# PROGRAM NAME: Business field of studY Authoring Team contact: Laura Hicks and kashif ur-rehman

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**GUIDELINES**

**Time Frames:**

1. **Scope**:

The time frame of program review is five years, including the year of the review.

Data being reviewed for any item should go back the previous five years, unless not available.

1. **Deadline Dates**:

January 15th – Program Review document due to Department Dean for review  
January 31st – Program Review document due to Institutional Effectiveness on behalf of the Program Review Steering Committee

1. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write a Program Review of the past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:** Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

1. **Sources**: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged.
2. **Examples of Evidence Statements**:
3. Poor example: Core values are integrated into coursework. (Not verifiable)
4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**THE PROGRAM REVIEW PORTAL** can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Please address any further questions regarding Program Review to the Institutional Effectiveness office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102 or 972.985.3714).

### Executive Summary

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.** (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document. Please do not provide information not already provided elsewhere in this submission.

This self-study investigates the Business Field of Study’s collaborative processes across spatial and temporal scales. It emphasizes the intersegmental relationships between the Business Field of Study and the Collin College mission; the jobs market; non-College partners; faculty; and facilities. It attempts to benchmark past assessment-driven methodologies and to encourage pedagogical best practices toward facilitation of enhanced discipline-based competencies.

### 1. What does your academic program do?

The Business Field of Study offers students interested in a business career a multidisciplinary curriculum integration that culminates in certification and/or streamlines transfer toward a bachelor’s degree in various areas of business. Students are exposed to courses in Economics, Accounting, Communication, Computer Applications as well as the general educational core should they choose the latter alternative.

### 2. Why we do the things we do: Program relationship to the college mission & strategic plan

The Business Field of Study Program supports the College’s mission by training students in the skills needed to successfully transfer to four-year institutions in order to complete an undergraduate degree in business. This includes basic skills and understanding of Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Computer Applications, Business and Professional Communication, Business Calculus, and Business Statistics.

The Business Field of Study faculty serve on many campus, district, and department-wide and are actively engaged in professional development opportunities to better serve the students and to support the Collin College mission. Business Field of Study Program faculty members regularly advise students regarding career paths, professional degree choices and course selection.

### **3. Why we do the things we do: Program relationship to student demand**

The program has generally been growing over the last five years. The number of Associates of Arts Degrees increased from 149 in 2016 to 259 in 2020, a 73.8 percent increase. The number of certificates increased as well during the last five years, from 184 in 2016 to 254 in 2020, a 38 percent increase.

The ethnicity distribution of enrolled Business Field of Study majors is very similar to the Collin College student distribution. Racial distribution of enrolled Business Field of Study majors also looks similar to the Collin College’s overall student racial distribution.

Collin College overall male share was constant at 44 percent between 2016 and 2019 and dropped slightly to 43 percent in 2020. Consequently, female share was constant at 56 percent between 2016 and 2019 and increased to 57 percent in 2020. Sex distribution of enrolled Business Field of Study majors is flipped compared to the Collin College’s overall student sex distribution: the female students are a minority in our program at 42-43 percent, while male students are the majority at 57-58 percent. Although it may seem like a worrisome imbalance, the reality is that women are not the majority among business majors across the country.

### 4. Why we do the things we do: What marketable skills should students have after completing your program?

The National Association of Colleges and Employers (NACE) has been the leading source of information about the employment of college graduates since 1956. NACE’s Job Outlook 2020 survey found that beyond a relevant major for the position and a strong GPA, problem-solving skills and the ability to work as part of a team are the attributes employers most want to see on resumes. While completing the program, Business Field of Study majors are expected to acquire marketable skills in line with employers expectations.

### 5. How effective is our curriculum, and how do we know?

The program has generally been growing over the last five years, with 2,072 completers. The Business FOS program strives to exceed minimum enrollment in each course and is generally successful. Rarely a course will have 15 enrollees or below, and the department quickly addresses the low enrollment and improves the course offerings for the future terms.

The student evaluations for economics and accounting classes had averages between 3.22 and 3.55 on a scale from 1 to 4. It seems that students are satisfied with the program and that the instructors are communicating the requirements of the course and providing students feedback about the quality of their work. The students have been treated with respect and instructors have provided a conducive learning environment in the class.

6. How effectively do we communicate, and how do we know?The Business Field of Study Program has a web presence (URL: <https://www.collin.edu/academics/programs/FOS_Bus_1Overview.html>), but we cannot call this a true web page. We provide links for the associate degree and certification in Business FOS, as well as information related to recommended electives. Additionally, the web page provides links for Marketable Skills and Academic Advising.

In the next years we hope to develop a fully functional web page for the Business FOS program to include more information such as full-time faculty biographies, information on pathways from high school and to four-year institutions. Collin College has TransferU on CougarWeb for pathways, we should just have a link on our page for ease of accessing information. Business FOS faculty members encourage students to obtain their Associates of Arts in Business Field of Study and to transfer to a four-year university.

### 7. How well are we leveraging partnership resources and building relationships, and how are they valuable?

Students completing the Business Field of Study curriculum will receive a certificate or AA degree and the course credits will transfer to any Texas public college or university that offers bachelor’s degrees in various areas of business. Having transfer agreements with Texas public colleges is very important in creating student pathways toward four-year institutions. Some transfer agreements are attached in the Appendix.

### **8. What professional developmental opportunities add value to your program? Provide a list of professional development activities employees have participated in since your last program review**.

Business FOS Faculty members were engaged in a multitude of professional development activities. Several of us could easily fill 4-5 pages of events attended in the last five years on our own, but we decided to ask for up to ten conferences, webinars, and other professional development activities. A couple of our colleagues sent more events than ten, but most followed our advice.

### 11. How will we evaluate our success?

The Business Field of Study Program uses data collected from the Institutional Research Office, CIP assessment tests and faculty observations to evaluate our success. Below are some of our strengths and weaknesses based on the last 5-year program review cycle. Faculty members will discuss how to capitalize on the strengths, mitigate the weaknesses, and improve student success in future meetings.

Strengths:

* Knowledgeable and experienced faculty members
* Participation in professional continuing education
* Faculty’s strong interest in student success
* Student demand for Business FOS
* Increased student enrollment
* Increased student success rates for most of our courses
* Increased award completions
* Helping students acquire marketable skills
* Tutoring lab
* Not having pre-requisites for BUSI 1301 class allows us to welcome some students who may have not considered BFOS before, but become majors after taking the class

Weaknesses:

* Lack of ability to elicit feedback from our majors beyond the student evaluations
* Lack of ability to elicit feedback from the firms that employ our majors beyond the Employer Satisfaction Report provided by the Institutional Research Office
* Some of our course requirements, despite transferring, may not apply to some of the student’s final degree plans at a 4-year institution (examples: Principles of Business and Business Statistics)
* Lack of a proper website

Section I. Are We Doing the Right Things?

### 1. What does your academic program do?

**What is the academic program and its context?**This section is used to provide an overview description of the academic program, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Program’s purpose (Include the program’s mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of who the program serves*
* *Degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, external accreditation)*

The Business Field of Study offers students interested in a business career a multidisciplinary curriculum integration that culminates in certification and/or streamlines transfer toward a bachelor’s degree in various areas of business. Students are exposed to courses in Economics, Accounting, Communication, Computer Applications as well as the general educational core should they choose the latter alternative.

**Program outcomes or marketable skills**

While completing the program, Business Field of Study majors are expected to acquire the following marketable skills:

* *empirical and quantitative soft skill (*Observe and collect information from all relevant sources to continue knowledge building and analysis for business problem solving*)*
* *communication soft skill (*Compile and present information for businesses’ decision-making processes. Read and interpret in order to effectively communicate business phenomena and business decisions. Formulate and communicate recommendations, memorandums, and plans to solve business problems.)
* *social responsibility soft skill (*Manage and determine the best practices for buying, producing, selling, and marketing goods, services, and supplies. Create and cultivate best practices for managing customer, employee, supplier, and business owner relationships.
* *personal responsibility soft skill (*Assess and validate legal ramifications for business problem solving issues and business best practices operation.)

**Degree Paths**

The Business Field of Study program offers two academic paths: a Certificate – Business Field of Study (24 credit hours) and an Associate of Arts with a Business Field of Study (60 credit hours). The 24 credit hours from the certificate are part of the 60 credit hours required to complete the AA. The program is designed for students interested in careers in business or who are planning to major in accounting, business administration, finance, international business, management, or marketing for a baccalaureate degree. Students completing the Business Field of Study curriculum will receive a certificate and the course credits will transfer to any Texas public college or university that offers bachelor’s degrees in various areas of business.

The Business Field of Study (FOS) Certificate includes 6 credit hours of general education core courses, ECON 2301 (Principles of Macroeconomics) and MATH 1324 (Mathematics for Business and Social Sciences) along with 18 credit hours of other required courses: ACCT 2301 (Principles of Financial Accounting); ACCT 2302 (Principles of Managerial Accounting); BCIS 1305 (Business Computer Applications); BUSI 1301 (Business Principles); BUSI 2305 (Business Statistics), and ECON 2302 (Principles of Microeconomics). [Business FOS Certificate - Collin College](https://www.collin.edu/academics/programs/FOS_Bus_Cert.html)

The requirements for the Associates of Arts - Business Field of Study include all 24 credit hours from the Business FOS certificate along with some government, speech, English, history, and general education courses to complete 60 credit hours. [Business FOS AA - Collin College](https://www.collin.edu/academics/programs/FOS_Bus_AA.html)

Business Field of Study is approved by the Texas Higher Education Coordinating Board (THECB) and its courses are designed to transfer to any Texas public college or university that offers bachelor’s degrees in various areas of business. This provides the confidence to our students to take our courses before they transfer to complete their education somewhere else. The link below includes the same courses as for the Business FOS Certificate. The next THECB revision is scheduled for summer 2023.

[PROPOSED BUSINESS ADMINISTRATION & MANAGEMENT FIELD OF STUDY CURRICULUM (texas.gov)](https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/business-administration-amp-management-field-of-study/)

### 2. Why we do the things we do: Program relationship to the college mission & strategic plan

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

The Business Field of Study Program supports the College’s mission by training students in the skills needed to successfully transfer to four-year institutions in order to complete an undergraduate degree in business. This includes basic skills and understanding of Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Computer Applications, Business and Professional Communication, Business Calculus, and Business Statistics.

Business Field of Study Program classes are offered in various formats and locations – face-to-face on college campuses, at various high schools, and online to meet the demand of students. Through course design, instruction and student support, the Business Field of Study faculty aim to inspire and help students to develop marketable skills, challenge their intellect, and strengthen their character.

The Business Field of Study faculty serve on many campus, district, and department-wide committees that support Collin College’s mission such as:

* the Academic Coach Program which aims in guiding students to find the right path at Collin and after graduating, as well as to fulfill their full potential (several faculty members are part of this)
* the committee on Appreciative Education (accounting professor Kashif Ur-Rehman and economics professor Meenakshi Beri are among the founders of; see more details in Professor Beri’s professional development activities in question 8)
* Council on Excellence (economics professor Lorena Rodriguez and accounting professor Paula Miller)
* Outstanding Professor Selection Committee (Lorena Rodriguez)
* Faculty Council (Laura Hicks, Lorena Rodriguez, Dean Wallace)
* Collin College Foundation’s Scholarship Review Committee (Paula Miller, Laura Hicks)

Professor Paula Miller communicates with all full-time faculty and organizes a table at All College Day for the Foundation’s Full Time Faculty Scholarships for 2016 to 2020  and she has spoken at the three Adjunct Faculty campus meetings each fall to encourage adjunct faculty to support the Foundation’s Adjunct Faculty Scholarship from 2016-2020.

Faculty members are actively engaged in professional development opportunities to better serve the students and to support the Collin College mission. Some faculty members are in the process of acquiring advance degrees to improve their knowledge in the field. See question 7 and the appendix for more details on professional development by Business Field of Study faculty.

* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (either 2020 Vision or the 2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, pathways to 4-yr and from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

The Business Field of Study program relates to points 2, 3, and 6 from the Collin College [Vision 2020](http://www.collin.edu/aboutus/pdfs/201610StrategicPlanVision2020.pdf) strategic priorities.

*# 2 Increase outreach and create streamlined pathways from high school.*

Business FOS program reaches out to dual credit students by offering dual credit classes in economics on our campuses or online, as well as at the local high schools. We also offer dual credit BUSI1301 classes at the Colony High School. Accounting dual credit classes are not offered yet, but a partnership with Allen ISD and UNT will allow us to offer them in the near future. According to Raul J. Martinez, the AVP P12 Partnerships, Allen ISD students start taking dual credit classes as 9th graders and have the option to earn an associate degree with Business FOS at the same time as their high school diploma. If students complete the associate degree with at least a 2.0 GPA from Collin College, they have guaranteed admission to the University of North Texas’s G. Brint Ryan College of Business in select Business FOS: Accounting, Business Computer Information Systems, Finance, Logistics and Supply Chain Management, Marketing, and Organizational Behavior and Human Resources.

Accounting professor Paula Miller has participated in Super Saturday events to meet with high school students and tell them about Business FOS and accounting. She facilitated the events at Plano, Frisco, and McKinney Campuses in 2019 with assistance from other faculty. We did not participate in the 2020 Super Saturday events since too few students were available on campus due to COVID restrictions.

*# 3 Emphasize student achievement and streamline pathways to four-year colleges and universities.*

The Business FOS faculty strive to keep their credentials and professional development up to date in order to deliver exceptional courses for the students and to help improve student outcomes.

Business Field of Study Program faculty members regularly advise students regarding career paths, professional degree choices and course selection. Accounting professor Paula Miller usually has the University of Texas at Dallas Accounting Department come to Plano campus to tell our majors more about UTD. The last visit was planned for spring 2020, but UTD canceled due to the Covid-19 pandemic.

Occasionally, some four-year institutions accept BUSI 1301, BUSI 2305 and other courses in the BFOS, but then do not apply them to the students’ degree plan. The Texas Transfer Advisory Committee (TTAC) is reviewing the current FOS procedures within the new Texas Transfer Framework. Process is still basically the same if an institution (university) does not apply courses from a FOS to the major - they inform the student in writing.  The student can then inform the credit granting institution (CC or other university) and the credit granting institution and the university (not allowing credit) can discuss/negotiate.  If they cannot get it figured to the satisfaction, they can appeal to the THECB. Commissioner’s word is final.

Most students do not report back to the credit granting institution, so there are few challenges, although community college faculty hear from students on occasion about the problem, but few, if any, actually challenge it. The TTAC is supposed to help make transfer easier, but any changes won’t be known for a couple years.

However, it is still very difficult to force universities to accept courses they refuse to accept.  Even if the student complains to the THECB, and the institution still does not accept, the “punishment” for the noncompliant school is that they will get reduced funding from the state (they won’t receive funding for that student for that course- if they make student take another course) so for most universities, no real punishment at all.

*# 6 Create an increasingly welcoming environment for students, community members, faculty and staff.*

Our faculty welcome students to classes and are ready to assist them in achieving their academic goals. Through campus wide involvement and community outreach, Business Field of Study faculty members are great ambassadors for the college. For example, professors Kaycee Washington, Meenakshi Beri, and Kashif Ur-Rehman are very involved with the State Finals Competition of the Texas Academic Decathlon, a program that provides high school students an opportunity to experience the challenges of rigorous academic competition through participation in team activities. The Academic Decathlon involves members of the business/industry as active supporters of a program promoting academic excellence. Long term relationships, developed through joint participation, benefit the students and the community. Professor Washington was the Testing Coordinator, while Professor Beri was a judge for the interview competition and Professor Ur-Rehman was a judge for the speech competition. Other faculty members have volunteered for the annual event in various capacities.

Professors Meenakshi Beri and Laura Hicks are part of a campus-wide committee at the Frisco Campus, ‘Community on the Quad,’ which organizes events for the community. The most successful events organized by the committee were ‘Trunk-or-Treat' in the fall of 2018 and 2019 and ‘Summer Evening of Music’ in the summer of 2019. Along with the other members of the committee who are from different disciplines, professors Beri and Hicks welcomed members of the community and engaged in promoting the Collin College hospitality. The recent pandemic prevented the committee from organizing more events in 2020.

Also, Professor Beri serves as a volunteer for Assistance Center of Collin County for the Back-to-School Program every summer, except for summer 2020. Professor Lorena Rodriguez serves as a Success Coach for the Hendrick Scholarship Foundation, an organization which provides Plano (TX) ISD graduates who have overcome adversity with scholarships and support services to promote success in life through education.

### **3. Why we do the things we do: Program relationship to student demand**

## Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, or ethnicity (compared to Collin College’s overall student demographic distribution). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students.

*Suggested/possible points to consider:*

## *The number of students who completed the award in each of the last 5 years.*

## *What is the enrollment pattern? Declining, flat, growing, or not exhibiting a stable pattern; please explain.*

## *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*

## *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*

## *Analyze the evidence you provide. What does it show about the program?*

We are using data provided by Institutional Research Office; the original tables are included in the Appendix, but we duplicated the tables here for ease of reading the report. The program has generally been growing over the last five years. The number of Associates of Arts Degrees increased from 149 in 2016 to 259 in 2020, a 73.8 percent increase. The number of certificates increased as well during the last five years, from 184 in 2016 to 254 in 2020, a 38 percent increase. There was one exception in 2017, when the certificates awarded decreased by 5.4 percent. The number of completers has consistently increased since 2017. We cannot explain the 2017 non-trending decrease. Overall, the number of students who completed an award in each of the last 5 years increased from 333 in 2016 to 513 in 2020, a 54 percent increase.



It seems reasonable to assume that the degrees awarded will continue to increase, but we cannot forecast if the increase will have the same magnitude as in the past five years. Accounting and Economics professors continue to encourage students to apply for and complete the Business FOS degree.

The Unduplicated Student Enrollment by Program per Term, Academic Years 2016 through 2020, included in the appendix, provides detailed information for enrollment in the program by semester, as well as information on ethnicity, racial and gender distribution of enrolled students in the program compared to overall Collin College student population. For ease of accessing the information we are duplicating the initial table below, but the demographic breakdown is available only in the appendix.



Fall enrollment increased from 1,726 students in 2015 to 3,053 students in 2018, a net increase of 1,327 students or 76.9 percent. There was a drop in enrollment of 2 students for fall 2019, which we could consider stable. Overall, there was a 76.8 percent increase between fall 2015 and fall 2019.

Winter enrollment also increased from 88 students in 2015 to 182 students in 2017, a net increase of 94 students or 106.8 percent, followed by a drop by 8 students in 2019, or 4.4 percent decline from Winter 2018. Overall, the increase was 97.7 percent from 2015 to 2018 with no information for Winter 2019 enrollment.

Spring enrollment increased from 1,646 students in 2016 to 2,931 students in 2019, a net increase of 1,285 students or 78 percent. The enrollment decreased by 211 students for 2020, or 7.2 percent. Depending on when the numbers were captured, this could be due to COVID-19 pandemic. However, there was still a net increase in enrollment from 2016 to 2020 of 1,074 students or 65.2 percent.

Regarding Summer enrollment, there was an overall increase of 78 students from 1,130 students in 2016 to 1,208 students in 2020, an approximately 6.9 percent increase, but there was a slight decline in enrollment for the last two years compared to Summer 2018. The decrease in enrollment for summer 2020 may be attributed to the COVID-19 pandemic when Collin College had to convert most of the face-to-face classes to online classes.

The ethnicity distribution of enrolled Business Field of Study majors is very similar to the Collin College student distribution.

Racial distribution of enrolled Business Field of Study majors also looks similar to the Collin College’s overall student racial distribution. However, there are small variations for Whites (up to 3 percent higher share for majors compared to the Collin College distribution) and Blacks – African Americans (up to 2 percent lower share for majors.)

Collin College overall male share was constant at 44 percent between 2016 and 2019 and dropped slightly to 43 percent in 2020. Consequently, female share was constant at 56 percent between 2016 and 2019 and increased to 57 percent in 2020. Sex distribution of enrolled Business Field of Study majors is flipped compared to the Collin College’s overall student sex distribution: the female students are a minority in our program at 42 percent in 2016 and 43 percent since then, while male students are the majority at 58 percent in 2016 and 57 percent since then.

Although it seems like a worrisome imbalance, the reality is that women are not the majority among business majors across the country. The American Economic Association created the ‘Committee on the Status of Women in the Economics Profession’ (CSWEP) in 1971 to eliminate discrimination against women, and to redress the low representation of women, in the economics profession. CSWEP works to assure that women's issues are considered in the committee work of the American Economic Association (AEA), makes an annual report to the AEA on the status of women in the economics profession, and engages in other efforts to promote the advancement of women in the economics profession. Looking at the [CSWEP: Survey & Annual Report (aeaweb.org)](https://www.aeaweb.org/about-aea/committees/cswep/survey) one can see that women are in minority from ‘entering PhD student to full professor.’ ‘Two recent trends also strike a disturbing chord and taken together demand deeper inquiry:

* The share of women entering PhD programs has not increased in the past 20 years; and
* The fraction of baccalaureate women who majored in economics is decreasing.’

Of course, Collin College does not offer a PhD in Economics, but we include the CSWEP references to show that women are a minority in economics. Economics courses are core courses, so we have a more balanced gender distribution, but when it comes to majoring in Business FOS, male students prefer it. One other possible explanation for fewer female students among Business FOS majors is that there is still a wage gap in the labor market and women may perceive that they may have a disadvantage in the business world.

As mentioned before, it seems reasonable to assume that the Business FOS degrees awarded will continue to increase, which may lead to a need for more qualified faculty to be hired. The courses required for Business FOS are offered every semester meeting the student’s demand and/or need no matter when students start the program. Economics courses are among the first to be taken and our faculty members encourage students to pursue a degree in Business FOS. If students enroll in the ‘Academic Planning Coach’ program, our economics and accounting professors usually select them and advise them on what classes to take and how to be successful at Collin and afterwards. Through all their actions, Business FOS faculty members are supporting our majors and are available to assist them in reaching their full potential while at Collin College.

### 4. Why we do the things we do: What marketable skills should students have after completing your program?

**Make a case with evidence to show that the program teaches skills that are useful in the workplace.**

*Suggested/possible points to consider:*

* *What foundational skills and knowledge do employers say they want?*
* *Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.*

The National Association of Colleges and Employers (NACE) has been the leading source of information about the employment of college graduates since 1956. NACE’s Job Outlook 2020 survey found that beyond a relevant major for the position and a strong GPA, problem-solving skills and the ability to work as part of a team are the attributes employers most want to see on resumes. Ninety-one percent of employer respondents are seeking signs of a candidate’s “problem-solving skills,” and 86 percent want proof of a candidate’s “ability to work as part of a team.” Other top attributes this year are “a strong work ethic,” “analytical/quantitative skills,” “written communication skills,” “leadership,” and “verbal communication skills.” Please see page 13 of the report in the Appendix for full details on what attributes employers want in college graduates.

Business Field of Study majors are expected to acquire the following marketable skills while completing the program:

* *empirical and quantitative soft skill (*Observe and collect information from all relevant sources to continue knowledge building and analysis for business problem solving*)*
* *communication soft skill (*Compile and present information for businesses’ decision-making processes. Read and interpret in order to effectively communicate business phenomena and business decisions. Formulate and communicate recommendations, memorandums, and plans to solve business problems.)
* *social responsibility soft skill (*Manage and determine the best practices for buying, producing, selling, and marketing goods, services, and supplies. Create and cultivate best practices for managing customer, employee, supplier, and business owner relationships.
* *personal responsibility soft skill (*Assess and validate legal ramifications for business problem solving issues and business best practices operation.)

The Institutional Research Office made available the ‘Employer Satisfaction Survey of Workforce Education Programs.’ The purpose of this survey is ‘to assess the degree of satisfaction employers have with Collin’s recent workforce education program graduates, and to give program faculty a sense of how effectively they are preparing students to meet the current needs of employers.’ The 2017 survey is included in the Appendix and table A6 on page 27 of the document offers a comparison of 2017 and 2016 Employer Satisfaction Survey Results. It seems that, for the most part, the mean of most questions was around 3.5 out of 4. Below are the questions for employers who hire Collin College graduates:

1. Collin graduates are technically competent for entry into the positions for which they are hired.

2. Collin graduates have oral communication skills appropriate for entry into the positions for which they are hired.

3. Collin graduates demonstrate writing skills appropriate for entry into the positions for which they are hired.

4. Collin graduates demonstrate ability to understand written information associated with the positions for which they are hired.

5. Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired.

6. Collin graduates demonstrate effective critical thinking skills.

7. Collin graduates demonstrate the ability to effectively participate in team activities.

8. Collin graduates effectively participate in work-related problem solving.

9. Collin graduates effectively cooperate with others.

10. Collin graduates appreciate diversity in the workplace.

11. Overall, Collin is successfully preparing its graduates for the workplace.

Although the results do not refer specifically to Business FOS graduates, there is no reason to believe that they would differ a lot for Business FOS graduates from those of all Collin College graduates. Hence, we believe that our graduates have the marketable skills employers are looking for and the program emphasizes. One opportunity for the future is to garner feedback from our university partners to understand their lens on Collin student preparedness.

The Institutional Research Office also made available the 2016-2017 and 2017-2018 Exit Cohort Report generated by the Texas Higher Education Coordinating Board. We were guided by the Institutional Research Office to identify our program’s graduates using the code 520101 – Business/Commerce, General. We found information for this code in four tables which included other majors (see the attachments in the Appendix), but we compiled a simpler table just for Business/Commerce, General graduates.



The number of academic completers in the survey for 2016 differs slightly from the reported number of associate degrees report (165 versus 149) while the number of technical completers differs very much (14 versus our previously reported 184.) This means that the exit cohort available did not capture our graduates fully. Academic completers had the highest employment rate at 65 percent and the highest quarterly earnings, while technical completers had similar employment rate at 64 percent, but the lowest quarterly earnings.



The number of academic completers in the survey for 2017 also differs slightly from the reported number of associate degrees report (169 versus 179) while the number of technical completers differs very much (18 versus our previously reported 174.) Academic completers had the highest employment rate at 65 percent and the highest quarterly earnings, while technical completers had the lowest employment rate at 33 percent and the lowest quarterly earnings. We think that the very low employment rate for technical completers may be due to the very low sample of exiting students.

According to the Bureau of Labor Statistics, ‘Employment in business and financial operations occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations, adding about 476,200 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts. This median annual wage for business and financial occupations was $69,820 in May 2019, which was higher than the median annual wage for all occupations of $39,810.’

[Business and Financial Occupations : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)](https://www.bls.gov/ooh/business-and-financial/home.htm)

Labor Market Information for Dallas-Fort Worth-Arlington Metro Statistical Area is used to ‘help establish the benefit of a program to students after graduation. By comparing the average wages to $24,657 (the annual livable salary for single adult households), one can estimate the fiscal value to the student once he or she enters the field. The employment, unemployment and forecasted demand figures help describe the labor market climate and indicate whether it is healthy enough for program graduates to find employment in related occupations.’ Average Annual Entry Wage for Business Office Support Systems is $34,500, while the median wage is $48,600. Current unemployment rate is 2.6% and the total demand is forecasted to decrease slightly by 0.2%. This report made available by the Institutional Research Office is also included in the Appendix.

Section II. Are We Doing Things Right?

### 5. How effective is our curriculum, and how do we know?

**A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion and transfer pathways.**

*Suggested/possible points to consider:*

* *FOS only: Given that FOS courses are defined by the state, what actionable barriers are seen?*
* *For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?*
* *For Core and FOS certificates: What steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?*
* *Program course retention and success rates: Attach the relevant information from the Program Review Data Set on the Institutional Research Office’s intranet page.*
* *Identify and discuss all courses that have a retention rate below 78% (Carl Perkins’ standard).*
* *Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.*

The table below, provided by the Institutional Research Office, shows that the number of Business FOS degrees and certifications awarded by Collin College has been steadily increasing over the last five years. The overall number of awards increased from 333 in 2016 to 513 in 2020, a 35 percent increase. In the same period, the number of degrees awarded has increased from 149 in 2016 to 259 in 2020, an increase of 42 percent, while number of certifications awarded in this five-year period 184 in 2016 to 254 in 2020, an increase of 28 percent. BUFS has been discontinued. Now the Business FOS program awards either an associate degree (BUSS) in business or certification (BUFS).



No curricular barriers were identified. No class falls below the 78% retention rate. However, when it comes to success rates, two of our courses have below 64% and 70% success rates. Possible explanations are provided below in question 5.B.

**ASSESSING THE STUDENT LEARNING OUTCOMES (SLO):**

Two SLOs were selected by the Economics Department and two SLOs were selected by the Accounting Department and there are four questions for each SLO.

SLO 1: **The student will apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems** (Questions 1 - 4, ECON 2301)

SLO 2: **The student will demonstrate the importance of trade to a country and explain why free trade is beneficial to all trading countries** (Questions 5 - 8, ECON 2302)

SLO 3: **The student will be able to define the objectives of financial reporting, identify the elements of the balance sheet, and identify the related key accounting assumptions and principles that apply (**Questions 9 – 12, ACCT 2301)

SLO 4: **Given parameters for a manufacturing organization, the student will define and use the various costs of producing products, as well as the costs of selling and administration, to prepare an income statement for the organization (**Questions 13 – 16, ACCT 2302)

The results for the assessment tests are included in question 11 later in the report. We administered the assessment test twice during this 5-year cycle, in Spring 2019 and Fall 2020. Looking at the 2019 results, it seems that students struggled with SLO 3, when only 60% of the completer’s responded correctly. 2020 results show significant improvements for the first three SLOs and a slight decline from 83% to 82% for SLO 4. Possible explanations for the variation in results are included in question 11. Instructors are encouraged to spend more time on areas that are challenging for students, to emphasize the concepts in homework assignments, and to press the class for questions regarding the concepts.

**B. Show evidence that the state standard for award completion has been met**

**Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
Number of completers: **2,072** in last five years.  
If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—A student who has received an award.

**C. For any required program courses where there is a pattern of low enrollment (averaging fewer than 15 students), explain your plan to grow enrollment.**



Please see the table above which presents class size averages for the main courses in Business FOS. Except for Winter 2016 BCIS 1305, when the average class size was 14, none of our other courses had an average below 15. BCIS 1305 utilizes a computer lab which reduces the average course size. Also, Winter courses are accelerated and the section count may be lower sometimes during these shorter terms.

The lowest class size average for BCIS 1305 was 20 after that point. It is important to note that BCIS 1305 is computer lab based and generally these labs seat a maximum of 24 students. Other courses had higher average class size. Information for ECON 2301 and ECON 2302 was not provided by the Institutional Research Office since the courses are taken by many students besides the Business FOS majors.

### D. Make a case with evidence that the program is well-managed.

### *Suggested/possible points to consider: (Data elements can be found on CougarWeb under My Workplace>Institutional Research>Institutional Research files for Program Review [on the lower left].)*

* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean by program students?*

**Average Class Size:**

The Business FOS program strives to exceed minimum enrollment in each course and is generally successful. Rarely a course will have 15 enrollees or below, and the department quickly addresses the low enrollment and improves the course offerings for the future terms. The Associate Deans decide the schedule, how many classes are offered, and who teaches them. We do not have the authority to address the low enrollment in course offerings. We have no control over class size or how many part-time versus full-time faculty we have. Please see the table in point 5.C for details.

In the next tables we present more details about the grade distribution, completion rates, success rates, and course GPA for the courses in our program.



As we can see above, not only has enrollment for ACCT 2301 increased from 1,671 students in 2016 to 1,908 students in 2020, a 12 percent increase, but our success rate has also increased from 65% in 2016 to 72% in 2020. However, completion rate has slightly declined from 90% to 88%. Possible explanations for the 64% average success rate were presented for point 5.B. above.



Enrollment for ACCT 2302 has increased by 22 percent from 781 in 2016 to 1,001 in 2020. The success rate during this period remained flat around 77% barring a dip in 2018. The completion rate has also remained stable around 92%.



Enrollment for BCIS 1305 has increased by 4.6 percent from 1,203 in 2016 to 1,258 in 2020. The success rate during this period fluctuated in the 70s, from 74% in 2016 to 71% in 2017, then a big increase to 78% in 2018. The completions rate varied between 91% and 94% with an average of 92%.



Enrollment for BUSI 1301 has increased by 55 percent from 742 in 2016 to 1,150 in 2020. The average success rate was 70% and the average completion rate was 94%. BUSI 1301 was added to the Business FOS in the fall of 2019. Since then, the enrollment and success rate both increased.



BUSI 2305 is a new course offered starting Spring 2020 semester. Completion rate was 89% and success rate was 78%.





As mentioned before, ECON 2301 and ECON 2302 are taken by many students besides Business FOS majors. Enrollment increased by 40.5 percent for ECON 2301 and by 27.6 percent for ECON 2302 from 2016 to 2020, completion and success rates were very high.

Contact Hours taught by full-time and part-time faculty are presented below. The percentage of hours taught by full-time accounting professors increased from 39% in 2016 to 58% in 2020, while the percentage of hours taught by full-time economics professors increased from 56% in 2016 to 61% in 2020. However, percentage of hours taught by full-time business professors has decreased from 48% to 40% over the last five years.







Average completion and success rates of business field of study courses from FY 2015 through FY 2020 are included in the table below:



In this study we focus on two accounting courses: ACCT 2301 and ACCT 2302, and two economics courses: ECON 2301 and ECON 2302. The completion rate for ACCT 2302, ECON 2301, ECON 2302 is above 90%, and 87% for ACCT 2301. The success rate for ACCT 2302, ECON 2301 and ECON 2302 is above 75%, which meets the requirement. However, ACCT 2301 has a success rate of 64% which does not meet the requirement. We think there are some objective reasons which explain the results seen in ACCT 2301. First, compared to economics, accounting is not usually taught in high schools. Very few high schools in the U.S. offer an accounting course. Second, the majority of students taking ACCT 2301 have no prior academic and/or work experience in accounting. After taking ACCT 2301 we can see that the students perform better in ACCT 2302, which has a success rate of 77%. Third, most of the students taking ACCT 2301 are not accounting majors.

Business Principles and Business statistics courses are relatively new to the Business Field of Study curriculum: BUSI 1301 was added in the fall of 2019, while BUSI 2305 was offered starting Spring 2020. All business courses have a completion rate above 89% and, with one exception for BUSI 1301, they also meet the standard for success rate. BUSI 1301 had an average success rate of 70% for the last five years and, unlike our other business courses, does not have any prerequisites, so any Collin College student can enroll in the class.

Regarding enrollment in BUSI 1301, Business faculty noticed that every semester there are two waves of enrollment: the first one includes students who enroll early and who are likely business degree seekers or at least purposeful students, while the second wave occurs as the semester is about to start and may consist of students who are looking to fill out a schedule and classes without prerequisites can be added easily.

Although we do not have information from the Institutional Research Office on the differences between online and on campus classes, Business faculty noticed that online students tend to drop or fail the course in much greater numbers than the face-to-face students. With the centralization of all online classes under iCollin starting fall 2021, IRO may have more data available to check whether online students drop more classes compared to face-to-face students or not.  Currently it is just anecdotal evidence.

Although a prerequisite would serve to ensure that students are a bit further in their college program before signing up for BUSI 1301 and would improve the course success rate, we would want to keep it that way to encourage students to try the course and then possibly enroll in and grow our program.

**Student Survey Averages (Full tables are provided as appendix)**

The student evaluations for economics and accounting classes had averages between 3.22 and 3.55 on a scale from 1 to 4. It seems that students are satisfied with the program and that the instructors are communicating the requirements of the course and providing students feedback about the quality of their work. The students have been treated with respect and instructors have provided a conducive learning environment in the class.



We asked for feedback from Associate Deans for Business FOS on **‘*What kinds of complaints are made to the associate dean by program students?***  and we received the following answers:

* **“**I have never received any complaints about the FOS.  When I have received individual student complaints, they typically were in reference to teaching style, clarification of COVID blended format, and grading of assignments.  Teaching style concerns were addressed with the professor, class formats were explained by providing details of social distancing and what a student could expect with a blended class.  For grading questions, students were referred back to the professor.**”** (Dawn Richardson)
* “Honestly, I do not get many student complaints. In considering an aggregate of student evaluations, I would say "more assistance" is the most expressed. But even these comments are not common.” (Regina Hughes)

6. How effectively do we communicate, and how do we know? **A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.***Suggested/possible points to consider:*

* *Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

The Business Field of Study Program has a web presence (URL: <https://www.collin.edu/academics/programs/FOS_Bus_1Overview.html>), but we cannot call this a true web page. We provide links for the associate degree and certification in Business FOS, as well as information related to recommended electives: BUSI 1307 – Personal Finance and BUSI 2301 – Business Law. Additionally, the web page provides links for Marketable Skills and Academic Advising. However, when one enters Marketable Skills area, it lists all the programs Collin offers, not just the Business FOS marketable skills; we need to fix this in the near future. Besides Business (FOS) marketable skills, Business Management, and Economics marketable skills are also accessible from the initial link.

The current program website includes a link for academic advising to help students during their academic career at Collin. If they are interested in business FOS, they may need guidance to make sure the appropriate courses are completed. By encouraging advising, this may help with completion rates. We may add information regarding academic advising that many of our full-time faculty members are offering to our students thorough Academic Planning Coach program. It has been observed that students who received additional advising regarding their course schedule complete the required courses successfully and are more likely to graduate and move to four-year institutions to complete a baccalaureate degree. Although Academic Planning Coach Program is designed for first year students, many Business FOS faculty members continue to advise students during office hours, while teaching, and beyond. We are constantly here to serve our students, so a welcoming website is needed to match faculty’s enthusiasm.

The home page for Business Field of Study should also emphasize the information that business field of study will transfer to a university for a four-year degree. The website should provide information about other programs such as Accounting, Economics, Finance, Human Resources, Management, Marketing, Supply Chain to name a few. When it comes to accounting, we should also provide information to our students that four-year universities, such as, University of North Texas, Southern Methodist, University of Texas at Arlington requires students, who wants to major in Accounting, to take an accounting test and pass it with 75 or better score. We should also clearly mention that this test is all about ACCT 2301 – Principles of Financial Accounting. If the students cannot pass this test, they will not be allowed to enroll in Intermediate Accounting, the next course in the accounting sequence after transferring. Accounting professors relay this information to their students, but it would be nice for someone who wants to learn about the Business FOS program to find this information online.

Currently Collin College does not have a Student Organization directly working with students majoring in business. Having a student organization for business students will increase the interaction between students and faculty. An organization may also allow for networking, during normal times, post-COVID-19. Professors who are academic advisors could be located faster and easier than now. Hence, students would feel a deeper connection with Collin College and have a better understanding of the requirements of completing a four-year degree, choosing a major at a four-year college, and learning more about the opportunities for internships, and the skill set students need to develop to be ready to be part of workforce in their chosen field. These steps would be advantageous to the Business FOS Program for recruitment, retention, and completion.

In the next years we hope to develop a fully functional web page for the Business FOS program to include more information such as full-time faculty biographies, information on pathways from high school and to four-year institutions. Collin College has TransferU on CougarWeb for pathways, we should just have a link on our page for ease of accessing information. Business FOS faculty members encourage students to obtain their Associates of Arts in Business Field of Study and to transfer to a four-year university.

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

### Program Literature Review Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URLs, brochures, handouts, etc.) | Date of Last Review/Update |  | Responsible Party |
| **Collin College Catalog 2020-2021** | [Course Descriptions - Collin College - Economics](https://www.collin.edu/academics/programs/CoursDes_ECON.html)  [Course Descriptions - Collin College - Accounting](https://www.collin.edu/academics/programs/CoursDes_ACCT.html)  [Course Descriptions - Collin College - Business](https://www.collin.edu/academics/programs/CoursDes_busi.html) | Fall 2020 | X Current  X Accurate  X Relevant  X Available | Full Time Faculty submit to Discipline Dean and Administration to get changes approved and implemented. |
| Business FOS Academic Website | Program Information - URL  [Business - Collin College](http://www.collin.edu/academics/programs/FOS_Bus_1Overview.html) | Fall 2020 | X Current  X Accurate  X Relevant  X Available | Collin College |
| **Syllabi** | [Course Syllabi - Collin College](https://www.collin.edu/hb2504/syllabi.html) | Each semester | X Current  X Accurate  X Relevant  X Available | Every faculty member |
| **Learning Objectives** | <http://inside.collin.edu/curriculum/Syllabus_Depot.html> | Each semester as changed by THECB | X Current  X Accurate  X Relevant  X Available | Statewide requirements |

### 7. How well are we leveraging partnership resources and building relationships, and how are they valuable?

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes.**

Students completing the Business Field of Study curriculum will receive a certificate or AA degree and the course credits will transfer to any Texas public college or university that offers bachelor’s degrees in various areas of business. Having transfer agreements with Texas public colleges is very important in creating student pathways toward four-year institutions. Some transfer agreements are attached in the Appendix.

### Partnership Resources Table

|  |  |  |
| --- | --- | --- |
| **Partner** | **Description (See Points to Consider)** | **How is it Valuable to the Program?** |
| **US Department of Treasury Bureau of Engraving and Printing (BEP) in Fort Worth** | **Tours/Visitation** | The BEP in Fort Worth is just one of the two BEP in the United States, the second one being in Washington, D.C.  Our proximity to the bureau gives our majors the opportunity to see how money is printed and how many security measures are implemented during the printing and the handling of money. Some economics professors recommend visits to the BEP for extra credit. |
| **Federal Reserve Bank of Dallas** | **Tours/Visitation** | The Federal Reserve System is responsible for the monetary policy in the United States. Visiting the regional bank in Dallas gives our majors the opportunity to learn more about the role and the history of the Federal Reserve System and connect it with what they learn in the macroeconomics class. Some economics professors recommend visits to the Dallas Fed for extra credit. |
| **Grocers (Kroger, Aldi, Tom Thumb, Wal-Mart)** | **Tours/Visitation** | Hands on experience on how businesses are run. |
| **Dallas Farmers Market** | **Tours/Visitation** | Live interaction and observing of buyers and sellers of various produce. |
| **Frisco Economic Development Corporation** | **Tours/Visitation** | Frisco Economic Development Corporation’s mission is the creation of jobs, increasing economic opportunities, and improving quality of life for all Frisco residents and their families.  By touring the Frisco EDC, Business FOS majors can learn about internships opportunities or possible future jobs. |
| **Austin College** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Baylor University** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Dallas Baptist University** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Texas A&M University – Commerce** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Texas Tech University** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Texas Woman’s University** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **Texas Wesleyan University** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **University of Texas at Dallas** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |
| **University of North Texas** | **Tours/Visitation** | Assists students in continuing their education after completing the BFOS. |

### **8. What professional developmental opportunities add value to your program? Provide a list of professional development activities employees have participated in since your last program review**.

Business FOS Faculty members were engaged in a multitude of professional development activities. Several of us could easily fill 4-5 pages of events attended in the last five years on our own, but we decided to ask for up to ten conferences, webinars, and other professional development activities. A couple of our colleagues sent more events than ten, but most followed our advice.

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Program | Professional Development Summary | How is it Valuable to Program? |
| **ACCOUNTING FACULTY** | | | |
| Melanie Hannah | Full Time Faculty, Accounting  (January 2020 - present)  Part Time Faculty (January 2019 – August 2020) | 2021 Collin College Faculty Development Conference, January 2021 2020 Collin College Adjunct Faculty Development Conference, January 2020 Earned a Quality Matters (QM) certification for online teaching: Independent Applying the QM Rubric (APPQMR) in 2020 Attended various, seminars, webinars, and lectures offered by Collin College, and took continuing education courses in accounting to stay updated with the requirements of the CPA license with the Texas Board of Public Accountancy | All these conferences, earning new certifications, workshops, seminars, lectures, webinars helped me learn content, techniques, strategies to use in the classroom, and enhance my skills as an accounting professional and teacher. |
| Paula Miller | Full Time Faculty, Accounting | Second Annual North Texas Community College Accounting, March 2018 Third Annual North Texas Community College Accounting, “The Future of Accounting Education - Sharing Best Practices,” March 2019 Sixth Annual Center for Teaching and Learning All-Campus Workshop, “Innovations in Teaching Large and Introductory Courses”, March 2020 Earned Quality Matters (QM)certifications for online teaching: Spring, 2020 Accounting Educator’s Conference each year. Attended various, seminars, webinars, and lectures offered by Collin College, and took continuing education courses in accounting to stay updated with the requirements of CPA with Texas Board of Public Accountancy | Our field changes constantly and so does the way we teach so all my conferences and webinars are to enhance the material I present in class by either making my material current or the way and how I present current. |
| Charles Ring | Full Time Faculty, Accounting |  |  |
| Kashif Ur-Rehman | Full Time Faculty, Accounting  (August 2018 - present)  Part Time Faculty (January 2017 – August 2018) | Second Annual North Texas Community College Accounting, March 2018  Third Annual North Texas Community College Accounting, “The Future of Accounting Education - Sharing Best Practices,” March 2019  Sixth Annual Center for Teaching and Learning All-Campus Workshop, “Innovations in Teaching Large and Introductory Courses”, March 2020  13th Annual Mentoring Conference: High-Quality Connections from October 2020  Earned two Quality Matters (QM)certifications for online teaching: Independent Applying the QM Rubric (APPQMR) in 2019 and Independent Improving Your Online Course (IYOC) 2020  Attended various, seminars, webinars, and lectures offered by Collin College, and took continuing education courses in accounting to stay updated with the requirements of CPA with Texas Board of Public Accountancy | All these conferences, earning new certifications, workshops, seminars, lectures, webinars helped me learn content, techniques, strategies to use in the classroom, and enhance my skills as an accounting professional and teacher. |
| Dean Wallace | Full Time Faculty, Accounting  (1992-Present) | Annual Accounting Education Conference, Texas Society of Certified Public Accountants, Dallas, TX,; Austin, TX Choice & Acquisition of Entities, State Bar of Texas, Dallas, TX Cryptocurrency Accounting Webinar, Aurora Training Advantage, Lake Mary, FL Governance of Nonprofit Organizations, State Bar of Texas, Dallas, TX Firearms Law, State Bar of Texas, Dallas, TX Essentials of Business Law, State Bar of Texas, Dallas, TX Contemporary Accounting Ethics, Dallas Society of Certified Public Accountants, Dallas, TX Annual Meeting, State Bar of Texas, Dallas, TX Wiley Business Teaching & Learning Summit, Wiley Publishers, Dallas, TX Top 10 COVID19 Employment Law Issues, State Bar of Texas, Webinar How to Use Zoom in Your Online Class, eLC, Webinar How to Migrate Your F2F Class to Canvas, eLC, Webinar Read monthly Texas State Board of Public Accounting Board Reports Read monthly Texas Bar Journal | I try to provide tools students can use to evaluate decisions made by business and government. When taking a business course such as accounting, students expect the latest information about trends and ideas that impact the accounting profession and the business environment. A professor needs a wide range of current information from which to answer student questions and lead discussions. Professional development activities such as these help me to be ready for class. |
| Leonardo Avila | Part Time Faculty, Accounting |  |  |
| Susan Bradley | Part Time Faculty, Accounting | Completed annual Continuing Professional Education requirements to stay updated, as required for Certified Public Accountants by the Texas Board of Public Accountancy | My ongoing and updated education helps to ensure that the content of the courses I teach is up to date |
| Patricia Burnett | Part Time Faculty, Accounting |  |  |
| Robert Button | Part Time Faculty, Accounting | CPE Event: Tax Update CARES Act - What You Need To Know Tax Implications of The Coronavirus Aid Relief and Economic Security (CARES) Act Critical Tax and Practice Updates in the Age of Coronavirus Economic Stimulus in the Age of Coronavirus - the CARES Act Convergence 2020 - Live Webcast from TSCPA AICPA Town Hall Series: CARES Act and Paycheck Protection Program (PPP) IRS & Treasury Panel: Partnership Reporting (Outbound) TEI and Thomson Reuters Present: IFRS/US GAAP Differences and Why It Matters Thomson Reuters Federal Tax Update | All these conferences, earning new certifications, workshops, seminars, lectures, and webinars furthered my knowledge, and help me to use it in the tutoring sessions and enhance my skills as an accounting professional. |
| Lacy Castleman | Part Time Faculty, Accounting | Coordinated and attended the Collin College QEP Professional Development Series 2017-2020 Attended Collin College Leading for Excellence Academy Sessions: Performance Management, Finding and Onboarding Talent, Creating a Culture of Employee Engagement · Attended the 2019 TxAHEA Conference · Completed Applying the QM Rubric Quality Matters Training (fall 2019) · Attended the 2018 and 2019 SACSCOC Summer Institute · Attended Disney Institute Training in 2016, 2017, and 2018 Presentations: · Spring 2020 TCCTA Annual Convention: Student Engagement: Strategies That Can Improve Student Success in F2F and Online Classes · Fall 2019 North Texas Community College Consortium: Creating and Sustaining a Successful Mentor Program |  |
| Eric Conley | Part Time Faculty, Accounting |  |  |
| Martin Blake  Deatherage | Part Time Faculty, Accounting | University of the Southwest - DBA Coursework · Foundations in Action Research for the Scholar Practitioner · Multicultural Leadership in Global Organizations · Organizational Dynamics and Human Behavior · Strategic Planning for Sustainable Competitive Advantage · Quantitative Research Methods for Practical Application · Qualitative Research Methods for Applied Business Research · DBA Residency I - Dissertation Topic and Proposal · DBA Seminar - The Literature Review · Nonprofit Leadership · Ethical Leadership · Strategy, Innovation and Uncertainty · Leading and Managing Change · Doctoral Study Mentorship · Doctoral Study Completion I · Doctoral Study Completion II | University of the Southwest - DBA Coursework · Foundations in Action Research for the Scholar Practitioner · Multicultural Leadership in Global Organizations · Organizational Dynamics and Human Behavior · Strategic Planning for Sustainable Competitive Advantage · Quantitative Research Methods for Practical Application · Qualitative Research Methods for Applied Business Research · DBA Residency I - Dissertation Topic and Proposal · DBA Seminar - The Literature Review · Nonprofit Leadership · Ethical Leadership · Strategy, Innovation and Uncertainty · Leading and Managing Change · Doctoral Study Mentorship · Doctoral Study Completion I · Doctoral Study Completion II |
| K Ellison | Part Time Faculty, Accounting |  |  |
| Garry Harris | Part Time Faculty, Accounting | Attended various, seminars, webinars, and lectures offered by Collin College, and took continuing education courses in accounting to stay updated with the requirements of CPA with Texas Board of Public Accountancy | They either keep me updated on the latest accounting trends or enhance my teaching skills |
| Harry Hickey | Part Time Faculty, Accounting |  |  |
| Nancy Irek | Part Time Faculty, Accounting |  |  |
| Jarvis Kristin | Part Time Faculty, Accounting |  |  |
| Haiyan Li | Part Time Faculty, Accounting |  |  |
| Jennifer McDonald | Part Time Faculty, Accounting |  |  |
| Mae Nicholls | Part Time Faculty, Accounting | Annual Army Accounting Conference, Columbus, OH, June 2016 Annual Army Accounting Conference, Columbus, OH, June 2017 Annual Army Accounting Conference, Columbus, OH, June 2018 Association of Government Accountants Annual Conference, Washington DC, October 2019 Attended various, seminars, webinars, and lectures offered by Government, and took continuing education courses in accounting to stay updated with the requirements of Accountant/Auditor with Department of Defense | Coursework extends academic credentials through attaining the skills and knowledge to successfully complete the terminal degree: Doctor of Business Administration |
| Eric Russell | Part Time Faculty, Accounting |  |  |
| Eric Schneider | Part Time Faculty, Accounting |  |  |
| Regina Van Dyke | Part Time Faculty, Accounting |  |  |
| Sivasaki Vimal | Part Time Faculty, Accounting |  |  |
| Mea Ahlberg | Full Time Faculty, Economics  2019 - present  Part Time Faculty 2013-2019 | SOBI Professional Development  Stress, Incivility, and Mental Illness   Awareness is Key to Thriving Conference – TEDxUTD   Disney’s Approach to Quality Service Training  Online Teaching Certification, Using Zoom in Canvas, Organizing Your Online Course, Producing Quality Video-Based Content  Macmillan’s Achieve and Sapling Program – Demo for Online Teaching  COVID-19 & Economy with Greg Mankiw Seminar  Faculty Academic Planning Coach Program  QM - APPQMR (Statewide Systems)  Using Qualtrics for Student Peer Reviews.  Faculty Champions: The bad, the good and the ugly.  Wellbeing in Isolation and Remote Instruction  Attended webinars: Online Teaching Best Practices, eLc Webinar - How to Use Canvas Studio Webinar; Online Teaching Training – Canvas Course Online & Canvas LMS Technology; Lessons Learned from Online Learning; Q&A with Canvas Admin Specialist Integrating Quizzes with Videos; Integrating the Library into Online Instruction; Fostering Student Interactions; The Role of an instructor in Remote Learning; Course Material and Films for Your Class: The Basics; How to keep your students from cheating on assessments?; Teaching Remotely to Nontraditional Students | All these trainings and professional development programs helped me learn content that can be used in my teaching practice. They also helped me become more avid and skilled in my field. |
| Gian Aryani | Full Time Faculty, Economics 2011-Present  Part-Time Faculty 2009-2011 | Participated in "Economics Evolved: A Symposium Addressing the Paradigm Shift in Principles Courses" teaching symposium organized by McGraw-Hill with multiple seminars on engaging and innovative teaching and the use of new technology in achieving such teaching, 2 day symposium in San Antonio, Texas, 2018  Participated in "EconEd 2020" an online zoom delivered teaching conference organized by MacMillan Learning with multiple seminars on engaging students with various tools and methods in an online environment during a pandemic, 2020  Completed and received certification from Quality Matters for the course "Independent Applying the QM Rubric (APPQMR): (Statewide Systems)". 2 week online certification class with QM facilitator Linda Reed of Blinn College, 2020   Completed and received certification from eLC at Collin College for Online Faculty Certification as an update to previous certification from 2012 from Collin College, 2020  Participated in Collin College dual credit department orientation and professional development at the beginning of every semester, 2016-2020  Participated in various professional development seminars of Collin College’s Faculty Development Conference and Faculty Development Day events at the beginning of each Spring and Fall semester, 2016-2020  Published a professional article titled “Life Cycle Cost Analysis - Lite.” in Police Fleet Manager, Vol. 14 (3), May-June 2016.  Published as a coauthor team of 7 Collin College Economics professors an opinion article titled "Full tuition for online learning isn't a good value. Here's a better college option.", with Meena Beri, Laura Hicks, James Latham, Clay Randall, Lorena Rodriguez, and Kate Stowe. Published in the Fort Worth Star-Telegram online edition on 5/28/20 and in the Sunday print edition on 5/31/20. | Become a better online teacher  Become a better online teacher during a pandemic  Become a better developer of online course templates  Update knowledge to improve as an online course teacher with changes in technology  Keep updated on dual credit developments and improve dual credit teaching  Keep updated and improve pedagogical skills to create an inviting, safe, engaging, and productive student-centered learning environment  Continuation of professional research benefitting teaching at Collin College  Continuation of academic research on teaching modalities benefitting teaching at Collin College |
| Meenakshi Beri | Full time Faculty, Economics 2018-Present  Adjunct Faculty 2016-2018 | **Professional Development in Appreciative Inquiry**   1. Published, “Establishing a Faculty-Driven, College-Wide Appreciative Education Committee,” Journal of Appreciative Education, Fall 2020 2. Completed, Virtual Appreciative Inquiry Facilitator Training, The Center for Appreciative Inquiry, Las Vegas, NV, Summer 2020 3. Completed, Conversation Bootcamps Online Course, Cooperrider Center for Appreciative Inquiry, Champlain College, Burlington, VT, Fall 2020 4. Attended, Appreciative Advising Institute, Florida Atlantic University, Boca, FL, Summer 2019 5. Presented, “Appreciative Inquiry Facilitation,” Faculty Development Conference, Spring 2021 6. Presented, “Empowering Our Students Using Appreciative Education Framework,” Faculty Development Conference, Spring 2020   **Professional Development in Course Design and Subject Matter**   1. Completed, Quality Matters Certifications: Applying QM Rubric (2019), Improving Your Online Course (2019), Peer Review Course (Ongoing, 2021). 2. Attended Quality Matters Conference, Fall 2020 3. Published, “Full tuition for online learning isn’t a good value. Here’s a better college option,” Fort Worth Star Telegram, Fort Worth, TX, Summer 2020 4. Attended, Federal Reserve Bank of Dallas Economic Summit, Dallas, TX, Summer 2019 5. Attended, TeachECONference 2020, Centre for Teaching and Learning Economics, University College London, London, UK, Summer 2020 | **Professional Development in Appreciative Inquiry**  Attending the course work in Appreciative Advising, Appreciative Inquiry Facilitation Training and Conversations Bootcamps have been tremendously valuable not only to the program rather to the entire college because a college wide Appreciative Education Committee has been formed which is tasked to provide professional development to faculty and staff in implementing the Appreciative Education Framework as well as creating a resource webpage on Appreciative Inquiry and Appreciative Education for the faculty, staff and administrators. The Appreciative Education Framework will help us focus on our student strengths and best support our students holistically. Appreciative Education Committee’s Mission Statement is:  “To motivate leadership, faculty, and advisors to adopt an appreciative mindset that further empowers us to focus on students’ strengths and holistic experiences.”  The committee’s mission and vision are tied to the College’s strategic goal of “**maximizing the use of the College’s unique resources and talents”** for the benefit of its students and the communities it serves.  The publication in the Journal of Appreciative Education will help other educational institutions in gauging one of the ways to form Appreciative Education Committee at their respective institutes to holistically support their students.  **Professional Development in Course Design and Subject Matter**  The Quality Matters professional development in course design has helped redesign learner friendly online courses in Economics and Business Statistics. Alignment of learner activities, tools, and assessment with learning objectives has helped me design quality courses.  Attending Dallas FED economic summit and TeachECONference has helped me keep myself abreast with current events as well as current teaching methodologies in my subject area. |
| Lishan Desta | Full Time Faculty, Economics  2020 – present  Adjunct Faculty 2013-2020 | Full-Time New Hire Faculty Academy seminars  Online teaching qualification training by the eLC, eLC boot camps  Quality Matter certification  Cengage and McGraw Hill online teaching training seminars  Texas HigherEd Commission: “Leveraging Open Educational Resources (OER) for Courseware Improvement.”  Cengage: Using the Cengage LMS platform for student success  McGraw Hill: How COVID-19 is Changing Our Realities in the Classroom and Beyond  Member of the Texas Center for Working-Class Studies Conference committee  Dual credit teaching Zoom seminar by the Collin College dual credit coordinators  Adjunct faculty professional development seminars | As the result of taking part in the listed seminars and training sessions, I have developed and acquired skills for effective classroom instruction.  My skills in (i) delivering lectures, (ii) engaging students, and (iii) creating and grading assignments have been enhanced because of them.  My years of teaching experience, constant upgrades in my teaching skills, and my research orientation will be valuable assets to the Business Filed of Study. |
| Laura Hicks | Full Time Faculty, Economics 2014-Present | Attended, Collin College Faculty Development presentations, every fall and spring semester  Attended, Federal Reserve Bank of Dallas Economic Summit, Dallas, TX, Summer 2016 – Summer 2019  Attended, Dallas Federal Reserve Global Perspectives, virtual events, Spring and Fall 2020  Attended, Cengage, W.W. Norton, Pearson, and Macmillan Publisher Presentations during Spring 2017, Fall 2019, and Spring 2020 and Economics Virtual Conferences during Fall 2020  Attended, COVID-19 & the Economy: A Q&A Session with Greg Mankiw, Spring 2020  Attended, McGraw Hill: How COVID-19 is Changing Our Realities in the Classroom and Beyond, Fall 2020  Completed, Quality Matters Certifications: Applying QM Rubric (2019) and Attended Quality Matters Conference, Fall 2020  Attended, NISOD’s Conference on Teaching and Leadership Excellence in Austin, TX, Summer 2018  Attended, The TCCTA Annual Conference in Austin, TX, Spring 2017; in Frisco, TX, Spring 2018, and Spring 2020.  Attended and chaired sessions, The Annual Conference for the Texas Center for Working-Class Studies, Spring 2018 – Spring 2020 | The presentations were always sources of new great teaching methods or a good reminder of best practices already applied in my teaching  Virtual and in person Dallas FED events are amazing opportunities to stay up to date on current economic events as well as current teaching methodologies.  The publisher presentations helped me decide what textbook and online assessment tool works best for my students.  The virtual conferences offered by publishers were a great way of staying up to date with economics events as well as teaching methodologies. |
| James Latham | Full Time Faculty, Economics 2014-Present | 2020 Fall QM ConnectLX Online Conference  2020 Summer OLC Innovate Conference  2020 Spring Attended Openstax Creatorfest  2019 Summer Completed Three Quality Matters Courses  2018 Spring Attended Federal Reserve Research Conference: Finding Shelter: Affordability Squeeze in a Tight Texas Housing Market  2018 Spring Attended Federal Reserve Research Conference: Trade vs. Technology: What’s to Blame for Expanding Inequality in the U.S.  2017 Attended Federal Reserve Webinar on Teaching Fiscal and Monetary Policy  2016 Summer American Economic Association Conference on Teaching and Research in Economic Education |  |
| James Makokha | Full-Time Faculty, Economics |  |  |
| Jay Mussell | Full-Time Faculty, Economics | W. W. Norton Mateer & Coppock Publisher Presentation  McGraw-Hill Asarta/Butters Textbook Discussion  Faculty Development Conference/eLC  OnLine Certification Canvas  New Canvas Gradebook Workshop  2020 Instructional Innovation Conference, North Texas Community College Consortium  Texas Higher Ed. Coordinating Board OER Webinar, Leveraging Open Educational Resources (OER) for Courseware Improvement  Faculty Development Conference Presentations: How to Use Canvas Studio by Andrew Campbell; Digital Distractions: Why Students are on their Phones, and What We Can Do about it - Jeff Sorrels; The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Stategies for Improving Learning- Dr. Janet Zadina;  The Pandemic Attendance Problem: Encouraging you Students to Show Up- Panel Discusiion- Sam Tulluck…  Continued Quality Matters Training and Development  Consistently Voluteering for Economics Tutoring on Plano Campus | Helpful in determining the best content and text for the classroom.  Improvement of quality of Online content delivery  Exposure to most current innovative teaching techniques in the classroom and online  Increasing and adding resource availability in the classroom  Improved use of video and other media in the classroom  Improve content delivery and quality  Consitantly improve content delivery and quality |
| Clay Randall | Full-Time Faculty, Economics |  |  |
| Lorena Rodriguez | Full-Time Faculty, Economics 2010 - present | 27 credit hours in Public Policy and Political Economy PhD program at UTD  Participated in all-day workshop titled “Presenting Data and Information”, by renowned author Edward Tufte on 2/2/2018    Participated in Federal Reserve of Dallas conference titled “Trade vs. Technology: What’s to Blame for Expanding Inequality in the U.S.? on 3/2/2018   Participated in Federal Reserve Bank of Dallas’ Economic Summit 2019, 6/5 – 6/6/2019  Participated in Team-Based Learning 101 workshop, 2/21/2020  Attended Webinars:  Economics in the age of COVID-19,  Dallas Federal Reserve Global Perspectives, 4/14 and 4/23/2020   Demystifying the data of COVID-19, 4/23/2020  COVID-19 & the Economy: A Q&A Session with Greg Mankiw, 4/29/2020   Effective Online Instruction: Recording Effective Microlectures, 4/17/2020 | Increase my proficiency in socio-economic and health policy, as well as quantitative methodology for analyzing economic data.  It is critical that today’s economic and business students develop proficiency in data manipulation and visualization. This workshop helped me to brush up my skills and to increase my awareness of applications.  Helped me become more proficient in two of the most important economic topics of our time: the expected impact of technology, and the reasons for growing inequality.  A review of current economic events and pedagogical strategies for teaching them in the college classroom.  First workshop in the TBL certification series.  These seminars helped me successfully transition to exclusive online teaching, and create assignments that incorporated current events related to the pandemic and subsequent economic recession. |
| Daniel Sattizahn | Full-Time Faculty, Economics 2020 - present | ELC - Teaching with Canvas; Completed a certification course on how to use Canvas to teach online courses.  Dual Credit Professional Development Workshop; Completed a certification course on how to use Canvas to teach online courses.  Applying the QM Rubric (APPQMR); Completed daily modules over a two week period learning how to better design and implement an online website for teaching.  New Faculty Academy: Paving the way for success; Discussed a variety of ways to positively impact the Collin community and students.  New Faculty Academy: Engaging your students; Discussed a number of techniques designed to develop.  New Faculty Academy: How's it Going? Reflected on the semester so far and explored how the Collin libraries can help in this strange COVID hybrid environment.  New Faculty Academy: What do your students need?  Focus on student support; Went over various ways to support students and the numerous organizations available on Collin campus. Also attended "Rigor or Grace: Both/And?" which featured a panel discussion talking about various ways to challenge students while also extending understanding and grace in necessary situations.  New Faculty Academy: Where are you going?  Focus on professional development; Discussed overall professional development, securing funds, travel reservations and procedures, and various other aspects of attending conferences and other trainings.  Fiscal & Monetary Policy in a Pandemic; "Attended" a virtual speech, with accompanying Q&A, with Princeton Professor (and former Vice Chairman of the Federal Reserve) Alan Blinder discussing the ways in which the pandemic has adversely affected the economy while also evaluating the effectiveness of the government's response.  Connect Master Economics Reverse Class Workshop; Participated in a McGraw Hill Workshop in which I "attended" and participated in an online review of a student course, which included evaluating the various course materials and completing them as if I were a student. | This was valuable because it helped me use Canvas more effectively.  This was valuable because it helped me develop strategies that specifically were related to Dual Credit instruction.  This was valuable because it better enabled me to review my online class and make it much more effective and efficient.  This was valuable because it oriented my thinking into how I could connect my class and the study of economics with the Collin community.  This was valuable because it helped me to better understand how to connect with students and create a better learning environment.  This was valuable because it showed me the different ways that the library resources could help my students in their study of economics.  This was valuable because it helped me to better situate my approach in a manner that is designed to foster rigor, while also allowing enough room for grace, when necessary.  In short, it helped me make my course more challenging, but also fair  This was valuable because it showed me how to prepare for attending conferences and travelling, as necessary, to grow my knowledge and understanding of economics.  This was valuable because it gave me better insight into the impact that COVID had on the economy and enabled me to explain it to my students in terms they could understand  This was valuable because it enabled me to engage with new materials and to fully experience them as my students would, helping me to understand their frustrations with specific aspects of the course materials. |
| Joel Spina | Full Time Faculty, Economics 2014 – Present  Academic Coaching Program | Spring 2019: Discussion of BUSI 2350 with Dean Gunderson - Analysis of BUSI FOS courses including Statistics  Dec 2019 - Feb 2020: Chaired Search Committee to hire Professor of Business Administration for Plano Campus  Summer 2020: FED Dallas Webinar: Classroom Strategies and Resources  Jul 2020: QM Webinar: Breaking the Humdrum of "Post Once and Reply to Two Others”  Jul 2020: APPQMR: Applying the Quality Matters Rubric  Oct 2020: FED Philadelphia - Exploring a Skills-Based Approach to Occupational Mobility  Oct 2020: TECH & JOBS: The Future of Education – Transformative Technologies and Their Effects on Work and Society  Oct 2020: FED Atlanta: Is it Over? Examining the US Labor Market Collapse and Outlook for Recovery  Nov 2020: FED Dallas - Kaplan at Bloomberg: Status of US and TX Economies  Dec 2020: Meet QM Review Standards by Applying UDL Checkpoints to the Design and Delivery of Engaging Online Learning Environments | Information about BUSI FOS Program and courses  Better understanding of skills and background of candidates and requirements for Business FOS Program  Application of new teaching strategies and of QM to ECON and BUSI classes  Analysis of mobility to US workforce  Changes in technology for education  Impact of COVID on US Labor market  Analysis of BUSI and ECON conditions  Application of QM to ECON and BUSI classes |
| Kate Stowe | Full-Time Faculty, Economics 2019 - present |  |  |
| Mohammed Tahiro | Full-Time Faculty, Economics 2018 - present |  |  |
| Kaycee Washington | Full Time Faculty, Economics 2018 - present  Part-Time Faculty  2014 - 2018 | CERTIFICATION: Quality Matters Teaching Online Certificate  CONFERENCE PRESENTATIONS  TCCTA 73rd Annual Convention Feb 2020 • Active Learning in the Economics Classroom  St Louis Federal Reserve CTREE Pre-Conference May 2019 • Panel - A Silent Majority: Discovering the Costs and Benefits of Life in the Teaching Track  Professional Development Teaching Workshop at the University of Arizona February 2019 • FRED Data Dashboard Project – Received Ultimate Teaching Award  St Louis Federal Reserve Professors’ Conference November 2018 • FRED Data Dashboard Project • Active Learning in the Online Classroom  Collaborations Associate Faculty Conference, Collin College February 2018  • Work Smarter – Not Harder: Tips to improve your teaching and assessment while minimizing your workload.  OTHER PROFESSIONAL DEVELOPMENT  • Journal of Economics Teaching Symposium on Economics Teaching January 2020  • Conference on Teaching and Research in Economic Education May 2018, 2019  • Economics for Leaders, FTE, Rice University June 2018 | I have learned best practices in Online Teaching and integrating Active Learning into the Economics Classroom. |
| Saeed Ahmadipirshahid | Part-Time Faculty, Economics |  |  |
| Adam Bahr | Part-Time Faculty, Economics |  |  |
| Nicole Ball | Part-Time Faculty, Economics 2018 - present | Effective Virtual Communications , June 2020 | Discussed how to effectively communicate virtually with students so they receive the same experience as an in person class |
| Nathan Battaglia | Part-Time Faculty, Economics 2020 - present | I watched the GIFTS professional development presentations that Dr. Fair posted in fall. It helped me learn a lot about how Canvas works and ideas for helping students with learning and materials and making videos. The presenters were really inspiring with how much creativity and expertise they have in teaching and how much effort they put into making sure their students have the best possible experience and learning environment. | This will help me be a better teacher this year. Dr. Saenz was really great with the videos she makes for her students and the voices she does and the editing. I think that's a little high for me to aim for but it is great to see and be inspired by. |
| Norman Clark | Part-Time Faculty, Economics 2017 - present | “Teaching High School Students in College: Classroom Management for Dual-Credit” – Jan., 2021  COAT Assessment: “Social Responsibility” – Jan., 2021  Zoom Best Practices – Jan., 2021  "Virtual Best Practices in Dual Credit" workshop – Jan., 2021  Canvas Gradebook - Oct. 2020  Hybrid Teaching, Social Distancing, and Active Learning – Aug., 2020   * Creating Quizzes and Exams in Canvas - Mar., 2020 * Creating Assignments in Canvas – Mar., 2020 * How to Migrate Your Face to Face Class to Canvas – Mar., 2020 * How to Use Zoom and Conferences in an Online Class – Mar., 2020 * Internet Security and You – Aug. 2020 * Title IX and Sexual Misconduct – Aug. 2019 * From Design to Assessment - Intentional Online Instruction – Jan. 2021 * Online Teaching and FERPA – Aug. 2020 * **Advice On How To Be A Better Online Teacher – Aug. 2020** * **Creating Assignments in Canvas – Aug. 2020** |  |
| Mike Cohick | Part-Time Faculty, Economics 2020 – present  Full-Time Faculty, Economics 1988-2020 |  |  |
| Karen Horn | Part-Time Faculty, Economics 1998 - present | Various Webinars with Council for Economics;  Online training;  Researched and published book on educational changes in past 50 years;  Various webinars with Federal Reserve Dallas;  Researched and published three books for children on financial literacy;  Advisory Committee for National Council Economic Education, EconEdLink, 2018 – present | All of these activities were valuable to the program in that every exposure regardless of trainings, writing, researching or teaching, brings reality into the classroom which enhances the study for economics. |
| Tom Hudgins | Part-Time Faculty, Economics Fall 2020 to present.  Full-Time Faculty Fall 1999- Fall 2018. | 1. Attended and participated in Southwest Seminar for Great Teaching: "Educators Empowering Educators" Fall 2016, Santa Fe, NM. The program emphasized faculty sharing of classroom experiences and tips about how to be more effective in the classroom. Among the sessions attended were "Creating an Enthusiasm for Learning" and "Strategies for Successful Online Class Assignments."  2. Participated in the Faculty Development Conference on January 6, 2017. Attended the sessions on: (1) Millennials, Gen X, Gen Next—What Next? (2) Dual Credit Across the Disciplines: A Faculty Roundtable, (3) 3 Best Practices in Online Education: Google Docs, Group Work, and Deaf Education, (4) From Mess to Success: A Case Study for Creating Video Content for Online Classes, and (5) The Times They Are A-Changing: Creative Pedagogies for Millennials.  3. Participated in the Faculty Development Conference on August 17, 2017. The conference was on "Games, Gamification, and the Quest for Student Engagement."  4. Participated in the Faculty Development Conference on January 5, 2018. Attended the sessions on: (1) Anti-Intellectualism in America: Truthfulness, Fake News, Agnotology, Paltering, and the Challenge to Participatory Democracy; (2) The First 500 Years (of the Patristic Era of Christianity); and (3) Mayan Calendars. |  |
| Samuel Imarhiagbe | Part-Time Faculty, Economics | Quality Matters training, 7/2018  Cultivating a Culture of Inclusion and Empathy,  3/2020  Dual Credit Training, 1/ 2017 - 2020  Online teaching training: Sharing Expertise, 5/2020  Online teaching seminars: Teaching and Learning Conference, 11/2020 | Each professional Development listed here adds value to my on-ground and online teaching, such as having empathy and engaging my students, and sharing my expertise with students. |
| Fuad Ismail | Part-Time Faculty, Economics |  |  |
| Yonas Lemma | Part-Time Faculty, Economics |  |  |
| Shibalee Majumdar | Part-Time Faculty, Economics |  |  |
| James Murphy | Part-Time Faculty, Economics | Faculty Development Conferences  Dual credit training  Online certification  Publisher sponsored seminars and presentations  Online teaching seminars  eLC training in using canvas | Professional development is valuable to me in teaching economics because there are always new things to learn that will help me be a more effective instructor. In the last year I have learned a whole lot more about using technology because of COVID. |
| William Russell Neal | Part-Time Faculty, Economics |  |  |
| Kemi Osundina | Part-Time Faculty, Economics |  |  |
| Larry Prescott | Part-Time Faculty, Economics |  |  |
| Jason Regan | Part-Time Faculty, Economics |  |  |
| Christopher Stevens | Part-Time Faculty, Economics |  |  |
| John Thompson | Part-Time Faculty, Economics |  |  |
| David Waiyaki | Part-Time Faculty, Economics |  |  |

\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success.** As part of your response, complete the resources tables, below, to support your narrative.

*Suggested/possible points to consider:*

* *The useful life of structure, technologies and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your Continuous Improvement Plan, be sure to provide qualitative and/or quantitative data evidence of the need in this section.*

### Equipment/Technology Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
| Classrooms | None | Y | Y |  |
| College web access | None | Y | Y |  |
| Computer Labs | Access to labs should be easier for all part-time and full time faculty for use with material in their course. | N | N | At this time the Plano campus faculty can make reservations directly with the lab supervisor whereas with Frisco and McKinney faculty must go through Provost secretary to make a reservation. This is a more cumbersome system for faculty to have lab access to work with students to teach them how to use excel for that particular course. Also to access the I drive for students it is more complicated as they have to remember to type the word lab in front of their username and the word Collin in front of their password. Also students do not have access to the I drive from off campus. |

(Please add rows to the table as necessary.)

### Financial Resources Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any no in columns 2 or 3, explain why | For any no in columns 2 or 3, identify expected source of additional funds |
| College Budget | Y | Y |  |  |

Section III. Continuous Improvement Plan (CIP)

### 10. How have past Continuous Improvement Plans contributed to success?

Program Review at Collin College takes place for each award-issuing program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

Collin College’s ‘Program Review and Continuous Improvement 5-Year Cycle’ timeline requires data collection during years 1 and 3. Analysis and revisions of the Continuous Improvement Plan are required during years 2 and 4. The assessment and analysis timeline may be found at: <http://inside.collin.edu/institutionaleffect/program_review/PR_and_CIP_5-Year_Cycle_2017_18.pdf>

The Accounting and Economics Departments cooperated in discussing the CIPs in the pre-administration and post-administration phases. We had several meetings where the discipline leads and faculty members joined together to discuss the Continuous Improvement Plans and the program review. The discipline leads had further discussions, including with Professor Dean Wallace, the BFOS CIP administrator, and one of the authors of the previous program review, as well as with the current authors of this program review report.

Business Field of Study Faculty members meet twice a year to discuss our strengths and weaknesses, the student understanding of concepts, and to investigate alternative pedagogical strategies to present the associated materials. After our previous five-year program review Financial Accounting faculty decided to change to a more basic textbook and to incorporate My Accounting Lab for both full-time and part-time professors. Our goal was to emphasize basic concepts and skills and reduce less essential materials in the initial accounting survey course. We delayed assessment because we wanted to give everyone time to adapt to the new approach. Soon after the change, faculty was not satisfied with the “basic book” approach. Within two years, Financial Accounting moved back to a more challenging textbook. We agreed to continue our emphasis on core concepts while expanding contexts to make the materials more meaningful and memorable to students. Since the Accounting Department changed their textbook, the assessment in year 1, 2017, did not take place. To make up for it we added an assessment in the fall of year 4, 2020.

The Business Field of Study (BFOS) Assessment is administered to students who meet the definition of completer in the BFOS. A completer is defined as a student who is in the final stage of completing the four essential courses of the BFOS: ECON 2301, ECON 2302, ACCT 2301 and ACCT 2302. Since ACCT 2302 must be taken after completing ACCT 2301, while the two ECON courses may be taken in any order at any time, it was concluded that typically ACCT 2302 would be the last course taken of the sequence of four courses. In order to access a large sample of completers, the assessment instrument was administered during the 12th and 13th weeks of ACCT 2302 classes during the Fall semesters. Appropriate measures were included to identify assessment takers who were not in the process of completing all four courses. Their results are not included in the report sent to the Institutional Effectiveness. For the Fall 2020 semester, the test was administered in face-to-face and web-based ACCT 2302 classes. Allowing for absentees, dropouts, and identified non-completers, of the 151 students who completed the assessment, 132 of these students were identified as completers. We conclude that this is an adequate sample for the assessment.

**ASSESSING THE STUDENT LEARNING OUTCOMES (SLO):** Two SLOs were selected by the Economics Department and two SLOs were selected by the Accounting Department and there are four questions for each SLO.

SLO 1: **The student will apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems** (Questions 1 - 4, ECON 2301)

SLO 2: **The student will demonstrate the importance of trade to a country and explain why free trade is beneficial to all trading countries** (Questions 5 - 8, ECON 2302)

SLO 3: **The student will be able to define the objectives of financial reporting, identify the elements of the balance sheet, and identify the related key accounting assumptions and principles that apply (**Questions 9 – 12, ACCT 2301)

SLO 4: **Given parameters for a manufacturing organization, the student will define and use the various costs of producing products, as well as the costs of selling and administration, to prepare an income statement for the organization (**Questions 13 – 16, ACCT 2302)

**ADMINISTERING THE BFOS ASSESSMENT TEST:** The ACCT 2302 instructors administered the test during the 12th and 13th weeks of classes. Students were asked to take the assessment online via Pearson MyLab used in each section of ACCT2302. Completed assessments were forwarded to the BFOS CIP Administrator, Professor Dean Wallace, who assembled and evaluated the results.

**EVALUATING THE ASSESSMENT RESULTS:** For each question, the standard to be **met** is 70% correct or higher, to be **partially met** is 50% to less than 70%, and to be **not met** is less than 50%. For each SLO, the results of the four applicable questions are aggregated, and the standards above are applied. We have included information from the previous program review cycle to emphasize the improvements.



**ANALYSIS:**

**ECON 2301 SET:** Overall, 86% of completers answered the four questions correctly. Standard was **met**. This is an increase from 75% in the previous assessment.

**ECON 2302 SET:** Overall, 87% of completers answered the four questions correctly, up from 77% in the previous assessment. Standard was **met**.

Prior to administering the CIP assessment, the Discipline Leads for Accounting and Economics, along with their respective departments, reviewed the assessment questions for the CIP which were used during the last program review cycle. For Economics, the Discipline Lead discovered misalignment issues of multiple assessment questions from the previous program review cycle. Assessment questions were misaligned with how the assessed student learning outcomes were taught in Economics classes. The first reason is that the Economics Department changed textbook adoptions several times during the previous review cycle. The second reason is that the authors of the previous set of assessment questions used question wording more appropriate for Econ 1301 courses based on the Economics Department's adopted Econ 1301 textbook.

The Discipline Lead explained this to the faculty members during department meetings and took the initiative to propose revised draft assessment questions reflecting wording that is actually taught for the subject student learning outcomes in the assessed courses as well as reflecting the Economics Department's current adopted textbook for the assessed classes. The Economics Department reviewed, discussed, revised, and agreed on revised assessment questions during Department meetings. These revised Economics assessment questions were then implemented in the CIP assessments given during the current program review cycle, thus explaining the large and significant improvement from 2014 to 2019 as a result of the misalignment issues being curated. The further gradual improvement from 2019 to 2020 represents the first retesting of the revised assessment questions from 2019 and further assessments through future CIPs are needed to confirm this trend of meeting and exceeding standards.

**ACCT 2301 SET:** Overall, 81% of completers answered the four questions correctly, up from 60% in the previous assessment. Standard was **met**. However, only 64% of completers answered question 12 correctly.

**ACCT 2302 SET:** Overall, 82% of completers answered the four questions correctly, down from 83% in the previous assessment. Standard was **met**. However, only 68% of completers answered question 15 correctly, down from 92%.

From the results of our Spring 2014 assessment accounting specifically reviewed question 12 for financial accounting and agreed we needed to emphasize the names of the concepts and not just applying them and of course that has resulted in improvement as demonstrated by the subsequent assessments. Also, for managerial accounting after our 5-year program, we agreed that question 16 was poorly worded and after improving the question there was a substantial improvement in the next 2 assessments.

From our Spring 2019 assessment, faculty have no explanation as to why the dip with questions 10 and 14 but agreed we needed to emphasize the purpose of the balance sheet and the relevant range for fixed costs. The next assessment showed improvement in both.

From the Fall 2020 assessment, Faculty agreed at our spring 2021 department meeting we will emphasize the concept of mixed costs to improve the results for question 15. Given the disruptions imposed by the College’s COVID-19 response, faculty is pleased the results overall were this positive.

Suggestions for the Economics and Accounting discipline leads:

1. Examine the quality of the question for which completers did not meet standards. None of the questions fell into the “**did not meet”** standards category.
2. Review questions for which completers partially met standards. These are questions 12 and 15.
   1. Consider changes in how this material is taught.
   2. Consider changes in how the questions are presented, to insure clarity.
   3. The questions may be left unaltered for the next BFOS if the discipline lead wants to do so.

We have determined that our method of capturing completers is acceptable. The resulting sample size is adequate. The concern that administering the assessment to ACCT 2302 students might bias the results to favor higher scoring in that part of the assessment appears to be unfounded. The next administration of the BFOS Assessment will occur in the Spring 2022 semester.

Faculty members of both Economics and Accounting Departments are focused on providing formative based assessments and application activities to ensure strong understanding of concepts. Based on our conversations, we decided to keep the same assessment outcomes in the CIP and aim to increase the completer’s percent. However, we did add one outcome regarding creating a functional webpage for the Business FOS.

### \*Please attach previous CIP Tables in the appendix

### 11. How will we evaluate our success?

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the outcomes chosen for the CIP(s).**

The Business Field of Study Program uses data collected from the Institutional Research Office, CIP assessment tests and faculty observations to evaluate our success. Below are some of our strengths and weaknesses based on the last 5-year program review cycle. Faculty members will discuss how to capitalize on the strengths, mitigate the weaknesses, and improve student success in future meetings.

Strengths:

* Knowledgeable and experienced faculty members
* Participation in professional continuing education
* Faculty’s strong interest in student success
* Student demand for Business FOS
* Increased student enrollment
* Increased student success rates for most of our courses
* Increased award completions
* Helping students acquire marketable skills
* Tutoring lab
* Not having pre-requisites for BUSI 1301 class allows us to welcome some students who may have not considered BFOS before, but become majors after taking the class

Weaknesses:

* Lack of ability to elicit feedback from our majors beyond the student evaluations
* Lack of ability to elicit feedback from the firms that employ our majors beyond the Employer Satisfaction Report provided by the Institutional Research Office
* Some of our course requirements, despite transferring, may not apply to the student’s final degree at a 4-year institution (examples: Principles of Business and Business Statistics)
* Lack of a proper website

Regarding the lack of ability to elicit feedback from our majors beyond the student evaluations, we need to cultivate partnerships with the four-year institutions our students transfer to, so we could get more detailed data regarding our student's success. We don’t just want to have students transfer to UNT or other institutions, we want to know how they are doing and what they are doing beyond graduation. Institution Research Office (IRO) is surveying all students post-graduation or post-departure in programs where this is required for their accreditation. However, this is not the case for Business FOS.

Regarding difficulties in transferring some courses to four-year institutions, the Texas Transfer Advisory Committee (TTAC) is reviewing the current FOS procedures within the new Texas Transfer Framework. The process is still basically the same if an institution does not apply courses from a FOS to the major - they inform the student in writing.  The student can then inform the credit granting institution (CC or other university) and the credit granting institution and the university (not allowing credit) can discuss/negotiate.  If they cannot get it figured to the satisfaction, they can appeal to the THECB. Commissioner’s word is final.

Most students do not report back to the credit granting institution, so there are few challenges, although community college faculty hear from students on occasion about the problem, but few, if any, actually challenge it. The TTAC is supposed to help make transfer easier, but any changes won’t be known for a couple years.

The actual law on FOSC is as follows:“Sec. 61.823.  FIELD OF STUDY CURRICULUM.

[…] (b) If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.”

However, it is still very difficult to force universities to accept courses they refuse to accept.  Even if the student complains to the THECB, and the institution still does not accept, the “punishment” for the noncompliant school is that they will get reduced funding from the state (they won’t receive funding for that student for that course- if they make student take another course) so for most universities, no real punishment at all.

To address the lack of a proper website for the Business FOS, we added a new outcome for our future CIP to create a functional website to address our concerns from question 6 and transfer opportunities mentioned above. Business FOS faculty will start developing the website with a completion date of Fall 2022. Once the website is functional, Business FOS faculty will inform students about it. We also plan on creating a generic survey to measure the student’s knowledge and usage of the website and our target is that at least 50% of the students are aware of the website within the first year, 60% of the students are aware of the website within the second year, and at least 70% of the students are aware of the website within the third year.

### 12. Complete the Continuous Improvement Plan (CIP) tables that follow.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency),** and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

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

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this program  (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301) | **B. Measures**  Instruments/processes used to measure results  (e.g. surveys, end of term class results, test results, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% success rate, 25 graduates, etc.) |
| **The student will apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems.** | Assessment Test - Questions 1 – 4 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **The student will demonstrate the importance of trade to a country and explain why free trade is beneficial to all trading countries.** | Assessment Test - Questions 5 – 8 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **The student will be able to define the objectives of financial reporting, identify the elements of the balance sheet, and identify the related key accounting assumptions and principles that apply.** | Assessment Test - Questions 9 – 12 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **Given parameters for a manufacturing organization, the student will define and use the various costs of producing products, as well as the costs of selling and administration, to prepare an income statement for the organization.** | Assessment Test - Questions 13 – 16 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **The student will be able to identify, define and discuss the advantages and disadvantages associated with principal methods of business formation.** | Assessment Test - Questions 17 – 20 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **Describe, interpret, and apply discrete and continuous probability distributions.** | Assessment Test - Questions 21– 24 | Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| **Create a functional website to address our concerns from question 6 and transfer opportunities from question 11.** | Create a generic survey to measure student knowledge and usage of the website. | 50% of the students are aware of the website within the first year. 30% of students have indicated they have utilized the website.  60% of the students are aware of the website within the second year. 40% of students have indicated they have utilized the website.  70% of the students are aware of the website within the third year. 50% of students have indicated they have utilized the website. |

**Continuous Improvement Plan**

**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. Y*ou must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Results expected in this program (from column A on Table 1 above--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 essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).  
**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).  
**D. Action Plan** -Implementation of the action plan will begin during the next academic year. 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 program improvements.

### Table 2. CIP Outcomes 1 & 2

|  |  |
| --- | --- |
| 1. **Outcome #1** The student will apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems. | |
| 1. **Measure (Outcome #1)** Assessment Test – Questions 1 - 4 | 1. **Target (Outcome #1)** Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| 1. **Action Plan (Outcome #1)** Faculty will meet bi-annually to discuss student understanding of concepts. Faculty will investigate alternative pedagogical strategies to present the associated materials. Faculty will provide formative based assessments and application activities to ensure strong understanding of concepts. Faculty will review Assessment Test questions to insure clarity and applicability to the SLO under assessment. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

### Table 2. CIP Outcomes 1 & 2 (continued)

|  |  |
| --- | --- |
| 1. **Outcome #2** The student will be able to define the objectives of financial reporting, identify the elements of the balance sheet, and identify the related key accounting assumptions and principles that apply. | |
| 1. **Measure (Outcome #2)**   Assessment Test – Questions 9 - 12 | 1. **Target (Outcome #2)**   Meets is 70% correct or higher; Partially Meets is 50% to less than 70%; Not Meets is less than 50%. |
| 1. **Action Plan (Outcome #2)** Faculty will meet bi-annually to discuss student understanding of concepts. Faculty will investigate alternative pedagogical strategies to present the associated materials. Faculty will provide formative based assessments and application activities to ensure strong understanding of concepts. Faculty will review Assessment Test questions to insure clarity and applicability to the SLO under assessment. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

### What happens next? The Program Review Report Pathway

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* Reports will be posted on the intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the department.

1. **Program responses to the Program Review Steering Committee recommendations received by July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**LIST OF EXIBITS**

|  |  |  |
| --- | --- | --- |
| **No.** | **Name of the document** | **Question** |
| 1 | FOS Awards By Program 2016-2020 | 3 |
| 2 | Unduplicated Enrollment – Business FOS | 3 |
| 3 | 2020 NACE Job Outlook | 4 |
| 4 | 2017 Employer Satisfaction Report | 4 |
| 5 | THECB Exit Cohort Report 2016-2017 | 4 |
| 6 | THECB Exit Cohort Report 2017-2018 | 4 |
| 7 | Program Labor Market Info 2020-21AY | 4 |
| 8 | Average Section Size - Business FOS | 5 |
| 9 | Grade Distribution – Business FOS | 5 |
| 10 | Fall Faculty Contact Hours, 2016 - 2020 | 5 |
| 11 | Student evaluations for ACCT and ECON classes | 5 |
| 12 | Collin College Transfer Agreements | 7 |
| 13 | Business FOS CIP, 2017-18 | 10 |