Comprehensive Program Of Business Administration For

2020-2022

Prepared by

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Independence

COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

The Business/Entrepreneurship degree plan provides a track for those who want to transfer to a 4-year business school, as well as a track for those who want to gain skills to begin their own business after completing a two year program.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Chart:

		2019-2020	2020-2021
Number of Faculty:			
	Full time	1	3
	Adjunct	1	1
Enrollment & Student credit hours by Faculty type:			
	Full Time	48 credit hours/194 students	84 credit hours/422 students
	Adjunct	3 credit hours/4 students	3 credit hours/4 students
Average Class size:			
	Face-to-Face classes	12	14.8
	Online classes	12.6	14.4
	All courses	12.4	14.7
Completion Rates:			
	Face-to-Face classes	98.6%	93.97%
	Online classes	80.2%	82.64%
	All courses	86.9%	90.14%
Pass ('D' or better) rates:			
	Face-to-Face classes	93.0%	87.92%
	Online classes	88.1%	90.76%
	All courses	90.1%	88.08%
Pass ('C' or better) rates:			
	Face-to-Face classes	88.7%	85.28%
	Online classes	88.1%	89.08%
	All courses	88.4%	86.46%
Number of Majors:		43	51
Degrees Awarded:		4	7
Retention within Program		12	16

Narrative:

It is important to note that this degree often has more majors than it does graduates or retention. Students will often come to ICC to take the major courses to help them enter business school and then transfer on. They are not always focused on graduating with a two-year Business Degree.

It is also important to note that many of the business courses become general education or free electives for students in other degree plans. This will inflate our enrollment numbers as not all students taking these courses are majors.

2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

No advisory committee. Transfer degree.

2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

Narrative:

No special accreditation

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The AS Business/Entrepreneurship meets the Kansas Board or Regents articulation requirement for students transferring to any Kansas regents University. If this program is followed, students should be able to transfer to any of the Regent's schools. All the core classes for the AS Business Administration degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas colleges and universities. This shows alignment with KBOR and HLC's accreditation requirements.

The following HLC goals are being addressed in this review:
3.A. The institution's degree programs are appropriate to higher education.
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

- This program meets this component by offering the first two years completion of a 4-year degree.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for a general business administration education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

> The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Assessment samples of the core course in the current degree plan are found in the appendix. Every student, regardless of which track they choose, must take Introduction to Business.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Students often struggle with interactive engaging style of learning. Open ended projects and team activities seem to be a real struggle for students. Many express the desire to just be told what page it is on in the book. The problem is that is not how the business world works. Faculty have a higher order thinking expectation for these courses as they are business school core.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Faculty continue to attend conferences both in person and virtually in the hopes of finding a variety of ways of getting the information into the students and helping students critically think and apply the knowledge they are gaining in a real-world type of classroom setting.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

Narrative:

Program faculty constantly review the requirements for University level business schools. This means the program may often change to reflect the needs of the average student who intends on attending business school upon completion of the ICC Business Entrepreneurship program. Focus is also given to those students who are desirous of starting their own private business.

Most of the BUS courses have been aligned at the state level and provide not only credit in other business departments but also provided system wide general education transfer credits. Providing students with new ways to meet the outcomes that meet their individual learning styles is always a challenge.

Faculty provide class activities, teamwork, individual work, project-based learning, and traditional exams all in an effort to meet their broad learning styles.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Students are provided opportunities to express freely their diverse viewpoints and opinions. The business classroom is a safe space where freedom of thought is encouraged, and all ideas are respected and valued even when opposed. Faculty teach how to process thoughts not what to think. Faculty show the importance of using data wisely when making business decisions but also don't discount the "gut" factor has its place in some situations.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

As with all academic programs at ICC, the Business Administration program aligns with the ICC mission by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international business and the effects on accounting. Economic development depends on the students' plans and what they intend on doing after receiving their degree.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The program faculty attends multiple conferences and is a part of area specific organizations for both best teaching practices and industry practices, to stay current. Past and current faculty have assisted with Fab Lab, ICC projects and volunteered in the community to engage middle school and high school students through various programs put on by the school district and public library.

Professor Ashford is a member of KBEA and NBEA (Kansas and National Business Educators Association, as well as a member of TACTYC and AICPA (Accounting Associations). She attends conferences put on by the organizations above each summer to keep up on the latest in the field, as well as proven practices for the classroom.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.
Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:
Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out

Explain why:

This program is an excellent, versatile program for students who do not wish to be Liberal Studies or General Studies majors. It can provide all students with a well-rounded education. They could move right into business school upon competition. Those who are unsure of what they want to do for a career path can learn skills to help in that decision making process.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

1. Short/Long /Ongoing – attend a minimum of one conference per year either virtually or in person to aid in new classroom techniques and to keep up with continuing education in the Accounting and Business field. This will provide students with up to date classroom activities and innovative ideas for learning. SU23, SU24, SU25
2. Short – Develop more hands-on activities for learning economics. Mixture of worksheets and hands on may help make the material more real to students. FA23
3. Short – New podcasts and video demos for Accounting and Economics. This will keep students up to date with material they need to know to be successful. Students are apprehensive readers currently. Podcasts as an option might help get the material into their minds if they choose not to read. FA23
4. Long – work with Fab Lab to develop the structure for college level entrepreneurship challenge – This is an old goal we are revisiting. Covid put a hold and fully developing this. Students would get a real world experience if they have a business idea. FA24
5. Long Wish – develop a store (pod mall) Look for a grant to help with this. Develop curriculum that could be used in a variety of courses and allow students freedom to practice what they are learning. Students build it and run it. Incorporate all parts of campus. Theatre, arts, coffee, crafts, a real community. 26-27

Traction was made on previous goals. There have been major improvements to the physical classroom space and some improvements made to the technology. Faculty hope to incorporate more use of technology in the coming AY.

7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Programs should not include salary or fringe benefits here

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Instructional Supplies	2 & 3	800.00	11-1188-700-000
Travel	1	2500.00	11-1188-601-000

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, ***alignment lift for auto tech, welding booths, gait belts for Occupational Therapy***, ***fencing for Ag animal programs***)

- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, ***metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned***)
- depreciation ***on equipment*** if applicable ***(equipment for which depreciation is listed should also be listed)***
- ***personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing***
- ***accreditation fees specific to the program (that are not included in fees charged to students)***
- facility rent (if applicable) ***for space due to being unable to house the program in existing campus facilities***. ***Rent for facilities to provide education in remote locations is not extraordinary in nature***
- ***donated equipment (such as equipment donated by Business and Industry for a specific program)***
- ***Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.***

DO NOT INCLUDE:

- salaries, travel, professional development costs, ***marketing costs***,
- instructional materials/curriculum,
- computer software or subscriptions,
- ***classroom resources such as books/***DVD's/manuals,
- facilities-based services or facility modifications/***upgrades***,
- audio/video equipment,
- ***printers, paper, pens,***
- ***computers/laptops***,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Professor Melissa Ashford wrote the review. Data was provided by Anita Chappuie, Director of IR.

8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review,* the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Member: I have read this review and agree with program faculty's analysis. AC

Division Chair: I have read this review and agree with the program faculty's review of program assessment. – Heather Mydosh, Arts and Letters Division Chair

VPAA: I have read this review and agree with the recommendation of maintaining current levels of support. Taylor C. Crawshaw, VPAA

9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

COMPLETE 12/10/20

Assessment Report for Introduction to Business

Term: Fall 2020 Prepared By: Melissa Ashford

Class Summary: Due to Covid-19 restrictions all business classes during Fall 2020 were held either online or as a 2 day a week, for 8 weeks hybrid class. This meant students were responsible for a large amount of learning on their own. In Introduction to Business, students were asked to watch/listen to lecture material, and read the chapter on their own time. Class time was spent playing Kahoot and working on activities in socially distanced teams.

There is a hybrid section (TR 1-2:20) and one online section of this course made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

1. **Demonstrate sound reasoning in ethical decision making.**

#1.2ACT: To Take or Not to Take the Gift or To Surf or Not To Surf activity

Online: **100%** On-ground: **100%**

#1.6ACT: What Should I Do Activity In Class: Group Brainstorm – 100% participation

Online: **100%** On-ground: **100%**

Outcome Result*: Met*

Summary Reflection: Met with 100% success across all measures. No plans to change at this time.

2. **Define basic general business terminology**

#2.CH1RF: Chapter 1 Research Following Company

Online: **100%** On-ground: **100%**

#2.Ex7-8: Exam over chapters 7 and 8

Online: **100%** On-ground: **100%**

Outcome Result*: Met*

Summary Reflection: Both met with 100% success across all measures. No further action planned at this time.

3. **Identify business structures and explain how they differ.**
#3.4ACT: Brain Food anyone activity for chapter 4.
Online: **100%** On-ground: **100%**
#3.5RF: Research on the company students are following for the semester chapter 5 activity
Online: **100%** On-ground: **100%**

Outcome Result*: Met*
Summary Reflection: Online and onground classes met with 100% success. No plans to change at this time.

4. **Apply basic accounting, financial, and legal principles**
#4.15ACT: Balance Sheet activity in chapter 15
Online: **75%** On-ground: **67%**
#4.16ACT: Cupcakes for All activity in chapter 16
Online: **100%** On-ground: **Not completed in Fall 20**

Outcome Result*: Partially Met*
Summary Reflection: Online met this outcome with 87% and onground did not meet with 67%. The Balance sheet activity is always a difficult one. I have made a video, but I did not walk through the entire sheet. I directed students to the page in their book. I suspect they simply did not take the time. This is one of the last assignments we complete. I might consider moving the section on finance in business to an early time in the semester plans.

5. **Understand and apply effective communication skills.**
#5.9ACT: Working and Playing Well with others or Job Search Activity/Worksheet in Chapter 9
Online: **100%** On-ground: **63%**
#5.10ACT: Management in Practice Activity in chapter 10 or Motivation Exercise
Online: **100%** On-ground: **100%**

Outcome Result*: Met*
Summary Reflection: Online met with 100% and on ground met with 81% success across the measures. On ground did not meet the expectation of the Job Search activity. Many of them simply did not follow directions or only completed half of the assignment. No plans to change at this time, with the exception of spending more time explaining the Job Search activity and reminding on ground students to watch the video instructions for more details if they forget.

6. **Demonstrate essential marketing and branding techniques**
#6.8ACT: Let's Improve the Product activity for chapter 8 or Just How Good Is It
Online: **100%** On-ground: **100%**
#6.11ACT: Describe the Market activity for chapter 11
Online: **100%** On-ground: **67%**

Outcome Result*: Met*
Summary Reflection: Online met with 100% and on ground met with 83% success. Students seem to enjoy the marketing portion. Working on the curriculum for the Principles of Marketing class to hopefully get it on the schedule in Fall 2021 or Spring 2022.

This course provides data and is tied to both the Accounting and Business Administration 2-year AS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.
Business Program Outcome: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to business.

Measure: Final Project or Exam – overall grade is 70% or higher

Outcome Result: Fully Met

Summary Reflection: Students were given option of project or exam due to Covid-19. Some students simply do not have the technology required to successfully complete the project outside of classroom and due to time constraints due to 8 week class and leaving campus early we did not have the usual time available to work on the project in class.
Accounting Program Outcome: Students will apply critical thinking skills in an ethical context.

Measure: Final Project or Exam -overall grade is 70% or higher

Outcome Result: Fully Met

Summary Reflection: Consider using Intermediate Accounting course for accounting majors to partner with the students in small business approach to do finance side of project for competition.

COMPLETE 5/12/21

Assessment Report for Introduction to Business

Term: SPRING 2021 Prepared By: Melissa Ashford

Class Summary: The data in this report covers three sections. One 16-week online section and two 8 week hybrid sections. The online section is made up of a diverse population of traditional, non-traditional, athletic, gen studies, and business majors. The two on ground sections were mainly male students on the football team. There were a couple of theatre students and in the second session there were 3 females: one cheer, the other two were Liberal Studies students.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

<u>This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.</u>

Overall Course Reflection: This course seems to be a favorite among most students. It is very hands on and engaging. Students were required to read and watch 10-15 minute lecture videos prior to coming to class (onground) or prior to completing assignments (online). Students were given Kahoot challenges to help re-enforce learning of terms and themes in each chapter and then were quizzed over the chapters at the end of each module (week on ground) (two weeks online). On ground students worked in teams to complete thematic activities each day. During the 8 week sessions we complete a chapter each day. Those students were then assigned an individualized homework research activity that was a part of their final project. Online students completed the same work but without working in a team. I have attempted to create teams before, and I have found at the freshman & sophomore level online teams do not work very well. They simply do not understand how to accomplish it and students usually become frustrated. During this Spring session I have found the first session students turned in amazing work and were very engaged. However, many second session students seemed disinterested or burnt out. When questioned they stated the 8 week sessions were very exhausting and contained too much work. This seemed to be a theme I heard from many students, especially during the 2nd session. I have decided to return to a more traditional format in the Fall21 semester, with two exceptions. I will offer a first session late afternoon hybrid course as well as a full semester on-ground and online course. I will also be offering a major business course (not gen ed) as a first session. I am anxious to see and hear feedback and see how students do compared to this year. I am also looking at creating another very personalized project that will take the place of most of the in class activities. This will be a project students can work on during class in their teams with me guiding them. Online students will be given the option to work with a partner or work alone. I am hopeful this will cut down even more on the cheating I have experienced in this class. One activity I believe had over 20 people cheating. The wrong answers were all the same and showed evidence of someone doing the work and sharing with everyone. A more personalized assignment will just help remove that type of cheating.

1. **Demonstrate sound reasoning in ethical decision making.**

#1.2ACT: To Take or Not to Take the Gift or To Surf or Not To Surf activity

Online: **100%** On-ground: **100%**

#1.6ACT: What Should I Do Activity In Class: Group Brainstorm – 100% participation

Online: **100%** On-ground: **100%**

Outcome Result*: Met*

Summary Reflection: Overall action for this course is discussed in the course reflection above.

2. **Define basic general business terminology**

#2.CH1RF: Chapter 1 Research Following Company

Online: **100%** On-ground: **94%**

#2.Ex7-8: Exam over module 3

Online: **100%** On-ground: **94%**

Outcome Result*: Met*

Summary Reflection: Overall action for this course is discussed in the course reflection above.

3. **Identify business structures and explain how they differ.**

#3.4ACT: Brain Food anyone activity for chapter 4.

Online: **88%** On-ground: **100%**

#3.5RF: Research on the company students are following for the semester chapter 5 activity

Online: **100%** On-ground: **97%**

Outcome Result*: Met*

Summary Reflection: Overall action for this course is discussed in the course reflection above.

4. **Apply basic accounting, financial, and legal principles**
#4.15ACT: Balance Sheet activity in chapter 15
Online: **59%** On-ground: **65% (second session pulled this down)**
#4.16ACT: Cupcakes for All activity in chapter 16
Online: **100%** On-ground:**100%**

Outcome Result*: Partially Met*
Summary Reflection: Overall action for this course is discussed in the course reflection above. This outcome contains the assignment mentioned above where I believe mass cheating took place and many incorrect answers were given. The saddest part is I made a video walking them through the assignment. If they had just watched it they would have most likely received somewhere between 80-100%. Only the students who used the video (the students stated they watched it) received a decent grade.

5. **Understand and apply effective communication skills.**
#5.9ACT: Working and Playing Well with others or Job Search Activity/Worksheet in Chapter 9
Online: **100%** On-ground: **100%**
#5.10ACT: Management in Practice Activity in chapter 10 or Motivation Exercise
Online: **100%** On-ground: **100%**

Outcome Result*: Met*
Summary Reflection: Overall action for this course is discussed in the course reflection above.

6. **Demonstrate essential marketing and branding techniques**
#6.8ACT: Let's Improve the Product activity for chapter 8 or Just How Good Is It
Online: **100%** On-ground: **94%**
#6.11ACT: Describe the Market activity for chapter 11
Online: **100%** On-ground: **100%**

Outcome Result*: Met*
Summary Reflection: Overall action for this course is discussed in the course reflection above.
Working on the curriculum for the Principles of Marketing class to be added to the schedule in Spring 2022.

This course provides data and is tied to both the Accounting and Business Administration 2-year AS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.
Business Program Outcome: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to business.

Measure: Final Project or Exam – overall grade is 70% or higher

Outcome Result: Fully Met
Summary Reflection: Students in both modalities completed the same business presentation project. On ground students were give a week during class to work on the project. In the second session many would come to class, check in, and leave, stating they could work better in the dorm. I see this as an excuse. I believe projects would be improved if students worked in the classroom. In future semesters I

will not allow them to work anywhere they wish. I now have enough laptops they can stay in the classroom.

Accounting Program Outcome: Students will apply critical thinking skills in an ethical context.

Measure: Final Project or Exam -overall grade is 70% or higher

Outcome Result: Fully Met

Summary Reflection: Adding a more appropriate component in future project. I am finding students struggle with critical thinking. They seem to prefer a checklist with very detailed instructions. They seem to lack ability to freely think and apply knowledge. This will be a focus for the next AY.

Assessment Report for Introduction to Business

Term: Fall 2021 Prepared By: Melissa Ashford

List of Learning Outcomes:

1. Demonstrate sound reasoning in ethical decision making
2. Define basic general business terminology
3. Identify business structures and explain how they differ
4. Apply basic accounting, financial, and legal principles
5. Understand and apply effective communication skills
6. Demonstrate essential marketing and branding techniques

This course is KBOR Aligned: Yes

Outcomes, Measures, Data, and Results:

For all measures; goal of 70% of the students will meet expectations. The expectation for each student to achieve outcome is 70% or better on any assignment tied to outcome.

1. <*Met/Not Met/Partially Met*>: Demonstrate sound reasoning in ethical decision making (Chapter 2).
    1. Measure: Ethical Decision-Making activity #1.2
    2. On-Ground Results: 100 %
    3. Online Results: 94 %

Summary: No further action planned.

2. **<*Met/Not Met/Partially Met*>**: Define basic general business terminology (Chapter 1).
    1. Measure: Chapter 1 Activity # 2.1
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

3. **<*Met/Not Met/Partially Met*>::** Identify business structures and explain how they differ (chapter 4).
    1. Measure: Brain Food Activity

2. On-Ground Results: 100 %
3. Online Results: 100 %

Summary: No further action planned.

4. <***Met/Not Met/Partially Met*** >: Apply basic accounting, financial, and legal principles (Chapter 15***)***.
    1. Measure: Balance Sheet Activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

5. <***Met/Not Met/Partially Met***>: Understand and apply effective communication skills (Chapter 9)
    1. Measure: Working and Playing Well With Others activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

6. <***Met/Not Met/Partially Met***>: Demonstrate essential marketing and branding techniques (Chapter 8).
    1. Measure: Improve that Product activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

Final Comments: This is the third year using these measures and teaching methods. Everything seems to still resonate with students and their student satisfaction surveys indicate they enjoy the format. I will be updating the book in the fall of 2022 and there will be a slight change in outcomes due to a change at KCOG 2021. For the most part the course will remain similar. I will just update assignments and add in a few new things.

Assessment Report for Introduction to Business

Term: Spring 2022   Prepared By: Melissa Ashford

List of Learning Outcomes:

1. Demonstrate sound reasoning in ethical decision making
2. Define basic general business terminology
3. Identify business structures and explain how they differ

4. Apply basic accounting, financial, and legal principles
5. Understand and apply effective communication skills
6. Demonstrate essential marketing and branding techniques

This course is KBOR Aligned: Yes
Outcomes, Measures, Data, and Results:
For all measures; goal of 70% of the students will meet expectations. The expectation for each student to achieve outcome is 70% or better on any assignment tied to outcome.

1. *<Met/Not Met/Partially Met>*: Demonstrate sound reasoning in ethical decision making (Chapter 2).
    1. Measure: Chapter 2 Quiz (EX1-2)
    2. On-Ground Results: 95 %
    3. Online Results: N/A

Summary: No further action planned.

2. ***<Met/Not Met/Partially Met>***: Define basic general business terminology (Chapter 1).
    1. Measure: Chapter 1 Activity # 2.1
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

3. ***<Met/Not Met/Partially Met>:*** Identify business structures and explain how they differ (chapter 4).
    1. Measure: Brain Food Activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned.

4. ***<Met/Not Met/Partially Met >***: Apply basic accounting, financial, and legal principles (Chapter 15***)***.
    1. Measure: Balance Sheet Activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

5. ***<Met/Not Met/Partially Met>***: Understand and apply effective communication skills (Chapter 9)
    1. Measure: Working and Playing Well With Others activity
    2. On-Ground Results: 100 %

3. Online Results: 100 %

Summary: No further action planned

6. <***Met/Not Met/Partially Met***>: Demonstrate essential marketing and branding techniques (Chapter 8).
    1. Measure: Improve that Product activity
    2. On-Ground Results: 100 %
    3. Online Results: 100 %

Summary: No further action planned

Final Comments: This is the third year using these measures and teaching methods. Everything seems to still resonate with students and their student satisfaction surveys indicate they enjoy the format. I will be handing this course off to another faculty member in the Fall of 2022. This semester there were two on ground sections, both taught at 1 p.m.