



Business Administration
Associate of Applied Science Degree
2017/2018



Contents

Business Administration	3
Program Goals.....	3
Program Map.....	10
Professional Development	11
Courses Offered by Semester.....	11
Fall 2017	11
Spring 2018.....	11
Summer 2018	11
Retention Rates Fall to Spring	11
Fall	11
Enrollment (Three-Year Annual Trend).....	12
Graduation (Three-Year Annual Trend).....	12
Synopsis of Significant Findings.....	12
Program Improvement Plans Implemented or In-Progress	13
Advisory Committee Work.....	13
Student Advisement by Semester.....	13
Yearly Return on Investment.....	13
Alumni Surveys.....	15
Program Learning Assessment Plan (Weave).....	15
Student Work Placement	15
Curriculum Committee Work	15
Accreditation	16
Evaluation of the Program	16
Appendix A: Program Map for Business Administration.....	18
Appendix B: Program Assessment of Learning	19
Appendix C BUS295 Business Capstone CLOA Presentation PowerPoint.....	26

Business Administration

AAS

61 Hours

Program Goals

The Associate of Applied Science degree in Business Administration prepares graduates to begin or advance their careers in the business world. Core competencies are aligned with the New Mexico Collegiate Business Articulation Consortium (NMCBAC) with a wide range of interests including accounting, business, finance, information systems, management, and marketing.

Graduates of the program will:

- Use the techniques, skills, and business tools necessary to support modern business practices.
- Explain professional and ethical standards and their application to business activities.
- Perform general accounting procedures and financial analyses.
- Explain which principles of management are applicable to a particular organization.
- Explain which marketing principles are relevant to individual sales programs and efforts.
- Utilize current computer technology and application.

**BUSINESS ADMINISTRATION
Associate of Applied Science Degree
Minimum of 61 Credit Hours**

The Associate of Applied Science degree in Business Administration prepares graduates to begin or advance their careers in the business world. Core competencies are aligned with the New Mexico Collegiate Business Articulation Consortium (NMCBAC) with a wide range of interests including accounting, business, finance, information systems, management, and marketing. If the primary goal is to transfer, the student must learn in advance of the particular requirements of the intended school or university. This degree can be completed online.

Degree Requirements	Credit Hours: 61
General Education Core.....	(25 hours)
Area I. Communications.....	(9 hours)
ENG 111 Freshman Composition	3
ENG 115 Freshman Composition II	3
SPCH 111 Public Speaking -OR-	3
SPCH 112 Interpersonal Communication	3
AREA II. Mathematics.....	(4 hours)
MATH 116 Intermediate Algebra	4
AREA III. Laboratory Science, <u>-or-</u>	



AREA IV. Social and Behavioral Sciences -or-

AREA V. Humanities and Fine Arts..... (12 hours)

ECON 208 Principles of Macroeconomics (Required Course)

ECON 209 Principles of Microeconomics (Required Course)

PROGRAM REQUIREMENTS..... (27 hours)

ACCT 200	Accounting Principles I	4
ACCT 201	Accounting Principles II	4
BUS 105	Introduction to Business	3
BUS 120	Principles of Finance	3
CSA 150	Computer Fundamentals	3
MGMT 207	Principles of Management	3
MGMT 211	Business Ethics	3
MKT 201	Principles of Marketing	3
BUS 295	Business Capstone	1

APPROVED ELECTIVES..... (9 hours)

ACCT 218	QuickBooks	4
ACCT 231	Intermediate Accounting	4
BUS 102	Quantitative Methods in Business	3
BUS 205	Business Administration Internship	3
CSA 208	Microsoft Access	3
CSA 217	Microsoft Excel	3
CSA 233	Desktop Publishing	4
CSA 242	Web Design	3
MGMT 209	Human Resources Management	4
MGMT 218	Principles of Small Business Management	4
MKT 203	E-commerce	3

Course Descriptions and Learning Outcomes (Competencies)

ACCT200 Accounting Principles I (ACCT 2113 Principles of Accounting I (Financial)) 4;(4,0)

An introduction to financial accounting concepts emphasizing the analysis of business transactions in accordance with generally accepted accounting principles (GMP), the effect of these transactions on the financial statements, financial analysis, and the interrelationships of the financial statements.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C, the student should be able to:

1. Analyze business transactions, their effects on the financial statements and the interrelationships of the financial statements involving the following:
 - a. Cash transactions
 - b. Receivables and Net Realizable Value
 - c. Operational Assets and Depreciation
 - d. Inventory
 - e. Current Liabilities
 - f. Long-term Liabilities
2. Define, identify and demonstrate the impact of adjusting entries on financial statements.
3. Explain and demonstrate the differences between cash and accrual basis accounting.
4. Define and identify generally accepted accounting principles.
5. Analyze equity ownership transactions and their effect on the financial statements.
6. Identify the cash flow statement activities and explain the purpose of the cash flow statement.
7. Perform ratio analysis to evaluate financial statements.

ACCT201 Accounting Principles II (ACCT 2123 Principles of Accounting II (Managerial)) 4;(4,0)

An introduction to the use of accounting information in the management decision making processes of planning, implementing, and controlling business activities. In addition, the course will discuss the accumulation and classification of costs as well as demonstrate the difference between costing systems.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C, the student should be able to:

1. Identify the differences between financial and managerial accounting.
2. Illustrate the accumulation of costs in cost accounting systems.
3. Describe the basic elements of the budgeting process, its objectives and budget preparation.
4. Define and classify cost behavior.
5. Perform cost-volume-profit analysis for decision making.
6. Perform differential (incremental) analysis for business decision making.
7. Explain the cause of the variance and its effect on the income statement.
8. Explain and demonstrate the difference between traditional costing and activity-based costing.

ACCT218 QuickBooks 4;(3,2)

This is a hands-on-course designed to introduce students to accounting application software. Students will learn how to develop Chart of Accounts; manage accounts payable, accounts receivable, and payroll; and how to develop, print, and analyze financial statements. Prerequisite: ACCT200.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Apply software for setting up company accounting systems;
2. Use, display and print chart of accounts;
3. Create and adjust journal entries;
4. Account for and report on customer and sales transactions;
5. Account for and report on vendor, purchase, and inventory transactions;
6. Account for and report on payroll activities, and
7. Create financial reports, reconcile bank accounts, and adjust entries

ACCT231 Intermediate Accounting (NOT ARTICULATED AT LCC) 4;(4,0)

Accounting theory; preparation of income statements, balance sheets and statements of accounting theory, preparation of income statement, balance sheets and statements of cash flows, and comprehensive income: IFRS; present value concepts; asset valuation and income determination, liabilities and stockholders' equity; revenue recognition and investments. Prerequisite: ACCT201. NM Common Course Number: ACCT2133

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C, the student should be able to:

1. Use accounting and business terminology, and understand the nature and purpose of generally accepted accounting principles (GAAP)
2. Explain the objective of financial reporting, the elements of the financial statements and the related key accounting assumptions and principles
3. Define and distinguish between cash basis and accrual basic accounting and impact of each on the financial statements.
4. Explain the valuation and reporting of current liabilities, estimated liabilities and contingencies
5. Explain the importance of operating, investing, and financing activities reported in the statement of cash flows when evaluating firm performance and solvency
6. Compute and interpret key financial ratios

BUS102 Quantitative Methods in Business 3;(2,2)

This course helps the student develop problem-solving skills using mathematical equations to solve business problems and to enhance business performance and operations. Topics covered in this course include: the time value of money, interest calculations, trade and cash discounts, and concepts related to minimizing operational costs while increasing productivity.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C, a student should be able to:

1. Explain the time value of money and its application in decision making, including calculating present and future values of single payments and series of payments; calculation of internal rates of return; calculation of payments needed to produce a present or future value and demonstration of competency with respect to the valuation of bonds and perpetuities.
2. Calculate Discounts, both trade and cash, differentiating between the applicability of the one or other for a given situation. Additionally, appreciate the financial costs of credit and payment terms.
3. Perform break-even calculations, utilizing the concepts of contribution margin, selling price, variable vs fixed costs, and the use of "rules-of thumb" for a particular business when estimates will provide immediate guidance.
4. Calculate the real costs of installment buying, advantages/disadvantages of paying off installment loans before due date, and the true cost of revolving charge and credit cards.
5. Differentiate between markups based on cost vs. selling price; markdowns, and pricing perishable vs. nonperishable goods.
6. Explain the cost-benefit analysis involved in working capital management decisions involving cash, accounts receivable, inventory, accounts payable and short-term financing. Make or buy the asset?

BUS105 Introduction to Business (BUSA 1113 Introduction to Business) 3;(3,0)

Fundamental concepts and terminology of business including areas such as management, marketing, accounting, economics, personnel, and finance; and the global environment in which they operate.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Explain how business and entrepreneurship affect the quality of life and the world around us.
2. Explain the characteristics of the different forms of business ownership.
3. Perform basic stakeholder analysis concerning accountability, ethics and social responsibility of business.
4. Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental, diversity, economic, technological, and global.
5. Describe the purpose and functions of finance, operations, marketing, management, accounting, and information systems.

6. Demonstrate basic skills such as use of common business terminology, information search skills, presentation and writing skills, and team skills.

Optional:

1. Describe the purpose and content of a business plan.

BUS120 Principles of Finance BFIN 2013 Introduction to Finance 3;(2,2)

Introduces tools and techniques of financial management. Includes time value of money; financial planning, diversification and risk; debt and equity investment decisions; and financial statement analysis.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Explain the time value of money and its application in decision-making, including calculating present and future values of single payment and series of payments.
2. Identify the major sources of external long-term financing for corporations.
3. Explain risk-return tradeoff as it relates to diversification.
4. Differentiate the role of finance from other related disciplines such as accounting and economics.
5. Demonstrate knowledge of capital markets and securities (debt and equity).
6. Describe basic types of financial ratios and their uses.
7. Demonstrate the ability to prepare cash flows and make qualitative judgments on the relevance of the changes from one-time frame to another.

Optional:

1. Personal finance topics such as managing credit and investments.

BUS 205 Business Administration Internship 3;(0,9)

This course provides students with the opportunity to gain academic credit for professional, on-the-job experience while working for a private, local, state or federal agency. Internships are unique and negotiated between the student, employer, and respective facility/advisor. Students are required to comply with specifications set forth in the individualized cooperative education program training agreement. Supervision is monitored and recorded by the specific agency and documented and reported to the specific agency and the Business Administration facility/advisor. *Prerequisite: Instructor approval*

BUS295 Business Capstone 1;(1,0)

The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in his or her last semester at LCC. Prerequisite: Instructor Approval

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70% = C or better, the student should be able to:

1. Apply current concepts and principles of financial and managerial accounting to the measurement and reporting of accounting information.
2. Recognize professional and ethical standards and their application to management, accounting and business activities.
3. Utilize current computer technology and applications, specifically using QuickBooks to develop Chart of Accounts, manage accounts payable, accounts receivable, and payroll; analyze financial statements.
4. Employ marketing principles relevant to individual sales programs and efforts.
5. Recognize principles of management applicable to a specific organization.
6. Apply critical thinking and mathematical skills, techniques and business tools to support current business tools to support current business practices and procedures in the operations of a business or organization.
7. Utilize Generally Accepted Accounting Principles (GAAP) in the recording of assets, liabilities, special journals, internal control practices, and interest computations.

8. Knowledge about sole proprietorships, partnerships, corporations, stocks, dividends, bonds, cash flow statements, payroll deposits, payroll taxes and reports.

CSA150 Computer Fundamentals (BCIS 1113 Fundamentals of Information Systems) 3;(2,2)

Examination of information systems and their impact on commerce, education, and personal activities. Utilization of productivity tools for communications, data analysis, information management and decision-making.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Describe the social impact of information literacy and systems in relation to commerce, education, and personal activities.
2. Explain how to use the information resources legally, safely, and responsibly in relation to ethical, security, and privacy issues.
3. Evaluate bias, accuracy and relevance of information and its sources.
4. Use productivity tools for communications, data analysis, information management and decision making.
5. Describe and use current information systems and technologies.

CSA 208 Microsoft Access 3;(2,2)

This course provides an in-depth study of Microsoft Access database software with a hands-on approach. A MOUS Microsoft certified textbook is utilized.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Identify the basic Access (Database) concept;
2. Describe and apply basic to advanced skills;
3. Recognize and demonstrate the concepts of creating, editing, and formatting Databases;
4. Apply and demonstrate the concepts of working with queries, forms, and reports;
5. Utilize tables in creating databases;
6. Analyze data using reports from basic to advanced reports.

CSA217 Microsoft Excel 3;(2,2)

This course provides an in-depth study of Microsoft Excel spreadsheet software. A hands-on approach is taken with projects and assignments covering the MOUS certification requirement.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Identify the basic Excel (spreadsheet) concept;
2. Describe and apply basic to advanced skills;
3. Recognize and demonstrate the concepts of creating, editing, and formatting worksheets;
4. Apply and demonstrate the concepts of working with charts, pivot tables, lists, and use what-if analysis;
5. Apply formulas and functions;
6. Analyze data using formulas, compiling workbook data, utilizing tables

CSA233 Desktop Publishing 4;(3,2)

This course utilizes a variety of software packages to produce reports, brochures, advertisements, correspondence, and newsletters. Various software packages are used such as Microsoft Office Publisher and Adobe InDesign CS Suite.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Describe the fundamentals of Microsoft Office Publisher 2007
2. Define the concepts used to create documents
3. Identify proper procedures used to create professional publications for course work, professional purposes, and/ personal use
4. Give examples via exercise oriented approach to learning
5. Utilize the techniques associated with Adobe In-Design CS4

6. Integrate the use of Master Pages and placed objects
7. Integration of layers and libraries, and color and tables
8. Identify tools available with Adobe In-Design CS4
9. Demonstrate via publication of Adobe In-Design CS4 documents
10. Application of theory/application

CSA242 Web Design

3;(2,2)

This course introduces students to the design of an HTML document. Students will be required to learn the basic elements of HTML documents using Forms, Frames, and Lists. Students will also use Adobe CS Dreamweaver Suite to design web page formats. Students will apply the design, develop, test, implement, update and evaluate web solutions.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Identify the elements of HTML
2. Identify common Web page formats and functions-HTML
3. Define the HTML, CSS languages and create Web pages suitable for course work, professional purposes and personal use-Adobe Dreamweaver CS4
4. Apply the design, develop, test, implement, update, and evaluate web solutions-Adobe Dreamweaver CS4

ECON208 Principles of Macroeconomics (ECON 2113 Macroeconomic Principles) 3;(3,0)

Introduces macroeconomic theory and explores interrelationships involving inflation, unemployment, gross national product, taxes, government spending and the domestic and world monetary systems. (Not final description)

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Explain the concepts of opportunity cost, comparative advantage and exchange.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
6. Define fiscal policy and monetary policies and how these affect the economy.

Optional:

1. Explain foreign exchange rates, markets, and the balance of payments.
2. Explain how trade restrictions affect the economy.

ECON209 Principles of Microeconomics (ECON 2123 Microeconomic Principles) 3;(3,0)

Introduces microeconomic theory and explores market allocation of resources; supply and demand; theory of marginal analysis; market types; market failure; regulation and antitrust; economic growth and innovation; business finance; economic globalization; and cultures of capitalism. (Not final description)

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events, including price ceilings and price floors.
3. Explain the concepts and calculate price elasticity of demand and supply and income elasticity.
4. Demonstrate an understanding of consumer choice including utility analysis.
5. Demonstrate an understanding of producer choice, including cost analysis and breakeven point.
6. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

Optional:

1. Explain the impact of government intervention in markets including the impact of taxes and antitrust.
2. Explain the role of labor and capital markets.

MGMT207 Principles of Management (MGMT 2113 Principles of Management) 3;(3,0)

An introduction to the basic theory of management including the functions of planning, organizing, staffing, leading, and controlling; while considering management's ethical and social responsibilities.

1. Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.
2. Recognize major developments in the history of management thought.
3. Describe the basic managerial processes including decision-making and other key skills necessary for managers to perform their roles.
4. Identify an organization's stakeholders and the importance of social and ethical responsibility of managers.
5. Explain the formulation and implementation of strategic planning, including the relationship between goals, plans, vision statements, and mission statements.
6. Describe the strategies managers use to help organizations adapt to changing internal and external environments.
7. Explain organizational change, forces for change, sources of resistance to change, and the techniques managers can use to implement and facilitate change.

MGMT209 Human Resource Management 4;(4,0)

This course will define the role of human resource management by introducing students to the level of critical thinking skills required to successfully manage people and business. Students will also cover the various aspects of human resource functions and their importance in managing successful organizations. Emphasis is placed on the importance of labor laws, employee benefits, and the development of personal management skills.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Translate higher level thinking skills required to successfully manage people and businesses;
2. Describe human resource functions and their importance to an organization's successful operation;
3. Identify and develop personal management skills to function effectively and efficiently in a business environment, and
4. Define the role of human resource management.

MGMT218 Principles of Small Business Management 4;(4,0)

This course provides students with extensive knowledge of the steps needed to start and run a small business. Topics include: entrepreneurial opportunities, preparing the business plan, marketing and managing small business operations, financial and administrative controls, and social and legal environment.

Learning Outcomes:

Upon successful completion of this course, with a minimum of 70%=C or better, the student should be able to:

1. Demonstrate the importance of a business plan for small businesses;
2. Demonstrate and utilize all elements in a business plan;
3. Identify business opportunities in starting, operating, and maintaining a business, and
4. Recognize the importance of customer service

Program Map

The program map marks courses that are scheduled by semester in order to complete this degree within two years. Refer to Appendix A for the program map.

Professional Development

- Vanessa Velasquez. School of Business Administrative Assistant, Acct218 QuickBooks (DL)
Summer 2018

Courses Offered by Semester

Fall 2017

ACCT200 Accounting Principles I	ACCT231 Intermediate Accounting	BUS295 Business Capstone
ECON208E Principles of Macroeconomics(DL)	ECON209 Principles of Microeconomics	

Spring 2018

ACCT201E Accounting Principles II (DL) Asynchronous	BUS120E Principles of Finance (DL) Asynchronous	BUS295E Business Capstone (DL) Asynchronous
ECON208E Principles of Macroeconomics(DL) Asynchronous	ECON209E Principles of Microeconomics (DL) Asynchronous	

Summer 2018

ACCT218E QuickBooks (DL) Asynchronous	ECON208E Principles of Macroeconomics(DL)
---------------------------------------	-------------------------------------------

Retention Rates Fall to Spring

Fall

Course	Total Fall Enrollment	Spring Enrollment
ACCT 200 Accounting Principles I	12	0
ACCT 201 Accounting Principles II	0	8
ACCT 218 QuickBooks	0	0
ACCT 231 Intermediate Accounting	1	0
BUS 102 Quantitative Methods in Business	0	0
BUS 120 Principles of Finance	0	23
CSA 150 Computer Fundamentals	30	15
BUS 295 Business Capstone	1	3
ECON208 Macroeconomics	17	16
ECON209 Microeconomics	18	26

Accounting	Total Fall Enrollment (for all courses)	Spring Enrollment (for all courses)
	79	91

Enrollment (Three-Year Annual Trend)

Fall

2015/2016	2016/2017	2017/18
10	5	8

By Course

Course	Credit	# Students Enrolled	Student Credit Hours
ACCT 200 Accounting Principles I	4	9	48
ACCT 201 Accounting Principles II	4	8	24
ACCT 218 QuickBooks	4	7	0
ACCT 231 Intermediate Accounting	4	1	4
BUS 102 Quantitative Methods in Business	3	0	0
BUS 120 Principles of Finance	3	23	0
BUS 295 Business Capstone	1	4	4
CSA 150 Computer Fundamentals	3	51	153
ECON208 Macroeconomics	3	41	123
ECON209 Microeconomics	3	44	132

Graduation (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
3	1	0

Synopsis of Significant Findings

- November 20, 2017 a new School of Business Director was Hired.
- School of Business staff work to complete ACBSP annual report.
- Faculty Advisor position filled as a temporary 6 month position.

- Difficult to find a qualified faculty to take the full-time faculty position that was opened Fall 2017. Still unfilled.
- Full time faculty position offered with a Tentative start date July 2018
- Full time faculty position II-interviews tentatively scheduled July 2018
- Faculty/Staff Advisor position- interviews tentatively scheduled July 2018

Program Improvement Plans Implemented or In-Progress

- School of Business moved into Media Arts building November 2017
- Smart Board installation will be placed into new computer classroom
- School of Business Computer classroom tentative completion Fall 2018 with new desks and new state of the art high speed computers.

Advisory Committee Work

To date, an accounting Advisory Committee has not been established. School of Business will work in the future to establish a Business Advisory Board encompassing Accounting, Business Administration, General Business and the Business Management Certificate.

Student Advisement by Semester

Fall 2017: No data Available as current Faculty/Advisor was not hired until Fall 2018

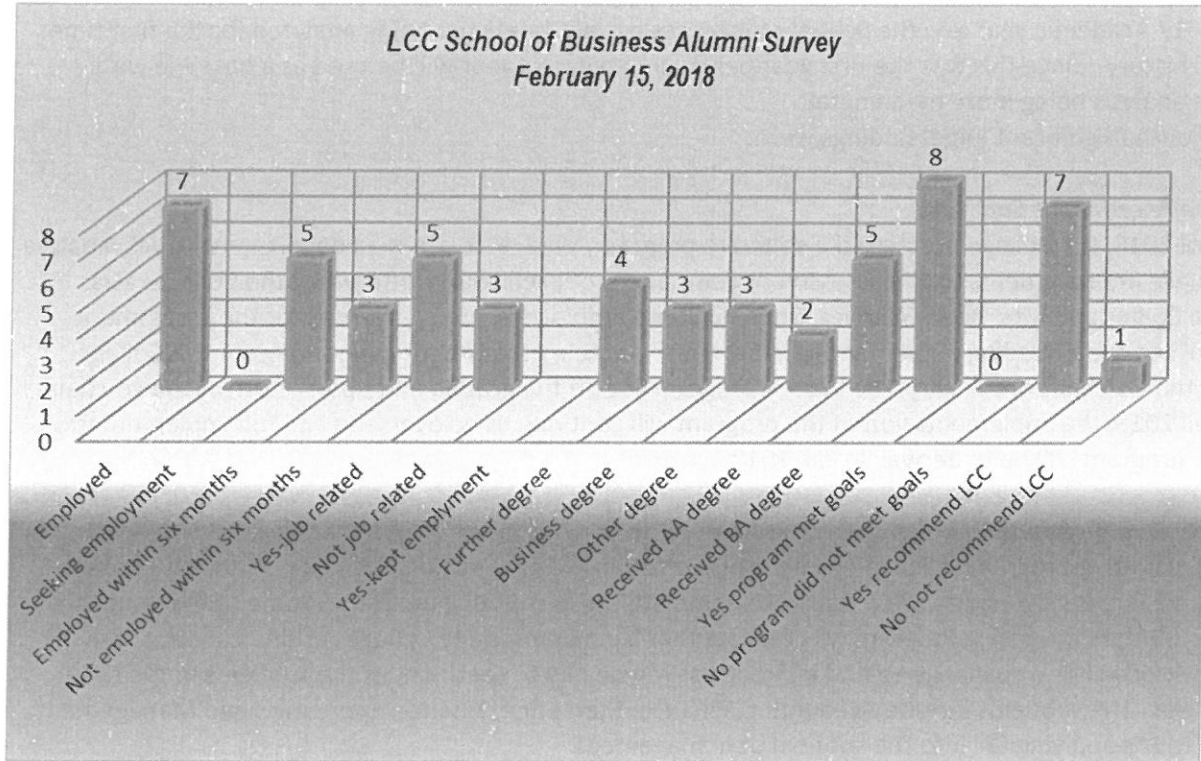
Spring 2018: No data Available as current Faculty/Advisor was not hired until Fall 2018

Summer 2018: No data Available as current Faculty/Advisor was not hired until Fall 2018

Type/students/ instructor	BUSINESS ADMINISTRATION PROGRAM										Total Revenue	Instructor Cost	Fringe	Instructor Cost	63/64 Cost	Profit (Revenue - Costs) = A9 - A10
	FALL 2017	Spring 2018	Summer 2018													
	Total Students	Student Credit Hours	Tier	Tier Funding total (SCH X \$133)	Tuition (\$40 X # of Students)	Total Revenue	Instructor Cost	Fringe	Instructor Cost	Total						
ACCT200 4CH	F2F 9 Tucker	NA	NA	9	36	1	\$4,788	\$360	\$5,148	\$2,600	\$866	\$3,466	\$0	\$1,682		
ACCT201 4CH	NA	Asy 8 Chavez	NA	8	32	1	\$4,256	\$320	\$4,576	\$0	\$0	\$0	\$0	\$4,576		
ACCT218 4CH	NA	NA	Asy 7 Collins	7	28	1	\$3,724	\$280	\$4,004	\$1,650	\$550	\$2,200	\$0	\$1,804		
ACCT231 4CH	F2F 1 Chavez	NA	NA	1	4	1	\$133	\$40	\$173	\$0	\$0	\$0	\$0	\$173		
BUS102 3CH	NA	NA	NA	0	0	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
BUS105 3CH	F2F Montano	NA	NA	11	33	1	\$4,389	\$440	\$4,829					\$0		
BUS120 3CH	NA	Asy 23 Ortega	NA	23	69	1	\$9,177	\$920	\$10,097	\$2,600	\$866	\$3,466	\$0	\$6,631		
BUS205 3CH	NA	NA	NA	0	0	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
BUS295 1CH	F2F 1 Chavez	Asy 3 Lopez	NA	4	4	1	\$532	\$160	\$692	\$0	\$0	\$0	\$0	\$692		
CSA150 3CH (STEM)																
CSA208 3CH (STEM)																
CSA217 3 CH (STEM)																
CSA233 4CH (STEM)																
CSA242 3CH (STEM)																
ECON208 3CH	E 17 R. Gonzales	Asy 16 Ortega	E 8 Ortega	41	123	1	\$16,359	\$1,640	\$17,999	\$4,950	\$1,650	\$6,600	\$0	\$11,399		
ECON209 3CH	F2F 18 J. Ortega	Asy 26 Ortega	NA	44	132	1	\$17,556	\$1,760	\$19,316	\$3,300	\$1,100	\$4,400	\$0	\$14,916		
MGMT207 3CH	F2F Ortiz	NA	NA	13	39	1	\$5,187	\$520	\$5,707							
MGMT209 3CH	NA	NA	NA	0	0	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
MGMT218 4 CH	ASY Lopez	NA	NA	NO DATA FROM IT												
MKT201E 3CH	Online Erickson	NA	NA	11	33	1	\$4,389	\$440	\$4,829							
MKT203	Online Bernal	NA	NA	NO DATA FROM IT												
Totals				161	500		\$66,101	\$6,440	\$72,541	\$15,100	NA	\$20,132	\$0	\$41,873		

Alumni Surveys

38 Alumni surveys were mailed to student in February 2018. Of those surveys mailed, 7 students replied. The results of those students responding is as follows:



Program Learning Assessment Plan (Weave)

See Appendix B

Student Work Placement

This is work by the students after graduation. Advisors will have to keep in contact with graduating students. This information is not currently available as a Faculty/Staff (Advisor) is has not been hired.

Curriculum Committee Work

On April 4, 2018, the approval paperwork for moving MGMT218 Principles of Small Business Management under the Associate of Applied Science Degree Business Administration from an approved elective under the 2015-2018 catalog to a program requirement. MGMT211 Business Ethics would be moved down to the Approved Electives position. The credits hours required to completion of this degree will not be affected and will remain at 61 credit hours.

Swapping MGMT218 Small Business Management and MGMT211 Business Ethics will greatly benefit the students as MGMT218 is articulated and will transfer to other educational Institutions while MGMT211 Ethics did not transfer.



Accreditation

ACBSP is the secondary accreditation that is required for the School of Business. As of July 3, 2018, the School of Business was notified that the School of Business has been accredited until 2020.

Evaluation of the Program

The 2017 Academic year saw the School of Business baseline statistics being analyzed for the first time in LCC history. Since this was the first year being analyzed, this year will be used as a baseline with future analysis being more meaningful.

Some of the significant initial findings were:

Weave Assessment Software

In April 2018, the College purchased a software program, Weave, to assist all departments track, analyze and make improvements to the assessment component of each course offered by the College. Mrs. Nicole Collins and Mrs. Betsy Sanchez, Stem Full time employees, are co-persons for the assessment committee spearheading implementing Weave into a viable program for assessment for the College. Since the Co-chairs are faculty, the Weave program got off the ground and upon return of the co-chairs for Fall 2018, the implementation of the program will continue to be overseen and full implementation of the program will be underway in Fall 2018.

Faculty Qualifications

The Accounting Program still faced challenges concerning faculty qualifications for offering all classes required versus classes that are required to complete the accounting program. Some of the issues that impacted the Accounting Program was the fact that Luna Community College resides in a rural area of New Mexico. It is a challenge to find instructors who qualify to teach under the subfields in the MBA umbrella. The subfields include Accounting, Finance, Marketing, Finance, Economics and Management. Most MBAs applying fall into the subfield of management.

Higher Learning Commission Show-Cause Order

On November 8, 2017, Higher Learning Commission (HLC) placed Luna Community College (LCC) on a "Show -Cause Order". A Show-Cause Order is a procedural order that requires an institution to present its case as to why accreditation should not be withdrawn. Because of the Order, LCC was concentrated on meeting Criterion responses which would be acceptable to the HLC to stay accredited. LCC met the challenge of simultaneously addressing the Show-Cause order and in this case, the School of Business, propelling forward at the same time. Although it was strenuous work addressing the HLC concerns, it helped the School of Business analyze more carefully all programs within its preview.

Leadership Challenges

In November 2017, a Director for the School of Business was hired. The only Staff actively in the School of Business was the Administrative Assistant who was taking direction from the Vice President, Academic Affairs, LCC. The School had had major difficulty with securing a permanent Director with other Department Heads lending themselves to run the School of Business part time in addition to their own Departments. Eventually, the VP was singlehandedly managing the School of Business along with having oversight of 6 other departments with 2 other departments having a Director hired in the last quarter of 2017.

Equipment and Facilities

Upon the arrival of the newly hired Director, School of Business, there was no facilities for the School of Business to be housed in. The Administrative Assistant was still working out of an office located in what would become the Humanities Building. In November 2017, The Media Education Center (MEC) would become home to the School of Business. The administrative assistant would be moved from Humanities Building to an office in the MEC.

At that time, there was no furniture, no equipment and no supplies belonging to the School of Business. The VP of Academic Affairs again promptly equipped the School of Business with furniture, computers, some supplies giving the School to function with all the circumstances which were in place.

Since that faithful day, the School of Business has 5 office spaces for staff and Faculty with equipment being purchased through the procurement process. The struggle remains for the School of Business to be equipped with at least 1 classroom/lab to be utilized for resident classes and as a lab for students who require a computer on main campus. There is also no storage facilities for any equipment.

Since no classroom for the School of Business existed in the MEC before the Director arrived, the 2018-2019 budget called for new computers, desks and a smart board for use in the classroom. The School of Business is awaiting approval and posting of the budget for the current fiscal year.

Faculty/Staff

The School of Business is authorized the following staffing:

Director	Lita G. Bernal
Administrative Assistant	Vanessa Velasquez
Full time Faculty	Reyes Coca (Tentative)
Full time Faculty	Not filled
Faculty/Staff (Advisor)	Not filled

The Faculty/Staff position was renamed from the Faculty/Advisor position. A temporary full-time employee was hired from January to June 30, 2018 with the contract ending at that time. Mr. Coca is tentatively scheduled to begin employment in Fall 2018 semester. Interviews are currently being scheduled for full-time faculty and the Faculty/Staff Position.

Appendix A: Program Map for Business Administration

BUSINESS ADMINISTRATION 61 Credit Hours Required							
1st Academic Year				2nd Academic Year			
Term 1/Fall Semester	Credit	Term 2/Spring Semester	Credit	Term 3/ Fall Semester	Credit	Term 4/Spring Semester	Credit
ENG11 Freshman Composition I	3	ENG115 Freshman Composition II	3	MGMT207 Principles of Management	3	Electives	3
MATH116 Intermediate Algebra	4	ECON208 Principles of Macroeconomics	3	ECON209 Principles of Microeconomics	3	BUS120 Principles of Finance	3
Laboratory Science OR Social & Behavioral Science OR Humanities & Fine Arts	3	Elective	3	SPCH111 Public Speaking or SPCH112 Interpersonal Communications	3	Laboratory Science OR Social & Behavioral Science OR Humanities & Fine Arts	3
BUS105 Introduction to Business	3	CSA 150 Computer Fundamentals	3	Elective	3	MGMT211 Business Ethics	3
ACCT200 Accounting Principles I	4	ACCT201 Accounting Principles II	4			MKT 201 Principles of Marketing	3
						BUS295 Business Capstone	1
Semester Total	17	Semester Total	16	Semester Total	12	Semester Total	16
Program Total=61 Credit hours							61

Appendix B: Program Assessment of Learning

LCC Academic Business Administration AAS PLO Assessment Plan Not Started

Program Goal 1 Business Administration The Associate of Applied Science degree in Business Administration prepares graduates to begin or advance their careers in the business world. Core competencies are aligned with the New Mexico Collegiate Business Articulation Consortium (NMCBAC) with a wide range of interests including accounting, business, finance, information systems, management, and marketing. Year 1 This three year plan (2017/18, 2018/19, 2019/2020) will evaluate all the Business Administration degree PLOs and three general education PLOs: 1.1 Use the techniques, skills, and business tools necessary to support modern business practices. 1.2 Explain professional and ethical standards and their application to business activities. 1.3 Perform general accounting procedures and financial analyses. 1.4 Explain which principles of management are applicable to a particular organization. 1.5 Explain which marketing principles are relevant to individual sales programs and efforts 1.6 Utilize current computer technology and application. Gen Ed: Communication Critical Thinking Digital Literacy BUS295 Business Capstone will be used for assessment of the Associate of Applied Science Degree in Business Administration Program Learning Outcomes

1.1

Use the techniques, skills, and business tools necessary to support modern business practices.

The School of Business prepares all students for business dynamics across all aspects of the business world. All students shall be prepared for all challenges, which they may encounter from ethics to specific learning objectives in all the degree programs. The Department Goal is to prepare students for a successful career provided with a strong foundation delivered at the Luna School of Business. Program Mission Statement

Source of Evidence Capstone assignment - Academic Direct

Description Students shall be able to use business tools whether in techniques or skills which are necessary to support modern business practices. Supported Initiatives (5) General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.1.1 BUS295 Business Capstone

Description The Capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam bases on the program learning outcomes. It is the intent of this course that the student bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the



capstone in the Spring at LCC. Prerequisite: Instructor approval. Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to commitment in the business sector Research Paper which encompasses all course learning objectives across all School

Improvement Type Audit

Improvement Description Academic student learning acceptable, process is working well or exceeding expectations

Research Paper which encompasses all course learning objectives across all School of Business programs
Oral Presentation which encompasses all course learning objectives across all School of Business programs
Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.1.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.

Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

1.2

Explain professional and ethical standards and their application to business activities.

Source of Evidence Capstone assignment - Academic Direct

Description As it relates to business activities, students shall be able to explain professional and ethical standards and applications of those standards in business. Supported Initiatives (5) General Education
•Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
•Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
•Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
•Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
•Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.2.1

Description The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in the Spring at LCC. Prerequisite: Instructor Approval Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to

commitment in the business sector Research Paper which encompasses all course learning objectives across all School

Improvement Type Audit

Improvement Description Academic student learning acceptable, process is working well or exceeding expectations

Research Paper which encompasses all course learning objectives across all School of Business programs
Oral Presentation which encompasses all course learning objectives across all School of Business programs
Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.2.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.

Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

1.3 Perform general accounting procedures and financial analyses. Description

Source of Evidence Capstone assignment - Academic Direct

Students shall be able to perform procedures used for general accounting and financial analysis.
Supported Initiatives (5) General Education •Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc. •Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. •Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc. •Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc. •Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.3.1

Description The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in the Spring at LCC. Prerequisite: Instructor Approval Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to commitment in the business sector Research Paper which encompasses all course learning objectives across all School of Business programs

Improvement Type Audit



Improvement Description Academic student learning acceptable, process is working well or exceeding expectations

of Business programs Oral Presentation which encompasses all course learning objectives across all School of Business programs Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.3.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.

Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

1.4

Explain which principle of management are applicable to a particular organization. Description

Source of Evidence Capstone assignment - Academic Direct

Students will be able to explain management principles, which are applicable to a particular organization. Supported Initiatives (5) General Education •Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc. •Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. •Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc. •Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc. •Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.4.1

Description The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in the Spring at LCC. Prerequisite: Instructor Approval Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to commitment in the business sector Research Paper which encompasses all course learning objectives across all School of Business programs

Improvement Type Improvement Description

of Business programs Oral Presentation which encompasses all course learning objectives across all School of Business programs Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.4.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.

Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

1.5

Explain which marketing principles are relevant to individual sales programs and efforts. Description Students will be able to explain those marketing principles and differentiate from other marketing principles those marketing principles that are relevant to individual sales programs and efforts.

Source of Evidence Capstone assignment - Academic Direct

Supported Initiatives (5) General Education •Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc. •Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. •Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc. •Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc. •Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.5.1

Description The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in the Spring at LCC. Prerequisite: Instructor Approval Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to commitment in the business sector Research Paper which encompasses all course learning objectives across all School of Business programs Oral Presentation which encompasses all course learning objectives across all School of Business programs

Improvement Type Audit

Improvement Description Academic student learning acceptable, process is working well or exceeding expectations

School of Business programs Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.5.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the



benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.

Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

1.6 Utilize current computer technology and application. Description Students will have an understanding of business base software as well as databased spreadsheets and other computer software as needed to support modern business practices

Source of Evidence Capstone assignment - Academic Direct

Supported Initiatives (5) General Education •Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc. •Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. •Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc. •Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc. •Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

PLO Assessment Method 1.6.1

Description The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor as a mentor. At the end of the course, the student will take a comprehensive exam based on the program learning outcomes. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the selected field of business. The student will take the capstone course in the Spring at LCC. Prerequisite: Instructor Approval Describe the assessment method and Course used to assess this PLO. BUS295 Business Capstone Attendance-Which translates to commitment in the business sector Research Paper which encompasses all course learning objectives across all School of Business programs Oral Presentation which encompasses all course learning objectives across all School of Business programs

Improvement Type Audit

Improvement Description Academic student learning acceptable, process is working well or exceeding expectations

School of Business programs Final Exam which encompasses all course learning objectives across all School of Business programs

Benchmark/Target 1.6.1.1 Exceeded Benchmark/Target The Benchmark for this course is 70% = C or better. The target is to have 100% of students passing earning 85% or better. Finding 3 students enrolled in the course for Spring 2018. All students passed with 90% or better ultimately exceeding the benchmark of 85% or better. Analysis of Finding Since there is only one semester that has been offered, BUS295, Business Capstone, appears to have met all goals and requirements as set forth by the department. The Course will be reevaluated when it is offered in the 2018-2019 academic year.



Improvement Director shall get more involved with the monitoring of all aspects of the capstone course. A rubric will be created to better reflect the PLOs for this program.

Assessment paperwork for Business Administration (Tall).xlsx 21KB MAY 22, 2018

Project Attachments (5) File Size

Last Modified

Assessment paperwork for Business administration for Weave (Long).xlsx 21KB MAY 22, 2018 Business Admin Business Capstone Rubric.pdf 118KB MAY 21, 2018 Business Administration Program Mapping.pdf 170KB OCT 30, 2018 LCC_BUS295_Business Capstone (1).pdf .pdf 414KB DEC 7, 2018



Appendix C BUS295 Business Capstone CLOA Presentation PowerPoint
Power point is attached to hard copy of presentation



BUS295

BUSINESS CAPSTONE

**FALL 2018 & N/A
PRESENTATION**

Leticia Griego
School of Business
Luna Community College
Faculty



Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for BUS 295 Business Capstone course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

After reviewing the Business Capstone objectives to ensure all facets of the School of Business Programs were captured and tested, it was discovered that the Capstone course did not test any objectives from the required ECON208 Macroeconomics/ECON209 Microeconomics courses. It was also discovered that the measurability of some objectives needed rewording to capture the entire essence of what needed to be measured. As a result, a new Business Capstone Course syllabus was created with clear and concise objectives.

Course Description

The capstone course is a self-directed, integrated learning opportunity. The student will work during the course dates to complete a research paper with the course instructor a mentor. It is the intent of this course that the student will bring to bear all the learning and knowledge from the course work to show competence in the field of business. The student will take the capstone course in his or her last semester at LCC. Prerequisite: Instructor Approval.

Course Learning Outcomes

1. Identify and be able to apply accounting principles to a real life situation, including GAAP and analysis of financial statements.
2. Identify and be able to apply economic principles to a real life situation, including opportunity cost, supply/demand, GDP and inflation, unemployment, fiscal and monetary policy, and elasticity, utility, and product markets.
3. Identify and be able to apply marketing principles to a real life situation, including the 4Ps of marketing (product, price, place and promotion), marketing strategies, target markets, and value creation.
4. Identify and be able to apply finance principles to a real life situation, including time value of money and its application in decision making; knowledge of capital markets and securities (debt and equity).
5. Identify and be able to apply management principles to a real life situation, including functions or management, theories of management, and leadership styles.
6. Identify and be able to apply ethical principles to a real life situation as they apply to accounting, economics, marketing, finance and management.
7. Apply critical thinking, communication skills and information & digital literacy as they apply to account , economics, marketing, finance, and management principles to a real life situation.

Assessment Methods

You will be expected to successfully complete the following assignments to pass this course:

Assessment	Units	Points	Weight %
Paper #1: CLO# 5, CLO# 6	1	100	10
Paper #2: CLO #1, CLO #6	1	100	10
Paper #3: CLO #2, CLO #6	1	100	10
Paper #4: CLO #3, CLO #6	1	100	10
Paper #5: CLO #4, CLO #6	1	100	10
Midterm Power Point Presentation: CLO#7	1	100	10
Final Research Paper: CLO #1-7	1	200	20
Power Point Presentation: CLO #7	1	200	20
Total		1,000	100

Grading Criteria

The following grading scale will be used to determine your final grade:

10000 X .90 = 900-1000=A
10000 X .80 = 800-899= B
10000 X .70 = 700-799 = C
10000 X .60 = 600-699 = D
<599 = F

Pre/Post-Test

Pre ####
 The Post test score will be comprised of the final research paper and the
 Post ####
 PowerPoint presentation averaged together for a final grade.

Grade Distribution

The BUS295 Business Capstone course was reconstructed to accommodate all course learning objectives from all programs of study. The following grade distribution sheet will be required by all faculty teaching the Business Capstone course starting Spring 2019 semester.

Grade Distribution

Beginning Enrollment:

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	*Percent	
																		Retention	

* Students earning A,B or C, S grades

COURSE Competency Rubric

Spring 2019 was the inaugural semester for this revised course. Student data, using the form below, will be used after the completion of Spring 2019 and will be required from all faculty teaching BUS 295 Business Capstone.

Course Learning Outcomes/Competency

List CLOs/Competencies Ex: 1. Demonstrate.....

- RUBRIC
- 5=Excellent
 - 4=Good
 - 3=Average
 - 2=Unsatisfactory
 - 1=Poor

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											
12																											
13																											
14																											
15																											
Avg	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####



Conclusion

At the conclusion of Fall 2018 semester, the BUS295 Business Capstone objectives, and syllabus were reviewed thoroughly, It was discovered that the capstone objectives were not complete in terms of being able to measure all programs of study within the School of Business. For example, ECON 208/ECON209, which are required courses for School of Business students, did not have any capstone objectives related to Economics. As a result of that discovery, all program required courses in Business Administration, Accounting, and General Business were reviewed. The capstone objectives were rewritten ensuring all programs and their required course work was tested within the capstone.