

West Kentucky Community & Technical College

Detailed Assessment Report 2014-2015 Business Studies: Business Administration

As of: 9/13/2016 12:47 PM EST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The Business Administration Program has seen tremendous growth in the program during this academic cycle. Courses are filling up quicker than ever and requiring additional sections to be added or existing caps to be raised. All full-time faculty are teaching overloads, and some have added additional sections to their summer load. New courses and payroll accounting and professional development and protocol have been added to the course rotation due to demand from WKCTC students. The Business Program continued to explore new ways to meet the ever-changing needs of our diverse student population. Program faculty taught more courses during this academic year overall including many new time formats (16 week, 15 week, 12 week, 8 week and 5 week classes) both online and live to serve our students' diverse needs. We continue to offer a variety of electives especially online since enrollment is higher, however, we still offer a minimum of one live elective each semester to help the students who prefer live instruction. The program faculty continue to promote teaching excellence through out of classroom opportunities for students when appropriate. Advising loads for the full-time program faculty have also increased, and the full time faculty have advised more students during this academic cycle than ever before. Faculty members stress the importance of program-based advising to their students and assist students in career exploration and making sure the student is properly coded in the PeopleSoft system to reflect their intended major. The Program has continued to emphasize proper advising and transfer opportunities to all program students. All program faculty have incorporated continuous dialogue into their courses about career pathways with all of the degree options in the Program while many have included assignments related to career development in their coursework. Greater discussion about opportunities for transfer regardless of what degree path (AAS, AA/AS) they pursue. Another strength of the program is students can easily communicate with program faculty during assigned office hours for live communication and through a variety of platforms (email, course messaging, etc.) at any time when they need instructor or advisor access. Active communication is strongly encouraged to foster necessary relationships in order to meet each parties' own objectives. Faculty want all of their students, both program and non-program, to feel they have a one-stop resource in them where they can come to discuss performance in their courses and towards their degree progression and also discuss any barriers to completion that exist. Faculty are then able to direct the students to the necessary third-party on campus to help minimize or eliminate those barriers.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Continuous improvement of all functions of the program is a guiding principle. The faculty are always willing to embrace new concepts, technology, or teaching methodology to keep our materials relevant and meeting the needs of our students. Continued monitoring and refinement of the advising process will be necessary as new procedures and expectations are introduced to improve the student advising process. Ensuring that students are coded under the right academic plan is crucial to program retention and advising accuracy so faculty will continue to work with students in their courses not just their own advisees to achieve this. New methods of data collection will be implemented, and the data produced will offer more relevant assessment of the program as a result of our accreditation process. After completing our required Five Year Program Review for the Council of Postsecondary Education, it became apparent that the TEDS reporting and current graduate follow-up and

employer satisfaction were not providing us with enough valid, relevant data to gauge program effectiveness in the areas of job placement in higher wage jobs and workplace readiness skills. Going forward, we are looking at new methods to track our graduate's information more effectively. Also, a more formal means of polling local employers to see if our graduates are workplace ready when they graduate. Additionally, the program enrollment has continued to grow to where we need to identify several additional adjunct faculty members and spend time training and developing them to help us handle new course demands. Courses in accounting, management and marketing are now requiring multiple sections in different formats every semester to accommodate the students' needs. Additionally, late start courses are being requested for students at the four-year regional universities who take our business transfer foundation courses with WKCTC instead of the four-year partner. Thus, the need for an established adjunct pool is extremely important.

What improvements have been made in the unit/program as a result of the assessment process? Describe the most significant/important improvements in the area.

Greater emphasis on transfer has taken place as the Program and College have redefined what a transfer student actually is. A formalized articulation agreement for the AAS in Business Administration students and Murray State University is in the final approval stages and will establish a seamless pathway for the technical program students to transfer with little difficulty to our area's largest transfer partner. Continuing to work with Murray State on an individual basis over the past few years has resulted in more WKCTC courses being accepted for upper-level MSU credit and MSU actually sending their under-classmen to WKCTC to take their program pre-requisites. Continued refinement of the advisement process and the classification of our students by major is helping ensure students are on the proper educational track thus eliminating unnecessary coursework and confusion. This is done through division-level training by our representative on the Central Advising Council and greater emphasis in the program classes to be educated more about the advising process and the importance of being classified properly in our system.

Where do you want your program to be in five years? What challenges and opportunities do you see for your program over the next five years?

In five years, the program will still be meeting students' and employers' needs just as we do today. We will still be offering a superior educational experience with cutting-edge curriculum, technology, and faculty. Guided by the principles of WKCTC and ACBSP, we will continue to focus on quality and continuous improvement. As for challenges, we will need to look at ways to refine our curriculum delivery to compete with other institutions without sacrificing our high standards of quality. We will look to any new career tracks and make additions and revision to our curriculum as the marketplace continues to evolve. We will continue to develop a quality adjunct pool for all of the program disciplines. Additionally, we will begin looking to groom an additional full-time faculty member as one of ours will be eligible to retire around this time. Opportunities we will be taking advantage of are fostering a better relationship with Workforce Solutions to turn their clients into credit-seeking program students and continuing to work closely with the community to see what new materials need to be addressed in our curriculum. Lastly, a primary initiative of the program will be to provide education to grow entrepreneurship in the local community and the state as a whole. This can be done through partnerships with the Paducah Area Chamber of Commerce, Greater Paducah Economic Development, and the WKCTC-located Kentucky Innovation Network. Additionally, courses in small business management, entrepreneurship, and social media marketing for startup businesses will be offered to program students but also to students in the Culinary Arts program and those at the Paducah School of Art and Design.

Mission / Purpose

To foster student success through quality educational offerings that promote life-long learning.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Advise Students

Develop personal and academic support programs designed to increase student persistence and student achievement

Related Measures**M 1: Student advising records**

For students planning to obtain a certificate, diploma, or degree, faculty advisors create a written plan to ensure that students reach their credential goal.

Source of Evidence: Document Analysis

Target:

Communicate with students on an on-going basis to ensure students are correctly matched with appropriate major and to minimize confusion between business transfer and technical programs.

Finding (2014-2015) - Target: Met

All program faculty continue to discuss the advising process, the definition between a transfer and a technical student, and the importance of developing a degree completion plan with a program advisor as opposed to a non-program advisor. This also helps ensure the student stays engaged and connected with the program and eliminates students taking the wrong courses or possibly duplicating coursework.

M 2: Advising records

Advisee list available on the web and through PeopleSoft

Source of Evidence: Existing data

Target:

Each full-time faculty advisor in the unit will advise 30 students during the first four weeks of the pre-registration period. THIS NEEDS WORK!!!

Finding (2014-2015) - Target: Met

Four full-time faculty advised 231 students out of the assigned business advisee number of 346 for fall 2014 (67%). Only one advisor failed to advise 30 business students and that was because she only had 11 assigned advisees in the business program. For spring 2015, four full-time faculty advised 209 advisees out of 332 assigned advisees.

M 3: Resources - personnel

Full- and part-time faculty teaching within the program/unit

Target:

Consistent with national benchmark reports such as the Kansas Study, at least 64% of courses will be taught by full-time faculty.

Finding (2014-2015) - Target: Not Met

During the 2014-15 fall and spring semesters, there were 774 courses offered (37 in the fall and 37 in the spring) through the business department. Of that number, 47 were taught by full-time faculty and 27 were taught by part-time faculty. Full-time staffing represented 63.5% of course offerings. The breakdown of staffing was 23 courses staffed by full-time faculty in fall 2014 and 14 staffed by part-time faculty during that semester. For spring, 24 courses were staffed by full-time faculty and 13 by part-time faculty.

O/O 2: Provide learning opportunities for students

Adequate planning relating to instructional programs and resources.

Related Measures**M 4: Credentials awarded**

Number of credentials awarded within the program

Target:

The number of credentials awarded will equal or exceed 85% of credentials awarded the previous year.

Finding (2014-2015) - Target: Met

During the 2014-15 academic year, 237 certificates, 13 diplomas, and 23 degrees were awarded. This represents 163.5% of the previous year's credentials. A substantial number of credentials (35) were awarded during the summer 2014 term. Because these students were slow to complete, they forced the 2013-14 numbers down and boosted the 2014-15 numbers.

Related Action Plans (by Established cycle, then alpha):

Applications for Credentials

Established in Cycle: 2013-2014

Business faculty continue to encourage students to apply for all credentials earned. We believe the drop in credentials earn to...

For full information, see the *Details of Action Plans* section of this report.

M 5: Final Course Roster--Live Course

Final Course Roster--Live Course

Source of Evidence: Administrative measure - other

Target:

70% of students listed on the final course rosters in live (in-person) courses will be active participants at the conclusion of the course as defined by participating in the final course assessment.

Finding (2014-2015) - Target: Met

29 live classes were offered during the academic year (13 in the fall and 16 in the spring). All met their retention goal.

M 6: Final Course Roster--Online Courses

Final Course Roster--Online Courses

Source of Evidence: Administrative measure - other

Target:

60% of students listed on the final course rosters in online courses will be active participants at the conclusion of the course as defined by participating in the final course assessment.

Finding (2014-2015) - Target: Not Met

45 online courses were offered during the academic year (24 in the fall and 21 in the spring). Online sections for ECO 201 failed to meet their retention goal, both in the fall and the spring.

Related Action Plans (by Established cycle, then alpha):

Final Course Assignments

Established in Cycle: 2013-2014

QMS 101 and ACT 286 will be evaluated in terms of assignment weighting and assignment sequencing to encourage students to partic...

For full information, see the *Details of Action Plans* section of this report.

O/O 3: Obtain feedback for improvement

Obtain feedback from a variety of sources to ensure continuous improvement of the curriculum, and/or the program/unit.

Related Measures

M 7: Advisory Committee meetings

Advisory Committee meetings will be used to facilitate communication by obtaining feedback and recommendations from members and ensure collaboration between the college/program and the needs of the community

Source of Evidence: Advisory board or community feedback on program

Target:

Advisory committee meetings will be used to facilitate communication with board members regarding curriculum changes, employment prospects for graduates, technology needs, and other appropriate feedback. Recommendations and comments will be documented in meeting minutes and shared with adjunct faculty as appropriate. Feedback will also be used to build instructional budget requests.

Finding (2014-2015) - Target: Met

A breakfast meeting was held with advisory committee member during the fall semester. Due to budget constraints, an e-mail communication was provided to update committee members for the spring semester.

M 8: Employer satisfaction

Employer satisfaction surveys

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

The Employer satisfaction survey will be revised and administered using a new tool such as Survey Monkey to better assess qualitative skills of program graduates.

Finding (2014-2015) - Target: Met

A new measurement of graduate employability skills and workplace readiness will be implemented going further. Employers are becoming less responsive to sharing this information about their employees due to increasing privacy issues. The graduates surveyed all said their education at WKCTC prepared them for the workplace with several stating they were well prepared. One student even reference the OST 235 - Business Communications Technology class he took instead of ENG 102 and said that course has made a world of difference for him in his workplace.

M 15: End of Program Assessment

Students graduating from the Business Administration program with an Associate of Applied Science in Business Administration regardless of which track they are on will take the end of program assessment agreed upon by the BAS systemwide Curriculum Committee. This assessment is the NOCTI - General Management assessment and is administered as a course requirement in BAS 250 - Business Employability Seminar.

Source of Evidence: Standardized test of subject matter knowledge

Target:

100% of students taking the NOCTI General Management assessment will pass the established benchmark of 59.0 established by NOCTI.

Finding (2014-2015) - Target: Met

100% of students taking the NOCTI General Management assessment scored 59.0 or better. The assessment average was 78.0 in fall 2014 and 75.6 in spring 2015. The total number of students was 22. 11 took it in fall 2014 and 12 took it in spring 2015. This assessment was a course requirement for end-of-program students in BAS 250.

O/O 4: Monitor student success

Monitor student success on areas such as placement and transfer to ensure continued success.

Related Measures

M 9: Graduate placement

Graduate placement in a related field

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

75% of graduates receiving degrees will be continuing their education or employed in a related field within 12 months of graduation

Finding (2014-2015) - Target: Met

After completing our Five Year Program Review for CPE, we realized the information on our graduates we had been previously gathering was not providing us with meaningful, relevant data so a new process on one-on-one contact with the graduate was established. Graduates were asked open-ended questions about if they were currently working and if so, what their salary was. Also, asked were if the students had transferred or were planning on transferring and to where. Finally, graduates were asked if they had suggestions for the program and if they had areas or skills where the program did not properly prepare them for the workplace. The results are summarized as follows: 16 graduates made up this cohort. 14 of those students were either employed at graduation or 6 months after graduation. 1 student was looking and hadn't found employment yet while 1 student was not able to be found to provide information. 6 were already enrolled in a 4-year transfer institution with 1 additional considering enrolling soon.

O/O 5: Maintain and/or improve the program/unit

Measures in this area will specifically address needs identified in last year's assessment report

Related Measures**M 11: Instructional budget**

Program/unit instructional budget

Source of Evidence: Discussions / Coffee Talk

Target:

The unit's budget will be sufficient to cover all recurring expenses such as supplies and instructional materials. The program's budget will also allow for the purchase of new software as needed for unit instruction.

Finding (2014-2015) - Target: Met

The unit's budget was adequate for meeting all instructional needs and also allowed for 2 paid enrollments for the Kentucky Business Society conference..

M 14: ACBSP Accreditation

Complete the preliminary questionnaire and initiate the self-study for accreditation from the Accreditation Council for Business Schools & Programs

Source of Evidence: Professional standards

Target:

Maintain ACBSP Accreditation.

Finding (2014-2015) - Target: Met

The program has maintained accreditation from ACBSP and submitted the two-year Quality Assurance Report on February 15, 2015.

M 16: Professional Development - Faculty

All program faculty will attend multiple professional development opportunities both on and off campus to increase student retention and engagement, discipline-specific knowledge, and new technologies for the classroom.

Source of Evidence: Evaluations

Target:

All full-time program faculty will attend multiple professional development opportunities.

Finding (2014-2015) - Target: Met

All full-time program faculty attended the beginning of the semester kickoff professional development activities as well as ongoing advising and Blackboard workshops on the WKCTC campus. Notable POD activities included: Sueann Hely and Allison McGullion attended the Kentucky Business Society Annual Meeting. The total expense was \$100. Allison McGullion attended the American

Marketing Association's Educators Conference in San Antonio, TX in February of 2015. The total expense was \$2587. Dr. Kevin Gericke attended the Leadership Development Studies Certification Program in Summer 2015. The total expense was \$511. Adjunct faculty attended advisory committee meetings and the New Adjunct Faculty Orientation each semester. The College placed a freeze on all travel for Professional Development due to budget constraints preventing some opportunities from being funded for program faculty during this cycle.

O/O 6: Retain students

Retain students by employing retention strategies such as reporting students who are "at risk", referring students to the tutoring center, meeting with "at risk" students during office hours, etc.

Related Measures

M 12: Program enrollment

Total program enrollment data from PeopleSoft

Source of Evidence: Document Analysis

Target:

Maintain program enrollment in the spring semester as compared with the previous spring semester

Finding (2014-2015) - Target: Not Met

Enrollment data shows that business enrollment is down slightly, but remains strong overall as college enrollment declines. For the spring 2014 semester, 203 students are coded as Business Administration majors and 4 show in the system as AA Business Transfer majors. Because the System eliminated the subplan codes that identified transfer students during 2014, we are no longer able to obtain accurate transfer numbers. Anecdotally, we know that transfer enrollment is strong based on course enrollments.

M 13: Midterm grades

Midterm grades made available to students

Source of Evidence: Administrative measure - other

Target:

All business faculty, both full- and part-time will use the Grade Center tool in BlackBoard to provide students with information about their academic progress.

Finding (2014-2015) - Target: Met

All full-time faculty utilized Grade Center to communicate grade information. Part-time faculty teaching college level students utilized Grade Center to provide posted grade information for students in order to assess their academic progress. Adjunct dual credit faculty provided grades to their students in a manner consistent with their high school policies.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Update resources - personnel

Research an ideal ratio of full-time vs. adjunct faculty members teaching in other community colleges. Review this information and adjust our overall full-time faculty target to reflect changing personnel in our department as well as new course delivery methods.

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: Medium

Implementation Description: Fall 2008

Projected Completion Date: 11/2008

Responsible Person/Group: Business Administration Program Coordinator - Allison McGullion

Follow-up on Real Estate Licensure Exam

We have 5 students who have indicated they will take the licensure exam this fall and are still within their testing window. The program coordinator will be following up with those students after the beginning of 2012 to verify their pass rates.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 01/2012

Responsible Person/Group: Allison McGullion

Applications for Credentials

Business faculty continue to encourage students to apply for all credentials earned. We believe the drop in credentials earned to be a cyclical phenomena, particularly because we had a large number of students graduate in Summer of 2014 and those students will be counted in the next reporting cycle. At the request of the registrar, business faculty are now submitting graduation applications when students are advised for their final semester which will hopefully help improve the number of credentials awarded.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Credentials awarded | **Outcome/Objective:** Provide learning opportunities for students

Final Course Assignments

QMS 101 and ACT 286 will be evaluated in terms of assignment weighting and assignment sequencing to encourage students to participate in the full complement of assignments, rather than to elect to accept a lower letter grade in place of completing the culminating assignment beginning in the spring 2015.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final Course Roster--Online Courses | **Outcome/Objective:** Provide learning opportunities for students

Detailed Assessment Report**2014-2015 Business Studies: Business Administration SLO**

As of: 9/13/2016 12:47 PM EST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Analysis Questions and Analysis Answers**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The program as a whole has continued to refine its student learning outcomes for each course offered to make assessment more authentic and lessen our dependency on comprehensive finals. The program prides itself on continuous improvement, and increasing the challenge of those particular learning outcomes is necessary to keep those classes and the program excelling. New course technology packages such as McGraw-Hill's CONNECT, Cengage's MIndTap and Aplia, and Pearson's MyLabs are being used predominantly throughout all of the BAS courses which is allowing more of a flipped-classroom concept to take place where students learn the main concepts and definitions outside of the classroom so they are prepared to focus on the application of that material during class time. This is helping with greater critical thinking and reasoning about the course material and allowing further discussion about current events applicable to the class. Additionally, these

technology packages offered a variety of homework assignments for students offering some type of assignment for all student learning styles.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The program as a whole struggled with meeting student learning outcomes during the 14-15 academic year. Of the 36 student learning outcomes we assessed, we did not meet 17 of those. This is the highest number not met in several years. Looking back over the disaggregated data, we saw discrepancies between the fall and spring semesters' student performance. In general, fall students persisted and completed more assignments and scored higher on many of them than the spring students even in the very same classes which used the same course materials and assessments. This was true not only in live vs. online classes but across all formats and delivery methods. Program faculty including the adjuncts experienced the same issues in their courses. We will be consulting with the WKCTC Vice-President of Institutional Effectiveness and other external sources to investigate ways to increase persistence in our courses.

What improvements have been made in the unit/program as a result of the assessment process? Describe the most significant/important improvements in the area.

Faculty are continuing to evaluate the validity of the assessment instruments used to evaluate established student learning outcomes and either revise the current assessment or create an altogether new assessment tool to measure the outcome more appropriately. Additionally, greater implementation of grading rubrics for these particular assessment instruments are becoming more common place. Continuing to improve communication channels with students through use of new technologies like Remind.com helps give real-time reminders via text of upcoming assignments and due dates.

Mission / Purpose

To foster student success through quality educational offerings that promote life-long learning.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: ACC 201: Financial Accounting - Core

Students will use generally accepted accounting principles for the measurement and reporting of financial information in the financial statements.

Related Measures

M 3: ACC 201 Prepare financial statements

Students completing ACC 201 will demonstrate ability to analyze and process basic transactions and prepare financial statements.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

70% of program graduates will score 70% or better on an exam or comprehensive problem covering the accounting cycle.

Finding (2014-2015) - Target: Met

91% of students completing ACC 201 scored better than 70% on a comprehensive problem set covering the accounting cycle. This course was taught in both 16 week live and online formats each semester. The following is a breakdown from each semester and format: -Fall Live - 95% (35 of 37) scored 70% or better -Fall Online - 86% (37 of 43) -Spring Live - 94% (30 of 32) -Spring Online - 89% (31 of 35) -Live Overall - 94% (65 of 69) -Online Overall - 87% (68 of 78) The live classes were taught by Sueann Hely, and the online were taught by Elizabeth Carmichael.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Automated Homework Program

Established in Cycle: 2009-2010

A new automated homework program will be implemented in fall 2010 to provide additional instructional aids and will allow additi...

M 4: ACC 201 Terms and Concepts

Students completing ACC 201 will demonstrate a basic understanding of terms and concepts appropriate to a first course in financial accounting.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of program graduates will score 70% or better on the comprehensive final for the course.

Finding (2014-2015) - Target: Not Met

44% or 57 of 129 students completing ACC 201 scored better than 70% on a comprehensive final exam. This course was taught in both 16 week live and online formats each semester. The following is a breakdown from each semester and format: -Fall Live - 54% (20 of 37) scored 70% or better -Fall Online - 44% (14 of 32) -Spring Live - 62% (18 of 29) -Spring Online - 16% (5 of 31) -Live Overall - 58% (38 of 66) -Online Overall - 28% (19 of 68) The live classes were taught by Sueann Hely, and the online were taught by Elizabeth Carmichael.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

New Automated Homework Program

Established in Cycle: 2009-2010

A new automated homework program will be implemented in fall 2010 to provide additional instructional aids and will allow additi...

ACC 201 - Final Exam Performance

Established in Cycle: 2013-2014

The online class will return to the use of the same final exam that is used by the lead instructor, Sueann Hely, in the live cla...

Increased Point Value for Comprehensive Final

Established in Cycle: 2014-2015

The point value for the comprehensive final has been increased to promote more student engagement. The overall student grades. ...

SLO 12: BAS 274 - Human Resource Management

Students will be introduced to basic methods of recruiting, selecting, training, compensating, and maintaining a productive workforce

Related Measures**M 18: BAS 274 - Terminology**

Students completing BAS 274 will demonstrate an increased understanding of human resource management vocabulary and regulations.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

75% of students completing BA 274 will score 75% or better on a comprehensive final exam over human resources related terminology.

Finding (2014-2015) - Target: Met

88% or 7 of 8 students completing BAS 274 scored 75% or better on a comprehensive final exam over human resources related terminology. This course was taught online in a 16 week format.

M 19: BAS 274 - Workplace Issues

Students completing BAS 274 will be able to analyze the conflicting demands on human resource managers and the values and legalities underlying those conflicting demands.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

75% of students completing BA 274 will score 75% or better on a writing assignment over legalities, practices, and trend in human resources in the workplace.

Finding (2014-2015) - Target: Met

88% or 7 of 8 students completing BAS 274 scored 75% or better on a writing assignment over legalities, practices and trends in human resources in the workplace. This course was taught online in the 16 week format.

SLO 16: BAS 287 - Supervisory Management - Mgmt

Students will study the roles and responsibilities of the supervisor as well as the human relations skills that influence individual and group work.

Related Measures

M 26: BAS 287 - Concepts and Terminology

Students completing BAS 287 will demonstrate an understanding of the main roles a supervisor faces in the areas of hiring, training, motivating, decision making, and maintaining a productive workforce.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80% or students completing BAS 287 will score 80% or better on a comprehensive final exam.

Finding (2014-2015) - Target: Not Met

20 of 27 or 74% of students completing BAS 287 scored 80% or better on a comprehensive final exam. This measure was changed to 80% will score 80% or better on a comprehensive final exam this reporting cycle. This class was taught in a 6 week online format during the summer.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

New Online Homework Materials

Established in Cycle: 2014-2015

New online homework materials will be added the next time this course is taught to further increase student comprehension of the...

SLO 18: BAS 289 - Operations Management

Presents the fundamental concepts, principles, and practices of operations management.

Related Measures

M 28: BAS 289 - Terminology and Application

Students completing BAS 289 will be able to demonstrate an understanding of the various processes and procedures used to successfully create and deliver goods and services.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

70% of students completing BAS 289 will score 70% or better on a comprehensive final exam over concepts and terminology.

Finding (2014-2015) - Target: Not Met

40% of students completing BAS 289 scored 70% or better on a comprehensive exam over the course materials. This course was taught in the summer in 6 week format by Troy Courtney.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

BAS 289 - Refine Learning Outcomes and Assessments

Established in Cycle: 2013-2014

This course was taught by former faculty member, Andrew Scott, in a 6 week format over the summer. The BAS program coordinator ...

Refine Assessments and Teaching Style

Established in Cycle: 2014-2015

This course was the first time new instructor, Troy Courtney, had taught this material, and the first time he had taught a class...

SLO 19: HOS 100 Introduction to Hospitality Management

Students are introduced to an overview of the hospitality industry including the structure of the industry and the inner workings of the various components of the industry.

Related Measures

M 29: HOS 100 - Terminology

Students completing HOS 100 will be able to demonstrate a basic understanding of the major components of the hospitality industry including tourism, lodging, and restaurants as well as careers in the hospitality industry.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

75% of students completing HM 100 will score 75% or better on a comprehensive final exam.

Finding (2014-2015) - Target: Not Reported This Cycle

Course was not offered during this academic cycle.

SLO 21: OST 110 - Document Formatting & Word Processing

Provides experience in word processing using industry standard software.

Related Measures

M 30: OST 110 - Student Completes Productions and Timings

The student will key using the touch method five, 5-minute timings with at least 35 words per minute with no more than one error per minute.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

Eighty percent (80%) of completers will key five, 5-minute timings with a minimum of 35 words per minute with no more than 5 errors.

Finding (2014-2015) - Target: Not Met

74% of students completing OST 110 keyed five, 5-minutes timings with a minimum of 35 words per minutes with no more than 5 errors. This class was taught both live and online in 16 weeks.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional Assignments

Established in Cycle: 2014-2015

Greater emphasis will be placed on students completing extra keyboarding drills in the Keyboarding Pro software.

M 31: OST 110 - Student Completes Productions and Timings

The student will complete three timed productions covering course competencies.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

Student average of 3 timed productions will be at least 70%.

Finding (2014-2015) - Target: Met

Students completing OST 110 averaged 80% or better on 3 timed productions. The course was taught both live and online in 16 weeks.

SLO 22: OST 210 - Advanced Word Processing Applications

Students learn to use advanced features of a current word processing software to format and produce documents utilized in an office.

Related Measures**M 32: OST 210 - Uses Advanced Word Processing Software**

Students will learn to correctly use advanced features of current word processing software to format and produce documents utilized in an office.

Source of Evidence: Portfolio, showing skill development or best work

Target:

80% of students successfully completing this course will average 75% or higher on final portfolio project.

Finding (2014-2015) - Target: Met

100% of students completing OST 210 scored 75% or better on a final portfolio project. This class was taught live in a 16 week format.

SLO 23: OST 235 - Business Communications Technology

Presents aspects of communications technology used in the global business environment, including presentations software; a basic understanding of voice recognition software; planning and composition of written, oral, and electronic communications; grammar, punctuation, and spelling; and principles of proofreading, both manual and electronic.

Related Measures**M 33: OST 235 - Student Presents Written Plan to Class**

The student will plan and compose written, oral, and electronic communications.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Ninety percent (90%) of course completers will plan and compose a written plan and present it orally to the class.

Finding (2014-2015) - Target: Met

93% or 13 of 14 students completing OST 235 will plan and compose a written plan and present it orally to the class. This class was taught live in a 16 week format.

SLO 24: OST 275 - Office Management

Presents management principles and techniques, office-related information systems, and personnel management for the business office.

Related Measures

M 34: OST 275 - Workplace Documents and Terminology

Students completing OST 275 will prepare workplace documents in a professional manner which will demonstrate their understanding and application of course terminology and workplace issues.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

75% of students completing OST 275 will score 75% or better on written assignments over employment and workplace documentation.

Finding (2014-2015) - Target: Met

77% or 14 of 18 students completing OST 275 scored 75% or better on written assignments over employment and workplace documentation. This course was taught online in a 16 week format.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: ACT 101 Fundamentals of Accounting I - Core

Students will use accounting terminology and general theoretical principles.

Related Measures**M 1: ACT 101 Generate Basic Financial Statements**

Students completing ACT 101 will demonstrate the ability to analyze & process transactions and to generate basic financial statements for a service business.

Target:

75% of program graduates will score a grade of 70% or better on the accounting cycle test.

Finding (2014-2015) - Target: Not Met

48% of students completing ACT 101 scored 70% or better on the accounting cycle test. This class was taught as an online course for 16 weeks. The spring 2015 class offered a supplemental instruction meeting time once a week for a hour and fifteen minutes. The attendance at this supplemental instruction was little to none. -Fall 2014 - 8/15 scored 70% or better. 3 students did not attempt this assessment. -Spring 2015 - 8/18 scored 70% or better. 6 students did not attempt this assessment.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement**

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

M 2: ACT 101 Basic Competency in Accounting Fundamentals

Students will demonstrate basic competency in fundamental accounting principles through performance on a comprehensive final.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

70% of students completing ACT 101 will score 70% or better on a comprehensive final exam.

Finding (2014-2015) - Target: Not Met

42% of students completing ACT 101 scored 70% or better on the comprehensive final exam. This class was taught as an online course for 16 weeks. The spring 2015 class offered a supplemental instruction meeting time once a week for a hour and fifteen minutes. The attendance at this supplemental instruction was little to none. -Fall 2014 - 7/16 students scored 70% or better on

this assessment. -Spring 2015 - 8/20 students scored 70% or better on this assessment.

O/O 3: ACC 202 Managerial Accounting - Core

Students will use accounting data within an organization to analyze and solve problems and to make planning and control decisions.

Related Measures

M 5: ACC 202 Concepts

Students completing ACC 202 will demonstrate a basic understanding of the following concepts: product costing, cost behavior, budgeting and cost-related decision-making.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

70% of program graduates will score 70% or better on the common comprehensive final for the course.

Finding (2014-2015) - Target: Not Met

18% of students completing ACC 202 scored 70% or better on a comprehensive final. 33% of students completing the 16 week live course scored 70% or better while 8% of students completing the 16 week online course scored 70% or better. -Fall 14 Live - 3/12 scored 70% or higher. Fall 14 Online - 2/23 scored 70% or higher. Spring 15 Live - 9/24 scored 70% or higher. Spring 15 online - 2/28 scored 70% or higher.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Study Guides

Established in Cycle: 2013-2014

Increased emphasis on study guides available for preparation.

Increased Point Value for Final Exam

Established in Cycle: 2014-2015

The point value for the final exam has been increased for 2015-16 to promote more student engagement with the material. Rather ...

For full information, see the *Details of Action Plans* section of this report.

O/O 4: ACT 279 Computerized Accounting Systems - Acctg

Students will apply accounting concepts and principles using a computerized accounting system.

Related Measures

M 6: ACT 279 Commercial Accounting Package

Students completing ACT 279 will demonstrate proficiency in the use of a commercial accounting package for recording transactions and generating financial statements.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

90% of course completers will score 80% or better on a comprehensive practice set.

Finding (2014-2015) - Target: Met

86% of students completing ACT 279 scored 75% or better on a comprehensive practice set for a service business. Both courses were taught online in 16 week format. Fall 14 - 7/9 students scored 75% or better. Spring 15 - 12/13 scored 75% or better.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement*Established in Cycle: 2007-2008*

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Review Practice Set*Established in Cycle: 2009-2010*

The practice problem will be assessed to determine what barriers to students success exist, if any.

For full information, see the *Details of Action Plans* section of this report.

M 7: ACT 279 Internal Controls

Students completing ACT 279 will demonstrate an understanding of internal control applications in a small business environment.

Source of Evidence: Project, either individual or group

Target:

90% of course completers will score 80% or better on a case analysis requiring identification of internal control weaknesses and will suggest relevant new controls.

Finding (2014-2015) - Target: Met

96% or 23 of 24 students completing ACT 279 scored 80% or better on a case analysis requiring identification of internal control weaknesses and will suggest relevant new controls. Both classes were taught online in a 16 week format. Fall 14 - 9/10 scored 80% or better. Spring 15 - 14/14 scored 80% or better.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement***Established in Cycle: 2007-2008*

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

O/O 5: ACT 286 - Financial Accounting Topics - Accounting

Students will be exposed to accounting procedures for classifying, recording, reporting, and disclosure.

Related Measures**M 8: ACT 286 Bookkeeping Proficiency**

Students completing ACT 286 will demonstrate an intermediate level proficiency with analyzing and recording common transactions and will generate and interpret financial statements.

Source of Evidence: Project, either individual or group

Target:

75% of course completers will earn a score of 75% or better on the course practice set and its related exam.

Finding (2014-2015) - Target: Met

87.5% or 14 of 16 students completing ACT 286 scored 75% or better on the course practice set and its related exam. The class was taught online in a 16 week format.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement***Established in Cycle: 2007-2008*

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Instructional Materials Reviewed

Established in Cycle: 2009-2010

Instructional materials will be reviewed to determine if appropriate assignments are made to prepare students for the practice s...

Analyze practice sets

Established in Cycle: 2013-2014

Review practice sets available from the publisher to determine if a more appropriate option is available.

For full information, see the *Details of Action Plans* section of this report.

O/O 6: BAS 120 - Personal Finance

Students will be exposed to information needed to make intelligent choices and take effective action in the management of personal financial resources.

Related Measures

M 9: BAS 120 - Terminology & concepts

Students completing BAS 120 will demonstrate an understanding of terminology and concepts common to personal financial planning concepts such as financial statement preparation, tax planning, money and credit management, risk management through insurance, and investment basics.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

75% of course completers will score 70% or better on a comprehensive final testing the terms and concepts relevant to the learning outcome.

Finding (2014-2015) - Target: Met

76% or 25 of 33 students completing BAS 120 scored 70% or better on a comprehensive final exam. This class was taught online in the 16 week format. Fall 14 - 8/12 students scored 70% or higher. Spring 15 - 17/21 students scored 70% or higher.

Related Action Plans (by Established cycle, then alpha):

Review Final Exam

Established in Cycle: 2009-2010

The final exam will be reviewed for areas of improvement in assessing the students.

Preparation for Final Exam

Established in Cycle: 2013-2014

Continued promotion of study guides in Blackboard to assist in preparation for the final exam.

For full information, see the *Details of Action Plans* section of this report.

O/O 7: BAS 160 Introduction to Business - Core

Students will be introduced to careers, terminology, interrelationships, and the complexities of the various disciplines in business.

Related Measures

M 10: BAS 160 Application

Students completing BAS 160 will demonstrate an understanding of the challenges facing a business and the overall business community as a result of new technology, managerial issues, and government regulation.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of course completers will score 75% or higher on a detailed writing assignment over a major discipline in business which is graded for content and proper English.

Finding (2014-2015) - Target: Not Met

72% of all students completing BAS 160 scored 75% or higher on a business-related writing assignment. 77% of students completing the 16 week live sections scored 75% or better on this assessment. 67% of students completing either the 12 or 16 week online sections of BAS 160 scored 75% or higher.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement**

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Textbook Change and Technology Added

Established in Cycle: 2014-2015

In fall 2014, a new textbook and technology package was used by faculty teaching this course. Within weeks, the students and fa...

For full information, see the *Details of Action Plans* section of this report.

M 11: BAS 160 Vocabulary

Students completing BAS 160 will be able to demonstrate a basic understanding of the major disciplines in business including economics, accounting, marketing, and management.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80% of course completers will score 75% or better on a comprehensive final exam covering business terminology.

Finding (2014-2015) - Target: Not Met

74% of all students completing BAS 160 scored 75% or better on a comprehensive final exam over business terminology. 61% of students in the live 16 week section scored 75% or better on this assessment. 73% of students in both the 12 and 16 week online sections scored 75% or better on this assessment.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement**

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Final Exam Modifications/New Homework Program

Established in Cycle: 2009-2010

The comprehensive final exam will be modified to focus primarily on the main business disciplines in order to grasp the students...

Textbook Change and Technology Added

Established in Cycle: 2014-2015

In fall 2014, a new textbook and technology package was used by faculty teaching this course. Within weeks, the students and fac...

For full information, see the *Details of Action Plans* section of this report.

O/O 8: BAS 200 - Small Business Management

Students will learn the steps to starting their own business and how to effectively manage and market the business including issues in human resources, finance, and business law.

Related Measures**M 12: BAS 200 - Business Plan**

Students completing BAS 200 will demonstrate the ability to prepare a business plan incorporating ideas such as target market, management structure, division of

responsibilities, and sources of financing.

Source of Evidence: Senior thesis or culminating major project

Target:

75% of students completing BA 200 will score 75% or better on a comprehensive individual business plan project.

Finding (2014-2015) - Target: Met

8 out of 10 or 80% of students completing BAS 200 scored 75% or better on a comprehensive business plan. This course was taught in a 16 week live format.

O/O 9: BAS 250 Employability Skills Seminar - Core

Students will produce a portfolio of error-free employment documents.

Related Measures

M 13: BAS 250 - Interview

Students completing BAS 250 will participate in an interview simulation and conduct themselves in a professional, knowledgeable manner.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of course completers will participate in and successfully complete an interview simulation.

Finding (2014-2015) - Target: Met

100% of course completers will participate in and successfully completed an interview simulation. The 100% applies to both the online and live sections with both being taught in an 8 week format.

M 14: BAS 250 Portfolio

Students completing BAS 250 will produce an error-free written portfolio containing a resume, cover letter, references page, follow-up/thank you letter, and job application.

Source of Evidence: Portfolio, showing skill development or best work

Target:

100% of the course completers will complete an error-free portfolio that includes a resume, cover letter, references page, follow-up/thank you letter, and job application.

Finding (2014-2015) - Target: Met

100% of course completers prepared an error-free portfolio of employment documents. Both the live and online sections of this course achieved the 100% rate in an 8 week format.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

O/O 10: BAS 256 - International Business - Mgmt

Students will study the complexities involved with conducting business abroad including government regulations, cultural and religious differences, and financial differences.

Related Measures

M 15: BAS 256 - Terminology & Concepts

Students completing BAS 256 will demonstrate an understanding of the complexities of conducting business around the world as a result of social, religious, and political differences.

Source of Evidence: Project, either individual or group

Target:

75% of course completers will score 70% or better on a comprehensive international business writing project.

Finding (2014-2015) - Target: Not Met

7 of 11 or 67% of students completing BAS 256 scored 70% or better on a comprehensive international business writing project. 3 of the 11 students did not even submit this assessment. This class was taught online in a 16 week format.

Related Action Plans (by Established cycle, then alpha):

Increase weight of Investment Opportunity Notebook

Established in Cycle: 2008-2009

Due to the failure of 25% of the course completers (4 of 16) to complete the Investment Opportunity Notebook which is the only t...

Assessment Emphasis

Established in Cycle: 2014-2015

Greater emphasis on the importance of completing this assignment as a means to pass this course will be placed going forward.

For full information, see the *Details of Action Plans* section of this report.

O/O 11: BAS 267 Business Law - Core

Students will be introduced to court systems, tort and criminal law, contracts, partnerships, sales, government regulations, and other judicial system components.

Related Measures

M 16: BAS 267 Contracts

Students completing BAS 267 will demonstrate the ability to identify the issues and requirements involving valid contracts and the remedies/damages for breach. (BA 267)

Source of Evidence: Writing exam to assure certain proficiency level

Target:

75% of course completers will score 75% or above on a written exam covering this material.

Finding (2014-2015) - Target: Met

83% or 39 of 47 students completing BAS 267 scored 75% or better on a written exam over contracts. This class was taught in both live and online 16 week formats. The live class had only 8 of 15 or 53% of students meet this established goal.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

M 17: BAS 267 Law terminology and concepts

Students completing BAS 267 will demonstrate the ability to recognize business law terms and concepts.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

75% of course completers will score 75% or higher on a comprehensive final exam.

Finding (2014-2015) - Target: Met

87% or 41 of 47 students completing BAS 267 scored 75% or higher on a comprehensive final exam. This course was taught in both live and online 16

week formats.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

O/O 13: BAS 282 Principles of Marketing - Core

Students will study price, product, place, and promotion with regards to marketing strategy and new product development.

Related Measures

M 20: BAS 282 Marketing Plan

Students completing BAS 282 will demonstrate an acquired knowledge of marketing concepts and be able to apply them to actual business situations through the creation of a marketing plan.

Source of Evidence: Project, either individual or group

Target:

80% of course completers will score 75% or above on a marketing plan project.

Finding (2014-2015) - Target: Met

86% of students completing BAS 282 scored 75% or above on a marketing project. This course was taught as a live 16 week course. Going forward, this assessment will be altered as students will be required to complete a marketing simulation exercise and write a summary of that simulation for this particular assessment.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

M 21: BAS 282 Terminology

Students completing BAS 282 will understand the language and vocabulary of marketing and be able to effectively recognize and use such terms as marketing mix, marketing strategy, target market, etc.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

75% of course completers will score 70% or better on a comprehensive final exam over marketing vocabulary.

Finding (2014-2015) - Target: Met

87% of students completing BAS 282 scored 75% or above on a comprehensive final exam. This course was taught as a live course in spring 2015, and an online course in both fall 14 and spring 15. Fall Online - 19/22, Spring Live - 26/29, and Spring Online 17/20.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

For full information, see the *Details of Action Plans* section of this report.

O/O 14: BAS 283 Principles of Management - Core

Students will study the functions of management: planning, organizing, leading, and controlling and will learn the skills necessary for managerial success.

Related Measures**M 22: BAS 283 Four Functions**

Students completing BAS 283 will demonstrate an understanding of the four functions of management and their importance related to organizational success.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of course completers will score 75% or above on a management written assignment requiring application of the four functions of management.

Finding (2014-2015) - Target: Met

80% of students completing BAS 283 scored 75% or better on a comprehensive final exam covering the four functions of management. 77% of students completing the BAS 283 online 8 week format scored 75% or better on the comprehensive final. 87% of students completing the BAS 283 online 16 week format scored 75% or better on the comprehensive final exam. 65% of students completing BAS 283 live in 16 week format scored 75% or better on a comprehensive final exam.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement**

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

New Assessment Method

Established in Cycle: 2009-2010

A new assessment method will be implemented to make sure students are grasping the four functions of management. In addition, g...

For full information, see the *Details of Action Plans* section of this report.

M 23: BAS 283 Major Theories

Students completing BAS 283 will demonstrate an understanding of the distinction between being an effective manager and a true leader.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of course completers will score 75% or better on a writing assignment covering the difference between a manager and a leader.

Finding (2014-2015) - Target: Met

86% of students completing BAS 283 scored 75% or better on a writing assignment covering the difference between a manager and a leader. This course was taught as a 16 week online in fall 2014, 16 week live in spring 2015, and an 8 week online in spring 2015. Fall 2014 online - 82%, Spring 2015 online - 83%, Spring 2015 live - 100%

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement**

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

BAS 283 - Writing Assignment

Established in Cycle: 2013-2014

Greater points emphasis and more frequent reminders will be implemented for this particular assessment in any short-term format ...

For full information, see the *Details of Action Plans* section of this report.

O/O 15: BAS 284 Applied Management Skills - Management

Students will apply management theories and techniques with emphasis on the action skills that managers need for success including interpersonal communications and motivation techniques.

Related Measures

M 24: BAS 284 Ethical Decision Making

Students completing BAS 284 will demonstrate an understanding of ethical behavior, conflict resolution, delegation, motivation techniques, and group dynamics.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80% of course completers will score 80% or better on a comprehensive final exam covering ethical behavior, conflict resolution, delegation, motivation techniques, and group dynamics.

Finding (2014-2015) - Target: Not Met

59% or 10 of 17 students completing BAS 284 scored 80% or better on a comprehensive final exam covering ethical behavior, conflict resolution, delegation, motivation techniques, and group dynamics. This class was taught online in a 16 week format. This spring 2015 course used a new textbook and technology package which students struggled with the entire semester. The instructor tried different types of assessments throughout the semester to see if that helped students grasp the material better. It was determined this book did not properly focus on the materials normally covered in this course so a new textbook and technology package has been selected moving forward. Also, a simulation may be added.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Textbook Change and Course Material Revision

Established in Cycle: 2014-2015

This spring 2015 course used a new textbook and technology package which students struggled with the entire semester. The inst...

For full information, see the *Details of Action Plans* section of this report.

M 25: BAS 284 Necessary Skills

Students completing BAS 284 will demonstrate an understanding of the interpersonal and soft skills necessary for managerial success and advancement.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

75% of course completers will score 80% or better on a written assignment over interpersonal and soft skills necessary for managerial success.

Finding (2014-2015) - Target: Not Met

59% or 10 of 17 students completing BAS 284 scored 80% or better on a writing assignment over interpersonal and soft skills necessary for managerial success. 4 of the 17 students did not even attempt this assessment. This class was taught online in a 16 week format.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

Increasing the Weight on this Assignment

Established in Cycle: 2009-2010

6 of 22 students did not even attempt this writing assignment. Going forward, I will be increasing the points value for this as...

Assessment Emphasis

Established in Cycle: 2014-2015

Greater emphasis on this assessment will be given so the student understands that failure to complete this assignment will lead ...

For full information, see the *Details of Action Plans* section of this report.

O/O 17: BAS 288 - Personal and Organizational Leadership

Students will examine personal and organizational goal setting, ethical management, time management, human relations, and effective communication with regards to various leadership theories.

Strategic Plan Associations

WKCTC

1 WKCTC Strategic Plan

Related Measures

M 27: BAS 288 - Leadership Theories

Students completing BAS 288 will demonstrate the difference in multiple leadership theories and concepts and be able to apply those to various case studies and scenarios.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

75% of students completing BAS 288 will score 75% or better on a comprehensive research writing assignment over leadership.

Finding (2014-2015) - Target: Met

24 out of the 26 (92%) of students completing BAS 288 scored 75% or better on a comprehensive research writing assignment. This class was taught solely online in an 8 week format by adjunct instructor, Jess Puffenbarger.

O/O 20: QMS 101 - Introduction to Quality Systems - Core

Students will learn the fundamental concepts, principles, and practices used to improve quality in organizations.

Related Measures

M 35: QMS 101 Continuous Improvement

Students completing QMS 101 will demonstrate an understanding of the importance of continuous improvement as an element of total quality.

Target:

80% of course completers will score 75% or better on a writing assignment reviewing their understanding of the continuous improvement novel, *The Goal* by Eliyahu Goldratt.

Finding (2014-2015) - Target: Not Met

53% of students completing QMS 101 scored 75% or better on a writing assignment reviewing their understanding of the continuous improvement novel, *The Goal*. This class was taught online in the 16 week format.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

At Risk Distance Learning Students

Established in Cycle: 2009-2010

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

Greater Emphasis on Assignment

Established in Cycle: 2013-2014

Students taking QMS 101 will be reminded several times during the semester about the upcoming reading and assignment of The Goal...

Required Course Assignments

Established in Cycle: 2014-2015

Effective in 2016, the three learning outcome assignments for QMS 101 will become required assignments. Students not participat...

For full information, see the *Details of Action Plans* section of this report.

M 36: QMS 101 Customer Service

Students completing QMS 101 will demonstrate understanding of the importance of customer satisfaction as an element of total quality.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of course completers will score 75% or better on completion of a customer service resolution case & the response letter to the customer.

Finding (2014-2015) - Target: Not Met

73% of students completing QMS 101 scored 75% or better on completion of a customer service resolution case and the response letter to the customer. This class was taught online in the 16 week format.

Related Action Plans (by Established cycle, then alpha):

Review Student Learning Outcomes and Measurement

Established in Cycle: 2007-2008

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

At Risk Students

Established in Cycle: 2009-2010

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

Required Course Assignments

Established in Cycle: 2014-2015

Effective in 2016, the three learning outcome assignments for QMS 101 will become required assignments. Students not participat...

For full information, see the *Details of Action Plans* section of this report.

M 37: QMS 101 Leadership and Employee Involvement

Students completing QMS 101 will demonstrate an understanding of the importance of leadership & employee involvement as an element of total quality.

Target:

80% of course completers will score 75% or better on a class presentation focusing on leadership & employee involvement.

Finding (2014-2015) - Target: Not Met

73% of students completing QMS 101 scored 75% or better on a class presentation focusing on leadership and employee involvement. This class was taught online in the 16 week format.

Related Action Plans (by Established cycle, then alpha):**Review Student Learning Outcomes and Measurement***Established in Cycle: 2007-2008*

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be im...

At Risk Students*Established in Cycle: 2009-2010*

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

For full information, see the *Details of Action Plans* section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Review Student Learning Outcomes and Measurement**

Student learning outcomes will be reviewed as necessary during the 2008-09 academic year and a new measurement system will be implemented to provide better quality feedback. Instead of measuring program graduate performance for courses taught several years ago and, in some cases, on other campuses with different learning outcomes, courses will be evaluated with respect to course completers.

Established in Cycle: 2007-2008**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):**

Measure: ACC 201 Prepare financial statements | **Outcome/Objective:** ACC 201: Financial Accounting - Core

Measure: ACC 201 Terms and Concepts | **Outcome/Objective:** ACC 201: Financial Accounting - Core

Measure: ACC 202 Concepts | **Outcome/Objective:** ACC 202 Managerial Accounting - Core

Measure: ACT 101 Generate Basic Financial Statements |

Outcome/Objective: ACT 101 Fundamentals of Accounting I - Core

Measure: ACT 279 Commercial Accounting Package | **Outcome/Objective:** ACT 279 Computerized Accounting Systems - Acctg

Measure: ACT 279 Internal Controls | **Outcome/Objective:** ACT 279 Computerized Accounting Systems - Acctg

Measure: ACT 286 Bookkeeping Proficiency | **Outcome/Objective:** ACT 286 - Financial Accounting Topics - Accounting

Measure: BAS 160 Application | **Outcome/Objective:** BAS 160 Introduction to Business - Core

Measure: BAS 160 Vocabulary | **Outcome/Objective:** BAS 160 Introduction to Business - Core

Measure: BAS 250 Portfolio | **Outcome/Objective:** BAS 250 Employability Skills Seminar - Core

Measure: BAS 267 Contracts | **Outcome/Objective:** BAS 267 Business Law - Core

Measure: BAS 267 Law terminology and concepts | **Outcome/Objective:** BAS 267 Business Law - Core

Measure: BAS 282 Marketing Plan | **Outcome/Objective:** BAS 282 Principles of Marketing - Core

Measure: BAS 282 Terminology | **Outcome/Objective:** BAS 282 Principles of Marketing - Core

Measure: BAS 283 Four Functions | **Outcome/Objective:** BAS 283 Principles of Management - Core

Measure: BAS 283 Major Theories | **Outcome/Objective:** BAS 283 Principles of Management - Core

Measure: BAS 284 Ethical Decision Making | **Outcome/Objective:** BAS 284 Applied Management Skills - Management

Measure: BAS 284 Necessary Skills | **Outcome/Objective:** BAS 284 Applied Management Skills - Management

Measure: QMS 101 Continuous Improvement | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core

Measure: QMS 101 Leadership and Employee Involvement |

Outcome/Objective: QMS 101 - Introduction to Quality Systems - Core

Measure: QMS 101 Customer Service | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core

Implementation Description: September, 2008

Responsible Person/Group: Allison McGullion, Business Unit Program Coordinator

Increase weight of Investment Opportunity Notebook

Due to the failure of 25% of the course completers (4 of 16) to complete the Investment Opportunity Notebook which is the only tool used to assess this measure, increased weight will be given to this assignment to further penalize students who do not complete it in the future.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 256 - Terminology & Concepts | **Outcome/Objective:** BAS 256 - International Business - Mgmt

Projected Completion Date: 07/2010

Responsible Person/Group: Allison McGullion

Real Estate License Exam

This measurement should actually be used to measure the real estate program as a whole and will be moved from a student learning outcome to an overall IE goal of the program for all future cycles. It will then read "All students completing both RE 100 and RE 230" to assess the students taking both requirements for the Kentucky Real Estate Commission's licensing exam. Additionally, we will track students for six months following completion of those two courses since they are required to take the exam within the first six months after completing their pre-licensing education.

Established in Cycle: 2008-2009

Implementation Status: Planned

Priority: High

Projected Completion Date: 07/2009

Responsible Person/Group: Allison McGullion

At Risk Distance Learning Students

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: QMS 101 Continuous Improvement | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core

Projected Completion Date: 07/2010

Responsible Person/Group: Sueann Hely

At Risk Students

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):**Measure:** QMS 101 Leadership and Employee Involvement |**Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core**Projected Completion Date:** 07/2010**Responsible Person/Group:** Sueann Hely**At Risk Students**

Distance Learning students who are considered "at risk" will be encouraged to withdraw from the course.

Established in Cycle: 2009-2010**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** QMS 101 Customer Service | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core**Projected Completion Date:** 07/2010**Responsible Person/Group:** Sueann Hely**Automated Homework Program**

A new automated homework program will be implemented in fall 2010 to provide additional instructional aids and will allow additional practice over the key concepts.

Established in Cycle: 2009-2010**Implementation Status:** In-Progress**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** ACC 201 Prepare financial statements | **Outcome/Objective:** ACC 201: Financial Accounting - Core**Projected Completion Date:** 07/2010**Responsible Person/Group:** Sueann Hely**Final Exam Modifications/New Homework Program**

The comprehensive final exam will be modified to focus primarily on the main business disciplines in order to grasp the students retention of the main concepts covered in the class. Additionally, a new online homework program will offer students more interaction with the material than just what is covered in the classroom.

Established in Cycle: 2009-2010**Implementation Status:** In-Progress**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** BAS 160 Vocabulary | **Outcome/Objective:** BAS 160 Introduction to Business - Core**Projected Completion Date:** 08/2010**Responsible Person/Group:** Allison McGullion**Increasing the Weight on this Assignment**

6 of 22 students did not even attempt this writing assignment. Going forward, I will be increasing the points value for this assignment to make it a larger percentage of their grade in hopes to get all students to complete the assignment.

Established in Cycle: 2009-2010**Implementation Status:** In-Progress**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** BAS 284 Necessary Skills | **Outcome/Objective:** BAS 284 Applied Management Skills - Management**Projected Completion Date:** 12/2010

Responsible Person/Group: Allison McGullion

Instructional Materials Reviewed

Instructional materials will be reviewed to determine if appropriate assignments are made to prepare students for the practice set.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACT 286 Bookkeeping Proficiency | **Outcome/Objective:** ACT 286
- Financial Accounting Topics - Accounting

Projected Completion Date: 07/2010

Responsible Person/Group: Sueann Hely

New Assessment Method

A new assessment method will be implemented to make sure students are grasping the four functions of management. In addition, greater emphasis on the points value of this assessment will be placed so students will be greatly penalized for not completing the assignment.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 283 Four Functions | **Outcome/Objective:** BAS 283
Principles of Management - Core

Responsible Person/Group: Allison McGullion

New Automated Homework Program

A new automated homework program will be implemented in fall 2010 to provide additional instructional aids and will allow additional practice over the key concepts.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACC 201 Terms and Concepts | **Outcome/Objective:** ACC 201:
Financial Accounting - Core

Projected Completion Date: 07/2010

Responsible Person/Group: Sueann Hely

Review Final Exam

The final exam will be reviewed for areas of improvement in assessing the students.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 120 - Terminology & concepts | **Outcome/Objective:** BAS
120 - Personal Finance

Projected Completion Date: 07/2010

Responsible Person/Group: Sueann Hely

Review Practice Set

The practice problem will be assessed to determine what barriers to students success exist, if any.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACT 279 Commercial Accounting Package | **Outcome/Objective:**
ACT 279 Computerized Accounting Systems - Acctg

Projected Completion Date: 07/2010

Responsible Person/Group: Sueann Hely

ACT 101 Dual Credit

We did not receive data on this learning outcome from one of our dual credit partners. We have asked the Dual Credit Administration on campus to either have all schools participating in Dual Credit complete all assignments and provide the necessary findings on those assignments or not to participate in the Dual Credit program for that particular class.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 09/2011

Responsible Person/Group: Allison McGullion

ACT 279 Comprehensive Practice Set

Due to low enrollment and the underperformance of just a few students, this number barely fell beyond the target. Additional practice will be given to students to help increase this number.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 06/2011

Responsible Person/Group: Sueann Hely

ACT 279 Internal Controls

Due to low enrollment and underperformance of a few students, the percentage fell barely beyond the standard for this learning outcome. Additional practice on the material will be implemented.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 06/2011

Responsible Person/Group: Sueann Hely

BA 267 Instructional Improvement

Program Coordinator has discussed and suggested new ways the instructor can help students meet the learning outcome by reviewing and additional assignments on this topic.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Responsible Person/Group: Allison McGullion

BA 267 Instructional Improvement

Program Coordinator has discussed and suggested new ways the instructor can help students meet the learning outcome by reviewing and additional assignments on this topic.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Responsible Person/Group: Allison McGullion

Improved instruction materials and better reporting

New instructional materials with better correlation between assignments and testing have been implemented for fall 2011. Also, we are requiring better reporting from our dual credit partners.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 11/2011

Responsible Person/Group: Sueann Hely/Allison McGullion

QMS 101 Leadership and Employee Involvement

The only class meeting this measure was the live QMS 101 class. Great emphasis and follow-up for both online and accelerated students will be implemented to ensure greater student success.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 12/2011

Responsible Person/Group: Allison McGullion/Tammy Owen/Sueann Hely/Mindy Smith

QMS Continuous Improvement

The live and online 16 week classes in QMS 101 met their measure by achieving an 85% success rate. The accelerated class did not meet the message by having a 65% success rate. The instructor of the accelerated class is different so a discussion will be held to discuss how the instructor can improve their students' success.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 11/2011

Responsible Person/Group: Allison McGullion/Tammy Owen/Mindy Smith

New Instructional Materials

A new final exam will be developed using new instructional materials.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

New Instructional Materials

A new final exam will be developed to correlate with improved instructional materials.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Review of Comprehensive Final

The study guide for the comprehensive final, as well as the final itself, will be reviewed for improvement.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Revised Assignment

Students will have the opportunity to review and correct their work on the comprehensive homework assignment to achieve the desired result and become aware of what real world correction procedures are.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Target Revision

Due to small enrollment in the class, the target percentae will be revised so that poor performance by 1-2 students will not cause distorted result.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

BAS 256 Investment Notebook

Submission of the Investment Opportunity Notebook will now become a course requirement in addition to a large portion of the course's grade so students will at least attempt the exercise.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2013

ACC 201 - Final Exam Performance

The online class will return to the use of the same final exam that is used by the lead instructor, Sueann Hely, in the live class. During 2013-2014, a "comparable" final was developed and used in the online class. Also, effective spring 2015, final point value will be increased from 100 to 150 points to make the assessment have a higher weight of the overall course grade. The Program Coordinator will be closer monitoring the performance of the online instructor to see if the course performance improves at all. If it does not, options include finding a new adjunct and/or limiting the amount of students the instructor is able to teach.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACC 201 Terms and Concepts | **Outcome/Objective:** ACC 201: Financial Accounting - Core

Projected Completion Date: 12/2014

Responsible Person/Group: Sueann Hely, Elizabeth Carmichael, Allison McGullion

Analyze practice sets

Review practice sets available from the publisher to determine if a more appropriate option is available.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACT 286 Bookkeeping Proficiency | **Outcome/Objective:** ACT 286 - Financial Accounting Topics - Accounting

Responsible Person/Group: Sueann Hely

BAS 283 - Writing Assignment

Greater points emphasis and more frequent reminders will be implemented for this particular assessment in any short-term format to ensure students are aware of when the due dates are coming up.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 283 Major Theories | **Outcome/Objective:** BAS 283 Principles of Management - Core

Responsible Person/Group: Allison McGullion

BAS 289 - Refine Learning Outcomes and Assessments

This course was taught by former faculty member, Andrew Scott, in a 6 week format over the summer. The BAS program coordinator is proposing a class with such extensive content be taught for a minimum of 8 weeks and a technology/homework manager be bundled with the textbook to help ensure that students are getting the necessary assistance with the terminology and application of the course content. Additionally, the program coordinator for Business will work with the new faculty member responsible for this course, Troy Courtney, Program Coordinator for Logistics and Operations Management, to ensure this material is being covered adequately and follows the newly developed learn on demand course in Operations Management.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 289 - Terminology and Application | **Outcome/Objective:**

BAS 289 - Operations Management

Projected Completion Date: 12/2014

Responsible Person/Group: Allison McGullion

Greater Emphasis on Assignment

Students taking QMS 101 will be reminded several times during the semester about the upcoming reading and assignment of The Goal. Greater emphasis will be placed on the importance of completing this assignment and being successful in this course.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: QMS 101 Continuous Improvement | **Outcome/Objective:** QMS

101 - Introduction to Quality Systems - Core

Responsible Person/Group: Sueann Hely

Preparation for Final Exam

Continued promotion of study guides in Blackboard to assist in preparation for the final exam.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 120 - Terminology & concepts | **Outcome/Objective:** BAS

120 - Personal Finance

Responsible Person/Group: Sueann Hely

Study Guides

Increased emphasis on study guides available for preparation.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ACC 202 Concepts | **Outcome/Objective:** ACC 202 Managerial Accounting - Core

Projected Completion Date: 09/2014

Responsible Person/Group: Sueann Hely

Study Guides

Increased emphasis on study guides available for preparation.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Projected Completion Date: 09/2014
Responsible Person/Group: Sueann Hely

Study Guides Offered

Increased emphasis on study guides available for preparation.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Additional Assignments

Greater emphasis will be placed on students completing extra keyboarding drills in the Keyboarding Pro software.

Established in Cycle: 2014-2015
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: OST 110 - Student Completes Productions and Timings |
Outcome/Objective: OST 110 - Document Formatting & Word Processing

Responsible Person/Group: Tiffinee Morgan

Assessment Emphasis

Greater emphasis on the importance of completing this assignment as a means to pass this course will be placed going forward.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 256 - Terminology & Concepts | **Outcome/Objective:** BAS 256 - International Business - Mgmt

Responsible Person/Group: Allison McGullion

Assessment Emphasis

Greater emphasis on this assessment will be given so the student understands that failure to complete this assignment will lead at least a letter grade less in this course. Also, the instructor will send out multiple reminders when this due date is approaching.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 284 Necessary Skills | **Outcome/Objective:** BAS 284 Applied Management Skills - Management

Responsible Person/Group: Allison McGullion

Increased Point Value for Comprehensive Final

The point value for the comprehensive final has been increased to promote more student engagement. The overall student grades, whether in live or online classes, do not seem to correlate with the final exam grade. Instructors feel that students are studying only enough to hold their current grade and their final exam performance is typically not reflective of their other performance in the class. By increasing the point value, students will be forced to engage with the material more in test preparation and hopefully the exam grades will improve.

Established in Cycle: 2014-2015
Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: ACC 201 Terms and Concepts | **Outcome/Objective:** ACC 201: Financial Accounting - Core

Implementation Description: Increase point value for final exam

Projected Completion Date: 05/2016

Responsible Person/Group: Sueann Hely & Elizabeth Carmichael

Additional Resources: None

Increased Point Value for Final Exam

The point value for the final exam has been increased for 2015-16 to promote more student engagement with the material. Rather than studying to a limited extent to simply hold their current letter grade, an increased point value will mean students have more on the line and will hopefully study more for the final exam.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: ACC 202 Concepts | **Outcome/Objective:** ACC 202 Managerial Accounting - Core

Implementation Description: Increase point value of final exam on syllabus

Projected Completion Date: 05/2016

Responsible Person/Group: Sueann Hely

Additional Resources: None

New Online Homework Materials

New online homework materials will be added the next time this course is taught to further increase student comprehension of the course concepts and their applications.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 287 - Concepts and Terminology | **Outcome/Objective:** BAS 287 - Supervisory Management - Mgmt

Responsible Person/Group: Allison McGullion

Refine Assessments and Teaching Style

This course was the first time new instructor, Troy Courtney, had taught this material, and the first time he had taught a class in a 6 week format. Troy was able to see areas for improvement in the assessments he uses and the way he teaches the materials. Continued refinement of this course will take place until he teaches it again and will go forward as he engages in continuous improvement.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 289 - Terminology and Application | **Outcome/Objective:** BAS 289 - Operations Management

Responsible Person/Group: Troy Courtney

Required Course Assignments

Effective in 2016, the three learning outcome assignments for QMS 101 will become required assignments. Students not participating in those assignments will not pass the class. The failure to meet the learning outcomes for two of the three QMS 101 SLOs is entirely due to students not participating in those assignments and that option will be eliminated through this change of policy. At the time the measurement was recorded, the

fall 2015 semester had begun and it was too late to change course policy, but this change will occur the next time the course is offered.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: QMS 101 Continuous Improvement | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core

Implementation Description: Required course assignments.

Projected Completion Date: 12/2016

Responsible Person/Group: QMS 101 faculty

Additional Resources: None

Required Course Assignments

Effective in 2016, the three learning outcome assignments for QMS 101 will become required assignments. Students not participating in those assignments will not pass the class. The failure to meet the learning outcomes for two of the three QMS 101 SLOs is entirely due to students not participating in those assignments and that option will be eliminated through this change of policy. At the time the measurement was recorded, the fall 2015 semester had begun and it was too late to change course policy, but this change will occur the next time the course is offered.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: QMS 101 Customer Service | **Outcome/Objective:** QMS 101 - Introduction to Quality Systems - Core

Implementation Description: Required course assignments.

Projected Completion Date: 12/2016

Responsible Person/Group: QMS 101 Faculty

Additional Resources: None

Textbook Change and Course Material Revision

This spring 2015 course used a new textbook and technology package which students struggled with the entire semester. The instructor tried different types of assessments throughout the semester to see if that helped students grasp the material better. It was determined this book did not properly focus on the materials normally covered in this course so a new textbook and technology package has been selected moving forward. Also, a simulation may be added.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 284 Ethical Decision Making | **Outcome/Objective:** BAS 284 Applied Management Skills - Management

Responsible Person/Group: Allison McGullion

Textbook Change and Technology Added

In fall 2014, a new textbook and technology package was used by faculty teaching this course. Within weeks, the students and faculty across sections realized the technology package and textbook did not have a direct correlation. Both components were also extremely difficult for students to use and comprehend. The lead instructor immediately made the change back to the previous textbook (now a new edition) and CONNECT learning technology for spring 2015. Students did understand this textbook better and engaged in the new CONNECT-based homework better. However, student retention and ability to even submit assignments affected this assessment greatly. For fall 2015 and

beyond, increased point weight and required use of LearnSmart adaptive learning in CONNECT has taken place. All sections are now mirroring each other with assignments and their values. Also, more use of interactive presentations and video cases to help demonstrate the concepts are being employed.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 160 Application | **Outcome/Objective:** BAS 160 Introduction to Business - Core

Responsible Person/Group: Allison McGullion

Textbook Change and Technology Added

In fall 2014, a new textbook and technology package was used by faculty teaching this course. Within weeks, the students and faculty across sections realized the technology package and textbook did not have a direct correlation. Both components were also extremely difficult for students to use and comprehend. The lead instructor immediately made the change back to the previous textbook (now a new edition) and CONNECT learning technology for spring 2015. Students did understand this textbook better and engaged in the new CONNECT-based homework better. However, student retention and ability to even submit assignments affected this assessment greatly. For fall 2015 and beyond, increased point weight and required use of LearnSmart adaptive learning in CONNECT has taken place. All sections are now mirroring each other with assignments and their values. Also, more use of interactive presentations and video cases to help demonstrate the concepts are being employed.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BAS 160 Vocabulary | **Outcome/Objective:** BAS 160 Introduction to Business - Core

Responsible Person/Group: Allison McGullion