

# **Keweenaw Bay Ojibwa Community College**

## **2018-2020 Business Administration Program**

### **Assessment Plan & Reporting**

#### **Business Administration Program Mission**

To provide the foundational business skills for success in the workforce or in university programs.

#### **Assessment Plan Focus**

1. Equip students with a comprehensive background in business for successful employment
2. Prepare students to transfer to 4 year institutions in business disciplines
3. Incorporate tribal perspectives in the program
4. Promote high standards of professionalism

#### **Business Administration Learning Outcomes**

1. Apply the basic functions of management appropriately
2. Generate business strategies based on appropriate business principles
3. Employ communication methods effectively to proficiently connect with varying audiences
4. Formulate decisions utilizing knowledge of business law concepts
5. Implement basic accounting principles
6. Utilize effective marketing techniques and principles
7. Analyze the global business environment

## Keys to this report

- **CLO = course learning outcome.** The majority of data in the following spreadsheets were collected by directly assessing designated course learning outcomes through exams, writing assignments, lab reports, or other graded activities.
- **PLO = program learning outcome.** These outcomes are typically assessed at the program-end level through the KBOCC Assessment Committee's evaluations of students' Capstone (BS297) poster projects.
- **CCA = co-curricular activities.** The KBOCC Assessment Committee defines co-curricular activities as "structured learning activities outside of coursework that address college-wide or program learning outcomes. Examples typically include special departmental events that are directly linked to learning outcomes. Where these outcomes are assessed, findings are included in this report.

Outcomes from the following additional departmental activities are typically included in the departmental *evaluation report*:

- **Extra-curricular activities** that promote student engagement and success, including student support and student life activities
- **Community outreach** activities that support the College's engagement with the local and tribal communities. These activities may provide volunteer service, information about the College, learning experiences for community members, or opportunities for collaboration between the College and community groups.

***Period included in this report: Fall 2018 through Summer 2020***

## Learning Outcome 1: Apply the basic functions of management appropriately

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Shows appropriate goal planning</b>	Assignment (Fall 2018 - BS110): Goal Identification	80% or more of students will meet or exceed expectations of C or better.	9 out of 11 (82%) students properly identified short term and long-term goals applicable to their business.	Outcome met.
	Assignment (Fall 2019 - BS110): Goal Identification	80% or more of students will meet or exceed expectations of C or better.	6 out of 8 students (75%) properly identified short term and long-term goals applicable to their business.	Outcome not met. No changes are required as the students just did not complete the assignment.
	Assignment (Spring 2020 - BS210): Marketing Plan Goals	80% or more of students will meet or exceed expectations of C or better.	4 out of 5 students (80%) properly identified short-term, long-term and marketing goals applicable to their business.	Outcome met. I will spend more time on the goal planning process including adding in a budget for each objective.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.

	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Includes proper performance measures</b>	CLO (Spring 2019 - BS208): Conduct a performance appraisal	80% or more of students will meet or exceed expectations of C or better.	6 out of 9 (67%) students completed the assignment. 3 students did not complete the assignment.	Outcome not met. Complete the activity towards the middle of the class schedule rather than at the end. This will give more time to complete.
	Assignment (Spring 2020 - BS209): Ch 9 Instructor Performance Appraisal Form	80% or more of students will meet or exceed expectations of C or better.	2 out of 6 (33%) students completed the assignment. 4 students did not complete the assignment.	Outcome not met. I would provide a sample appraisal from a previous semester.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.

	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Portrays effective leadership styles</b>	CLO (Spring 2019 - BS208): Describe various leadership styles	80% or more of students will meet or exceed expectations of C or better.	9 out of 10 (90%) students properly identified the different types of leadership styles and examples.	Outcome met.
	CLO (Spring 2020 - BS208): Describe various leadership styles	80% or more of students will meet or exceed expectations of C or better.	5 out of 5 (100%) students properly identified various leadership styles on the midterm exam.	Outcome met. incorporate an additional hands-on activity that will coincide with the different leadership styles.
	Assignment (Fall 2018 - BS110): Exam question	80% or more of students will meet or exceed expectations of C or better.	9 out of 11 (82%) students properly identified the different types of leadership styles and examples.	Outcome met.
	Assignment (Fall 2019 - BS110): Exam question	80% or more of students will meet or exceed expectations of C or better.	7 out of 8 (88%) students properly identified the different types of leadership styles and examples.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate	80% or more of students will meet or	Consensus score - 2	Outcome met.

(M.T.)	exceed expectations of a minimum consensus score of 2 on assessment rubric.		
PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.

## Learning Outcome 2: Generate business strategies based on appropriate business principles

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Defines the market effectively</b>	CLO (Fall 2018 - BS210): Describe how market segmentation is used to position/sell products in target markets.	80% or more of students will meet or exceed expectations of C or better.	7 out of 7 (100%) of students successfully completed this written exam.	Outcome met.
	Assignment (Spring 2020 - BS209): Target Market Identification	80% or more of students will meet or exceed expectations of C or better.	4 out of 5 (80%) of students successfully identified a target market for the business selected.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)	Consensus score - 3		Outcome met.	

	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Identifies potential risks</b>	CLO (Spring 2019 - BS207): Explain the different tax obligations of the startup business	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students successfully completed the assignment. Students were able to properly identify the tax obligations of different start up business forms as well as tribal vs non-tribal.	Outcome met. I would incorporate specific tax liabilities and actual rates.
	CLO (Spring 2020 - BS202): Use reasonable standards to make ethical judgments	80% or more of students will meet or exceed expectations of C or better.	3 out of 4 (100%) students successfully completed the assignment.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS	Consensus score - 3		Outcome met.	



	graduate (K.D.)			
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>States the company's mission statement</b>	Assignment (Fall 2018 - BS110): Mission Statement	80% or more of students will meet or exceed expectations of C or better.	10 out of 11 (91%) students successfully created their own mission statement for their business.	Outcome met.
	Assignment (Fall 2019 - BS110): Mission Statement	80% or more of students will meet or exceed expectations of C or better.	6 out of 8 (75%) students successfully created their own mission statement for their business.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 3	Outcome met.

	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Identifies sources of funding</b>	CLO (Spring 2019 - BS207): Evaluate the various sources used to finance a business	80% or more of students will meet or exceed expectations of C or better.	1 out of 2 students (50%) successfully completed the assignment. 1 student did not turn in the assignment. 1 student was able to properly identify sources using 3 different outlets.	Outcome not met. I would incorporate more sources of financing available in our area (banks, tribal business loans, etc) and have guest speakers come in to talk about opportunities.
	CLO (Fall 2018 - BS110): Analyze sources of financing for business.	80% or more of students will meet or exceed expectations of C or better.	10 out of 11 (91%) students completed the exam question and were able to properly identify sources of financing for businesses.	Outcome met.
	CLO (Fall 2019 - BS110): Analyze sources of financing for business.	80% or more of students will meet or exceed expectations of C or better.	5 out of 8 (63%) students completed the exam question and were able to properly identify sources of financing for businesses.	Outcome not met. 3 students did not complete the exam.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate		Consensus score - 2	Outcome met.

(B.C.)			
PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.

### Learning Outcome 3: Employ communication methods effectively to proficiently connect with varying audiences

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Prepare and deliver oral presentations</b>	CLO (Spring 2019 - BS149): Communicate effectively, both orally and in writing	80% or more of students will meet or exceed expectations. A rubric was used and each criterion has 1-5 rating. Students needed at least a 3 to pass.	3 out of 3 (100%) students met or exceeded the criterion for success. Students wrote a professional business letter.	Outcome met.
	CLO (Spring 2019 - BS145): Present business messages in oral form	80% or more of students will meet or exceed expectations of C or better.	8 out of 10 (90%) students met or exceeded the criterion for success. Students completed an oral presentation that was titled "A Look In To My Future". 2 students were not present to complete the presentation.	Outcome met. I would definitely add an extra class period to review PowerPoint and/or other types of visual aids to use in a presentation. The students were more intimidated creating a PowerPoint than they were actually speaking in front of the class.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met. Continue practicing oral presentations in all classes and encourage practice presentations.
	PLO (Fall 2018): Capstone		Consensus score - 2	Outcome met.

	<p>project of BS graduate (R.R.)</p> <p>PLO (Fall 2019): Capstone project of BS graduate (B.C.)</p> <p>PLO (Spring 2020): Capstone project of BS graduate (R.A.)</p> <p>PLO (Spring 2020): Capstone project of BS graduate (K.D.)</p> <p>PLO (Spring 2020): Capstone project of BS graduate (B.K.)</p>		<p>Consensus score - 3</p> <p>Consensus score - 2</p> <p>Consensus score - 2</p> <p>Consensus score - 2</p>	<p>Outcome met.</p> <p>Outcome met.</p> <p>Outcome met.</p> <p>Outcome met.</p>
<b>Write appropriate business documents</b>	<p>CLO (Fall 2018 - IS110): Use proper procedures to create documents suitable for coursework, professional purposes and personal use</p>	<p>80% or more of students will meet or exceed expectations of C or better.</p>	<p>9 out of 9 (100%) students met or exceeded the criterion for success. Students utilized the MLA rules to create a document on Word Unit 1 Exam.</p>	<p>Outcome met.</p>
	<p>CLO (Spring 2019 - BS149): Communicate effectively both orally and in writing.</p>	<p>80% or more of students will meet or exceed expectations of C or better.</p>	<p>3 out of 3 (100%) students met or exceeded the criterion for success.</p>	<p>Outcome met. I will include the student activity of creating an envelope, an email message and a short text message.</p>
	<p>CLO (Spring 2019 - BS145): Compose business messages using standard formats.</p>	<p>80% or more of students will meet or exceed expectations of C or</p>	<p>7 out of 10 (70%) students met or exceeded the criterion for this</p>	<p>The class contains numerous opportunities for students to complete</p>

	better.	assignment. 3 students did not complete the assignment at all.	this outcome. I like the idea of having students compose a message, critique classmate's work (or their own) and make revisions during the revising state of the 3x3 process.
CLO (Spring 2019 - BS145): Create fliers, brochures and multiple page documents.	80% or more of students will meet or exceed expectations of C or better.	1 out of 1 student (100%) met or exceeded the criterion for success. Student completed a flyer, brochure and newsletter.	Outcome met. Continue incorporating real-world assignments for the student to complete (for example, newsletter for KBOCC).
PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met.
PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.

	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 2	Outcome met.
<b>Delivers multimedia presentation effectively</b>	CLO (Spring 2019 - BS145): Present business messages in oral form	80% or more of students will meet or exceed expectations of C or better.	8 out of 10 students (90%) met or exceeded the criterion for success. Students completed an oral presentation that was titled "A Look In To My Future". 2 students were not present to complete the presentation.	Outcome met. The class contains numerous opportunities for students to complete this outcome. I like the idea of having students compose a message, critique classmate's work (or their own) and make revisions during the revising state of the 3x3 process.
	CLO (Fall 2019 - IS110): Present information using slides	80% or more of students will meet or exceed expectations of C or better.	9 out of 10 (90%) student completed the assignment. The average grade for the PowerPoint exam was a 94%.	Outcome met. Make the oral presentation part of the grade and not extra credit.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met. Continue offering training on PowerPoint in classes and co-curricular events.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS		Consensus score - 2	Outcome met.	

graduate (R.A.)			
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 2	Outcome met.



## Learning Outcome 4: Formulate decisions utilizing knowledge of business law concepts

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Defines legal form of business ownership</b>	CLO (Spring 2019 - BS207): Explain the different tax obligations of the startup business	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students successfully completed the assignment. Students were able to properly identify the tax obligations of different start up business forms as well as tribal vs non-tribal.	Outcome met. I would incorporate specific tax liabilities and actual rates.
	CLO (Spring 2019 - BS110): Identify the main types of business organizations	80% or more of students will meet or exceed expectations of C or better.	10 out of 10 (100%) students successfully completed the assignment. 1 student did not properly identify a form of business ownership. 9 students were able to identify different forms of business ownership and select the form that would best benefit their company.	Outcome met. Include specific tax obligations for the different forms. Incorporate the actual figures.
	CLO (Spring 2020 - BS212): List the licensing requirements for prospective business	80% or more of students will meet or exceed expectations of C or better.	1 out of 2 (50%) students successfully completed the assignment. 1 student did not complete the assignment.	Outcome not met. Students will investigate the license requirements of various other businesses
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2	Outcome met.

	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 2	Outcome met.
<b>Formulates a code of ethics</b>	Assignment (Fall 2018 - BS110): Code of Ethics	80% or more of students will meet or exceed expectations of C or better.	10 out of 11 (91%) students successfully completed the assignment that included Personal and Business Code of Ethics.	Outcome met.
	Assignment (Spring 2019 - BS208): Code of Ethics	80% or more of students will meet or exceed expectations of C or better.	6 out of 9 (67%) students successfully completed the assignment. 3 students were absent and did not complete it at all.	Outcome not met. No changes are required as the students were absent.
	Assignment (Spring 2020 - BS208): Code of Ethics	80% or more of students will meet or exceed expectations of C or better.	5 out of 5 (100%) students successfully completed the assignment.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate	80% or more of students will meet or exceed	Consensus score - 2	Outcome met.

	(M.T.) PLO (Fall 2018): Capstone project of BS graduate (R.R.)  PLO (Fall 2019): Capstone project of BS graduate (B.C.)  PLO (Spring 2020): Capstone project of BS graduate (R.A.)  PLO (Spring 2020): Capstone project of BS graduate (K.D.)  PLO (Spring 2020): Capstone project of BS graduate (B.K.)	expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 2  Consensus score - 3  Consensus score - 2  Consensus score - 2  Consensus score - 2	Outcome met.  Outcome met.  Outcome met.  Outcome met.  Outcome met.
<b>Adheres to employment contract laws</b>	CLO (Fall 2018 - BS211): Apply employment law to various business situations  Discussion Question (Spring 2019 - BS208): Employment Laws  PLO (Fall 2018): Capstone project of BS graduate	80% or more of students will meet or exceed expectations of C or better.  80% or more of students will meet or exceed expectations of C or better.  80% or more of students will meet or	3 out of 3 (100%) students successfully completed the assignment. Students completed a small business analysis of a small business regarding their exposure to lawsuits.  5 out of 6 (83%) students successfully completed the assignment.  Consensus score - 2	Outcome met. Consider having the students complete a research paper.  Outcome met.  Outcome met.

(M.T.)	exceed expectations of a minimum consensus score of 2 on assessment rubric.		
PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 2	Outcome met.

## Learning Outcome 5: Implement basic accounting principles

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Generate four basic financial statements - balance sheets, income statements, cash flow statements, and statements of shareholders' equity</b>	CLO (Fall 2018 - BS201): Apply the straight-line or units-of-production depreciation method	80% or more of students will meet or exceed expectations of C or better. Students received up to 35 points.	4 out of 5 (80%) students successfully completed the assignment. One student did not complete the assignment. Students calculated the straight line depreciation for multiple items for various useful life.	Outcome met. The assessment will be completed in class rather than assigned as homework.
	CLO (Summer 2020 - BS204): Generate customized financial reports.	80% or more of students will meet or exceed expectations of C or better.	5 out of 5 (100%) students successfully completed the assignment and chapter exercises for financial statements.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS	Consensus score - 2		Outcome met.	

	graduate (K.D.)  PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Financial assumptions clearly identified to adhere to General Accepted Accounting Principles (GAAP)</b>	CLO (Fall 2018 - BS201): Record transactions according to GAAP	80% or more of students will meet or exceed expectations of C or better.	5 out of 6 (83%) students successfully completed the assignment. One student did not complete the assignment. Students were assessed on the Midterm Exam.	Outcome met. Consider breaking the exam into separate steps or multiple exams as it took a long time to complete.
	CLO (Summer 2020 - BS204): Apply basic accounting theory to an automated accounting cycle.	80% or more of students will meet or exceed expectations of C or better.	5 out of 5 (100%) students successfully completed the assignment.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)	Consensus score - 2		Outcome met.	

	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Develops a realistic budget</b>	Assignment (Fall 2018 - BS110): Business Plan Part 5	80% or more of students will meet or exceed expectations of C or better.	9 out of 11 (82%) students successfully developed a realistic budget.	Outcome met.
	Assignment (Fall 2019 - BS110): Business Plan Part 5	80% or more of students will meet or exceed expectations of C or better.	4 out of 8 (50%) students successfully developed a realistic budget. 4 students did not complete the assignment.	Outcome not met. Give additional examples of a realistic budget. Have students work out projections based on real-life pricing.
	Assignment (Spring 2020 - BS210): Marketing Plan Part 5 Financial Projects/Budget	80% or more of students will meet or exceed expectations of C or better.	3 out of 4 (75%) students successfully developed a realistic budget and financial projections for their marketing objectives	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 3	Outcome met.
	PLO (Spring 2020): Capstone project of BS		Consensus score - 2	Outcome met.

graduate (R.A.)			
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.



## Learning Outcome 6: Utilize effective marketing techniques and principles

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Describes marketing mix</b>	CLO (Fall 2018 - BS210): Discuss various marketing strategies.	80% or more of students will meet or exceed expectations of C or better.	7 out of 7 (100%) of students successfully completed this case study assignment.	Outcome met. Students will complete case studies in teams.
	CLO (Spring 2020 - BS210): Discuss various marketing strategies.	80% or more of students will meet or exceed expectations of C or better.	3 out of 5 (60%) students successfully completed assignment. 1 did not complete at all and 1 did not accurately list the strategies.	Outcome not met. Continue to discuss marketing strategies in different scenarios.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS	Consensus score - 2		Outcome met.	

	graduate (K.D.)			
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Shows effective strategic planning</b>	CLO (Fall 2018 - BS210): Describe how market segmentation is used to position/sell products in target markets.	80% or more of students will meet or exceed expectations of C or better.	7 out of 7 (100%) students successfully completed the written exam.	Outcome met.
	Assignment (Spring 2020 - BS209): Carter's Cleaning Company Strategy and Analysis	80% or more of students will meet or exceed expectations of C or better.	4 out of 6 (67%) successfully completed the assignment. 2 students did not complete the assignment.	Outcome not met. No changes are anticipated as it was a result of students not completing the work.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)	Consensus score - 2		Outcome met.	

	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Identifies all products and/or services being offered</b>	Assignment (Fall 2018 - BS110): Business Plan Part 2	80% or more of students will meet or exceed expectations of C or better.	9 out of 11 (82%) students successfully identified products/services offered.	Outcome met.
	Assignment (Fall 2019 - BS110): Business Plan Part 2	80% or more of students will meet or exceed expectations of C or better.	6 out of 8 (75%) students successfully identified products/services offered.	Outcome met.
	Assignment (Spring 2020 - BS210): Section 1: Product	80% or more of students will meet or exceed expectations of C or better.	4 out of 5 (80%) students successfully developed a realistic budget and financial projections for their marketing objectives	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met. Ensure that students are not only identifying the products and services but also providing pricing strategies.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS		Consensus score - 2	Outcome met.

graduate (R.A.)			
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.

## Learning Outcome 7: Analyze the global business environment

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<b>Identifies global factors</b>	CLO (Spring 2019 - BS110): Describe the effects of economic conditions on business performance.	80% or more of students will meet or exceed expectations of C or better.	7 out of 11 (64%) students successfully completed the activity. 1 student did not complete the assignment.	Outcome not met. Elaborate customer's spending habits when economic conditions change and incorporate how business can overcome the changes.
	CLO (Spring 2020 - EC202): Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students successfully completed the exam question.	Outcome met.
	CLO (Spring 2020 - EC202): Define and measure Gross Domestic Product and national income and rates of unemployment and inflation	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students successfully completed the exam question.	Outcome met. Incorporate a research-based paper on a current macroeconomic issue.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.

	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Analyzes global factors</b>	CLO (Spring 2019 - BS110): Describe the effects of economic conditions on business performance.	80% or more of students will meet or exceed expectations of C or better.	7 out of 11 students (64%) of students successfully completed the activity. 1 student did not complete the assignment.	Outcome not met. Elaborate customer's spending habits when economic conditions change and incorporate how business can overcome the changes.
	CLO (Spring 2020 - EC202): Define and measure Gross Domestic Product and national income and rates of unemployment and inflation	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students successfully completed the activity.	Outcome met. Incorporate a research-based paper on a current macroeconomic issue.
	CLO (Spring 2020 - BS202): Use reasonable standards to make ethical judgments	80% or more of students will meet or exceed expectations of C or better.	3 out of 4 (75%) students successfully completed the activity.	Outcome met.
	PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus	Consensus score - 3	Outcome met.

	PLO (Fall 2018): Capstone project of BS graduate (R.R.)	score of 2 on assessment rubric.	Consensus score - 2	Outcome met.
	PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
	PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.
<b>Applies analysis to management situation</b>	Assignment (Spring 2020 - BS208)	80% or more of students will meet or exceed expectations of C or better.	3 out of 3 (100%) students answered this question thoroughly and completely. They each provided examples of different management levels and provided multiple functions that differ from one level to another.	Outcome met.
	CLO (Spring 2020 - BS209): Explain the major concepts of HR management.	80% or more of students will meet or exceed expectations of C or better.	3 out of 6 (50%) students successfully accomplished this outcome throughout the semester. 1 student stopped attending.	Outcome not met. To address the outcome, I would add in an exam question specifically addressing the major concepts that I think are included in this learning outcome.

CLO (Spring 2020 - BS209): Evaluate various methods for improving management effectiveness.	80% or more of students will meet or exceed expectations of C or better.	2 out of 2 (100%) students that remained in the class were able to successfully complete the activity.	Outcome met.
PLO (Fall 2018): Capstone project of BS graduate (M.T.)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score - 3	Outcome met.
PLO (Fall 2018): Capstone project of BS graduate (R.R.)		Consensus score - 2	Outcome met.
PLO (Fall 2019): Capstone project of BS graduate (B.C.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (R.A.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (K.D.)		Consensus score - 2	Outcome met.
PLO (Spring 2020): Capstone project of BS graduate (B.K.)		Consensus score - 3	Outcome met.



## Business Course Learning Objectives

Courses	Course Learning Outcomes	General Education Learning Outcomes Met By This Course	Degree Program Learning Objectives Met By This Course
<b>BS103</b> <b>Personal Finance</b>	1. Identify the functions of banking 2. Describe the processes needed for investing in real property 3. Explain the value of using credit with prudence 4. Describe the basic concepts of financial markets 5. Analyze the benefits of various forms of insurance 6. Describe how one prepares for financial security during retirement	2, 3	2, 5
<b>BS110</b> <b>Introduction to Business</b>	1. Identify the main types of business organizations 2. Describe the internal structures of organizations 3. Describe the effects of economic conditions on business performance 4. Distinguish between ethical business practice and legally required business practice 5. Explain how the marketing process impacts activities of a business 6. Analyze sources of financing for businesses	3, 5	1, 2, 3, 4, 5, 6, 7
<b>BS145</b> <b>Business Communication</b>	1. Compose business messages using standard formats 2. Analyze business communication situations using communication principles 3. Explain considerations in selecting appropriate media and formats for messages 4. Apply rhetorical techniques to business messages 5. Present business messages in oral form 6. Describe effective communication in work groups	1, 3	1, 3, 6
<b>BS149</b> <b>Business Administrative Procedures</b>	1. Demonstrate an understanding of the characteristics and personal qualities that are important for administrative professionals 2. Perform routine administrative procedures 3. Communicate effectively, both orally and in writing	1, 2, 3	1, 2, 3, 7

	<ul style="list-style-type: none"> <li>4. Model professionalism in the workplace</li> <li>5. Apply technology skills to business and administrative tasks</li> </ul>		
<b>BS201 Accounting I</b>	<ul style="list-style-type: none"> <li>1. Determine how transactions affect the accounting equation</li> <li>2. Apply the seven steps of the accounting cycle</li> <li>3. Describe basic elements of the four financial statements</li> <li>4. Apply the straight-line or units-of-production depreciation method</li> <li>5. Identify sources of financing used by business organizations</li> <li>6. Record transactions according to Generally Accepted Accounting Principles</li> </ul>	2, 3	2, 5
<b>BS202 Accounting II</b>	<ul style="list-style-type: none"> <li>1. Distinguish between management and financial accounting</li> <li>2. Distinguish between income statements of different types of businesses</li> <li>3. Use reasonable standards to make ethical judgments</li> <li>4. Distinguish between job order and process costing</li> <li>5. List the types of costs used by management to make decisions</li> <li>6. Identify information for making capital budgeting decisions</li> </ul>	2, 3	2, 5
<b>BS204 Microcomputer Accounting</b>	<ul style="list-style-type: none"> <li>1. Apply basic accounting theory to an automated accounting cycle</li> <li>2. Use accounting software to set up new company</li> <li>3. Set up chart of accounts/company database tables</li> <li>4. Generate customized financial reports</li> <li>5. Complete end-of-fiscal period transactions with associated system maintenance</li> <li>6. Manage company files (create, backup and restore)</li> </ul>	2, 3	2, 5
<b>BS208 Management and Supervision</b>	<ul style="list-style-type: none"> <li>1. Identify the major functions performed by managers at various hierarchical levels</li> <li>2. Design an organizational chart</li> <li>3. Describe various leadership styles</li> <li>4. Differentiate between positive and negative discipline</li> <li>5. Conduct a performance appraisal</li> <li>6. Outline typical grievance procedures</li> </ul>	3, 5	1, 2, 3, 4, 5, 6, 7
<b>BS209 Human Resource Management</b>	<ul style="list-style-type: none"> <li>1. Explain the major concepts of HR management</li> <li>2. Discuss how HR management responds to challenges in the business environment</li> </ul>	3, 5	1, 2, 3, 4

	<ol style="list-style-type: none"> <li>3. Describe how ethical issues affect HR management</li> <li>4. Explain the key competencies needed by HR professionals</li> <li>5. Analyze how HR policies can affect a business's competitiveness</li> <li>6. Evaluate various methods for improving management effectiveness</li> </ol>		
<b>BS210 Marketing</b>	<ol style="list-style-type: none"> <li>1. Identify the components of the marketing mix (product, price, promotion, and distribution)</li> <li>2. Explain how knowledge of consumer decision-making is used to develop marketing strategies</li> <li>3. Describe how market segmentation is used to position/ sell products in target markets</li> <li>4. Discuss various marketing strategies</li> <li>5. Discuss the importance of ethics within the context of marketing</li> <li>6. Create a basic marketing plan</li> </ol>	3, 5	1, 2, 3, 6
<b>BS211 Business Law</b>	<ol style="list-style-type: none"> <li>1. Describe the elements of contracts</li> <li>2. Describe laws associated with product liability</li> <li>3. Identify the major laws that protect consumers</li> <li>4. Explain the impact of creditors' rights on business organizations</li> <li>5. Describe elements of property law</li> <li>6. Apply employment law to various business situations</li> <li>7. Identify environmental laws that impact business operations</li> </ol>	3, 5	1, 2, 3, 4, 7
<b>BS212 Entrepreneurship</b>	<ol style="list-style-type: none"> <li>1. Differentiate among the various forms of business organizations.</li> <li>2. Identify and evaluate which form of business organization is best suited for the venture.</li> <li>3. Explain the different tax obligations of the startup business.</li> <li>4. Evaluate the various sources used to finance a business.</li> <li>5. List the licensing requirements for prospective business.</li> </ol>	3, 5	1, 2, 3, 4, 5, 6, 7
<b>BS297 Capstone Seminar</b>	<ol style="list-style-type: none"> <li>1. Apply the basic functions of management appropriately</li> <li>2. Formulate business strategies based on applicable appropriate business principles</li> <li>3. Employ communication methods proficiently to connect effectively with various audiences</li> <li>4. Generate decisions using knowledge of business law concepts</li> <li>5. Perform basic accounting tasks</li> </ol>	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7

	6. Use effective marketing techniques and principles		
<b>BS103 Personal Finance</b>	<ol style="list-style-type: none"> <li>1. Identify the functions of banking</li> <li>2. Describe the processes needed for investing in real property</li> <li>3. Explain the value of using credit with prudence</li> <li>4. Describe the basic concepts of financial markets</li> <li>5. Analyze the benefits of various forms of insurance</li> <li>6. Describe how one prepares for financial security during retirement</li> </ol>	2, 3	2, 5
<b>EC201 Microeconomics</b>	<ol style="list-style-type: none"> <li>1. Describe “scarcity”</li> <li>2. Describe how market equilibriums are reached</li> <li>3. Use supply and demand models to predict market outcomes</li> <li>4. Explain the role of prices in allocating goods, services and factors of production</li> <li>5. Apply the concept of elasticity.</li> <li>6. Identify major sources of economic growth.</li> </ol>	2, 3	1, 2, 3, 5, 7
<b>EC202 Macroeconomics</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the impact of market and non-market forces on supply and demand</li> <li>2. Articulate the importance of opportunity cost in decision-making</li> <li>3. Illustrate the effect of price floors and ceilings using supply-and-demand models</li> <li>4. Identify benefits arising from freely negotiated trade agreements</li> <li>5. Articulate the supply-side effects of discretionary fiscal policy</li> <li>6. Evaluate the role of the government in the marketplace</li> <li>7. Explain the determinants of economic growth</li> </ol>	2, 3	1, 2, 3, 5, 7
<b>IS105 Computer Concepts</b>	<ol style="list-style-type: none"> <li>1. Identify computer hardware components and their functions</li> <li>2. Manipulate files in a Windows operating system.</li> <li>3. Explain Windows file structures</li> <li>4. Perform basic computer maintenance</li> </ol>	1	1, 2, 3
<b>IS107 Digital Publishing</b>	<ol style="list-style-type: none"> <li>1. Identify desktop publishing terminology and concepts.</li> <li>2. Manipulate text and graphics to create a balanced and focused layout</li> <li>3. Create fliers, brochures, and multiple page documents</li> </ol>	1	1, 2, 3
<b>IS110 Principles of</b>	<ol style="list-style-type: none"> <li>1. Use proper procedures to create documents, suitable for coursework, professional purposes, and personal use</li> </ol>	1, 2	2, 3, 5, 6

<b>Information Systems</b>	<ul style="list-style-type: none"> <li>2. Perform calculations using spreadsheets</li> <li>3. Present information using slides</li> <li>4. Manage data using a database</li> </ul>		
<b>IS120 Networking</b>	<ul style="list-style-type: none"> <li>1. Understand the basic network concepts and terminology</li> <li>2. Identify common types of network hardware, topologies, and software</li> <li>3. Identify the advantages and disadvantage of various network topologies and configurations within specified environments and applications</li> <li>4. Explain the functions and requirements of network management and security</li> <li>5. Describe what Internet protocols are and their roles in establishing local area networks</li> <li>6. Correctly use the tools necessary to analyze and troubleshoot computer networks</li> </ul>	1, 2	1, 2, 3
<b>IS203 Advanced Word</b>	<ul style="list-style-type: none"> <li>1. Use styles to save time formatting documents</li> <li>2. Create templates using sections</li> <li>3. Perform Mail Merge functions</li> <li>4. Use macros to increase productivity and reduce repetitive tasks</li> <li>5. Use advanced graphics features</li> </ul>	1	1, 2, 3
<b>IS204 Advanced Spreadsheets</b>	<ul style="list-style-type: none"> <li>1. Use the chart function to represent numeric data in multiple formats</li> <li>2. Construct formulas to manipulate numeric data</li> <li>3. Demonstrate the ability to import data into Excel and export data from Excel</li> <li>4. Use logical functions appropriately</li> <li>5. Construct and operate PivotTables</li> </ul>	1, 2	2, 3

## **Business Administration PLO/Course Curriculum Map**

### **1. Apply the basic functions of management appropriately**

- BS110 Introduction to Business
- BS145 Business Communication
- BS149 Business Administrative Procedures
- BS208 Management and Supervision
- BS209 Human Resource Management
- BS210 Marketing
- BS212 Entrepreneurship
- BS211 Business Law
- BS297 Capstone Seminar
- EC201 Microeconomics
- EC202 Macroeconomics
- IS105 Computer Concepts
- IS107 Digital Publishing
- IS120 Networking
- IS203 Advanced Word

### **2. Generate business strategies based on appropriate business principles**

- BS103 Personal Finance
- BS103 Personal Finance
- BS110 Introduction to Business
- BS149 Business Administrative Procedures
- BS201 Accounting I
- BS202 Accounting II
- BS204 Microcomputer Accounting
- BS208 Management and Supervision
- BS209 Human Resource Management
- BS210 Marketing
- BS212 Entrepreneurship
- BS211 Business Law
- BS297 Capstone Seminar
- EC201 Microeconomics
- EC202 Macroeconomics
- IS105 Computer Concepts
- IS107 Digital Publishing
- IS110 Principles of Information Systems
- IS120 Networking
- IS203 Advanced Word
- IS204 Advanced Spreadsheets

### **3. Employ communication methods effectively to proficiently connect with varying audiences**

- BS110 Introduction to Business
- BS145 Business Communication
- BS149 Business Administrative Procedures

- BS208 Management and Supervision
- BS209 Human Resource Management
- BS210 Marketing
- BS212 Entrepreneurship
- BS211 Business Law
- BS297 Capstone Seminar
- EC201 Microeconomics
- EC202 Macroeconomics
- IS105 Computer Concepts
- IS107 Digital Publishing
- IS110 Principles of Information Systems
- IS120 Networking
- IS203 Advanced Word
- IS204 Advanced Spreadsheets

**4. Formulate decisions utilizing knowledge of business law concepts**

- BS103 Personal Finance
- BS110 Introduction to Business
- BS208 Management and Supervision
- BS209 Human Resource Management
- BS212 Entrepreneurship
- BS211 Business Law
- BS297 Capstone Seminar

**5. Implement basic accounting principles**

- BS103 Personal Finance
- BS110 Introduction to Business
- BS201 Accounting I
- BS202 Accounting II
- BS204 Microcomputer Accounting
- BS208 Management and Supervision
- BS212 Entrepreneurship
- BS297 Capstone Seminar
- EC201 Microeconomics
- EC202 Macroeconomics
- IS110 Principles of Information Systems

**6. Utilize effective marketing techniques and principles**

- BS110 Introduction to Business
- BS145 Business Communication
- BS208 Management and Supervision
- BS212 Entrepreneurship
- BS297 Capstone Seminar
- IS110 Principles of Information Systems

**7. Analyze the global business environment**

- BS110 Introduction to Business
- BS149 Business Administrative Procedures
- BS208 Management and Supervision
- BS210 Marketing
- BS212 Entrepreneurship
- BS211 Business Law
- BS297 Capstone Seminar
- EC201 Microeconomics
- EC202 Macroeconomics



# BUSINESS ADMINISTRATION

## ASSOCIATE OF SCIENCE DEGREE

Students completing this program will earn the Associate of Science degree. Graduates will be ready for entry level positions in accounting, management, or information technology or to transfer to a baccalaureate granting institution to continue their education.

### **Learning Outcomes**

Upon completion of the Business Administration Degree Program students will be able to:

1. Apply the basic functions of management appropriately.
2. Generate business strategies based on appropriate business principles.
3. Employ communication methods effectively to proficiently connect with varying audiences.
4. Formulate decisions utilizing knowledge of business law concepts.
5. Implement basic accounting principles.
6. Utilize effective marketing techniques and principles.
7. Analyze the global business environment.

<b>General Education Requirements</b>	<b>Credits</b>
EN102 College Composition I	3
EN202 College Composition II	3
Lab Science Elective*	4
Math Elective <i>(Choose from MA103, MA105, MA130 or MA201)</i>	4
Humanities Elective <i>(Choose any non-OS humanities-designated course)</i>	4
Social Science Elective <i>(Choose any non-EC social science-designated course)</i>	4
LS103 College Success	2
<b>Subtotal</b>	<b>24</b>

  

<b>Anishinaabe Awareness</b>	<b>Credits</b>
OS110 Ojibwa Language and Culture I	4
Anishinaabe Awareness Elective <i>(At least two credits of electives must be designated Anishinaabe Awareness; may be duplicate credits)</i>	--
<b>Subtotal</b>	<b>4</b>

  

<b>Business Requirements</b>	<b>Credits</b>
BS110 Introduction to Business	3
BS145 Business Communication	3
BS201 Accounting I	4
BS208 Management and Supervision	3
BS210 Marketing	3
BS211 Business Law	3
BS297 Capstone Seminar	2
EC201 Microeconomics	4
IS110 Principles of Information Systems	4
Business Concentration Electives <i>(Choose any BS, EC, IS (107 or higher) courses or FN202)</i>	6
<b>Subtotal</b>	<b>35</b>
<b>Total Credits Required</b>	<b>63</b>

\*Students seeking to satisfy Michigan Transfer Agreement requirements must complete a second natural science course.

## BUSINESS ADMINISTRATION CERTIFICATE

Students completing this certificate program will be ready for entry level positions in accounting, management, or information technology or to transfer to a 2 or 4 year degree granting institution to continue their education. Students will also be well-positioned to continue their studies toward the KBOCC Business Administration Associate Degree, since the certificate retains the core components of the Associate Degree. Depending on placement (for the composition requirement), full-time students could feasibly complete the certificate program in one year.

### *Learning Outcomes*

Upon completion of the Business Administration Certificate Program students will be able to:

1. Apply the basic functions of management appropriately.
2. Employ communication methods effectively to proficiently connect with varying audiences.
3. Formulate decisions utilizing knowledge of business law concepts.
4. Implement basic accounting principles.
5. Utilize effective marketing techniques and principles.

<b>General Education Requirements</b>	<b>Credits</b>
EN102 College Composition I	3
LS103 College Success	2
<b>Subtotal</b>	<b>5</b>

<b>Anishinaabe Awareness</b>	<b>Credits</b>
OS110 Ojibwa Language and Culture I	4
<b>Subtotal</b>	<b>4</b>

<b>Business Requirements</b>	<b>Credits</b>
BS110 Introduction to Business	3
BS145 Business Communication	3
BS201 Accounting I <u>or</u> BS204 Microcomputer Accounting	4
BS208 Management and Supervision	3
BS210 Marketing	3
BS211 Business Law	3
IS110 Principles of Information Systems	4
<b>Subtotal</b>	<b>22</b>
<b>Total Credits Required</b>	<b>31</b>

## CULINARY ARTS CERTIFICATE (Starting Fall 2020)

Students completing this certificate program will learn the culinary arts fundamentals of cooking methods, flavor development, techniques, world cuisines, baking and pastry, and more. This program will give students a hands-on understanding of the professional kitchen and expand career opportunities.

### ***Learning Outcomes***

Upon completion of the Culinary Arts Certificate Program students will be able to:

1. Demonstrate the skills necessary for the service of quality foods in a professional setting.
2. Administer professionalism to lead by example when working with others.
3. Calculate recipe quantities to follow standard recipe procedures.
4. Utilize equipment in commercial kitchens safely.
5. Practice safe food handling techniques while maintaining good personal hygiene.

<b>Program Requirements</b>	<b>Credits</b>
BS110 Introduction to Business	3
BS149 Business Administrative Procedures	4
FN101 Introduction to Culinary Skills	2
FN102 Advanced Culinary Skills	3
FN130 Baking and Pastry	2
FN140 Food Safety and Sanitation with ServSafe	3
FN145 Nutrition and Sustainability	3
FN201 Local and Native Cuisine	2
FN202 Essentials of Restaurant Management	3
FN230 Baking and Pastry II	2
FN Electives	9
<b>Total Credits Required</b>	<b>36</b>

## OFFICE SERVICES CERTIFICATE

Students completing this certificate program will obtain a focused educational experience for office support personnel. Career opportunities include clerical workers, transcriptionists and secretaries. Depending on placement (for the composition requirement), full-time students could feasibly complete the certificate program in one year.

### *Learning Outcomes*

Upon completion of the Office Services Certificate Program students will be able to:

1. Use proper procedures to create documents, suitable for professional purposes and personal use.
2. Employ communication methods effectively to proficiently connect with varying audiences.
3. Demonstrate administrative skills to enhance the effective operation of the workplace.
4. Exhibit professional and ethical conduct in personal and professional relationships according to office protocol.

<b>General Education Requirements</b>	<b>Credits</b>
EN102 College Composition I	3
LS103 College Success	2
<b>Subtotal</b>	<b>5</b>

  

<b>Anishinaabe Awareness</b>	<b>Credits</b>
OS110 Ojibwa Language and Culture I	4
<b>Subtotal</b>	<b>4</b>

  

<b>Business Requirements</b>	<b>Credits</b>
BS110 Introduction to Business	3
BS145 Business Communication	3
BS149 Business Administrative Procedures	4
IS107 Digital Publishing	3
IS110 Principles of Information Systems	4
IS203 Advanced Word	2
IS204 Advanced Spreadsheets	2
<b>Subtotal</b>	<b>21</b>
<b>Total Credits Required</b>	<b>30</b>

## SMALL BUSINESS START-UP CERTIFICATE

Students completing this certificate program will gain the expertise and tools needed to pursue a new business venture. Students will also be well-positioned to continue their studies toward the KBOCC Business Administration Associate Degree, since the certificate retains the core components of the Associate Degree.

The curriculum covers the fundamentals of starting and operating a business, developing a business plan, obtaining financing, marketing a product or service and developing an effective accounting system.

### ***Learning Outcomes***

Upon completion of the Small Business Start-Up Certificate students will be able to:

1. Implement basic accounting principles.
2. Utilize effective marketing techniques and principles.
3. Explain the different tax obligations of the startup business.
4. Evaluate the various sources used to finance a business.
5. Create techniques to effectively motivate employees.
6. Evaluate the benefits and constraints of operating under a Disadvantaged Business Enterprise (DBE) designation.

<b>Business Requirements</b>	<b>Credits</b>
BS110 Introduction to Business	3
BS201 Accounting I <u>or</u> BS204 Microcomputer Accounting	4
BS208 Management & Supervision	3
BS210 Marketing	3
BS212 Entrepreneurship	3
<b>Total Credits Required</b>	<b>16</b>

## Strengths/Weaknesses of Program

### Strengths

- Capstone projects are becoming much more detailed and provide a much better evaluation for program learning outcomes than previous years. The number of graduates completing the
- The new stream-lined reporting process provided the Department Chair with information needed to help strengthen the program. Analysis of the outcomes (in both course-level and program-level) is being completed in a much more in-depth process than ever before. The compilation of CLO reporting data for each class which has helped tremendously to determine what actions need to be taken.
- Department Chair is pushing the use of technology in every class so students are becoming more comfortable using the computers, Microsoft Office programs and the Web Portal sooner than previous semesters. This has proved to be a major asset when preparing for Capstone. During the COVID-10 issues, the business students were more successful than students in other programs due to the use of technology throughout the curriculum. The instructors were also much more successful with converting their on-ground classes to online in such a short time period.
- Business program was the first to start offering online courses and is in the process of having a fully online certificate program in Small Business Start-Up become approved. We are hopeful that additional classes and programs can be offered online in the upcoming semesters.

### Weaknesses

- Although the enrollment in the Business program has remained consistent and/or increased in the past 2 years, the overall enrollment at KBOCC has been declining. In an effort to increase enrollment to students outside of the local area, we are trying to provide courses in online and/or hybrid formats, however, there is not enough enrollment to have both online and in-person classes which causes a struggle for students who prefer one mode over another.
- Technology issues have been a major problem that is continually being dealt with. In the attempt to use technology in the classroom more, the support is not adequate for the issues being faced and the Department Chair is having to provide excessive IT assistance. Issues with updates, inconsistent and/or inoperable classroom hardware and the lack of assistance obtaining and learning the Web Portal have been ongoing problems. The Web Portal has a lot of potential if it is set up and managed correctly. This will be an ongoing issue across all programs until more adequate support is provided.
- The vacancy and high turnover of the Assessment Coordinator during this time period proved to be somewhat detrimental to the overall assessment and reporting process.

Data is no longer being collected, analyzed and disseminated as it was in 2018 and 2019 which has caused inconsistencies in the reporting process. We are in the process of hiring a new Assessment Coordinator who will most likely change the procedures and processes of collecting, analyzing and disseminating data again.

### **Recommendations**

- Continue to assess at both course and program level, selecting different learning outcomes each semester to ensure that all of the learning outcomes are being reported on and data is collected.
- Ensure adjunct faculty are aware of the process and are turning in the data needed for the next reporting cycle. Communicate with each of them which learning outcomes they should be reporting at prior to the beginning of each semester. Provide them with the report so they are able to see the connection.
- Continue the reporting process at the end of each semester to allow for a smoother, more timely process at the end of the reporting cycle.
- Continue advertising each of the programs as much as possible. This will allow for bigger cohorts and the ability to offer different modes of learning (online, hybrid, on-campus).