

Continuous Improvement Plan

Rev 6/24/2020

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Date: 6-29-2020 Name of Program/Unit: Business Management

Contact name: James Gilbert

Contact email: jegilbert@collin.edu Contact phone: (972) 548-6571

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (eg. Authorization requests will be completed more quickly; increase satisfaction with our services }	B. Measure(s) instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.)	C. Target(s) Level of success expected (e.g. 80% approval rating, 10 day faster request turn-client around time, etc.)
Increase the number of students in BMGT Courses and programs	Unduplicated Student Enrollment Analysis	By 25% (consistent with overall programs success rate)
Review Prior Learning Assessment Models	PLA is a new program being developed for BMGT 1327 – Principles of Management	Projected implementation - Fall 2020
Improve success rate of ACNT 1303	Grade Distribution analysis	Consistent with overall program success rate - 50% (Not required for the Certificate)
Students will demonstrate application of key financial concepts in formulating strategy development.*	Primary: Course Completion Rates - HRPO 2307 for BMGT certificate, BMGT 2431 for AAS degree Secondary: Score of 70% or higher on HRPO 2307 BMGT and BMGT 2341 Case Study (Capstone Project) Assignment	Primary: 80% course completion rate Secondary: 90% of students enrolled in each course receiving a 70% or higher on HRPO 2307 and 2341 Case Study (Capstone Project) Assignment

* Denotes curricular program learning outcome

Description of Fields in the Following CIP Tables:

- A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
- B. Measure(s) - Instrument(s)/process(es) used to measure results (e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
- C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary - Summarize the information and data collected in year 1.
- F. Findings - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings - Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

A. Outcome #1 Student Enrollment increased in Business Management Courses – Fall 2018 to Fall of 2019	
B. Measure (Outcome #1) Enrollment increased by 37%	C. Target (Outcome #1) 25%
D. Action Plan (Outcome #1) Goal exceeded	
E. Results Summary (Outcome #1) Increased over goal by 12%	
F. Findings (Outcome #1) Completers continue to increase.	
G. Implementation of Findings Effort to continue to add more students to the BMGT program with the approval of hiring of new recruiters to do forward marketing in the marketplace.	
A. Outcome #2 Prior Learning Assessment - PLA	
B. Measure (Outcome #2) Newly being developed	C. Target (Outcome #2) Target goal not yet determined since not fully developed
D. Action Plan (Outcome #2) Working with new grant position, for Guided Pathway to develop the PLA program. Monica Jones, Guided Pathways Architect	

E. Results Summary (Outcome #2)
 Will be presented to Faculty Spring 2020

F. Findings (Outcome #1)
 None at this time

G. Implementation of Findings
 N/A

A. Outcome #3

Students will demonstrate application of key financial concepts in formulating strategy development.* (curricular program learning outcome)

B. Measure (Outcome #3)

Primary: Student Course Completion Rates (HRPO 2307 (Organizational Behavior) and BMGT 2341 (Strategic Management)) based on Case Study Assessment tool

Secondary: Score of 70% or higher on HRPO 2307 and BMGT 2341 Case Study (Capstone Project) Assignment

C. Target (Outcome #3) based on 2019-2020

Primary: 80% course completion rate

Secondary: 90% of students enrolled in each course receiving a 70% or higher on HRPO 2307 and BMGT 2341 Case Study (Capstone Project) Assignment

D. Action Plan (Outcome #3)

Primary: Partner with other departments (accounting, finance, business (general), etc.) to develop best practices for teaching and assessing financial concepts; Conduct a review of workforce competencies to determine the relevancy of current identified "key financial concepts" taught in each course and make curricular adjustments if needed; Create a pre-course skills assessment to administer to students in the identified "feeder" courses (BMGT 1327(Principles of Management) for certificate and BMGT 2311 (Change Management))

Secondary: Create a Case Study Assessment Rubric to help instructors create either a comprehensive or modular case study to measure student mastery of key financial concepts.

E. Results Summary (Outcome #3)

Primary: The current course completion rate for HRPO 2307 is 82% and BMGT 2341 is 70%, respectively. This falls below the target outcome.

Secondary: Based on instructor grade books submitted to the department at the end of the semester, 95% of students enrolled in HRPO 2307 received a 70% or higher on the Case Study (capstone project) and 75% of students enrolled in BMGT 2341 received a 70% or higher on the Case Study (capstone project).

F. Findings (Outcome #3)

After reviewing both qualitative (collected by interviews with a sample of adjunct and full-time faculty) and quantitative (course completion rates and student grades on the Case Study (capstone project) data, there appears to be a direct correlation in student success in each course AND receiving a 70% or higher on HRPO 2307 and BMGT 2341 Case Study (Capstone Project) Assignment.

G. Implementation of Findings

Primary: Continued data collection to determine the correlation described in findings above; discipline lead will implement action plan to partner with other business departments to identify best practices for teaching and identifying relevant "key financial concepts" and to create a pre-course skills assessment to measure the student's skill level to determine if intervention prior to enrollment in the course is needed to increase course completion.

Secondary: Completion of the Case Study Assessment Rubric (see below) which will be distributed to all faculty teaching the above described courses prior to the beginning of the semester

Case Study (Quantitative Reasoning) Rubric

OBJECTIVES	Level 5	Level 4	Level 3	Level 2	Level 1
Analysis	Expertly differentiates among interpretations of quantitative information, including causality and correlation	Competently differentiates among interpretations of quantitative information, including causality and correlation	Differentiates among interpretations of quantitative information, including causality and correlation	Limited ability to differentiate among interpretations of quantitative information	Inability to differentiate among interpretations of quantitative information
Interpretation	Expertly interprets quantitative measures, including key financial formulas	Competently interprets quantitative measures, including key financial formulas	Interprets quantitative measures, including key financial formulas	Limited ability to interpret quantitative measures	Inability to interpret quantitative measures

Application	Expertly utilizes quantitative measures (electronic, graphical, tabular or numerical) to make informed decisions in a variety of contexts	Competently utilizes quantitative measures (electronic, graphical, tabular or numerical) to make informed decisions in a variety of contexts	Utilizes quantitative measures (electronic, graphical, tabular or numerical) to make informed decisions in a variety of contexts	Difficulty utilizing quantitative measures to make informed decisions in a variety of contexts	Inability to utilize quantitative measures to make informed decisions in a variety of contexts
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