



**Year-End Report**

**2016-2017**

***Department: Business***

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## Department Information

### Annual Updates

#### *Review & Documentation:*

#### Current year goals & outcomes

##### **Common Department goals:**

1. Program Review (four-year cycle).

Outcome: The Business Dept. faculty worked with Katie Daniels on Program Review during fall 2016 and winter 2017. Program Review work will continue through fall 2017 and winter 2018.

2. Review and update courses according to the rotation schedule found in the Business Review and Revision Schedule.

Outcome: Courses were revised according to the rotation schedule documented for 2016-17.

Our Business Dept. prioritized, worked on, and moved forward with the following course revisions in the Curriculog system this 2016-2017 year:

BA 136 Office Document and Data Processing: Orletta Caldwell

BA 170 Retail – Felix Pereiro

BA 180 – Cooperative in Business -1: Brent Spitler

BA 181 – Cooperative in Business -2: Brent Spitler

BA 201 Business Communication – Ann Alexander

BA 248 Contemporary Office Procedures: Orletta Caldwell

BA 262 Cost Accounting – Accounting Team

BA 264 Intermediate Accounting – Accounting Team

BA 283 Management – Felix Pereiro

BA 272 Marketing Problems – Felix Pereiro

#### 2016-2017 Course Deletions

BA 133 Word Processing 1: Orletta Caldwell

2016-2017 Course Revisions Postponed to 2017-2018:

The following courses were not revised that appeared on the 2016-2017 course revision schedule:

BA 172 Sales

BA 174 Advertising

BA 204 E-commerce

BA 205 Internet Marketing

We requested that these course revisions be moved to the 2017-2018 course revision year(s).

3. Will continue to work with Anna Rose on course transferability and articulation agreements.

Outcome: Matthew Novakoski took over the role of transfer and articulation coordinator from Anna Rose on July 18, 2016. We did not have any transfer or articulation agreements initiated in Curriculog for 2016-2017.

4. Recruitment of new members for our advisory committees where we identify gaps.

Outcome: We added four new members to our Business Advisory Committee.

5. Discuss the possibility of developing a single business degree with areas of concentration.

Outcome: We have decided to stay with the current program structure.

6. Target advising via Business Café and one-to-one advising. The student advising team will continue to provide data on this advising activity.

Outcome: The Business Café Series is a success.

2016 Fall Semester Attendance:

Why Accounting – 23 students

So you want to be a Bronco (Transfer WMU)? – 18 students

Careers in Marketing and Management – 12 students

Careers and Opportunities in the Nonprofit Industry – 9 students

E-mail like a Pro– 8 students

I Want to Major in Accounting: Now What? - 11 students

Pursuing a Law-Related Career - 14 students

MWest Challenge – 6 students

Entrepreneurship & Starting Your Own Business – 8 students

Transferring to GVSU for Business– 33 students

Transfer Resources - 8 students

2017 Winter Semester Attendance:

How to Pick a Major – 10 students

From Raiderhood to Sainthood – 8 students

MWest Challenge – 13 students

Transfer Resources – 33 students

E-mail Like a Pro– 8 students

I Want to Major in Accounting: Now What? - 4 students

Thinking about a Major in Accounting? – 3 students

Check on Your Own Progress with My Degree Path – 8 students

Careers and Opportunities in the Nonprofit Industry – 9 students

Pursuing a Law-Related Career - 8 students

Careers in Marketing and Management – 7 students

Entrepreneurship & Starting Your Own Business – 21 students (plus 2 non-students)

7. Explore Open Educational Resource Materials for BA 207 Law and BA 254 Statistics.

Outcome: Developed and implemented OER for BA 207, BA 208, and BA 254.

Program-specific goals:

Fashion Merchandising: Program was discontinued. Continue to implement teach out plan that was developed for the fashion students so they could complete the program. The success of implementing teach out plan is contingent upon funding a teach out plan coordinator (professor) in this area.

Outcome: Fashion Merchandising Program teach out plan has been completed as of April 2017.

Other goals:

MWest Challenge and WMCUG.

Outcome: WMCUG team fine-tuned the MWest Challenge competition event now using the revised three page executive summary versus the lengthy business plan document. Using the new format over the past three years has boosted participation in the event.

Three Grand Rapids Community College student teams each won prizes at the MWest Challenge competition.

Of the 13 GRCC teams that submitted executive summaries for the business plan competition, all thirteen teams went on to present their ideas on April 21 at Grand Valley State University.

Shelby Rose won \$1,500 for the second place Innovation Showcase (Poster Session) People's Choice Award for Rose's Place, a phone application that the goal is to save the lives of women and men from domestic violence. Rose's Place will allow users to connect via smartphone or tablet, unlocking resources, advice and emergency contact help.

Mark Saint Amour and Andrew Johnson won \$750 Impact Award for Tabletop Entertainment, a company that rents out spaces and partners with local craft breweries to host tournament style board game events. The idea would be to make everything life-sized and turn it into a sport. To bring the game Life to life.

Rebecca Peterman won \$500 Impact Award for Wholesome Eats, LLC, a company that provides healthful, affordable meals whipped up in the comfort of a client's home. Services include meal planning, grocery shopping, food preparation, and clean-up of kitchen leaving each client with a delicious, hassle-free meal.

The other GRCC teams that participated were:

- Mommy Hub with Justin Konsdorf, Alex Brown, Sydney Zeien, Ben Steenwyk, and Carissa Moshauer.
- Rear View Innovations with Christopher Seeley.
- K Cleaning Concepts with Kevin Klutman.
- Loop Coding Center with Jose Meza and Angel Barreto.
- Essential Life Preparation Academy with Martin Uchendu and Brittany Glanton.
- Ola's Oatmeal with Jalisa Hill, Margaret Yerke, and Elizabeth Bush.
- Blue Bridge Beer Fest with Amanda Hadd, Catie Howe, Olivia Silveri, Travis Meyer, and Ethan Nutkins.
- Project C.O.O.L with Amanda Hadd.
- Play & Date for Mates with Anna Mansfield and Olivia Brazle.
- The Shop Supermarket, LLC with Keyon Hall and Andre Shepherd.

### ***Departmental Professional Development***

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

We worked with Katie Daniels on Program Review training and work sessions during fall 2016 and winter 2017 semesters. We will continue this work during fall 2017 and winter 2018 semesters.

### ***Departmental Advising Plan & Outcomes***

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

1. Continue to provide one-on-one student advising during office hours and classroom meetings.
2. Business Café series at our Business Lab approx. once a month during the fall 2016 and winter 2017 semesters. Sessions will be approx. one hour in duration. Session topics will vary. The Biology Department is already doing a Bio Café series.

Outcome:

Our current Business Department Academic Advising Plan consists of two activities which are advising students one-on-one on an as-needed basis and the Business Café Series held during both the fall and winter semesters.

Our current plan is proving to be more effective as more and more students are taking advantage of one-on-one opportunities with our professors.

The focus of advising centered on career advice and also helping students sort through college transfer options and how to go about choosing a college. We suggested that they make an appointment with the department head at the colleges they were considering. Also suggested that they meet with professors in the area they wished to study for their career. Also suggested that, if possible, they sit in and observe a course in session to get a better sense of what actually takes place in the classroom.

The Business Café Series was well received by our students during the fall and winter semesters. Details provided in the Current Year Goals & Outcomes #6.

### ***Program Accreditation Updates***

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

We did not have any this past year.

### ***Perkins & Key Performance Indicators***

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

### ***Accounting***

*The following Perkins Indicators were met.*

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

3p1 - The state performance level expected was 71%. We achieved a performance level of 70.94%.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100.00%.

5p1 - The state performance level expected was 26%. We achieved a performance level of 28.22%.

Met Standard (within 90%)

The following Perkins Indicator was not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 27.66%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 13.72%.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

***Business Administration***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

2p1 - The state performance level expected was 31%. We achieved a performance level of 31.28%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 69.93%.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100%.

5p1 - The state performance level expected was 26%. We achieved a performance level of N/A

5p2 - The state performance level expected was 21.5%. We achieved a performance level of N/A

Met Standard (within 90%)

The following Perkins Indicator was not met:

None

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

***Entrepreneurship Certificate***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100%.

Met Standard (within 90%)

The following Perkins Indicators were not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 0%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 45.45%.



5p1 - The state performance level expected was 26%. We achieved a performance level of 12.62%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 6.90%.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided then meet to discuss and help us analyze the data.

We will need to better promote this program in order for it to be viable.

We also need to consider revising the certificate to approx. 16 credits versus the current 35 credits.

### ***Fashion Merchandising***

Fashion Program was discontinued.

### ***Management & Supervision***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

3p1 - The state performance level expected was 71%. We achieved a performance level of 69.84%.

5p1 - The state performance level expected was 26%. We achieved a performance level of 29.15%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 25.47%.

Met Standard (within 90%)

The following Perkins Indicator was not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 25.53%.

4p1 - The state performance level expected was 87%. We achieved a performance level of 0%.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

### ***Marketing***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

3p1 - The state performance level expected was 71%. We achieved a performance level of 65.74 %.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100%.

5p1 - The state performance level expected was 26%. We achieved a performance level of N/A.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of N/A.

Met Standard (within 90%)

The following Perkins Indicators were not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 21.43%.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

### ***Marketing/Certificate***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

2p1 - The state performance level expected was 31%. We achieved a performance level of 66.67%.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100%.

5p1 - The state performance level expected was 26%. We achieved a performance level of N/A.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of N/A.

Met Standard (within 90%)

The following Perkins Indicators were not met:

3p1 - The state performance level expected was 71%. We achieved a performance level of 60%.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

### ***Office Administration***

The following Perkins Indicators were met:

1p1 - The state performance level expected was 91.74%. We achieved a performance level of N/A.

2p1 - The state performance level expected was 31%. We achieved a performance level of 35.71%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 76%.

4p1 - The state performance level expected was 87%. We achieved a performance level of 100%.

5p1 - The state performance level expected was 26%. We achieved a performance level of 38.32%.

Met Standard (within 90%)

The following Perkins Indicators were not met:

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 12.62%.

5p2 - Non-traditional participation - currently there are few males enrolled in the program therefore these indicators could not be met.

We are concerned about the accuracy of the data because of the degree of fluctuations from the prior year. We are asking that IRP review the data provided to us and then meet with us to discuss and help us analyze the data.

Also all this data is based on all of our programs before we revised them this year.

### ***Learning Outcomes Assessment Data & Findings on Past Year's Projects***

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

### **Assessment of Final Papers in BA 201 (Business Communication)**

#### ***Student Learning Outcome (Program Level)***

Analyze and make recommendations to solve business problems

#### ***Student Learning Outcome (Course Level)***

Prepare a formal written analytical report using secondary research.

#### ***ILO***

#### **Communication**

#### ***Measure***

Final written analytical report in BA201 assessed with rubric

#### ***Purpose***

Assess trends in student performance on BA201 final project. This course is required for the following Business degree programs: Business Administration, Management and Supervision, and Marketing.

#### ***Brief Description***

This project began as part of the Business Department Annual Reports and Program Review, which addressed performance on a final written analytical report in BA 201, Business Communication. We reviewed electronic copies of final written reports, submitted by Business majors taking BA 201 during three semesters, according to a standard rubric. This rubric was available to students before submitting their papers and was used in grading. Two to four sections were reviewed for each semester, all taught by the same faculty member and all using the same assignment and rubric. Based on results of this assessment, several changes were made in course delivery. The same rubric has been used during previous years to assess changes and trends in student achievement.

## *Measures of Student Learning*

The measure for this outcome is performance on a final written analytical report in BA 201, Business Communication. The department reviewed electronic copies of final written reports submitted by Business majors taking BA 201 during Summer 2016, Fall 2016, and Winter 2017 according to a standard rubric. This rubric was available to students before submitting their papers and was used in grading. A minimum of two sections were reviewed for each semester, all using the same assignment and rubric.

### *Findings/Improvements/Impact*

#### *Findings*

Based on a broad overview of results, overall performance on this assignment remained steadily strong in content, acceptable to strong in organization, weak to acceptable in mechanics, and acceptable in reference quality and APA-style formatting. This last is an improvement over last year's assessment. Knowledge and experience in APA style are important, since four-year transfer programs in business require students to use this style.

According to the data presented in this report, lecture sections scored somewhat lower overall in citations and mechanics than online sections. In addition to class time devoted to APA style, lecture sections since winter 2014 have included interim assignments of portions of the final paper submitted for feedback, as well as individual meetings with students. This may be misleading due to the rubric, which awarded no points for fewer than ten references; thus, a student who had eight or nine correctly formatted scholarly references would receive no points for the number and quality of references.

In an effort to increase student knowledge of APA style, online resources for APA style were added to sections of BA 201 (online and lecture) beginning in Winter 2013. An additional video on searching for data using the GRCC database was added in 2014 and rerecorded with current information and links in 2015. Additional online resources for APA style were added in Fall 2015. In Fall 2015 and Winter 2016, lecture students were required to submit an annotated bibliography of five peer-reviewed references as an interim assignment for the final project.

#### *Changes implemented AY 2016-17*

- Added interim project assignments for online sections, beginning Summer 2016
- Scheduled required (rather than optional) synchronous individual meetings with all BA 201 students to review final project, beginning Summer 2016. (These were already in place for lecture students in Fall 2015 and Winter 2016)
- Revised rubric to focus on students' use of scholarly references rather than total number of references

Changes planned for AY 2017-18

- Inclusion of librarian presentation and/or discussion forum focusing on identifying scholarly references.
- Use of available online resources in Connect to practice mechanics and style.
- Collecting and reviewing data on final presentation scores, with the intent of developing an assessment project for 2017-18.
- Implementing interim assignment for the final presentation.

## *Quantitative Data*

### Online Project Scores

	<b>F13</b>	<b>W14</b>	<b>F14</b>	<b>W15</b>	<b>F15</b>	<b>W16</b>	<b>S16</b>	<b>F16</b>	<b>W17</b>
<b>Citation Mean (of 20)</b>	10.71	12.32	11.91	11.17	10.88	13.42	12.47	12.98	13.42
<b>Citation #/Quality Mean (of 10)</b>	5.71	6.44	5.16	4.50	4.94	7.23	4.47	6.98	6.71
<b>Citation Format Mean (of 10)</b>	5.00	5.88	6.75	6.67	5.94	6.19	8.00	6.10	6.71
<b>Writing Mean (of 30)</b>	19.43	21.31	19.91	20.73	19.19	21.52	16.47	22.45	21.58
<b>Writing Style Mean (of 15)</b>	9.43	9.75	9.28	9.90	6.38	9.17	6.80	9.55	7.29
<b>Writing Mechanics Mean (of 15)</b>	10.00	11.56	10.63	10.83	12.81	12.35	9.67	12.90	14.29

Lecture Project Scores

	<b>F13</b>	<b>W14</b>	<b>F14</b>	<b>W15</b>	<b>F15</b>	<b>W16</b>	<b>F16</b>	<b>W17</b>
<b>Citation Mean (of 20)</b>	12.14	12.90	11.10	11.85	13.22	14.02	13.28	11.91
<b>Citation #/Quality Mean (of 10)</b>	4.32	7.10	4.05	4.77	5.24	8.01	7.14	5.62
<b>Citation Format Mean (of 10)</b>	7.82	5.80	6.05	7.14	7.97	6.01	6.14	6.29
<b>Writing Mean (of 30)</b>	20.93	23.90	20.66	19.56	17.83	20.56	19.93	20.61
<b>Writing Style Mean (of 15)</b>	9.55	11.40	9.71	9.14	8.27	9.11	8.26	8.71
<b>Writing Mechanics Mean (of 15)</b>	11.36	12.50	10.95	10.45	9.66	11.45	11.67	11.90

*Qualitative Data*

AY 2016-17

Students were invited to respond to the following questions on a discussion board:

1. Which assignment did you find the most useful or valuable? Why?
2. If there were time, what other topics would you have liked to see covered in this course?

Below are comments from semesters reviewed; these only include comments regarding the final project.

*S16 Online*

Question 1

- The assignment that I found to be most useful and valuable is the final paper and presentation. I found value in it because it helped to improve my writing skills. It taught me to be careful of the passive voice when writing and when presenting information. It is so easy to write in a passive voice. So, I am very glad that we were given the opportunity to write this paper.
- I found the final project to be the most valuable assignment of all. Although I dreaded having to do it, I learned a lot about the topic I used and the format for this type of project. Not only did I learn how to write a formal report, but I also learned the considerable amount of time and



research that is put into creating a report. This was the largest project I've ever had to work on, so it took me about three weeks to finish it while adding information to it over time.

Fortunately, I was able to choose my topic, so I got to write about something that was interesting to me. I learned a lot more than I thought from the project.

- I liked the couple assignments that we did in the middle of the class that related to the final presentation. It was helpful to put together information regarding the primary and secondary research and also being able to relate it to the final paper as well.
- I found the assignments that were part of the final project throughout the semester were helpful so when it was time to put the final project together, it was very helpful.
- I would say the most valuable assignment in my opinion was the assignment where we had to edit and polish the Powerpoint presentation. I feel it was most valuable because many people don't know how to effectively put together a Powerpoint and I think this gives you an idea of what to shoot for.
- The most useful and valuable assignments were the ones that help me build my report, like the Introduction and search tools. It was very helpful to help me understanding what I did wrong in those, to help me build my report.
- I really liked the week that we did on PowerPoint. I feel that no matter what career there are going to be to times that we need to make presentation. The tips and guidelines that we learned in that section was widely useful.

### **Question 2**

- If these were time, I would most liked to see covered in this course is long-term report writing. Because I want to have most practice on writing long-term report, so I can be better prepare in my career.

### *F16 Online*

#### Question 1

- The most useful assignment I would have to say is all of the ones where we worked on parts of our papers. I feel like they gave us an advantage to the final paper and presentation by initiating getting familiar with our topics and giving us a good start to them.
- The assignment for writing the introduction page for our final paper was valuable. It helped set up the rest of the assignment. Even though I changed my topic after completing this assignment, but it was still helpful when putting together my new introduction.
- I think that the most useful assignment was the final presentation and the final report.
- I appreciated the assignments that prepped us for I'll final project. So completing the journal articles and introduction were very useful.
- The assignment that I found is the most useful is the assignment that get us started on the final project. It give me time to get started on my final and get the idea of what I'm going to write for my final paper.

#### Question 2

- No responses about paper.

### *F16 Lecture*

#### Question 1

- I think the most valuable assignment was the final project. It applied what we learned in the class to what we could very well be asked to do someday in our careers.

- The most valuable assignment to me was the Final presentation. It was the first time I wrote a formal analytical report so it was definitely a learning experience. Presenting the information orally with a PowerPoint was also valuable because it helped develop our presentations skills for the future.
- I think the most useful assignment for me was my final project. Not only did it give me the opportunity choose my own topic but also gave me good practice in writing APA style reports.
- I thought the most useful assignment had to be the final project with the APA format. The APA format is format I never used before in High School in other college courses we would always right things in MLA format. It was the most pleasant, but it was a great listen.
- The assignments that I found most valuable were the writing assignments that were geared towards helping us with our final presentations, such as writing our introduction, coming up with sources etc. These were most valuable because it allowed us to start working on our final projects which is helpful to me because I like to procrastinate, and these assignments forced me to start earlier.
- I would have to say the final paper was the best because I got to learn more a topic didn't know very much about.
- I think the final project was the most useful and valuable for me. I changed my topic about three times so I had a very hard time finding quality research. I enjoyed making the power point, presenting and getting feedback from the audience.
- I actually really liked the final project. I enjoyed being able to choose a topic that I'm interested in and had meaning to it. I think it was also a great project to give people an insight into other topics and to think outside the box.
- I think the most valuable assignment was the final project as a whole, it allowed us to really dive into research and find more details on things instead of just writing a paper and calling it good.
- For me, I found the final project to be very useful. I learned a lot while researching my topic and I learned how to do MLA. I liked that we also did a PowerPoint and had to present on our topic.
- I found the final project to be the most valuable assignment. Knowing how to write a full formal report will be useful for future classes and it always helps to practice doing in depth research. Finding the right kind of sources can sometimes be challenging but focusing in on scholarly articles helps to find information that is current and relates to the topic. I think working slowly on the project throughout the semester really helps to get a head start and start researching early on.
- I found the major 15 page report to be the most valuable assignment in this class. While I did not love doing it, I found it to be very enlightening. I have never written a paper like that before. I could see there being an occasion in the business world where having been exposed to this would be useful. I feel that writing the report was a worthwhile use of my time this semester.

### Question 2

- Also, I think it would of been helpful to go into details on the expectations of the final paper and presentation. It was confusing to just go by the example paper.

- I think I would have liked to have seen more APA style writings and how they could be applied to different situations, in class rather than on Connect.
- I wish we talked more about how to give a professional presentation and how to talk better when presenting.

### *W17 Online*

#### Question 1

- The assignment that I found to be the most valuable was the final report. The reason that I think it was the most valuable is because it incorporated all of the assignments throughout the semester, and an additional data and formatting piece. It was an opportunity for me to utilize what I had learned throughout the semester and hopefully produce a sufficient final product,

#### Question 2

- No comments on final paper.

### *W17 Lecture*

#### Question 1

- The assignment I found most beneficial was the one where you have us start finding our sources and write two or three sentences on them. It was so great because it helped give me a start to our final paper and presentation especially since I was first.
- I actually found the final paper to be very valuable and useful for me. I'm currently taking an advanced business writing class at Ferris that has a research paper and all of the information and helpful tips that have been used in this class are helping me in that class.
- The assignment I found most useful and valuable was the writing assignment in the middle of the semester that was the creation of the introduction for the final business report. Doing this assignment really helped me out in the long run when I needed to start and finish this part of the report.
- There were three assignments I felt were the most valuable. One of them was the writing assignment in which you found your sources and listed about them. This allowed me to not only get ahead in my final report and organize my sources but helped me become more experienced with finding sources. I also thought the final report and the presentation were valuable because they taught me what a real college paper is like and got me more prepared for college.
- With the final report and doing some as a class to get more practice before the actual paper.
- The most helpful assignment to me would be the assignment to find our references for the final paper because finding good sources has always been the hardest parts for me.
- I found the several writing assignments about finding and citing sources incredibly useful. When I worked on my final project, I had most of what I needed to make a decent research paper already. It really came in handy for me as this semester got hectic.

## Question 2

- I don't know if I am one to know what else there is to cover because I am not very experienced in business being that I am in high school, but I would say maybe just being even more exposed to what is coming up

## **Part II: Plan for Upcoming Year**

**Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans. When answering the questions or completing the sections below, please consider the main points/highlights of each category.**

### ***A. Operational Goals and/or Plans***

What are your departmental goals and plans for 2017-18?

Goals are contingent upon approval of our funding and release time requests.

The Department reserves the right to change the goals.

1. Continue to work on Program Review with Katie Daniels. This will be our primary focus this year. This is a very time consuming process for our Business Dept. faculty and staff.
2. Review and update courses according to the course rotation schedule found in the Business Review and Revision Schedule provided by Sheila Jones.
3. Review articulation agreements with four-year partners. Will continue to work with Matt Novakoski on course transferability and articulation agreements.
4. Continue recruitment of new members for our advisory committees where we identify gaps.
5. Target advising via Business Café Series and one-to-one advising.
6. Continue our membership in the West Michigan Colleges and Universities Group (WMCUG) and participate in the MWest Challenge.
7. Consider revising the Entrepreneurial Certificate number of total credit hours to boost completion numbers.

What new information from external sources has influenced your planning for next year?

None.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

Entrepreneurship Certificate

Consider revising the certificate to approx. 16 credits versus the current 35 credits. We will also need to better promote this program in order for it to be viable.

What resources do you need to accomplish your departmental goals for the upcoming year?

Business Café Series

We will need funding from our Business Dept. account to continue our Business Café Series in the Business Lab.

### WMCUG & MWest Challenge

We will need funding from our Business Dept. account to continue our participation in WMCUG and MWest Challenge. Membership fee for WMCUG has been \$1000 in previous years although that amount might increase for this year as Grand Valley State University decreases their total contribution to MWest Challenge.

Do you need support from other departments to accomplish these goals? If yes, please explain.

### Program Review

Need support from Katie Daniels and Sheila Jones, Instructional Support Dept.

We need support from Mark Champion, Institutional Research and Planning (IRP), for understanding and interpretation of Program Review data, i.e. labor statistics.

### Course Revisions & Curriculum

Need support from Katie Daniels and Sheila Jones, Instructional Support Dept.

### Articulation and Transfer Agreements

Need support from Matt Novakoski and Sheila Jones, Instructional Support Dept.

### Marketing & Promotion

Will need support from marketing, advertising, communication, and printing areas to assist in promoting the Business Dept. programs and initiatives.

### Distance Learning

We need support from Distance Learning and Instructional Technologies Dept. for technological support for our distance learning (Blackboard) and face-to-face courses and classes.

### Perkins

We need support from Mark Champion, Institutional Research and Planning (IRP), for understanding and interpretation of Perkins and other student data.

Do you need professional development in order to accomplish these goals? If yes, please explain.

We will continue to hold professional development for the Business Dept. during fall and winter semesters concentrating on Program Review.

We need continued support for our individual Perkins based funding.

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

Program Review

Review Process - Professor Felix Pereiro will lead the review process with Katie Daniels and faculty.

Assessment - Professor Ann Alexander will lead the assessment portion of the review.

Course Review and Revision – Professor Felix Pereiro

Articulation and Transfer Agreements – Professor Felix Pereiro

Recruitment of New Members to Advisory Team – All business faculty

Business Café Series – Assistant Professor Mark Jasonowicz

WMCUG & MWest Challenge – Professor Felix Pereiro

Entrepreneurial Certificate – Professor Felix Pereiro

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

Program Review – Approx. May 31, 2018

Course Review and Revision – Approx. January 31, 2018

Articulation and Transfer Agreements – Continuous Process throughout the year.

Recruitment of New Members to Advisory Team – Approx. Sept. 2017 and throughout the year.

Business Café Series – Continuous Process throughout the year.

WMCUG & MWest Challenge – Approx. April 20, 2018. Continuous Process throughout the year.

Entrepreneurial Certificate – Approx. May 31, 2018

## ***B. Curriculum Goals and/or Plans***

What are your departmental curriculum development goals and plans for 2017-18?

Curriculum development work to be discussed as we move through the Program Review Process.

Review of Department's Curriculum Transferability

*Please note: this section should be completed by all SAS Departments, Business, and CIS.*

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

With the help of Matt Novakoski and Sheila Jones, Instructional Support Dept. our Articulation and Transfer Agreements work well between GRCC and our colleges and universities partners. We have established healthy relationships with our college and university partners.

What new information from external sources has influenced your curriculum development planning for next year?

Information to be discovered during our Program Review Process.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

Perkins or Key Performance Indicators to be discussed as we move through the Program Review Process.

What resources do you need to accomplish these curriculum development goals?

Perkins or Key Performance Indicators to be discussed as we move through the Program Review Process.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

Support to be discussed as we move through the Program Review Process.

Need support from Katie Daniels and Sheila Jones, Instructional Support Dept.

We need support from Mark Champion, Institutional Research and Planning (IRP), for understanding and interpretation of Program Review data, i.e. labor statistics.



For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

Lead faculty to be discussed and determined as we move through the Program Review Process.

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

Timeline to be discussed and determined as we move through the Program Review Process.

### ***C. Learning Outcomes Assessment Plan for 2017-18***

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

### **Learning Outcomes Assessment Plan for 2017-18**

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used.

### **Assessment of Final Presentations in BA 201 (Business Communication)**

#### ***Student Learning Outcome (Program Level)***

Analyze and make recommendations to solve business problems.

#### ***Student Learning Outcome (Course Level)***

Organize and deliver a professional business presentation including visual aids.

## *ILO*

### **Communication**

#### *Measure*

Final presentation in BA201 assessed with rubric

#### *Purpose*

Assess trends in student performance on BA201 final project. This course is required for the following Business degree programs: Business Administration, Management and Supervision, and Marketing.

#### *Brief Description*

This project began as part of the Business Department Annual Reports and Program Review, which addressed performance on a final written analytical report in BA 201, Business Communication. In addition to a written report, students in this course must deliver a formal presentation about their findings. While students have, in general, prepared well-organized and thorough content based on their papers, some student presentations have lacked both effective delivery and well-designed visual aids. In addition, when asked for recommendations, a number of students have requested additional time and practice for speech delivery; please see qualitative data below. Review of AY 2016-17 and AY 2017-2018 data will inform changes to instruction to support better delivery of presentations.

#### *Measures of Student Learning*

The measure for this outcome is performance on a final presentation in BA 201, Business Communication. The department will review evaluations of final presentations delivered by Business majors taking BA 201 during Summer 2016, Fall 2016, and Winter 2017 to establish a baseline; and will continue to collect data during Fall 2017 and Winter 2018. These data are available in Blackboard for previous semesters and will be posted in Blackboard during AY 2017-18. The rubric is available to students before delivering their presentations and is used in grading. A minimum of two sections will be reviewed for each semester, all using the same assignment and rubric.

#### *Qualitative Data*

##### AY 2016-17

Students were invited to respond to the following question on a discussion board:

3. Which assignment did you find the most useful or valuable? Why?
4. If there were time, what other topics would you have liked to see covered in this course?

Below are comments from semesters reviewed; these only include comments regarding the final project presentation.

### *S16 Online*

#### Question 1

- The assignment that I found to be most useful and valuable is the final paper and presentation. I found value in it because it helped to improve my writing skills. It taught me to be careful of the passive voice when writing and when presenting information. It is so easy to write in a passive voice. So, I am very glad that we were given the opportunity to write this paper.
- I would say the most valuable assignment in my opinion was the assignment where we had to edit and polish the PowerPoint presentation. I feel it was most valuable because many people don't know how to effectively put together a PowerPoint and I think this gives you an idea of what to shoot for.
- I really liked the week that we did on PowerPoint. I feel that no matter what career there are going to be to times that we need to make presentation. The tips and guidelines that we learned in that section was widely useful.

#### **Question 2**

- Tips for oral presentations and public speaking.
- I would like to work more on the delivery of speaking.
- If there were time, I would've like work more on presentation skills because I still tend to do very bad at presentations, I choke up and get nervous for some reason. Covering face to face interactions would be useful as well.

### *F16 Online*

#### Question 1

- I think that the most useful assignment was the final presentation and the final report.
- My favorite project was our final, in particular the presentation and slideshow. I feel that this is something that truly translates into a career. I now feel like if my (future) boss asked me to put together a presentation I would have more confidence in doing so.

#### Question 2

- I would have liked to have covered delivering speeches more in-depth.
- How to do your speech with a little more technology.
- If there were time, I want to learned more about how to give an effective speech.

### *F16 Lecture*

#### Question 1

- The most valuable assignment to me was the Final presentation. It was the first time I wrote a formal analytical report so it was definitely a learning experience. Presenting the information orally with a PowerPoint was also valuable because it helped develop our presentations skills for the future.
- I think the final project was the most useful and valuable for me. I changed my topic about three times so I had a very hard time finding quality research. I enjoyed making the power point, presenting and getting feedback from the audience. I also liked the in class assignments with our groups. It was very interesting getting to know my classmates through presentations, writing and reading assignments.

- I think the most valuable assignment was the final project as a whole, it allowed us to really dive into research and find more details on things instead of just writing a paper and calling it good.
- The presentation- Honestly, I could have done without the paper, and I'm still finishing the paper. I think an outline, with 10-15 minute presentation would be, and was for me the best communication homework any one could honestly have be presented with in this class. Now, I believe the paper is irrelevant since I, and 90% of the rest of the students won't need to write papers for work, however our ideas and how we work well with others will be a huge asset to us. Therefore I think 1 presentation as a group that consists of out of class collaboration, and a decent of in class collaboration / and I also believe the final project should be the same presentation form as you have now, but without the paper.

#### Question 2

- I would have liked to have gone over speaking in a business setting into more depth. Including: how to deal with technical difficulties during a presentation, how to properly handle audience questions, and how to get the audience more engaged.
- Also, I think it would have been helpful to go into details on the expectations of the final paper and presentation. It was confusing to just go by the example paper.
- I think I would have liked to have seen more APA style writings and how they could be applied to different situations, in class rather than on connect.
- I would have liked to learn more about speaking in a business professional way, by that I mean learning ways to give a pitch on something.
- I would have liked to learn more on speaking in front of people. I am not that great at speaking lack confidence and would have liked more time to practice those skills. I can also take the blame some because I would not volunteer to speak much. I know that is an area I can improve on and other new coming students may need that experience too.
- I wish we talked more about how to give a professional presentation and how to talk better when presenting.
- I really would have liked to see more presentations done in class. Public speaking is a difficult thing for many people, and the more exposure students have to that, the better. (and by students, I mean me!)
- Honestly, I think a 200 point group presentation would be the goal here. It's a 14-15 weeks course. 7 week presentation. Allowing the groups to pick a socially known issue in the work place, and present their findings, and come across a possibly way to combat that issue within the group and present that as well.

#### ***D. Departmental Advising Plan for 2017-18***

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

1. Continue to provide one-on-one student advising during office hours and classroom meetings.
2. Business Café series at our Business Lab approx. once a month during the fall 2016 and winter 2017 semesters. Sessions will be approx. one hour in duration. Session topics will vary. The Biology Department is already doing a Bio Café series.

#### **Part III: 2016-17 Faculty & Staff Accomplishments/Awards**

**Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.**

##### ***Ann Alexander***

Was appointed Chair of Community College Special Interest Group (SIG) for the Association for Business Communication.

Conducted workshop on professional email for English Department conference, Who Cares, Why Bother?

Judged prepared speeches for Skills USA.

Served on AGC as Department Representative and on AGC Executive Committee as At-Large Faculty Representative.

Was a member of Curriculum Model Policy Team.

Served on tenure review team and rank review team for fellow faculty members.

##### ***Richard Barnhart***

Faculty Council Rep for the Business Department.

Hosted session "I Want to Major in Accounting, Now What?" during the fall and winter semesters as part of the Business Café Series.

Facilitated Business Dept. efforts to stock the GRCC Food Pantry.

##### ***Garret Brand***

Co-Champion of the GRCC Open Educational Resources (OER) Initiative. As part of College Action Plan (CAP) 1.2.4, we assisted in reducing financial barriers for students by more than 1 million dollars. Created Business Department OER page - [grcc.edu/business/open](http://grcc.edu/business/open).

Established Business Department's shared drive on the Blackboard Content System.

Shared OER with all Business faculty teaching Business Law (BA 207).

Conducted student workshop on Pursuing a Legal Career with WMU Cooley Law as part of Business Cafe Series.

Helped facilitate Business Department efforts in the area of GRCC student housing and food insecurity.

Served on Strategic Leadership Team.

Presented on OER at Faculty Learning Day.  
Presented on OER at the ETOM Fall Conference.

Champion Distance Learning CAP and led college in implementation of the mandatory Distance Learning Orientation.

***Orletta Caldwell***

Completed transition of BA 145 to Mindtap.

Dissertation Prospectus approved.

Completed 2 sessions on How to Start a nonprofit.

***Glenn Gelderloos***

Delivered a Business Cafe session.

Interviewed reps for new online sources of materials for delivery of courses in my content area and completed a variety of webcasts which provided resources for my classes.

Coordinated a contact from the Kent County Food Network to recommend resources for our campus activities.

***Mark Jasonowicz***

Received tenure.

Developed and received approval of BA 268 as an online class.

Collected 40 food items and \$50 for GRCC food pantry.

***Jennifer Knauf***

Faculty Learning Day planning committee.

Participated in the Kuyper College Faculty Exchange Program.

Facilitated the development of the Retail Management Certificate.

***Felix Pereiro***

Served as Business Department Chair. Provided all work requested of our Business Department. Met all deadlines established. All projects were completed before or on schedule and at or under budget.

Worked over 63 hours on the following College Service Teams:

Strategic Leadership Team (SLT).  
Strategic Leadership Team Budget Committee (SLTBC).  
School of Workforce Development Team (SWDT)  
Workforce and Education Team (WET)  
Academic Governing Council (AGC)

Worked with Katie Daniels on new Weave and Curriculog system. Identified problem areas with the new system.

Led Business Department in course revisions. We revised ten courses this year. I revised three courses; BA 170, BA 272, and BA 283.

Participated in six sessions within the Business Café Series. I provided one to one and half-hour presentations which included Q & A. Sessions: Careers in Marketing and Management, Entrepreneurship and Starting Your Own Business. I also co-facilitated the following sessions: From Raiderhood to Sainthood (Aquinas College) and MWest Challenge.

Continued to work with Eric Mullen and Ryan Nausieda on our microsite for the Business Department. This microsite is one component of the recruitment plan for attracting high school students interested in business to our programs.

Led the Fall 2016 and Spring 2017 Open Houses for the Business Department. This was a recruitment event designed for potential high school students. These events attract between 350 and 450 students and their families each semester.

Served on the Business Department Open House Committee that created and implemented the first Business Dept. Open House during the fall 2016 semester. This was a cross-functional committee utilizing the talents of people throughout the college. This was a recruitment event designed for potential high school students interested in pursuing a college degree in business. This one night event attracted approx. 60 students and their families. The event took place on Wednesday, November 9, 2016 and was held at the ATC.

Worked on the continual improvement and updating of our Business Department website throughout the year.

GRCC representative to the West Michigan Colleges and Universities Group (WMCUG) responsible for encouraging entrepreneurship in West Michigan. WMCUG is responsible for planning, promoting, and hosting MWest Challenge. I participated in all the meetings throughout the year. Meetings were held once a month at the different colleges and universities throughout West Michigan. Nine West Michigan colleges and universities are members of WMCUG.

Served as the marketing lead at GRCC in developing promotional and integrated communications materials used to attract and increase enrollment of GRCC students in this year's MWest Challenge competition. I also helped write the press release and provided photos of our students that participated this year at MWest Challenge to the Communications Department. This information was used in their communications, i.e. social media, Facebook, GRCC Today, GRCC website, etc.

MWest Challenge. Worked with various student teams helping them to prepare to compete at the MWest Challenge. Three GRCC teams won awards at this year's event, i.e. Shelby Rose won \$1,500 as the second-place winner of the Innovation Showcase People's Choice Award. Her proposal, a phone app called Rose's Place, would allow domestic violence victims to unlock resources, advice and emergency contact help. Shelby was a student in my BA 272 Marketing Problems course during the winter 2017 semester.







Armen Innovation Grant Award; GRCC Entrepreneur and Innovator's Network – Prepare students to compete in the MWest Challenge. Served as lead on this award.

I worked on the Guide Pathways for the Business Department Programs with the Guided Pathways team, i.e. Jennifer Batten, Katie Daniels, Pam Miller, Vikki Cooper, and Patrick Kamau.

Served on tenure review team for fellow faculty members.

Mentoring new Tenure-Track faculty.

I am currently working with a team within the Business Department regarding Food and Housing Insecurity of GRCC students.

I worked on the Retail Management Certificate with Dr. Pink, Dr. Miller, Assistant Professor Knauf (lead), and several other professors in the Business Department.

I provided five classroom and/or online class observations for the following faculty:

- Glenn Gelderloos (online classroom observation)
- Richard Barnhart (classroom observation)
- Mark Jasonowicz (classroom observation)
- Matheta Righa (classroom observation)
- Orletta Caldwell (hybrid classroom observation)

The classroom observations totaled approx. 15 hours of work.

Allison Spooner a free-lance writer interviewed me for an article that appeared in Rapid Growth an internet publication. Topic: Entrepreneurship and GRCC.

I held meetings with Austin S. Dean and/or Laurie Supinski from Start Garden on building a stronger relationship between our Business Department and Start Garden. I invited Austin (Start Garden and Collective Metrics) to join our Business Advisory Committee. He accepted and has attended our meetings in the fall and winter semesters. I also invited Austin to speak at one of our department meetings on regarding his firm Collective Metrics.

I recruited new Business Advisory Committee member – Austin S. Dean.

Participated in the Kuyper College Faculty Exchange Program.

I presented to entrepreneurship students taught by Professor Marc Andreas.

Title of my presentation: *God, Scripture, and Entrepreneurial Leadership*.

Continued my yearly contribution with the Business Dept. to stock the GRCC Food Pantry.

Attended economic session on domestic and global markets featuring J.P Morgan Chase's Chief Economic Executive for Global Finance and Operations.

Led the development and submittal of the 2015-2016 Year End Plan to Dr. Pink using the new WEAVE software system.

### **Matheta Righa**

Five Year Service Award.

Customer Service Judge for Skills USA.

GRCC representative West Michigan Colleges and Universities Group (WMCUG).

Worked with student teams that competed at MWest Challenge.

Honors Program team.

Guided Pathways Initiative (GPI) steering team.

Welding instructor search committee.

Participated in Open House.

### **Brent Spitler**

Armen Innovation Grant Award; Business Learning Community Student Support: Opening Access to Materials - Pilot use of tablet technology to access Open Educational Resources in the Business Tutoring Lab.

Learning Day Presenter; OER Faculty Panel and Presentation.

AGC-Sub Committee: Distance Learning Faculty Advising.

AGC-Sub Committee: Exemplary Faculty Evaluation.

CAP 3.2.1 Team Member.

CAP 3.1.3 Team Member.

### **Jeffrey Spoelman**

Ambassador for GRCC Foundation.

Member of the \$500 Club.

Hosted Business Café sessions: "So You Want to Be a Bronco – WMU Transfers", "From Raiderhood to Sainthood – Aquinas Transfers".

Representative and attendee to the European Accounting Association Annual Congress.

***Thank you for completing this report. Please submit to your Dean via email.***