



**Year-End Report**

**2017-2018**

*Department: Business*

**Document Prepared By:**

**Felix Pereiro – Business Dept. Head**

**Assessment Data Prepared By:**

**Ann Alexander**

**Contributors to Document:**

**Richard Barnhart  
Garret Brand  
Glenn Gelderloos  
Mark Jasonowicz  
Jennifer Knauf  
Matheta Righa  
Brent Spitler  
Jeff Spoelman  
Myriah Williams**

## Department Information

### Annual Updates

#### Review & Documentation:

##### Current year goals & outcomes

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

1. Program Review (Five-year cycle).

Outcome: The Business Dept. faculty worked with Katie Daniels on Program Review during fall 2017 and winter 2018. Program Review documents were submitted by the **deadline**.

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

Outcome: Courses were revised according to the rotation schedule documented for 2017-18.

Our Business Dept. prioritized, worked on, and moved forward with the following 8 course revisions in the Curriculog system this 2017-2018 year:

Courses launched by faculty and approved by Dept. **Head:**

BA 130 Computer Keyboarding - Jeff Spoelman (with input from O.A. adjuncts)

BA 150 Mathematical Applications in Business - Rick Barnhart

BA 172 Sales - Felix Pereiro

BA 174 Advertising - Felix Pereiro

BA 204 Electronic Commerce - Felix Pereiro

BA 268 Tax Accounting – Mark Jasonowicz

BA 101 Business and Technical English 1 - Ann Alexander

BA 102 Business and Technical English 2 - Ann Alexander

##### FM Courses Discontinued

Course(s) discontinuation launched by Brent S. and approved by Dept. Head:

FM 105 Intro to Fashion and Interiors

FM 107 Clothing Selection & Design

**Commented [AM1]:** Great, could you send me the program learning outcomes for each program. Thanks

**Commented [AM2]:** Thank you all for this work

- FM 108 Clothing Construction
- FM 110 Textiles
- FM 111 Floral Design
- FM 180 Cooperative ED FM 1
- FM 181 Cooperative ED FM 2
- FM 213 Fashion Show Production
- FM 220 Fashion Promotion
- FM 228 CAD for Fashion Design
- FM 230 Display and Visual Merchandising
- FM 119 Sewing for Fashion
- FM 236 Fashion Design
- FM 289 Fashion Exploration NYC
- FM 290 Fashion Exploration Chicago
- FM 291 Seminar in Fashion Merch 1
- FM 120 Fashion Designers
- FM 122 Merchandising Apps for Retail

3. Review articulation agreements with four-year partners. Will continue to work with Matt Novakoski on course transferability and articulation agreements.

Outcome: Worked with Matt Novakoski on the following transfer or articulation agreements initiated in Curriculog for 2017-2018:

Ferris reached out to formalize 2 agreements--GRCC to FSU Business Administration, B.S. (with Concentrations), and GRCC to FSU Business Administration, B.S. (Professional Track).

**Commented [AM3]:** Nice pathway for our students

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

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

**Commented [AM4]:** I would ask that each faculty member assist Felix to increase the participating on the advisory committees. This has been a priority for a couple of years and the business committees are not very robust. So please focus on adding to all of the committee this year. If/when a Perkins audit comes I can't defend these committees or the Perkins dollars that are utilized by the dept without those committees.

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

Outcome: The Business Café Series is a success.

2017 Fall Semester Attendance:

Study Away – 47 students (44 students from professor's class and 3 students not in professor's class)

Meijer Internships Summer 2018 – 23 students

Acing the Interview – 5 students

Check Your Progress Own Progress with My Degree Path – 5 students

Accounting Careers What to Consider – 13 students

FSU 3+1 you! – 8 students

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

Pursuing a Law Career – 6 students

Careers in Marketing and Management – 9 students

Entrepreneurship and Starting Your Own Business – 10 students

Transfer Resources – 30 students

MWest Challenge – Opportunity to Make Money on Your Ideas! – 17 students

**Commented [AM5]:** The model of the Café series is wonderful – and attendance was consistent. Nice job team!

2018 Winter Semester Attendance:

Business Laker to GVSU Laker – 8 students

Resume Writing – 5 students

Transfer Resources – 46 students

Business Careers: So Many Choices So Little Time – 6 students

Check on Your Own Progress with MyDegree Path – 2 students

Davenport 3+1 – 1 student

Careers in Accounting – 5 students

One Scholarship Application. Hundreds of Opportunities – 2 students

Study Away – 40 students (38 students from professor's class and 2 students not in professor's class)

Safety on Campus – 1 student

Pursuing a Law-Related Degree – 2 students

Careers in Marketing and Management – 5 students

Entrepreneurship and Starting Your Own Business – 7 students

6. Continue our membership in the West Michigan Colleges and Universities Group (WMCUG) and participate in the MWest Challenge.

Outcome: We continued our membership in West Michigan Colleges and Universities Group (WMCUG) and participate in the MWest Challenge.

7. Consider revising the Entrepreneurial Certificate number of total credit hours to boost completion numbers.

Outcome: We revised the Entrepreneurial Certificate.

The revised Entrepreneurship Certificate courses:

BA 105 Entrepreneurship

BA 106 Starting a Business

BA 270 Marketing

BA 276 Business Innovation

BA 286 Small Business Management

This degree meets the minimum number of credits requirement for financial aid.

Program-specific goals:

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

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

Additional Work Added During the Year:

Office Administration: Program was discontinued. Continue to implement teach out plan that was developed for the office administration students so they could complete the program. The success of implementing teach-out plan is contingent upon funding a teach out plan coordinator (professor) in this area. Professor Ann Alexander will be our lead on the teach-out plan.

Outcome: Office Administration Program discontinuation was initiated and completed in Curriculog by Professor Felix Pereiro.

Marketing Certificate: Certificate was discontinued. Continue to implement teach out plan that was developed for the marketing certificate students so they could complete the certificate. The success of implementing teach-out plan is contingent upon funding a teach out plan coordinator (professor) in this area. Professor Felix Pereiro will be our lead on the teach-out plan.

Outcome: Marketing Certificate discontinuation was initiated and completed in Curriculog by Professor Felix Pereiro.

**Commented [AM6]:** These are all great examples of how program review can shape curriculum decisions. Nice job everyone!

Other goals:

MWest Challenge and WMCUG.

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

WMCUG team also fine-tuned the MWest Challenge competition format because of budget and time constraints, e.g. GVSU. The event used to be a full one-day event. We went to a one-night event format. The top eight teams that scored the highest in the written executive summary phase went onto to present their full presentations with PowerPoint slides at the April 17, 2018 competition. A poster and Idea Pitch (elevator pitch) tier was created for this competition. Each college/university selected their top three teams to move forward to the April 17, 2017 event. These teams each made a short 90 second presentation without PowerPoint slides.

Final Competition Agenda:

5:00-6:00: Innovation Showcase Poster Session

6:00-7:00: 90 Seconds-Idea Pitch Competition

7:00-7:30: Networking Break

7:30-8:50: Top 8 Final Round

9:15: Awards

Three Grand Rapids Community College student teams competed in the Poster/Idea Pitch Round at the MWest Challenge competition.

### **LOOP CODING CENTER**

Team Leader: Jose Meza

Team Member(s): Angel Barreto-Criz

The purpose of Loop Coding Center (LCC) is to increase diversity in the field of technology.

### **POWERFUL HEATING SOLUTIONS**

Team Leader: Jonathan Klett

Team Members: Ryan VanOss, Johannes Boot, & Nolan Hitt

We created a heating system to keep tools and valuable materials from freezing and breaking when exposed to freezing temperatures. This product is customized to fit any sized toolbox or exterior vehicle storage.

### **THERMAL WINDSHIELD WIPER COVERS**

Team Leader: Jose Espinosa

Thermal Windshield Wiper Covers with a built in heat strip powered by a battery. These covers will prevent your windshield wipers from freezing in the winter months. With a press of a button you will be able to turn the heat strip off or on.

### Additional Work Added During the Year:

Academic Pathway – Business Concentration, A.A. Degree

Outcome: We worked with the Academic Pathway team in creating an Academic Pathway with a Business Concentration, A.A. degree this year.

**Departmental Professional Development**

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

We worked with Katie Daniels on Program Review training and work sessions during fall 2017 and winter 2018 semesters. We will completed the Program Review work during April 2018.

**Departmental Advising Plan & Outcomes**

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

1. Continue to provide one-on-one student advising during office hours and classroom meetings.
2. Business Café series at our Business Lab approx. once a month during the fall 2017 and winter 2018 semesters. Sessions will be approx. one hour in duration. Session topics will vary.

Outcome:

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

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

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

The Business Café Series was well received by our students during the fall and winter semesters. Details provided in the Current Year Goals & Outcomes #5.

**Commented [AM7]:** Have you considered doing advising in the first week of each semester? This has been a successful model in several departments. Each class takes 15 minutes sometime in the first week to assure everyone has the correct program code, answer any questions for future courses, talk about graduation, transfer, etc. Of course this is a general overview but could spawn students to seek out faculty for further discussion.

**Program Accreditation Updates**

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

We did not have any this past year.

**Perkins & Key Performance Indicators**

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

**Accounting**

*The following Perkins Indicators were met.*

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

2p1 - The state performance level expected was 31%. We achieved a performance level of 35%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 69.78%.

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

5p1 - The state performance level expected was 26%. We achieved a performance level of 44.08%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 27.78%.

Met Standard (within 90%)

The following Perkins Indicator was not met:

None.

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

**Commented [AMS]:** IRP can certainly look at the data – but there should be some specific request that you want them to look at.

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

***Business Administration***

The following Perkins Indicators were met:

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

2p1 - The state performance level expected was 31%. We achieved a performance level of 36.50%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 68.18%.

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

5p1 - The state performance level expected was 26%. We achieved a performance level of 51.33%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 58.02%.

Met Standard (within 90%)

The following Perkins Indicator was not met:

None

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

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

***Entrepreneurship Certificate***

The following Perkins Indicators were met:

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

5p1 - The state performance level expected was 26%. We achieved a performance level of 57.14%.

Met Standard (within 90%)

The following Perkins Indicators were not met:

3p1 - The state performance level expected was 71%. We achieved a performance level of 16.67%.

The following Perkins Indicators were missing data:

2p1 - The state performance level expected was 31%.

4p1 - The state performance level expected was 87%.

5p2 - The state performance level expected was 21.5%.

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

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

We have revised the certificate to approx. 16 credits versus the current 35 credits.

#### ***Fashion Merchandising***

Fashion Program was discontinued.

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

The following Perkins Indicators were met:

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

3p1 - The state performance level expected was 71%. We achieved a performance level of 75.18%.

5p1 - The state performance level expected was 26%. We achieved a performance level of 41.95%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 66.67%.

Met Standard (within 90%)

The following Perkins Indicator was not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 17.10%.

The following Perkins Indicators were missing data:

4p1 - The state performance level expected was 87%.

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

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

### ***Marketing***

The following Perkins Indicators were met:

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

3p1 - The state performance level expected was 71%. We achieved a performance level of 68.63 %.

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

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

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

Met Standard (within 90%)

The following Perkins Indicators were not met:

2p1 - The state performance level expected was 31%. We achieved a performance level of 6.30%.

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

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

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

Marketing Certificate has been discontinued.

### ***Office Administration***

The following Perkins Indicators were met:

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

2p1 - The state performance level expected was 31%. We achieved a performance level of 41.20%.

3p1 - The state performance level expected was 71%. We achieved a performance level of 67.80%.

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

Met Standard (within 90%)

The following Perkins Indicators were not met:

5p1 - The state performance level expected was 26%. We achieved a performance level of 8.33%.

5p2 - The state performance level expected was 21.5%. We achieved a performance level of 0%.

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

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

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

The Office Administration Program has been discontinued.

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

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

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

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

Analyze and make recommendations to solve business problems.

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

Organize and deliver a professional business presentation including visual aids.

#### ***ILO***

#### **Communication**

#### ***Measure***

Final presentation in BA 201 assessed with rubric

#### ***Purpose***

Assess trends in student performance on BA 201 final project. This course is required for the following Business degree programs: Business Administration, Management and Supervision, and Marketing.

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

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

#### ***Measures of Student Learning***

The measure for this outcome is performance on a final presentation in BA 201, Business Communication. The department reviewed evaluations of final presentations delivered by Business majors taking BA 201 during Winter 2016 and Summer 2016 to establish a baseline and continued to collect data during Fall 2017 and Winter 2018. Note: data had been available in Blackboard for previous semesters, but at the time of this writing, all student data from Fall 2016 and Winter 2017 had been erased by IT and were not available for analysis. Data posted in Blackboard during AY 2017-18 were still available. The rubric was available to students before delivering their presentations and was used in grading. A minimum of two sections were reviewed for each semester, all using the same assignment and rubric.

**Commented [AM9]:** While SLO's are very important, this document should focus on Program Learning Outcomes and Institutional Learning Outcomes. Please send the PLO assessment documents that were developed in program review this year.

## *Findings/Improvements/Impact*

### Findings

Based on a broad overview of results, overall performance on this assignment has improved, with overall presentation project scores improving from B/B+ to A- range.

During the time studied, scores in Content and Organization were generally higher than those for Delivery and Visual Aids, but all areas showed improvement. Content scores improved from a B level to an A in both lecture and online sections; Organization scores improved from B to A in lecture sections and C+ to A in online sections. These improvements mirror improvements in the written part of the project, and may also reflect changes made in Summer 2016 (required synchronous meetings for all students) and Fall 2016 (required interim written assignments for all students).

Delivery scores have shown less dramatic improvement, going from C to B in online sections, and remaining at a B level in lecture sections. Similarly, scores in use of Visual Aids have improved from C to B in online sections, and from B- to B in lecture sections. There is room for improvement in both online and lecture sections.

### Changes implemented 2016-17

- Scheduled required (rather than optional) synchronous individual meetings with all BA 201 students to review final project (both paper and presentation), beginning Summer 2016. (These were already in place for lecture students in Fall 2015 and Winter 2016)
- Since Fall 2016, all students (lecture and online) have been required to complete interim assignments for final project, including research design, draft introduction, and two literature search assignments.

### Changes implemented AY 2017-18

- Added non-graded short presentations as weekly part of lecture sections, beginning Fall 2017.
- Added interim presentation practice and slide development activities for lecture sections, beginning Winter 2018.

### Changes planned for AY 2018-19

- Develop additional opportunities for presentation practice, including both low-stakes in-class and online activities, as well as at least one graded interim presentation assignment.
- Include additional content and practice on non-verbal communication.
- Include content on video presentations in both online and lecture courses.

### Quantitative Data

#### Online Project Scores

	W16	S16	F17	W18
<b>Presentation Mean (of 200)</b>	160.11	180.93	181.89	183.50
<b>Content Mean (of 60)</b>	51.53	54.28	60.00	60.00
<b>Organization Mean (of 60)</b>	47.05	55.43	54.46	56.30
<b>Delivery Mean (of 60)</b>	43.76	50.29	50.61	50.70
<b>Visual Aid Mean (of 20)</b>	14.59	15.58	17.01	16.46

#### Lecture Project Scores

	W16	F17	W18
<b>Presentation Mean (of 200)</b>	177.36	178.27	181.13
<b>Content Mean (of 60)</b>	49.19	58.78	59.83
<b>Organization Mean (of 60)</b>	51.64	53.17	53.04
<b>Delivery Mean (of 60)</b>	50.72	49.93	51.82
<b>Visual Aid Mean (of 20)</b>	16.00	16.77	16.44

## *Qualitative Data*

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

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

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

### *S16 Online*

#### Question 1

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

#### Question 2

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

### *F16 Online*

#### Question 1

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

#### Question 2

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

## F16 Lecture

### Question 1

- The most valuable assignment to me was the Final presentation. It was the first time I wrote a formal analytical report so it was definitely a learning experience. Presenting the information orally with a PowerPoint was also valuable because it helped develop our presentations skills for the future.
- I think the final project was the most useful and valuable for me. I changed my topic about three times so I had a very hard time finding quality research. I enjoyed making the power point, presenting and getting feedback from the audience. I also liked the in class assignments with our groups. It was very interesting getting to know my classmates through presentations, writing and reading assignments.
- I think the most valuable assignment was the final project as a whole, it allowed us to really dive into research and find more details on things instead of just writing a paper and calling it good.
- The presentation- Honestly, I could have done without the paper, and I'm still finishing the paper. I think an outline, with 10-15 minute presentation would be, and was for me the best communication homework any one could honestly have be presented with in this class. Now, I believe the paper is irrelevant since I, and 90% of the rest of the students won't need to write papers for work, however our ideas and how we work well with others will be a huge asset to us. Therefore I think 1 presentation as a group that consists of out of class collaboration, and a decent of in class collaboration / and I also believe the final project should be the same presentation form as you have now, but without the paper.

### Question 2

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

- Honestly, I think a 200 point group presentation would be the goal here. It's a 14-15 weeks course. 7 week presentation. Allowing the groups to pick a socially known issue in the work place, and present their findings, and come across a possibly way to combat that issue within the group and present that as well.

*F17 OL*

Question 1

- I personally found the power point presentation the most useful as this gave me a chance to practice face to face communication skills.
- I think the most useful assignment was the critique of a team presentation. It's an assignment that preps students for the real world by making them examine a poorly designed Powerpoint and correct all of the issues.

Question 2

- I can tell you that I also really liked that we had a chapter on power point. I found that one to be really helpful as well.
- If there was additional time, I would like to focus more on presenting, simply because I feel as though I have a lot of room for growth in this area.
- If there had been extra time, I would have like to learn more about body language. I think that it is an important part of communication in business to read other's body language, but also to send the right message ourselves.
- I think I would have liked to see more emphasis on presentations. I know there was an awful lot of information on how to give an effective presentation, but I still found myself uneasy when recording my own presentation.

*F17 Lecture*

Question 1

- I found the final presentation to be the most valuable because it forces people to talk in front of the class without forcing them to memorize too much.
- The assignment I found to be the most useful was the final presentation. Although, I very much dislike to talk in front of people and present information that I've researched, i have found that to be the most valuable because extra practice for presenting and talking in front of people is always helpful.
- The most useful assignment I had was probably the essay and presentation. This allowed me to research and present on something I am interested in, as well as to learn more from others.
- I found the final project to be the most useful. I found while writing the paper as well as putting together my slides that I used lessons from almost the entire semester. This reapplying of knowledge was very useful.

Question 2

- I wish there was time to discuss non-verbal communication, we briefly discussed this in class, but it would be interesting to learn about some of the important nonverbal cues that a person does depending on how they feel during the time. For example, if they are agitated, uncomfortable talking about a certain subject, etc.

- I think if there were more time I would like to see maybe more communicating in the class, like just a little assignment or something that you would present to the class and maybe have discussions about it. Other than that I found this class to be very informative.
- What would be helpful is taking the last few minutes of class and having the students read a poem or something short to prepare them for talking in front of class during the final presentation. Nothing more than a minute or two per person but i wouldn't set a time t. minimum If they didn't prepare something they can just tell a story about something that happened to them that week.
- Because of personal issues with presentations maybe just talking more about coping with anxiety and stage fright presenting.

*W18 OL*

Question 1

- I found the final project at the end the most valuable because it used multiple techniques we learned throughout the semester.

Question 2

- I would have liked to cover more about personal communication.
- I would have enjoyed an exercise in video conferences.
- Since we are in a high tech era, it would have been nice to have the course explain how to do video conferences and how to prerecord different videos for business professionals to watch.
- I would have also liked to have spent a little bit more time on how to create and present a powerpoint presentation (such as gestures, stance etc.).
- While this course covered a lot of helpful topics, I think a section on video conferences or presentations would be a great addition. I think incorporating some of the more technological aspects would tie in with today's business climate perfectly.
- Maybe a little bit more on public speaking but this is hard to do for an online class.
- I think focusing a bit more on presenting, especially with a Power Point, would have been very beneficial not only because of the nature of the class but with what the final project includes.

*W18 Lecture*

Question 1

- I would have to say the final exam assignment, because it was the most challenging for me and cause me to learn some new things about doing power point slides and presentations, plus the whole process of doing research and writing about my findings.
- I think the assignment I found the most useful was the paper and presentation. It forces you to research, write and then present. Having to present will help in the future at our jobs with presentations and being able to articulate the reasons behind our arguments.

Question 2

- I feel like i would have liked to see less technical writing assignments and more in person interactions.
- If there was more time in the semester, I would have liked to learn about how to give a good presentation and make my public speaking more confident.

**Part II: Plan for Upcoming Year**

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

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

What are your departmental goals and plans for 2018-19?

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

The Department reserves the right to change the goals.

1. Continue to work on Program Review, e.g. Pre-Business Programs, with Katie Daniels. This will be our primary focus this year. This is a very time consuming process for our Business Dept. faculty and staff.
2. Review and update courses according to the course rotation schedule found in the Business Review and Revision Schedule provided by Sheila Jones.
3. Review articulation agreements with four-year partners. Will continue to work with Matt Novakoski on course transferability and articulation agreements.
4. Continue recruitment of new members for our advisory committees where we identify gaps.
5. Target advising via Business Café Series and one-to-one advising.
6. Continue our membership in the West Michigan Colleges and Universities Group (WMCUG) and participate in the MWest Challenge.
7. Implement the Office Administration teach-out plan. Office Administration Program was discontinued. Continue to implement teach-out plan that was developed for the office administration students so they could complete the program. The success of implementing teach-out plan is contingent upon funding a teach out plan coordinator (professor) in this area. Professor Ann Alexander will be our lead on the teach-out plan.
8. Implement the Marketing Certificate teach-out plan. Marketing Certificate was discontinued. Continue to implement teach-out plan that was developed for the marketing certificate students so they could complete the certificate. The success of implementing teach-out plan is contingent upon funding a teach-out plan coordinator (professor) in this area. Professor Felix Pereiro will be our lead on the teach-out plan.
9. Create promotional materials for the newly revised Entrepreneurial Certificate. Professor Felix Pereiro will be the lead professor.

**Commented [AM10]:** As mentioned above, every advisory committee has gaps, please work on adding to all of them.

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

None.

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

None.

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

**Commented [AM11]:** I believe there is plenty of money to support these activities.

Business Café Series

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

WMCUG & MWest Challenge

We will need funding from our Business Dept. account to continue our participation in WMCUG and MWest Challenge. Membership fee for WMCUG has been \$1500 in previous years although that amount might increase for this year as Grand Valley State University decreases their total contribution to MWest Challenge.

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

Program Review

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

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

Course Revisions & Curriculum

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

Articulation and Transfer Agreements

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

Marketing & Promotion

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

Distance Learning

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

Perkins

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

**Commented [AM12]:** Mark is always willing to help, but he'll need specific questions from the department.

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

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

We need continued support for our individual Perkins based funding.

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

Program Review

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

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

Course Review and Revision – Professor Felix Pereiro

Articulation and Transfer Agreements – Professor Felix Pereiro

Recruitment of New Members to Advisory Team – All business faculty

Business Café Series – Assistant Professor Mark Jasonowicz

WMCUG & MWest Challenge – Professor Felix Pereiro

Entrepreneurial Certificate Promotion – Professor Felix Pereiro

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

Program Review – Approx. May 31, 2019

Course Review and Revision – Approx. January 31, 2019

Articulation and Transfer Agreements – Continuous Process throughout the year.

Recruitment of New Members to Advisory Team – Approx. Sept. 2018 and throughout the year.

Business Café Series – Continuous Process throughout the year.

WMCUG & MWest Challenge – Approx. April 16, 2019. Continuous Process throughout the year.

Entrepreneurial Certificate Promotional Materials – Approx. May 31, 2019

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

What are your departmental curriculum development goals and plans for 2018-19?

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

Review of Department's Curriculum Transferability

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

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

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

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

See Program Review findings for A.B. Programs and Certificates.

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

None.

**Commented [AM13]:** I think they are! For instance, the new entrepreneur mini certificate targets 2P1. And work with transferability targets 3P1.

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

None.

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

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

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

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

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

None at this time.

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

None at this time.

### ***C. Learning Outcomes Assessment Plan for 2018-19***

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

## Learning Outcomes Assessment Plan for 2018-19

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

Please see Program Assessment Plans in Program Review documents for A.B. Programs and Certificates.

**Commented [AM14]:** Please send those to me electronically so I can review and incorporate into this report.

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

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

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

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

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

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

Presented sessions on interviews and résumés for Business Café series.

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

Served on Curriculum Model Policy Team and First Year Experience Policy Team.

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

Reviewed student résumés as part of the Rock the Interview event sponsored by the Counseling Department.

Acted as simulated patient for students in the Nursing programs.

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

Judged prepared speeches for Skills USA.

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

Presented a poster session on Universal Design for earning at Association for Business Communication annual meeting.

Presented in a Diversity and Inclusion lightning round session at Association for Business Communication annual meeting.

***Richard Barnhart***

Faculty Council Rep for the Business Department.

Hosted session "I Want to Major in Accounting, Now What?" Fall Semester and "Davenport University 3 + 1 Winter Semester part of the Business Café Series.

Represented GRCC on the Rockford High School Business Advisory Committee.

***Garret Brand***

I served on the Distance Learning Faculty Advisory Board (DLFAB).

I served on CAP 1.2.3 - Online Student Success.

I served on the CTE Advisory Committee - to include planning Faculty Learning Day.

I co-lead GRCC's Open Educational Resources (OER) Initiative - part of the CAP to reduce financial barriers for students. Our work was recently recognized by the College President (over \$2 million in student savings).

***Glenn Gelderloos***

Presented a Business Cafe' on Marketing opportunities for students, faculty, and community guests.

Helped to promote and stock the Food Pantry program on campus.

Best office for decor in the department.

Facilitated an overview of the Annual Business Year End Plan.

Review and selection of a new text for BA 153.

**Commented [AM15]:** Do you really want this posted on our website?

**Mark Jasonowicz**

Provided student advising in fall and winter semesters. Facilitated the following Business Café sessions:

- Accounting Careers – What to Consider
- Business Careers – So Many Choices So Little Time

Coordinated with the MICPA to have students decorate ribbons for the Susan G. Komen Race for the Cure held each year in Detroit - students decorated over 50 ribbons.

Provided information to GRCC students and parents at the Fall semester Raider Day

Provided information to prospective GRCC students and parents at the spring high school recruitment day.

Developed and implemented BA 268 Tax Accounting as an online class.

Commented [AM16]: Great!

**Jennifer Knauf**

Presented at the Meijer Internship Meeting as part of the Business Café' series.

Presented Careers in Accounting as part of the Business Café' series.

Business Advisory Committee Member

Hiring Committee Member for the new Associate Dean, Jimmie Baber

Participated in the Guided pathways video

Represented the Business department at Welcome week

Strategic Leadership Team Member

**Felix Pereiro**

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

Worked over 72 hours on the following College Service Teams:

- Strategic Leadership Team (SLT).
- Strategic Leadership Team Budget Committee (SLTBC).
- School of Workforce Development Team (SWDT)

Workforce and Education Team (WET)  
Academic Governing Council (AGC)

Worked with our Business Dept. Team and Katie Daniels on our Program Review. Program Review is on a five-year cycle.

I worked with Associate Dean Pam Miller on the new Year-Long Schedule.

I joined the Alpha Beta Omega (ABO) as one of their coaches/mentors.

I worked on articulation and transfer agreements.

I revised the Entrepreneurship Certificate.

Worked with our Business Dept. Team and Katie Daniels on the discontinuation process for the Office Administration Degree and the Marketing Certificate.

Led Business Department in course revisions. We revised eight courses this year as well as discontinued all the fashion/merchandising courses. I revised three courses; BA 172, BA 174, and BA 204.

Participated in five sessions within the Business Café Series. I provided one to one and half-hour presentations which included Q & A. Sessions: Careers in Marketing and Management, Entrepreneurship and Starting Your Own Business, and MWest Challenge.

Led the Fall 2017 and Spring 2018 Open Houses for the Business Department. This was a recruitment event designed for potential high school students. These events attract between 350 and 450 students and their families each semester.

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

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

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

We developed a new format for participating in MWest Challenge this year. Each college selected three teams to participate in the Idea Pitch Competition. Three GRCC teams participated at MWest Challenge this year.

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

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

I chaired two Portfolio Review Committees (Andrew Rozema and Matheta Righa).

Mentoring new Tenure-Track faculty.

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

**Commented [AM17]:** Is anyone from the dept working with Lina Blair? She has a College Action Project for this initiative.

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

Jeffrey Spoelman (online classroom observation)  
Matheta Righa (classroom observation)

The classroom observations totaled approx. 6 hours of work.

I represented our Business Dept. at the 7<sup>th</sup> Annual GRCC Advisory Committee Breakfast Celebration on May 19, 2017 at the M-Tec Center.

I was a guest professor lecturer at other colleges/universities. I presented at Kuyper College (Entrepreneurship Class – half of students were from overseas).

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

Led the development and submittal of the 2016-2017 Year End Plan to Dr. Koning.

### **Matheta Righa**

I served/belong to the following committees:

- Guide Pathways Committee
- Honors Program Committee
- Business Advisory Committee

Supply Chain Operations Certificate (project in progress)

- Developing Supply Chain Operations Certificate (project in progress)

- Communicated by phone, email/met with business leaders regarding Supply Chain Operations Certificate to get information that would help align the Certificate with the industry needs.
- Meetings with Dean Pamela Miller, Katie Daniels and Matthew Novakoski and also with Dean J. Baber and Dean A. Koning regarding the two new courses that need to be developed for the Certificate.
- Contacted and worked and still working with APICS. This is “the premier and professional association for Supply Chain and operations management and a leading provider of research, education and certification programs that elevate supply chain excellence, elevation and resilience” (education.apics.org). The purpose of the relationship sought is to work with APICS in some capacity and identify an APICS member to work with GRCC in aligning the Supply Chain Operations Certificate with the Industry needs. Individual educator designated by APICS will work with the Supply Chain Operations Certificate program leader/developer to develop two new courses for Supply Chain Operations Certificate GRCC and advice in partnering with APICS certification – a future discussion.

Other:

- Developed proposals for three projects for the Honors students: a Study Away, volunteer at Gods Kitchen and possibly volunteering with the Skills USA. None of the projects were implemented in 2017/2018.
- Skills USA. Represented GRCC. Served as the Customer Service Judge at the Amway Grand Plaza – 2018 competition event.
- Native American Student Association faculty advisor
- Organized two class projects and collected Food to stock GRCC food pantry
- Provided one classroom observation for an Adjunct faculty member
- Developed BA175 Supply Chain Management Course that will be offered for the first time the academic year fall 2018. Also reviewed textbooks for use. A decision was made to use the Open Education Resource (OER).
- Reviewed textbooks for BA284 with the collaboration of two adjuncts that responded to the email sent to all who teach the course soliciting feedback. Those who responded with feedback concurred with the choice of an OER for fall 2018.
- Worked together with the Honors Program Director for two Business Cafe' sessions - The Study Away
- Professional Development: Completed two credits at GRCC. Course title: Faculty Operation: Accommodate - Accessibility Sessions. Also completed 12 credits at a Doctoral level.

**Brent Spittler**

Information Requested. Not Yet Received.

**Jeffrey Spoelman**

Information Requested. Not Yet Received.

**Myriah Willams**

GRCC Faculty & Staff Centennial Scholarship evaluation committee.

**Commented [AM18]:** Brent and Jeff, it would be nice to incorporate your accomplishments in the annual report.

Native American Student Organization Advisor, NASO won New Student Organization of the Year.

GRC Alliance of Professional Support Staff, Sunshine Committee Member.

Staffed spring Raider Rally and fall Open House.

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