

PROGRAM REVIEW

Department: Business



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Appendices

Full-Time Faculty Qualifications**List of courses included in the program**

- **Advising degree sheet (Course catalog)**
- **Degree Audit courses (Registrar)**
- **Program Inventory, if applicable (Instruction office)**
- **Courses offered in the last 3 years (Instruction office)**

ACADEMIC PROGRAM/DISCIPLINE REVIEW

Fort Scott Community College

Introduction to Program

The Business Department consists of transferable courses following the Kansas Core Outcomes Project to enable students to obtain their Associate's Degree and transfer on to a four year institution. The Department also provides students the opportunity to enhance their skills to enter the workforce and obtain employment.

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

The Business Department provides affordable academic classes that provide diversity and encourage student integrity and respect. Students are provided technical skills to complement their career choice as well as academic knowledge in their major. The Business Department also provides baseline courses for general education requirements for transfer.

2. What specific goals of the strategic plan are affected by this? Please explain.

Goal # 2: Cultivate quality enhancements for education and learning.

Strategy 1: Improve academic processes.

- By working with the Advising and Instruction Offices to ensure classes are offered so that students can meet their goals for graduation.
- The Division Chair is involved in the overall Assessment Plan for the college and works with Instructors to meet goals and improve processes.

Strategy 2: Maintain compliance with accreditors and oversight agencies.

- By working with the Registrar and Instruction Offices on aligning the degree audits and catalog.
- Faculty representatives attend the Kansas Core Outcome meetings.

Strategy 3: Increase teaching effectiveness.

- By supporting faculty in Professional Development Opportunities'
- Requesting technology updates to complement teaching styles,
- Providing opportunities to teach through different modalities, and

- By reaching out to adjunct and concurrent instructors for input or to provide information needed to provide a system-wide transferrable curriculum.

Goal # 3: Promote student success.

Strategy 1: Provide high quality customer service.

- The Division Chair works with faculty to develop schedules to meet the needs of students, faculty, and departments.
- Also by working with Faculty to be sure they have scheduled office hours to meet with students. Faculty use office hours to tutor students.

B. Program/Discipline Demand/Need:

If applicable, provide any advisory board meeting minutes.

1. Describe the need for the program/classes based on regional demands.

Courses are reviewed through the Kansas Core Outcomes Project to provide a smooth transfer for students allowing students to take classes closer to home or at a more affordable institution.

Faculty work with four year institutions to develop 2+2 transfer programs. Courses are reviewed by each institution and then a plan is built that allows students to meet their goals.

Faculty provide student recommendations for jobs, program admissions, and scholarship applications.

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

No

3. Describe how the revised program differs from the current one?

A change from the last review period has been implemented and completed. Advisory Boards were used to identify how certificate programs were meeting the needs of the local communities. It was recognized that students were paying for the program, and while the courses did improve the student's skill set, they did not increase their chance of employment or the wage rate they would receive. Business certificate programs were phased out by Fall of 2018, but students still have the opportunity to take courses they feel will benefit them in obtaining and retaining employment.

C. Program/Discipline Analysis:

1. What procedures are used to ensure that course content is up-to-date?

The Kansas Core Outcomes Project drives the course content for transfer courses to ensure the same competencies are being met by each institution. The instructor evaluation process through classroom observation is used to help identify the level of content and goals presented in the course. The syllabus and assessment tools are viewed through this process and faculty's use of campus connect for attendance and early alert records.

Business curriculum development begins at departmental meetings. Once a change has been identified, it is presented to the Vice President of Academic Affairs for approval. Then, the change is taken to the Academic Affairs committee for approval and forwarded to the curriculum committee for final approval.

2. What is the process for textbook review? Please list the book(s) and ISBN for each course.

Textbooks are reviewed periodically within the department and adjunct instructors may be asked for input. Several texts may be reviewed for content and the price to students is given consideration. Several courses within the Business Department are now using OERs (Open Education Resources) to reduce student costs. Textbooks may also be updated due to availability and accessibility. The goal is to update resources every five years, but if there are changes within the discipline or industry, resources may need to be updated more often.

BUS1013	PRINCIPLES OF ACCOUNTING	
	Heintz & Perry College Accounting 21 st ED	978-1-285-05545-9
	Heintz & Perry College Acctg 21 st ED working papers	978-1-285-05937-2
BUS1233	FIELD STUDY I	no book
BUS1243	FIELD STUDY II	no book
BUS1273	INTRODUCTION TO BUSINESS	
	OER Exploring Business, Minneapolis, MN, Creative Commons	
BUS2013	FINANCIAL ACCOUNTING	
	Spiceland Financial Accounting 4 th ED	978-1-259-30795-9
BUS2023	MANAGERIAL ACCOUNTING	
	Wild/Shaw Managerial Accounting 5 th ED	978-1-259-17649-4
COM1053	INTRODUCTION TO COMPUTER SCIENCE	
	Evans Technology in Action 12 th ED	978-0-133-94956-8
ECO1013	MICROECONOMICS	
	OER Principles of Microeconomics 2 nd ED, Open Stax	-1-947-17234-4
ECO2023	MACROECONOMICS	
	OER Principles of Macroeconomics 2 nd ED, Open Stax	-1-947-17344-4
ECO2703	PERSONAL FINANCE & MONEY MGMT	
	Garman Personal Finance 13 th ED	978-1-337-09975-2
MAT2763	BUSINESS MATH	
	Slater Practical Business Math Procedures 12 th ED	978-1-259-54055-4

3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.

Some courses (Intro to Business, Micro and Macro Economics) within the department are more lecture based but writing assignments may be used to complement the work. Others classes (Accounting, Computers, Math) are taught using more of an applied approach.

In Intro to Business, students are ask to build a business plan to bring a new business to Fort Scott. This assignment helps students to pull it all together. The assignment is attached in the appendix.

In Accounting, students are required to use their knowledge to complete assignments throughout the chapters. But in both Financial and Managerial Accounting students are also assigned various problems requiring them to think through the problem and look at the ethical issues. Financial Accounting assignment attached.

4. How do you ensure appropriate academic rigor and consistency of course content in all modalities?

Course evaluations are completed for courses and include evaluations of courses taught through different modalities. The Division Chair and the Instruction Office receive copies of syllabi in order to check for consistent competencies, material covered, and how the course is being assessed by different instructors. The same material must be covered and the same competencies assessed. In online courses, discussion boards are often used in place of lecture, giving students an opportunity to interact with the instructor as well as the class. Assignments are consistent among the different modalities and the same tests are given regardless of the modality used.

D. Program Assessment:

1. What are the program outcomes?

Business Department Outcomes

1. Demonstrate successful communication within the business environment using verbal, written, and basic literacy skills.
2. Recognize and apply economic theories to real world problems and hypothetical situations.
3. Demonstrate an awareness and understanding of the business environment and human interaction.
4. Apply the skills and knowledge necessary for mathematical, scientific, and computer science in solving business problems.
5. Develop and demonstrate abilities in accounting management, and introductory business.
6. Demonstrate the ability to perform basic financial analysis.

2. What is the process for program and course level assessment?

For course level assessment, instructors collect data on all competencies and then focus on one competency for each course they offer for improvement. If there are multiple sections, they must all focus on the same competency and use a common

assessment tool. Information is gathered over a three semester period, benchmarks are set, and then instructors look for different ways to increase students understanding and comprehension. They may look at the time used, the assessment tool, etc.

For program level assessment, different courses may be used to meet each competency. We have started the process of mapping competencies in Blackboard (in the past we used Greenbush to help gather data) where we can blend course assessment into department/program assessment into general education assessment. Each course taught should meet the competencies for the course and then tie into at least one program/department goal, and the departmental/program goals should help support at least one general education goal.

We are also using Taskmaster to compile report findings, plans for improvement, and summary reports. I have attached the competencies being assessed in the Business courses this semester.

3. What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)

Attached are the summary reports from Greenbush comparing Spring semester 17-18 to the Spring semester of 18-18. And, the Fall 17-18 summary report for courses where more than one instructor taught the course.

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

4. Please list any third party accreditation.

None

5. List any additional needs for the program (facilities, personnel, technology, student support, etc.).

None

II. Institutional Support

A. Support:

1. How does this program support other academic areas of the college and/or how is it supported by other academic areas?

The department provides baseline courses to meet general education requirements for transfer and provides courses to meet certificate or technology program needs. Computers provide the technology skills needed to complement written and verbal skills in today's computerized world. The IT department works to keep labs up to date for our students. Students use critical thinking skills to build reports and presentations.

Business students use the skills taught in other disciplines to build on their critical thinking, writing, and presentation skills. Theories that are taught in other disciplines are often applied in business and economics courses helping students to recognize where the different disciplines are connected to each other.

2. What learning resources are utilized for instruction and supporting the institutional outcomes?

We use the Blackboard LMS for instructional purposes as well as textbooks. Students have access to the PowerPoint slides in Blackboard.

We also use Campus Connect for attendance and early alert reports to keep students aware of any issues or problems that students might have as well as to give advice on ways to improve their grades.

B. Community Engagement:

1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)

Faculty often set on Advisory boards for the local high schools. Businesses in the community reach out to instructors for job candidates. And faculty are involved in different organizations within the service area to help build awareness. Debra Cummings is a member of the Daughters of the Nile and is currently holding the position of Queen. Through her involvement in Pittsburg she is able to promote FSCC.

C. Program Development:

1. What marketing/recruiting strategies are used by the program/discipline?

Campus recruiters visit high schools within our service area. They share videos and brochures from the different departments. Students that are interested may schedule a campus visit and meet with instructors from different departments.

Faculty help with Senior Days on campus and students have the opportunity to visit with faculty. Faculty also help with activities that bring students to campus (Aggie Days, Math Relays, etc.).

2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?

Guest speakers from the community are ask to come in and share their expertise with students.

3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain.

Students are given opportunities to provide input through the classroom evaluation process. Instructors also provide anonymous surveys to give students an opportunity to provide feedback.

Attachments:

Page 12-3 Business Plan Assignment

Page 14 Financial Accounting Assignment

Page 15 Reports

Summary reports from Fall 2017-2018.

Business

Computer Science

Economics

Summary report of all sections with multiple sections offered Fall 2017-18.

Computer Science

Page 16-7 Course Assessment Plan

Bus Plan Assignment

You will choose a business/franchise to open in Fort Scott, Kansas. You will develop a business plan for the company. As you decide what type of business you are bringing to Fort Scott, inform the instructor through the discussion board by _____. No two people are to choose the same business. **Your company must be chosen through the discussion board and approved or you will receive a zero for the assignment.** The business plan (10+ pages) is due by class time on _____.

You will use the sample business plan provided to develop your business plan. You may also want to use information from your book. Be sure to include a resource page at the end of the paper. The paper will be submitted through Blackboard. We will discuss the business plans in class. We have discussed business in a very broad view and we will begin to focus on particular areas. If you are writing on a particular part of the business plan, refer to the chapters that discuss that particular part of the business.

This project is worth 100 points. Plans will be graded based on content, appearance, spelling, and grammar. Content includes making sure you have covered all of the essential parts of the business plan. Students are encouraged to reach out to business people in the community (bankers, insurance representatives, realtors, etc.). Include proof of contact for bonus points. If contact is made through text or e-mail, attach copies. If you discuss it over the phone, ask them to send you information by email.

Grading Rubric		
Content	70	
Appearance	10	
Spelling & Grammar	10	
Reference Page	10	
Total Grade	100 Points	

Business Plan

1. **Executive summary/Description of proposed business.** Brief description of the company that answers such questions as what your proposed company will do, what goods or services it will provide, and who its main customers will be. Summarizes what is included in the plan.
2. **Content page** including page numbers.
3. **Industry analysis.** Short introduction to the industry in which you propose to operate. May incorporate a SWOT analysis.
4. **Mission statement and core values.** Declaration of your **mission statement**, which are fundamental beliefs about what's important and what is (and isn't) appropriate in conducting company activities.
5. **Management plan.** Information about management team qualifications and responsibilities, and designation of your proposed legal form of organization. Include information on number of employees needed to operate your business.
6. **Goods, services, and the production process.** Description of the goods and services that you'll provide in the marketplace; explanation of how you plan to obtain or make your products or of the process by which you'll deliver your services.
7. **Marketing.** Description of your plans in four marketing-related areas: target market, product (has been discussed in # 6), pricing, distribution, and promotion. This is generally one of the largest parts of the business plan.
8. **Financial plan.** Report on the cash you'll need for start-up and initial operations, proposed funding sources, and means of repaying your debt. Check with some banks, insurance companies, and real estate offices for quotes in person. Might get you bonus points.
9. **Closing.** Do you feel that this business will succeed in Fort Scott after doing your research and building the business plan?

Financial Accounting assignments:

IFRS Assignment:

In Word, answer the review questions, 1-7, on page E-9 (appendix E at the end of the text). To be submitted by email to the instructor by the due date.

1. What is meant by convergence of U.S. GAAP?
2. Describe at least 5 reasons why accounting practices differ across countries.
3. Which factor explaining why accounting practices differ across countries do you think is most important and why?
4. What difficulties do differences in accounting standards create for investors?
5. What difficulties do differences in accounting standards create for multinational corporations in preparing their financial statements?
6. What is the main objective of the International Accounting Standards Board?
7. Explain the difference between principles-based and rules-based accounting standards.

Ethics Assignment:

Chapters 1-6 students will write up their answers to the ethics questions at the end of each chapter based on the scenarios. AP1-5, AP2-5, AP3-5, AP4-5, AP5-5, and AP6-5. Students may use Word to submit their answers. Email your paper to the instructor by due date.

AP1-5: How might an auditor's ethics be challenged while performing an audit?

AP2-5: Discuss the ethical dilemma given: What is the issue? Who are the parties affected? What factors should be considered in making a decision?

AP3-5: Discuss the ethical dilemma faced here: What is the issue? Who are the parties affected? What factors should be considered in making a decision?

AP4-5: Discuss the ethical dilemma faced here: What is the issue? Who are the parties affected? What factors should be considered in making a decision?

AP5-5: 1. What is the effect on income before taxes of the change requested by the controller? 2. Discuss the ethical dilemma faced here: Consider your options and responsibilities along with the possible consequences of any action you might take. Who are the parties affected? What factors should be considered in making a decision?

AP6-5: Discuss the ethical dilemma faced here: What is the issue? Who are the parties affected? What factors should be considered in making a decision?



SLO Summary -
Buisness.pdf



SLO Summary -
Computer Science.p



SLO Summary -
Economics.pdf



COM105-4 Intro to
Computer Science Si

Debra Cummings: Assessment Plan for Business for Spring 2021

Looking back over the last 3 semesters of each course, I have looked to see where students appear to need the most help. The benchmark for each class is currently set at 70%.

BUS1013 Principles of Accounting

I need to concentrate on Competency 3: Prepare and post journal entries for the adjusting and closing process and prepare financial statements. I use Test 3 to assess this competency. Students are struggling with completing the financial statements. Question: Do students understand how to prepare the financial statements? I believe it is a matter of timing and plan to devote an extra class period this semester to the processes and preparing financial statements in order to attempt to improve student's comprehension and speed.

BUS1273 Introduction to Business

I need to concentrate on Competency 2: Identify the role of Ethics and Social responsibility in business. I use Test 1, chapter 2 questions and quiz to assess their understanding. Question: Do students understand the concepts? Students seem to be struggling with these concepts. My goal is to focus more time on these concepts this semester, use more discussion of the topics to improve understanding. I changed to an OER in order to give students easy access to the book last year. The first semester after the change, assessment scores did drop overall but in the second semester I did see an improvement, especially in the early chapters where students often do not have their books for different reasons.

BUS2013 Financial Accounting (Fall only)

I need to concentrate on Competency 3: Measure the value of assets and liabilities including an introduction to fair value accounting. Question: Do students understand the concepts? I believe student grades fell off as we moved into unfamiliar material. The first chapters dealt with the accounting process that we had covered in Principles of Accounting. I believe students did not study as hard as they needed to since the previous test was fairly easy for them. I plan to spend more time on making students aware that the information is new and may require more attention and study.

BUS2023 Managerial Accounting (Spring only)

I need to concentrate on Competency 4: Applying management accounting techniques to planning and control of operations using cost-volume-profit analysis. I use Test 2 to assess this competency. Question: Can students apply cost-volume-profit analysis to the decision making process? This is where students appear to struggle. Plan to work through more exercises to increase students understanding.

ECO1013 Microeconomics

I need to concentrate on Competency 2: Apply the Supply and Demand model and elasticity for economic analysis. I use Test 2 to assess this competency. I changed books in the Fall and went to an OER. While students now have access to the book, the book is a little more difficult for students to follow. Still, my Question: Do students

understand the concept of elasticity? I plan to spend more time on chapter 5 in class discussing the concept and working through examples.

ECO2023 Macroeconomics

I need to concentrate on Competency 5: Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro economy. I use Test 5, chapter's 14-16 questions and 14-16 quizzes to assess this competency. I changed books in the Fall and went to an OER. While students now have access to the book, the book is a little more difficult for students to follow. Still, my Question: How well do students understand the concepts? I plan to spend more time in class discussing the concepts through discussion.