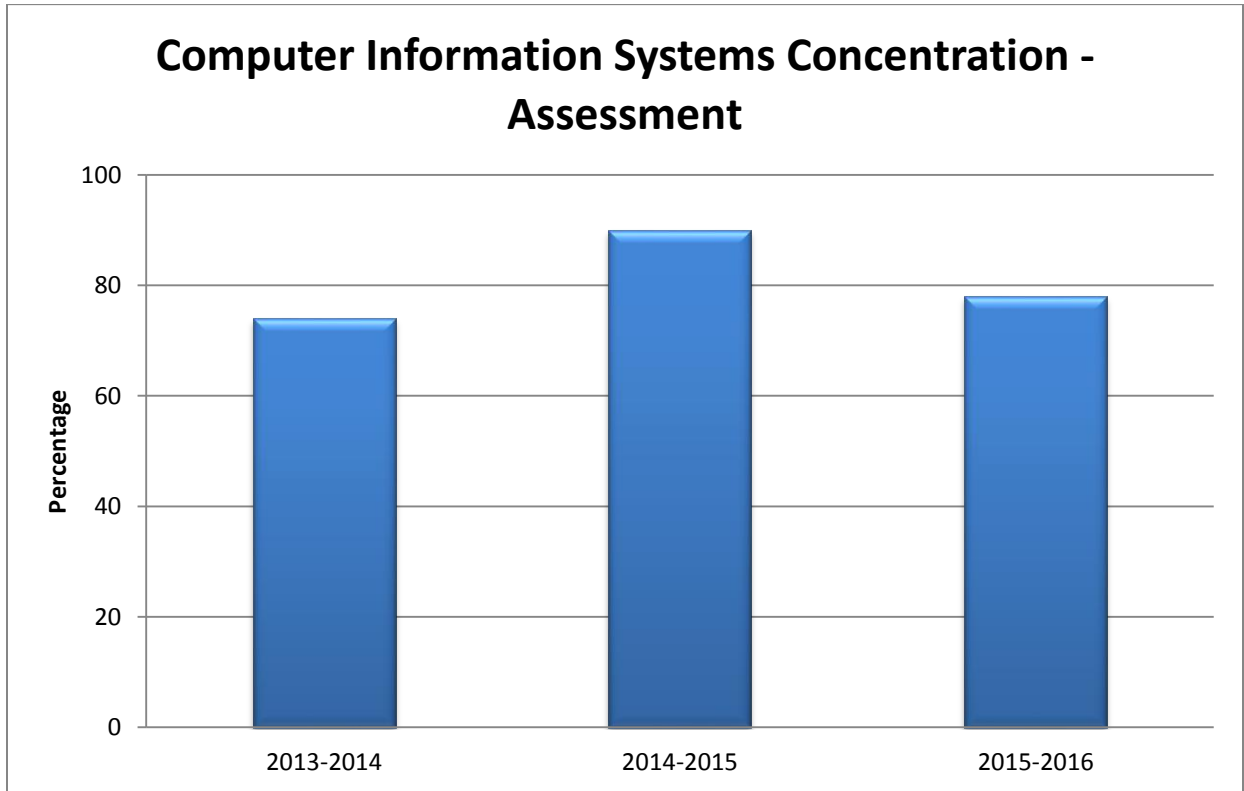


Computer Information Systems Concentration SLO: Students apply spreadsheet and database software to solve business problems.

Assessment Measure: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

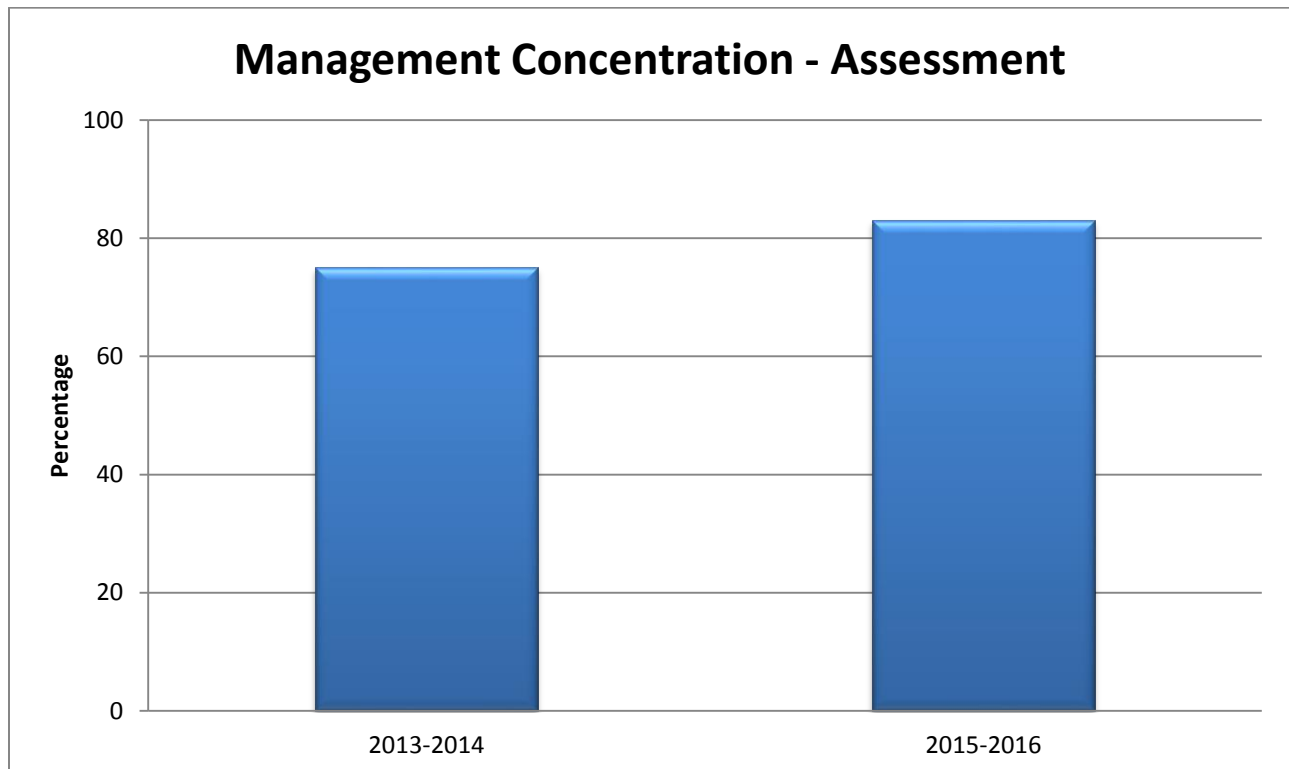


Management Concentration SLO: The student analyzes a case and relates management philosophy to productivity, quality, and profitability while considering production design, resource planning, facility location, and distribution system design.

Assessment Measure: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

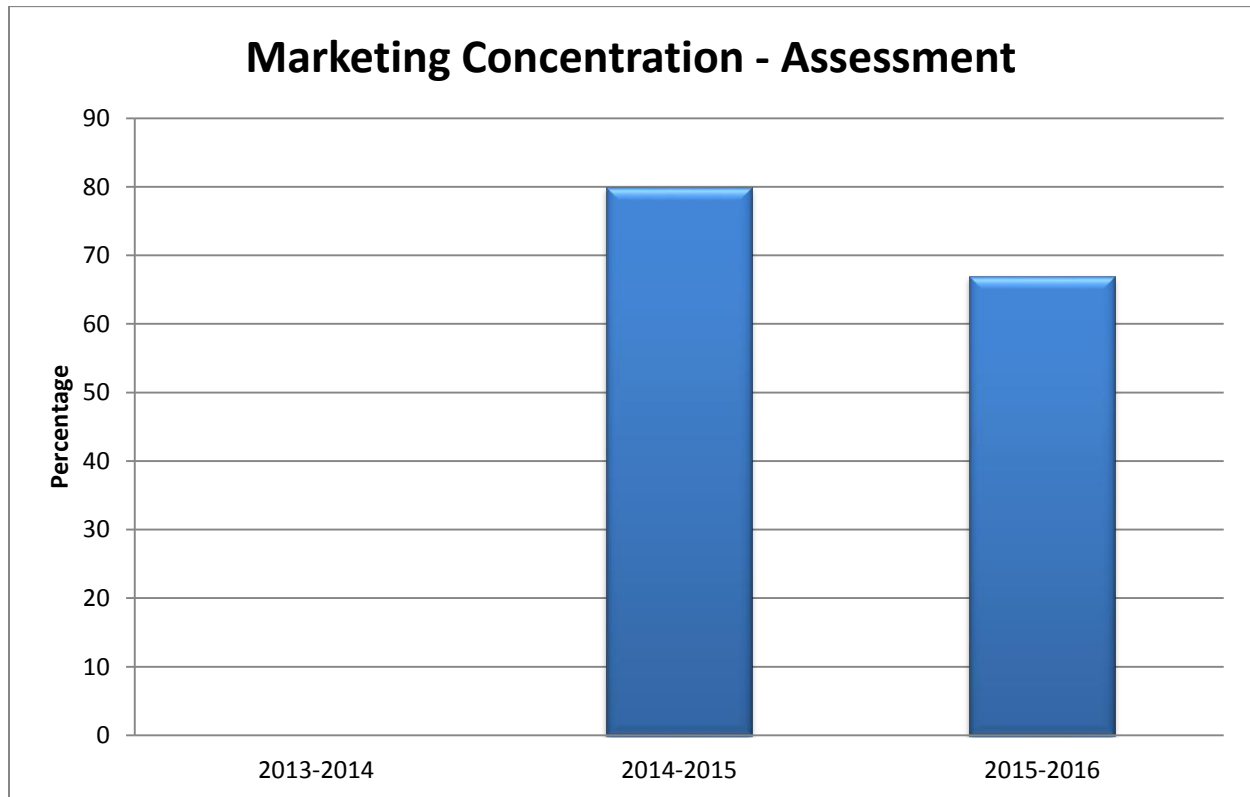


Marketing Concentration SLO: Students examine the relationship between marketing data, consumer behavior, and marketing decisions.

Assessment Measure: Instructor developed problems embedded on tests.

Criterion for the 2016-2017 academic year: At least 70% of students will score 70% or better on the embedded questions.

Longitudinal Trends:

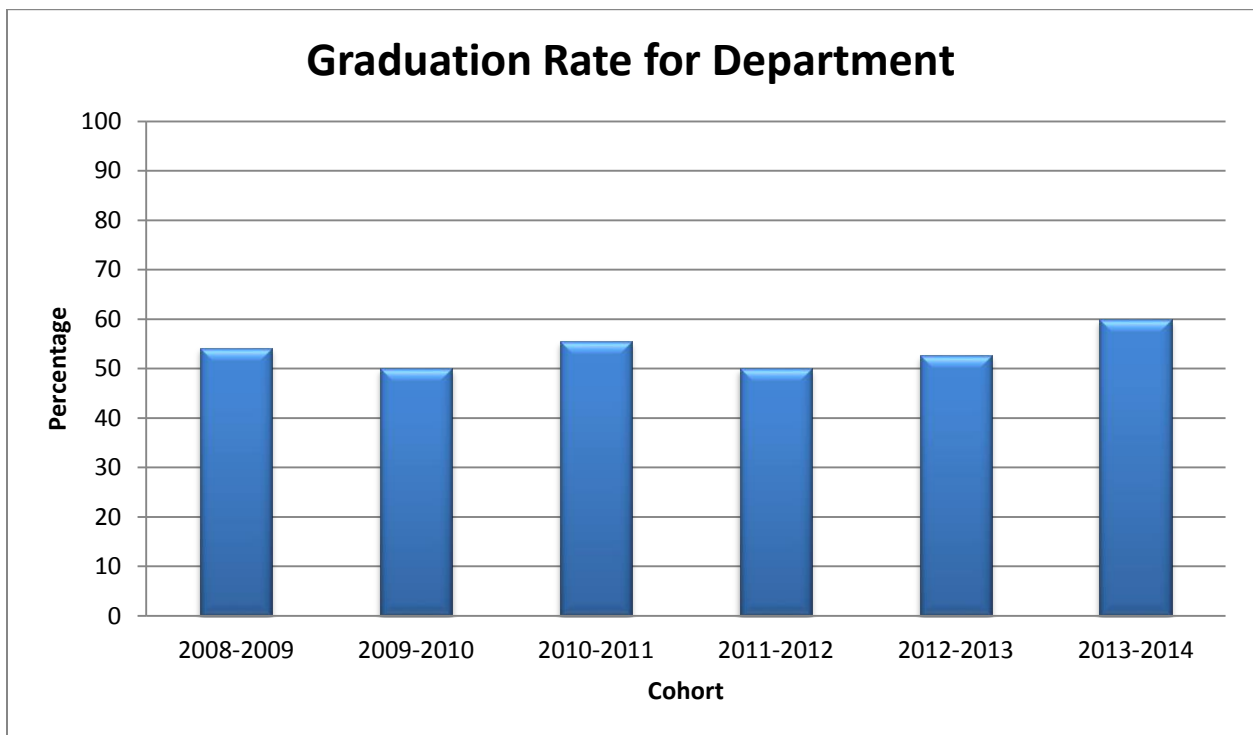


Program Outcomes for the Division of Business Administration

The Department maintains program outcomes for graduation rates, retention rates, job placement rates, and graduate school enrollment.

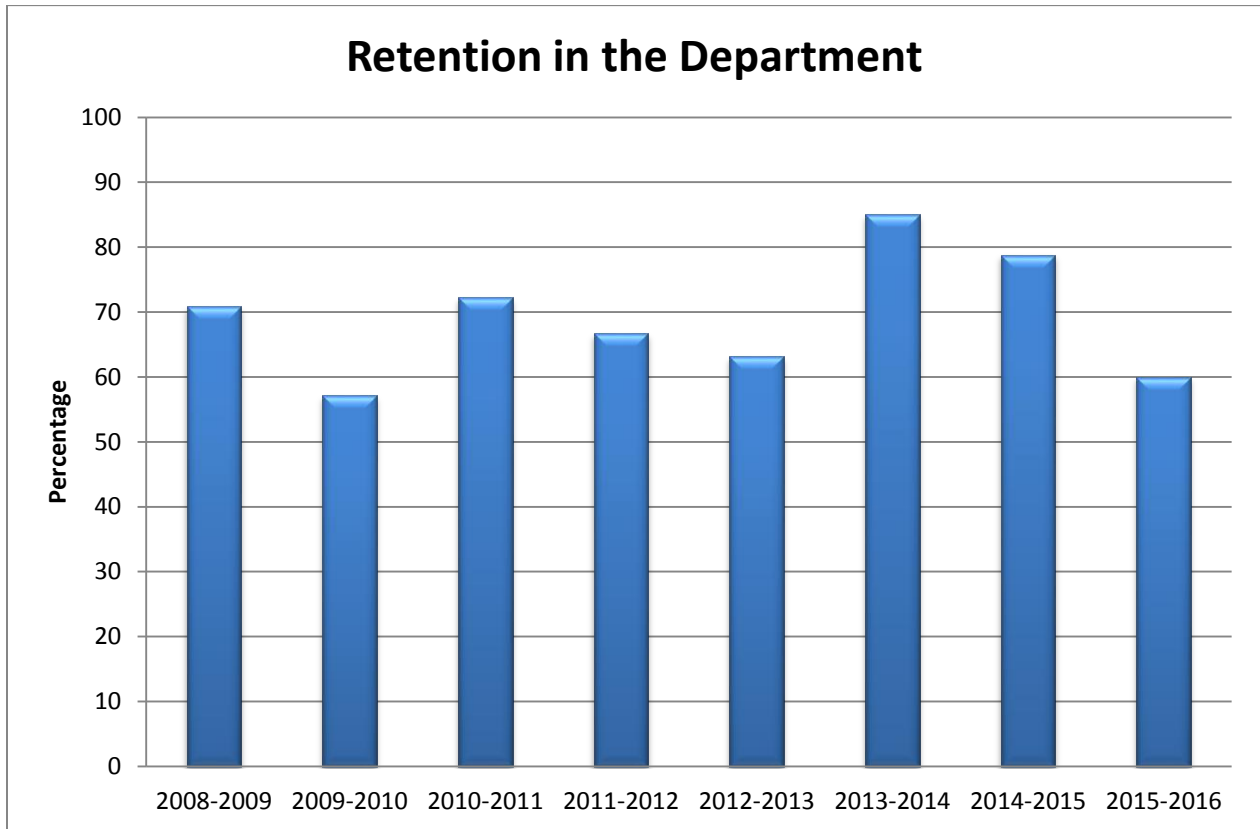
Business Administration Graduation Rate

The Business Administration Graduation Rate is calculated using a cohort based on students first enrolling in ACCT 2301 – Principles of Accounting I. The current Business Administration Graduation Rate is 60% (based on the 2013-2014 cohort). The Department has met its current criterion of 60% or higher and will be raising the criterion to 65% or higher beginning with the 2015-2016 cohort. The graphic below shows the longitudinal trend in Business Administration Graduation Rate.



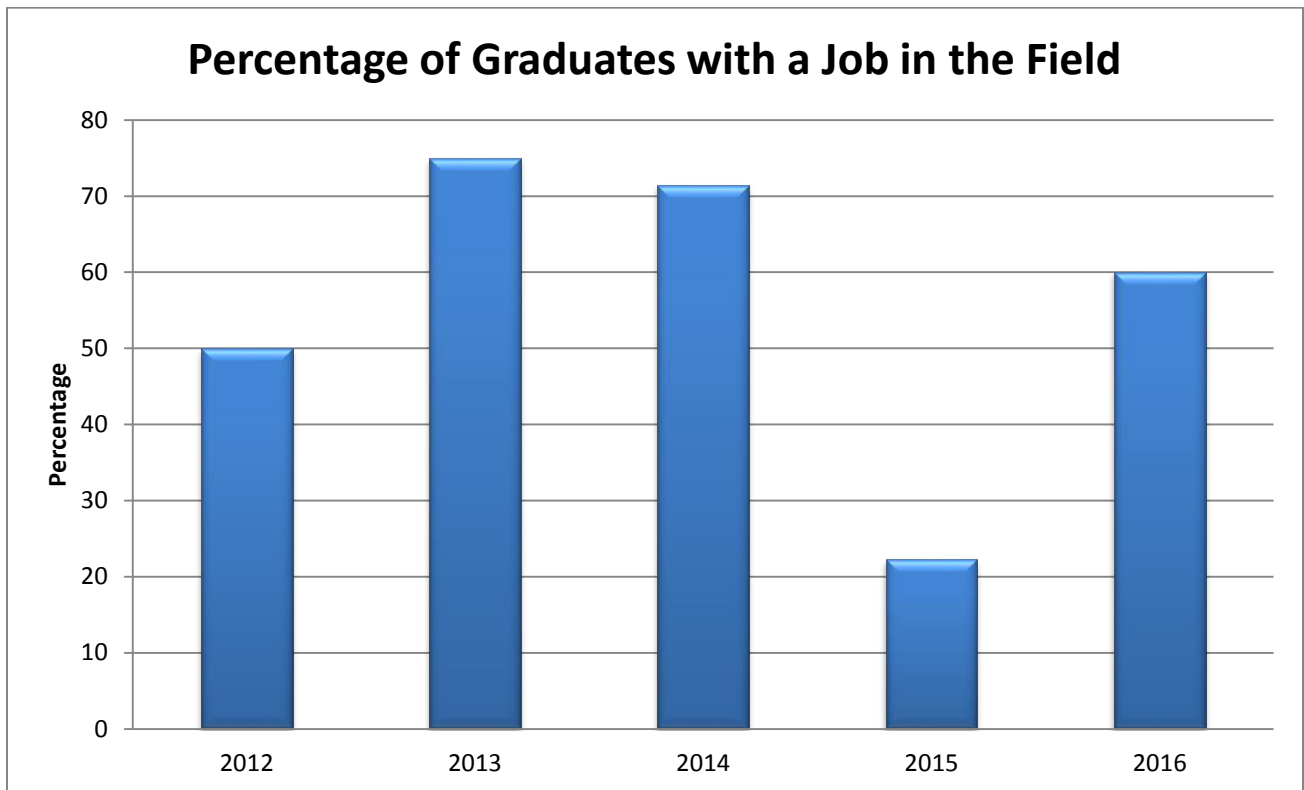
Business Administration Retention Rate

The Business Administration Retention Rate is calculated based on students who enroll in the first course that all Business Administration majors take—ACCT 2301 – Principles of Accounting I. The current Business Administration Retention Rate is 60% (based on the 2015-2016 cohort). The five year average is 71%. The criterion for success is to have a retention rate of 60% or higher each year and a five year rolling average of 70% or higher. The graphic below shows the longitudinal trend in Business Administration Retention Rate.



Business Administration Job Placement Rate

The Business Administration Job Placement Rate tracks students one year after graduation to determine if they are employed in a field related to Business Administration. Only students who do not go to graduate school are considered for this rate. The current Business Administration Job Placement Rate is 60%. The five year rolling average is 56%. The criterion for success is for 70% or more of graduates not attending graduate school obtain a job in the field within one year of graduation. Additionally, the Department seeks to have a rolling average of at least 60% of graduates not attending graduate school obtain a job in the field within one year of graduation. The graphic below shows the longitudinal trend in Business Administration Job Placement Rate.



Business Administration Graduate School Enrollment Rate

The Business Administration Graduate School Enrollment Rate tracks students one year after graduation to determine if they enrolled in a graduate school program. The current Business Administration Graduate School Enrollment Rate is 13%. The criterion for success is that 10% of graduates enroll in graduate school within one year of graduation. Note that 3.5% of MBA applicants report applying to MBA programs with no work experience (<https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2011/09/23/some-schools-help-forge-direct-path-from-ba-to-mba>). The graphic below shows the longitudinal trend in Business Administration Graduate School Enrollment Rate.

