Comprehensive Program

Of

Business Administration

For

2019-2020

Prepared by

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3/6/2020



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# 1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.



### Narrative:

1.2 Quantitative and Qualitative Data

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

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

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

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

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

### Narrative:

During the previous two years, the Business Administration program has lost faculty, both full time and adjunct. There is currently one full time faculty member teaching these courses and no adjuncts.

All of the Business Administration Core classes found under the Business and Technology category are KBOR approved system -wide transfer courses; therefore, many of these courses are also taken by General Studies and Liberal Studies majors. This is why there are many students enrolled and show as successfully completing coursework but are not reflected in the degrees awarded numbers. Also, many students will transfer after taking courses, without graduating even though they have declared Business Administration as their major. They go on to a four year and enter business school while finishing up their general education classes there.

BUS Program Review Data AY 2018

Looking at BUS 1093, 2023, 2033, 2003, & ACC 1044, 2033, & MDM 2003 (Courses listed under Business and Technology in the degree plan)

**Number of Faculty:**

 full time 2 (Eubanks, Ashford)

 part time 2 (Hester, Ren)

**Enrollment & Student credit hours by Faculty type:**

Full time: 32 total credit hours taught, with 134 total students enrolled

Part time: 9 credit hours taught, 45 total students enrolled

**Average Class size:**

14.11 students in Face-to-Face classes

13.00 students in online classes

13.77 students across all courses

**Completion rates:**

90.55% face-to-face

92.31% online

91.06% all courses

**Pass (‘D’ or better) rates:**

90.43% face-to-face

91.67% online

90.80% all courses

**Pass (‘C’ or better) rates:**

86.96% face-to-face

89.58% online

87.73% all courses

**Number of Majors:** 28 (7 returned in Fall 2018)

**Degrees Awarded:** 2

BUS Program Review Data AY 2019

Looking at BUS 1093, 2023, 2033, 2003, & ACC 1044, 2033, & MDM 2003 (Courses listed under Business and Technology in the degree plan)

**Number of Faculty:**

 full time 2 (Eubanks, Ashford)

 part time 1 (Ren)

**Enrollment & Student credit hours by Faculty type:**

Full time: 29 total credit hours taught, with 109 total students enrolled

Part time: 16 credit hours taught, 63 total students enrolled

**Average Class size:**

12.25 students in Face-to-Face classes

12.33 students in online classes

12.29 students across all courses

**Completion rates:**

91.84% face-to-face

97.30% online

94.19% all courses

**Pass (‘D’ or better) rates:**

85.56% face-to-face

84.72% online

85.18% all courses

**Pass (‘C’ or better) rates:**

80.00% face-to-face

81.94% online

80.86% all courses

**Number of Majors:** 28 (6 returned in Fall 2019)

**Degrees Awarded:** 2

# 2.0 Student Success

##  2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

### Narrative:

Students success is achieved upon successful completion of the core courses found in the Business and Technology category. This is done by students demonstrating competency of material through application of knowledge in a variety of projects and active learning opportunities.

##  2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

Program faculty promote student success by providing a very engaging and active learning environment. New and innovative teaching methods are used. Program faculty work to create a cooperative learning environment where the classroom is transformed into a workplace and students work on both individualized and team-based projects. All core courses are provided through the traditional face-to-face as well as the online learning environment to accommodate traditional and non-traditional students.

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

### Narrative:

See Appendix for core class summaries

3.2 Significant Assessment Findings

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

### Narrative:

Current faculty member is new to teaching the Business core this year. Time was spent before the new academic year began reflecting on data provided by previous faculty. There have been some changes in method and assignments to meet the outcomes. There have been areas of concern and planned action from the previous semesters that were addressed when current faculty adjusted curriculum. Future semesters will be compared to older data to see if new assignments and method of delivering content to students improves the outcomes. As our student body changes, current faculty is ready to change teaching methods to deliver material and help students learn as much material in these areas as possible.

3.3 Ongoing Assessment Plans

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

### Narrative:

Below is an example of the new reporting being done each semester for all classes and hard data is found in Canvas. As students complete a specified measure the data is updated and then a report can be run and provide data for the narrative seen below. This is just a short sample.

**COMPLETE 12/13/19**

Assessment Report for Introduction to Business

Term: Fall 2019                                                       Prepared By: Melissa Ashford

**Class Summary:** There is one online, as well as a 1 p.m. TR section of this course. Both are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. Both classes are full to max capacity.

**Learning Outcomes, Measures, and Data**

This course is KBOR Aligned:  YES

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

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

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

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

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

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

#1.Ex1-2: Exam over chapters 1 and 2

            Online: **93%**On-ground: **100%**

**Outcome Result*:  Met***

**Summary Reflection:**Online met with 97% and on ground met with 100% success across all measures. No plans to change at this time.

4.0 External Constituency and Significant Trends

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

## 4.1: Program Advisory Committee:

### Narrative:

The Business Administration degree is a transfer degree and therefore does not have an advisory committee.

* IncludeAdvisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

The Business Administration degree does not have any specialized accreditation.

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

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

The following HLC goals are being addressed in this review:

3.A. The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

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

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

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

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

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

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

### Narrative:

Program faculty constantly review the requirements for University level business schools. This means the program may often change to reflect the needs of the average student who intends on attending business school upon completion of the ICC Business Administration program.

The 19-20 catalog (seen below) reflects multiple changes to the degree to provide students with the core entrance requirements for many of the Kansas business schools.

Business and Technology (22 hours)

Computer Concepts & Applications (CIT 1003) 3

Introduction to Business (BUS1093) 3

Microeconomics (BUS 2023) 3

Macroeconomics (BUS 2033) 3

Financial Accounting (ACC 1043) 3

Managerial Accounting (ACC 2033) 3

(Select 1) Principles of Management (BUS 2003) 3 Entrepreneurship (MDM 2003) 3

More changes are planned for the 20-21 year to allow provide students with the best chance at success.

As this is a transfer degree most students who complete the program do not expect to go get a job with the 2 year degree.

Today’s students’ learning styles are considered each semester when assignments, activities, and projects are being developed. It is the desire of program faculty for the students who enroll in the business core classes to gain knowledge and be able to apply that knowledge, regardless of what knowledge they have about the topic upon entering the class.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

If students complete all coursework successfully, upon graduation students will be awarded an AS Business Administration degree.

All of the classes in the Business and Technology category are system wide transfer courses and many of them are a part of transferable electives in other degrees ICC offers.

6.0 Faculty Success

6.1 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

There is currently one full-time faculty member who is teaching all business courses for ICC. Professor Melissa Ashford has a BA in Accounting, an MBA with an emphasis in Accounting, and graduate hours in instructional design and technology in teaching and training.

Professor Ashford has been teaching at ICC for six years and prior to becoming a full-time faculty member, she taught as an adjunct.

* 2012 – Adjunct developmental math, statistics, and Computer Concepts and Applications
* 2013 – Adjunct all business and accounting courses, including statistics
* 2014 – 2019 – Full time Business and Computer Technology – focus on computer technology and online sections of Economics
* 2019 – Full time Accounting and Business – All accounting and business courses, both online and on ground

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

6.2 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

Some of the students in the core classes have shown an interest in real leadership and took it upon themselves to start an Up to Us project this year. Others in Intro to Business have expressed an interest in competing in the Entrepreneur Challenge at the college level, which we hope to do next year.

6.3 Innovative Research, Teaching and Community Service

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

### Narrative:

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

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

### Narrative:

The numbers are in line with lower enrollment at the college overall. The program faculty would like to find out why so many are transferring without graduating with the degree. Are they utilizing reverse transfer? Are the navigators reaching out and finding out? Perhaps this will be included in end of course surveys moving forward.

Below is a comparison of 2018 to 2019

AY2018

**Enrollment & Student credit hours by Faculty type:**

Full time: 32 total credit hours taught, with 134 total students enrolled

Part time: 9 credit hours taught, 45 total students enrolled

**Average Class size:**

14.11 students in Face-to-Face classes

13.00 students in online classes

13.77 students across all courses

**Completion rates:**

90.55% face-to-face

92.31% online

91.06% all courses

**Number of Majors:** 28 (7 returned in Fall 2018)

**Degrees Awarded:** 2

AY2019

**Enrollment & Student credit hours by Faculty type:**

Full time: 29 total credit hours taught, with 109 total students enrolled

Part time: 16 credit hours taught, 63 total students enrolled

**Average Class size:**

12.25 students in Face-to-Face classes

12.33 students in online classes

12.29 students across all courses

**Completion rates:**

91.84% face-to-face

97.30% online

94.19% all courses

**Number of Majors:** 28 (6 returned in Fall 2019)

**Degrees Awarded:** 2

All of the core classes offered by ICC for the Business Administration degree are certified as equivalent class transfers by the Kansas core outcomes group. The result is that all of the classes transfer exactly as those core classes to any University in the state of Kansas under KBOR rules.

In 19-20 there is only one full-time instructor teaching Business Admin degree related classes, which the exception of Elementary Statistics and Business Calculous. These are taught in the Math department.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

The program faculty recommends ICC Board of Trustees approve Maintaining Current Levels of Support/Continuous Improvement. This program is an excellent, versatile program for students who do not wish to be Liberal Studies or General Studies. It can provide all students with a well-rounded education. They could move right into business school upon competition.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

 Short-term Goals

* 1. Promote student success in Financial Accounting, by incorporating a foundational accounting course in the 20-21 year. This will be measured by comparing first unit Financial Accounting exams with the result being 10% score increase on this exam.
	2. Develop more project-based learning opportunities for students in Economics courses to help students have a better real world understanding of foundational concepts.
	3. Faculty to attend Accounting and Business conferences in the Summer of 2021 with the goal of continual improvement of classroom learning opportunities, allowing students to retain information taught in all business and accounting courses.

Long-term Goals

1. Develop and offer a continuation course for Intro to Business that will allow students to work all semester on the product or service business they developed in Intro to Business. The goal will be for students to compete in the college level Entrepreneur Challenge at KState.
2. Improve student satisfaction by re-designing classroom space, utilizing AC110 and the current meeting room space next door. New desks and chairs that will fit the size of our adult students better and provide them with a more business-like setting. ( Prefer to do this sooner rather than later) More information in budget section.
3. Improve student and professor satisfaction by improving the technology in the classroom to match the business like setting of the table and chairs. Work with IT to accomplish this. Furniture and tech (computers and screens on walls) have been explored, though not chosen. ( Prefer to do this sooner rather than later) More information in budget section.

See pictures in appendices of type of classroom space to create. – Students to bring own laptops and have a small cart to check out to those who do not have a laptop. ( $500 laptop x 15 laptops)

7.4 Mission and Strategic Plan Alignment

### Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

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

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

### Narrative:

There was no discretionary budget for this program in the years past. There should be one now and hopefully we can maintain one moving forward. It should be noted that ICC finance should ensure that Melissa Ashford’s salary is moved to either this budget or the Accounting budget and is no longer in the Computer Science budget. Currently Professor Ashford is the only salary for Accounting and Business. There were not adjuncts utilized beginning Fall 2019.

Instructional Supplies: $800 to be used for purchasing reading materials for class library, as well as materials to create games and other high impact, active learning opportunities for students. This will help provide academic excellence while maximizing student engagement. These resources are directly related to achievement of long-term goals created for this program.

Professional Development: $2000 each year to be used by the program faculty for a variety of professional development opportunities directly related to teaching business courses to freshmen and sophomores. It is obvious today’s students are changing and it is the desire of the program faculty member to embrace that change and continually develop curriculum that will engage the students, even if they are taking the course for General Education credit only. Attending conferences to share ideas with other faculty is paramount in keeping up with not only changes in the field but keeping up with changes for classroom instruction. This supports academic excellence.

Work with facilities and IT to determine costs and perhaps use money from Repairs and Renovation to modernize the classroom space as mention in above goal to better prepare students for the workplace and provide another great space to show off to new prospective recruits.

* Remove wall separating existing classroom and meeting room, paint etc. – Work with facilities for cost.
* Approximate cost for laptops $500 each x 10 laptops = $5000
* iPads $300 each x 10 iPads = $3,000
* Cart for equipment $600
* Conference style desks 5 x $1,000 = $5,000
* Chairs 20 x 100 = $2100
* 5 Tech screen to share work – no chance to work with IT. Various ideas for least expensive.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

### Narrative:

The review was written by full-time program lead faculty member Melissa Ashford. Data for student information on enrollment and completion was provided by the IR office. Budgetary information was provided by the Chief Financial Officer.

9.2 VPAA and/or Administrative Designee Response

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

### Narrative:

I agree with the recommendations of this review. Bria Southworth PRC 4.27.2020

The data presented for the Associate of Science in Business Administration makes a clear case that is an important degree in the ICC portfolio. The data presented suggests that ICC should continue to market and strengthen the degree to keep it viable for years to come. Mark Allen, VPAA, 4/29/2020

# 10.0 Appendices

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

Assessment Report for Microeconomics

Term: Fall 2018

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome  | Met/    Partially Met/ Not Met  | Summary of Future  Planned Action(s)  |
| 1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 2. Apply the supply and demand model and elasticity for economic analysis.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 3. Analyze the relationship between production and cost as it pertains to total, average, and marginal costs.  |

|  |  |
| --- | --- |
|   | Met  |
|   | Partially Met  |
| X  | Not Met  |

  | Will spend at least one more class period on covering Marginal Analysis as it pertains to costs.  |
| 4. Compare and contrast the operation of different market structures.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 5. Critique the causes and effects of market failures.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | Spending more class time on Market Failure and creating more examples to use in demonstrating when government should get involved.  |

Assessment Report for Introduction to Business

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome  | Met/Partially Met/ Not Met  | Summary of Future  Planned Action(s)  |
| 1. Demonstrate sound reasoning in ethical decision making a. Identify the role of ethics and social responsibility in business. b. Demonstrate business etiquette and effective communications skills. c. Identify and define Management and Leadership from academic and professional perspectives  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 2. Define basic general business terminology a. Identify and define Information Systems from academic and professional perspectives b. Identify and define International Business from academic and professional perspectives c. Identify and define Economics from academic and professional perspectives  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | Pay more attention to students understanding of terminology.  May have let it slide a little this semester and results showed this.  |
| 3. Identify business structures and explain how they differ a. Identify and define Entrepreneurship from academic and professional perspectives  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | Spend more time in class going over business structure.  |
| 4. Apply basic accounting, financial, and legal principles a. Identify and define Accounting from academic and professional perspectives b. Identify and define Finance from academic and professional perspectives  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 5. Understand and apply effective communication skills a. Recognize the importance of business in devising individual educational and professional career goals and opportunities.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 6. Demonstrate essential marketing and branding techniques a. Identify and define Marketing from academic and professional perspectives b. Identify and define Supply Chain/Operations Management from academic and professional perspectives  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |

**Assessment Report for Macroeconomics**

**Term: Spring 2019**

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome  | Met/    Partially Met/ Not Met  | Summary of Future  Planned Action(s)  |
| 1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 2. Apply the supply and demand model for economic analysis.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |
| 4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.  |

|  |  |
| --- | --- |
|   | Met  |
| X  | Partially Met  |
|   | Not Met  |

  | In future if student is taking an early final help them outside of class instead of trying to keep entire class at that pace.  |
| 5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.  |

|  |  |
| --- | --- |
|   | Met  |
| X  | Partially Met  |
|   | Not Met  |

  | Spend more time on going over difference between Nominal and Real GDP and how to figure both.  |
| 6. Define money, banking, and monetary policy and explain their impact on the macro-economy.  |

|  |  |
| --- | --- |
| X  | Met  |
|   | Partially Met  |
|   | Not Met  |

  | None.  |

Images of similar style of classroom space to be developed



