

Annual
Program
Of
Fab Force/Small
Business Mgmt.
For
20-21

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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:

The AY 2019-2020 was the second year students could declare this as a degree choice. This program was designed with the help of business and industry in the South-east Kansas area. This is not a transfer degree program, rather a degree program full of courses to aid students in preparation for the workforce. It is designed for students to gain technical and soft skills in areas of interest.

The degree contains 5 core courses to help students grasp the mindset desired by today's employer. Faculty teaching these courses have unique approaches to education and job training and pass that on to students in hopes of a more well-rounded and ready to work graduate.

Once students complete the core, or concurrently, they are enrolled in a variety of electives to help them gain the important skills they need for the area they hope to enter upon graduation. Students are provided with a variety of hands on and practical training in these elective classes.

Unfortunately, KBOR has decided to disallow funding for programs falling under the CIP code that Fab Force falls under. Any students who are still declared majors as of 20-21 will be counted as Liberal

Studies completers, not Fab completers. The lead program faculty has a plan for fixing this in the 21-22 year.

Data below is information on students completing one or more of the 5 core courses, as well as any FAB or MDM elective courses.

Fab Force/MDM Program Review Data AY 2020

Looking at all FAB and MDM courses

Number of Faculty:

3 full time (Coy, Yaroslaski, Blaes)

2 adjunct (Haynes, Correll)

Enrollment & Student credit hours by Faculty type:

Full time: 12 total credit hours taught, with 18 total students enrolled

Adjunct: 24 credit hours taught, 18 total students enrolled

Average Class size:

3 students in Face-to-Face classes

0 students in online classes

3 students across all courses

Completion rates:

80.6% face-to-face

0% online

80.6% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

82.8% face-to-face

0% online

82.8% all courses

Number of Majors: 1 (1 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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: **Below is a summary table for the core FabForce course taken by FabForce majors during the 19-20AY.**

The faculty in this course provided in depth reflection within the course assessment file demonstrating the faculty member's active role in ensuring student success in these courses. It is apparent that the faculty are providing a variety of hands on learning opportunities and are reflecting on ways to improve those activities.

MDM 1301

Introduction to Leadership

Fall 2019

Prepared by Marg Yaroslaski

Summary Table:

Learning Outcome (KBOR approved)	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. MDM 1301 – 1 Analyze personal strengths, styles and preferences that contribute to leadership	met	none
2. MDM 1301- 2 Explore, apply, and reflect on basic concepts of leadership	met	Continue use of panels but tie more closely to chapter concepts each week as prepare panels.
3. MDM 1301 – 3 Examine the relationship of ethics, diversity, and inclusion in leadership	met	Continue to bolster work in this area as students showed success
4. MDM 1301 - 4 Communicate knowledge about and application of leadership to others	met	Continue to bolster work in this area as students showed success
5. MDM 1301 – 5 Observe and critique leadership in a community setting	Not met	Revamp the shadowing experience

Assessment Report for Human Relations in Business

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the Administrative Office Management degree program and one traditional, in the Business Administration degree program.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

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. Identify seven major themes that serve as the foundation for effective human relations

Final Exam - Chapter 1 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or exceeded expectation.

2. Understand and apply effective communication styles

Final Exam - Chapter 3 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or exceeded expectation.

3. Explain how moral intelligence contributes to personal and organizational success.

Final Exam Chapter 5 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or exceeded expectation.

4. Apply knowledge and practice constructive self-disclosure

Final Exam Chapter 8 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or exceeded expectation.

5. Define image and describe the factors that form the image you project to others.

Final Exam Chapter 11 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

6. Identify key elements of the conflict resolution process

Final Exam Chapter 13 Essay

Online: **N/A** On-ground: 100%

Outcome Result: 70% of students who take the Project achieve at least 70% on the exam

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

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:

- Include Advisory 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).

Meeting was not held in the Spring 2020. Faculty was extremely busy dealing with change in teaching modality due to Covid. Due to status of program at KBOR the lead program faculty is working on incorporating Fab Force/Sm Bus. Mgmt into the Business Administration transfer degree as an area of interest for Business majors. In doing this there will no longer be an advisory committee.

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:

While there is no outside specialized accrediting agency that needs to approve our program, many of our courses provide students with the opportunity to achieve outside credentials.

Examples include:

Introduction to Project Management

IT Fundamentals

Adobe Photoshop

Adobe Illustrator

Computerized Accounting

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:

HLC is the accrediting body for ICC. Fab Force works to fulfill criterion 3 and 4 of HLC expectations. Program faculty works to ensure students have access to adequate and relevant resources and support when completing course work in this degree program. Faculty also maintain up to date and relevant training to provide current technical training in a variety of fields.

While Fab Force does not specifically fall under an approved pathway, the courses provided in Fab Force are beneficial for students in every pathway. This degree provides for a smorgasbord of soft skills and technical skills.

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 work to provide students with the most up to date training available in the various areas of interest. The work students are presented with often replicates the type of problems they could be faced with in the work place each day. This degree program is not meant to be a transfer program, rather a ready to work program. Students obtain skills needed in the workforce today. Some of the courses will transfer to 4 year universities as General Education Electives (ie: Introduction to Business)

This program had a complete overhaul, utilizing ICC's old Small Business Management program in AY17-18, with goal being to provide students with training and learning opportunities in skills needed to be a successful member of today's workforce. This could include being a manager, leader, team member, entrepreneur. The mindset taught in all Fab Force coursework is to be a critical thinking problem solver.

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:

Fab Force provides students the opportunity to achieve a 36-credit hour certificate or a 60-credit hour Associate of Applied Science degree. Many of the courses found in Fab Force are a part of other programs on campus. Fab Force has also been a vehicle for getting our students involved with the Fab Lab and have provided those students with the opportunity to work with and learn about equipment, firsthand, that they may otherwise never be exposed to.

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:

With the dissolution of Fab Force/Small Business at the KBOR level, the program faculty will not be requesting any budget money for this program for the 21-22 year. The program faculty is going to propose including this is an area of interest as a part of the Business Administration program and that degree program has its own budget.

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:

Lead faculty member of Fab Force, Melissa Ashford completed this program review. Student data was compiled and provided by the Director of IR, Anita Chappuie. Student Learning Assessment Data was provided by full-time faculty teaching courses in the program: Associate Professor Jody Coy, Computer Technology and Associate Professor Marg Yaroslaski, Communications.

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:

After reviewing the review for Fab Force/Small Business Management prepared by Melissa Ashford I agree with the findings. This program had a complete overhaul last year, utilizing ICC's old Small Business Management program, with the goal of training and learning opportunities in skills needed to be a successful member of today's workforce. Hopefully, this will increase enthusiasm for this course work. Mark Allen, VPAA, 2/18/2021

10.0 Appendices

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