

PROGRAM REVIEW

Department: Business



Date of Program Review: 2023-2024

Prepared by: Doug Hurd

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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)**
- **List of college owned equipment over \$2000**
- **Courses offered in the last 3 years (Instruction office)**
- **Curriculum Mapping**

Recommended Timeline

- Program Review document will be completed and submitted to the Instruction Office by December 31st.
- Vice President of Academic Affairs and Director of Institutional Effectiveness will complete the summary report and send it to faculty by April 15th.
- The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
- A meeting will be scheduled with VP of Academic Affairs and Director of Institutional Effectiveness to develop an action plan within three weeks of the review.
- Programs under review will present a summary of their program findings and an Action Plan to the Cabinet Committee in August/September of the following year.

ACADEMIC PROGRAM/DISCIPLINE REVIEW Fort Scott Community College

Introduction to Program

Business Courses

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 courses are general education classes that focus on teaching the fundamentals of business education. The goal is this will give them a greater understanding of business concepts and the application of business in real world situations, from their day-to-day life to their professional career.

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 participating in college catalog updates.
- By participating in the planning of flexible course schedules based on the needs presented or requests made.
- Offering a variety of modalities that include: regular face-to-face classes, online classes, hybrid classes that blend in-person and online, and hyflex courses that allow a student to attend class in-person or via zoom.

Strategy 3: Increase teaching effectiveness.

- By adapting to changing classroom technology requirements, which are specific to the location and semester of the class.
- By providing online instruction for the core courses.
- And, by coordinating with adjunct and concurrent instructors to ensure use of standardized curriculum (course syllabus and textbook) across campuses and various locations and modalities.

Goal # 3: Promote student success.

Strategy 1: Faculty updates grades once a month so that student academic advisors can see what the students are earning. Faculty also use an Early Alert system throughout the semester to alert both students and academic advisors of low grades, excessive absences, and missed assignments and assessments. This system brings help early to students throughout the semester to improve their grade and give them a better chance at success in the classroom.

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.

The Business courses are transferable to other Kansas institutions. The fundamentals taught in the courses are building blocks for future successful academic pursuits in furthering of their business education.

A goal is for a smooth transition for business students, or students taking business classes as electives, to transfer their credits to other four-year (or two-year) institutions. FSCC works with KCOG to ensure the same program standards are being met for students who complete courses at a Kansas institution.

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?

N/A

C. Program/Discipline Analysis:

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

The Kansas Core Outcomes Group compiles the course content for transfer courses to ensure the same competencies are being met by each institution. Each course syllabus in Business lists the Kansas Core Outcomes that will be taught and assessed.

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.

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. Several text may be reviewed for content and the price to students is given consideration. Several courses within the Business Department are now using Open Education Resource 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.

Microeconomics and Macroeconomics will be looked at to be updated the 3rd edition this fall.

Intro to Business

Intro to Business, Open Stax 978-1-640-32348-3

Principles of Accounting

College Accounting 21st Ed, 978-1-285-05545-9

Financial Accounting

Financial Accounting, 978-1-259-30795-9

Microeconomics

Prin. of Microeconomics 2nd ED, Open Stax -1-947-17234-4

Macroeconomics

Prin. of Macroeconomics 2nd ED, Open Stax -1-947-17344-4

Personal Finance & Money Management

Garman Personal Finance 13th ED 978-1-337-09975-2

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.

Ground based courses taught within the department are more lecture and discussion based. Students are assigned readings, writing assignments, and given assessments that cover the course competencies and outcomes. Online classes utilize a weekly participation through Blackboard as well as reading, projects and assignments to enhance the learning. Instructors use written assignments, projects, and exams to measure achievement.

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

The students (online, ground based, hybrid) are given the same assessment for business courses as well as similar class assignments. In lieu of ground base classes the discussion board is used to supplement the classroom interaction for online class offerings. The same amount of work and effort is required for all class offerings.

D. Program Assessment:

1. What are the program outcomes?

“The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course, as associated and approved by the Kansas Board of Regents.”

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

The course is set up on a four-semester cycle and it that cycle is getting ready to conclude for the first time with the current instructor. From that data a new four-semester cycle will be reviewed. The assessment is aligned to program outcomes desired by the institution and to be inline with KCOG standards. The goal of this is to show learning or a transfer of knowledge has taken place.

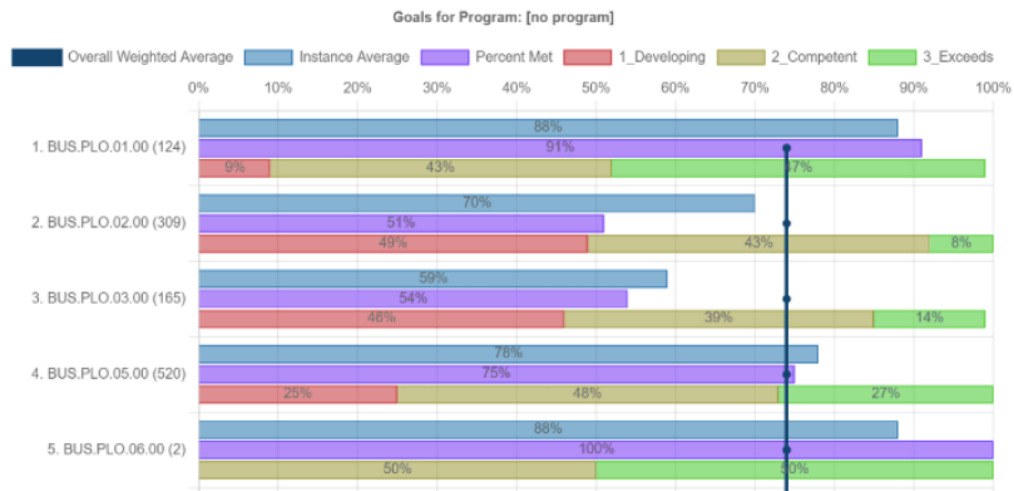
3. What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)

With the new instructor there as been an increase from year one to year two in program outcomes being met at the 70% level.

Doug Hurd Assessment Plan for Business Spring 2024
Debra Cummings: Assessment Plan for Business for Spring 2021

Student outcomes for the fall 2023 semester PLO2 were notably improved to 80%, as compared to AY22-23 of 54%. With 80% of students achieving a 3 (meeting standards) or a 4 (exceeding standards) on the 4-point scale assessment rubric for PLO2, faculty will continue implementing active learning strategies, requiring student engagement with the material to enhance retention and application. Also, students are more aware of the instructor's expectations for success in the class, which also likely contributed to improved student outcomes.

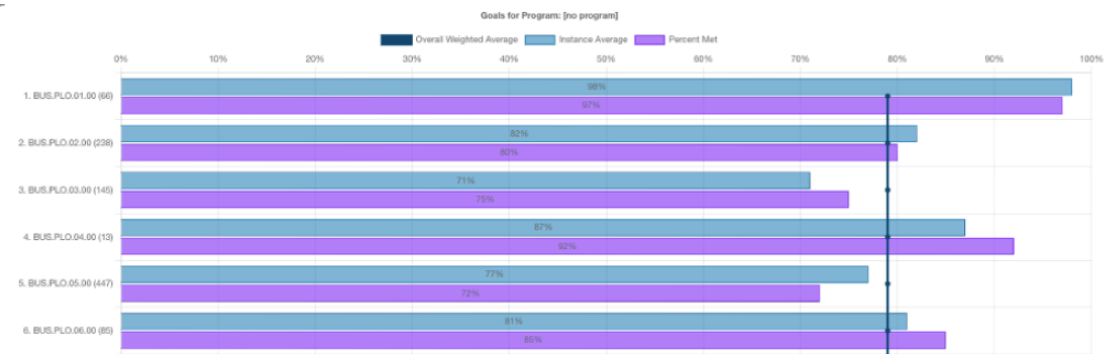
PLO Report AY22-23



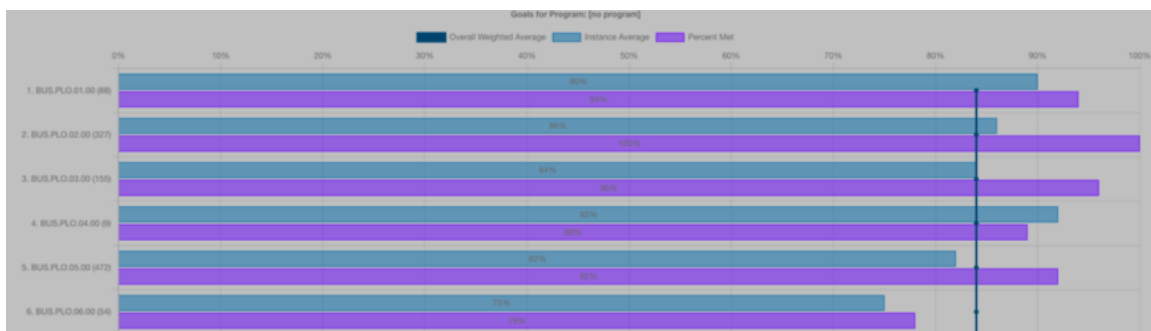
Note: for AY22-23, no courses were mapped to PLO4; however, for AY23-24, mapping was updated to include mapping [BUS1013](#) CLO6 to PLO4.

Fall 2023

F2023 Assessment Report:



Spring 2024



Program: Business		Fall 2023	Spring 2024	Submitted By: Doug Hurd 2.29.24
Program Learning Outcomes	Means of Assessment and Benchmark	Summary of Data Collected and Findings	Summary of Data Collected and Findings	Use of Results
PLO 2: Recognize and apply economic theories to real world problems and hypothetical situations.	Benchmark 70% of students will score a 3 or a 4 of a 4-point rubric on the outcomes assessment. BUS1273 CLO1: Exam 1 Assessment ECO1013 CLO1: Exam 1 Assessment ECO1013 CLO2: Exam 2 Assessment ECO1013 CLO3: Exam 3 Assessment ECO1013 CLO4: Exam 4 Assessment ECO1013 CLO5: Exam 4 Assessment ECO2023 CLO1: Exam 1 Assessment ECO2023 CLO2: Exam 2 Assessment ECO2023 CLO3: Exam 3 Assessment ECO2023 CLO4: Exam 4 Assessment ECO2023 CLO5: Exam 5 Assessment ECO2023 CLO6: Exam 5 Assessment ECO2703 no outcomes map to PLO2 ECO1013 no outcomes map to PLO2 BUS1013 no outcomes map to PLO2 BUS2013 no outcomes map to PLO2	For the fall 2023 semester, 80% met or exceeded the benchmark of 70%. <u>Disaggregated Data:</u> BUS1273 CLO1: 77% ECO1013 CLO1: 100% ECO1013 CLO2: 100% ECO1013 CLO3: 75% ECO1013 CLO4: 100% ECO1013 CLO5: 100% ECO2023 CLO1: 96% ECO2023 CLO2: 96% ECO2023 CLO3: 57% ECO2023 CLO4: 100% ECO2023 CLO5: 79% ECO2023 CLO6: 79% Student achievement on outcomes assessment resulting in 80% of students meeting or exceeding the benchmark of 70%.	For the SPRING 2023, with 100% met or exceeded the benchmark of 70%. <u>Disaggregated Data:</u> BUS1273 CLO1: 100% ECO1013 CLO1: 96% ECO1013 CLO2: 92% ECO1013 CLO3: 100% ECO1013 CLO4: 93% ECO1013 CLO5: 100% ECO2023 CLO1: 96% ECO2023 CLO2: 100% ECO2023 CLO3: 100% ECO2023 CLO4: 96% ECO2023 CLO5: ___% ECO2023 CLO6: 100% Student achievement on outcomes assessment resulted in 80% of students meeting or exceeding the benchmark of 70%.	Fall 2023 Student outcomes for the fall 2023 semester PLO2 were notably improved to 80%, as compared to AY22-23 of 54%. With 80% of students achieving a 3 (meeting standards) or a 4 (exceeding standards) on the 4-point scale assessment rubric for PLO2, faculty will continue implementing active learning strategies, requiring student engagement with the material to enhance retention and application. Also, students are more aware of the instructor's expectations for success in the class, which also likely contributed to improved student outcomes. Spring 2024 Student outcomes for the spring 2024 semester PLO2 improved even more from the fall 2023 semester, from 80% to 100%. Faculty noted that with experience in teaching economics, they have become more skilled in engaging students, helping them to achieve and even surpass the benchmark. As faculty gained experience in teaching these courses (BUS 1273, ECO1013 and ECO 2023), they were able to present more effective examples and engage students with the material, all of which helped students achieve the benchmark. New Action Plan for AYF24-SP26 Since students have achieved the benchmark for PLO2 over the past assessment cycle (AYF22-SP24), the business department will focus on PLO6: Demonstrate the ability to perform basic financial analysis, where student performance has been decreasing.

Business Dept. Reference Rubric and Mapping

Business Department Program Learning Outcomes (PLOs) & CLO Mapping					
Description: This rubric is used for department/program data reporting only. Credits: AACU Value Rubric https://www.aacu.org/value-rubrics					
	Levels of Achievement:				
Criteria	1=Does not meet standards	2=Developing	3=Meets Standards	4=Exceptional	Mapping
Outcome 1: Demonstrate successful communication within the business environment using verbal, written, and basic literacy skills.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1273 CLO12 ECO1013 CLO6 ECO2023 CLO7 BUS2023 CLO4 COM1053 CLO2, CLO3, CLO6, CLO7
Outcome 2: Recognize and apply economic theories to real world problems and hypothetical situations.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1273 CLO1 ECO1013 CLO1, CLO2, CLO3, CLO4, CLO5 ECO2023 CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
Outcome 3: Demonstrate an awareness and understanding of the business environment and human interaction.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1273 CLO2, CLO3, CLO5, CLO6, ECO2703 CLO5 BUS2023 CLO1 COM1053 CLO2, CLO3, CLO6, CLO7, CLO8
Outcome 4: Apply the skills and knowledge necessary for mathematical, scientific, and computer science in solving business problems.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1013 CLO6 COM1053 CLO4, CLO5, CLO6, CLO7, CLO8

Outcome 5: Develop and demonstrate abilities in accounting, management, and introductory business.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1013 CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 BUS1273 CLO4, CLO7, CLO8, CLO9, CLO10, CLO11 BUS2013 CLO1, CLO2, CLO3, CLO5, CLO6 ECO2703 CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 BUS2023 CLO2 COM1053 CLO4
Outcome 6: Demonstrate the ability to perform basic financial analysis.	Student scores 59% or below on the assessment.	Student scores 60-69% on the assessment.	Student scores 70-89% on the assessment.	Student scores 90% or higher on the assessment.	BUS1013 CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 BUS2013 CLO4 BUS2023 CLO3, CLO5

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

4. Please list any third party accreditation.

N/A

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

N/A

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 courses are offered as a stand-alone for the business discipline. Each class is individually assessed based on the outcome competencies of the course. Attendance and attention are key to student success. Course policies reflect this. Attendance is taken daily, by the instructor or by students signing in. Office hours are maintained by all full-time faculty and are posted at their office.

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

The LMS used is Blackboard, it has up to date grades, assignments, syllabus, and other supplemental course material. The school has tutors (students tutors, employee tutors) in our Student Success Center with hours that run later into the evening on most days. In several classes OER (Open Educational Resources) are available for students.

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 may be asked to sit in on advising boards, and they are asked to help assist in outreach for hiring staff for local businesses. A current instructor is on the board of education for a public school and is able to help foster a working relationship with that school district.

C. Program Development:

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

The Admissions Office sends out recruiters to the various high schools. Brochures are often created and used for both Admissions and Advising Offices to provide information to interested students for the college and for specific programs. Faculty is available for student recruitment days on campus, this allows for prospective students to meet their future instructors. Admissions may also schedule a one-on-one time with a prospective student and an instructor.

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

The Advising Office along with Student Services and TRiO, can utilize outside agencies as needed.

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

Students fill out a survey, at the end of the semester for each course, and are encourage to be honest in their response. From their opinion on how the class went, to their expected outcome and suggestions they may have for future classes.

III. Results

A. Continuous Improvement:

1. Please summarize the action plan, including findings from the last Program Review.

N/A

2. Provide a list of accomplished action items from the previous Program Review.

N/A

3. What items are pending/not completed from the last Program Review? Please provide rationale.

N/A

4. List any resources needed to complete the pending items.

N/A

Attachments:

Business Plan Assignment

Project 62

Plan for 2024

Business Plan Assignment

As an entrepreneur you have an opportunity to win a grant to develop your business to open in Fort Scott, Kansas. You will need to create a business plan for your

company, as part of the application process for this grant that can total \$250,000 from the *Bourbon County Entrepreneurship Foundation (BCEF)* if you are selected. Decide what type of business you are bringing to Fort Scott and you must inform the instructor by February 12th. No two students are to choose the same business. The written business plan is due by 10:00 AM on April 8th it can be turned in early starting on April 4th it must be submitted via email, as an attachment of a Word Document. Please label the email as, Subject line: Intro to Business, LastName, FirstName, Business Plan, it will also be submitted as a hard copy.

You will use the sample business plan provided to develop your business plan. Students may also want to use information from their books. Be sure to include a resource page at the end of the paper. The paper will be submitted through e-mail. We have discussed business in a very broad view and we are beginning to focus on particular areas.

This project is worth 100 points. Plans will be graded based on content, appearance, spelling, and grammar. Students need to work to create a good plan as this is equivalent to a test score.

Grading Rubric	
	Paper
Content	50
Appearance	20
Spelling & Grammar	20
Reference Page	10
Total Grade	100

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. **Industry analysis.** Short introduction to the industry in which you propose to operate. May incorporate a SWOT analysis.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **Closing.** Do you feel that this business will succeed in Fort Scott after doing your research and building the business plan?

Project 62

Visit with at least two people over the age of 62 that you know, they may be family members or friends. Talk to them about the past, about what they remember, and how it affected their lives economically. What do they see as the biggest problem in our society today?

Were you surprised by what you learned? Had you ever really discussed the past with them before? Compare the conversations.

Write a report on what you learn. **Be sure to include the names of the people you interviewed, how old they are, how you know them, and the date of the interview. Make sure they know you are doing this for a class project. These personal or phone interviews will be your sources in a work cited at the bottom of the paper.**

Also include in your report, what has happened during your lifetime that you think will have a real impact on the U.S. economy in the future. Do you have any ideas on how we can fix the problems we have in our society today?

The report will be graded on spelling, grammar, appearance, and content.

The report should be typed, double-spaced and at least one page in length. Use the MLA guidelines for your paper and sources.

The report should be submitted to the instructor via hard copy on **March 20th**. It will also need to be submitted via email to dough@fortscott.edu prior to the start of class.

Scoring Rubric	
	Points
Content	25
Appearance/Format	10
Sources	5
Spelling & Grammar	10
Total Points	50

SWOT Analysis

A. Strengths:

- Growth of the program
- Diverse class formats
 - Ground based

- Online
 - Hybrid
- Instructor that relates well with students
- Business course offering is similar to Freshman/Sophomore level at a four-year college
- A leader in the 8-week class offerings at FSCC
- Average class size around 20

B. Weaknesses:

- Only one full time Instructor (limits offerings)
- Too many committees for instructors
- Economics only offered online
- Accounting being moved to online
- No computer courses offered in person

C. Opportunities:

- Carl Perkins funding for another Business Instructor
- Expand **QUALITY** adjunct
- Partnership with dual credit at local high schools
- Rotation of Intro to Business and Intro to Marketing in ground base and online formats
- Being a strong partner in 2 + 2 educational settings (all FSCC)

D. Threats:

- Low Pay for instructors
- Students can find online offerings elsewhere
- Low in person class size
- High starting salaries in industry for potential students