



Rio Salado College

Small Business Start-Up Program Review

Review Period: Academic Years 2013-2017

Review Conducted: AY2017-18

I. Degrees and Certificates in the Small Business Start-Up Program

CCL in Small Business Start-Up (5706)

Total Credits: 12

Description:

The Certificate of Completion (CCL) in Small Business Start-Up program is designed to meet the needs of individuals who wish to become open a small business or improve their skill set in operating a small business. Courses provide content in marketing, management, customer relations, finance, operations, and completion of a business plan.

Program Notes:

Students must earn a grade of "C" or better for all courses within the program.
This program is not eligible for Title IV Federal Financial Aid.

Program Prerequisites: None.

| Required Courses: | | 12 |
|--------------------------|---|-----------|
| MGT253 | Owning and Operating a Small Business | 3 |
| MKT271 | Principles of Marketing | 3 |
| SBS213 | Hiring and Managing Employees | 1 |
| SBS214 | Small Business Customer Relations | 1 |
| SBS220 | Internet Marketing for Small Business | 2 |
| SBS230 | Financial and Tax Management for Small Business | 2 |

II. Program Purpose and Mission

The purpose of the Small Business Start-up Program is to provide a foundation for both current and prospective small business owners and contribute to the long-term success of the small business community.

Educating current and future business owners aligns with Rio’s vision statement “We reinvent the learning experience to change lives”. Owning a small business is a goal for many people, and can positively change the lives of business owners, their families and their employees. Small business owners may have the passion to run a company, but they may lack the skills necessary to operate a successful venture.

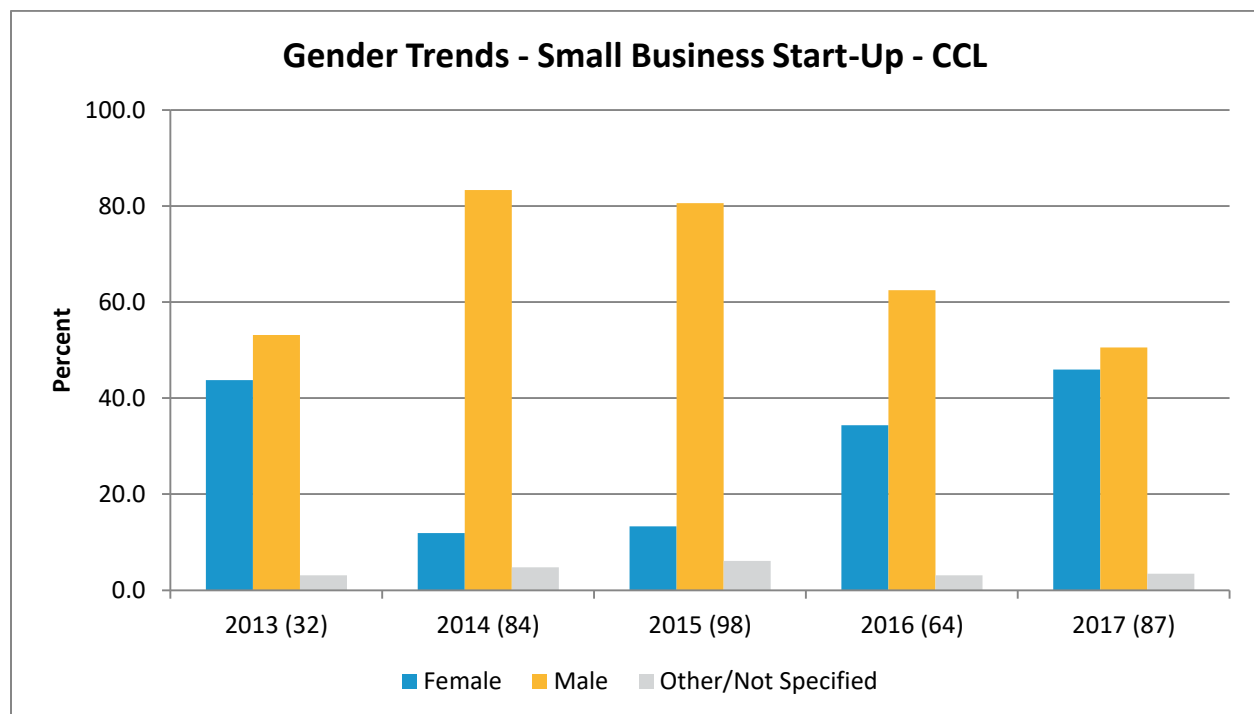
Our program provides high-quality courses, flexibility in scheduling, affordable tuition and commitment to student success. One and two-credit courses are offered in an 8-week format and three-credit courses are offered in either 14-weeks or 8-week options. Students are also able to self-accelerate, which provides additional flexibility to complete the program.

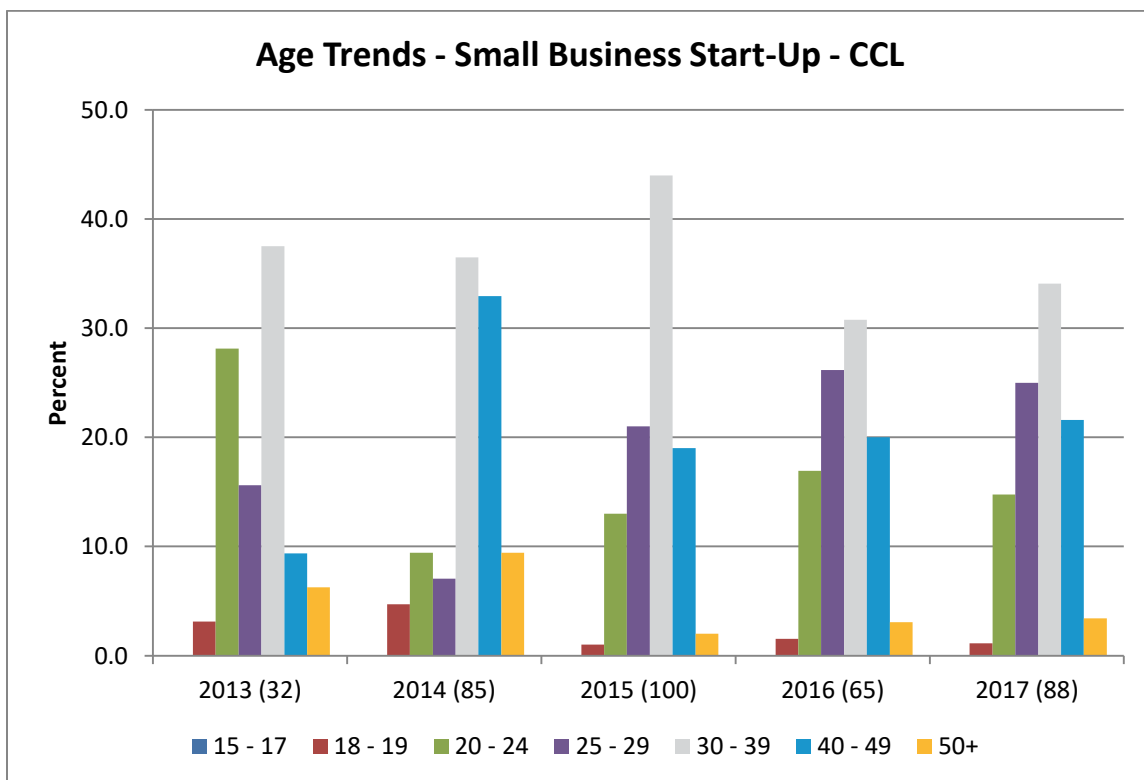
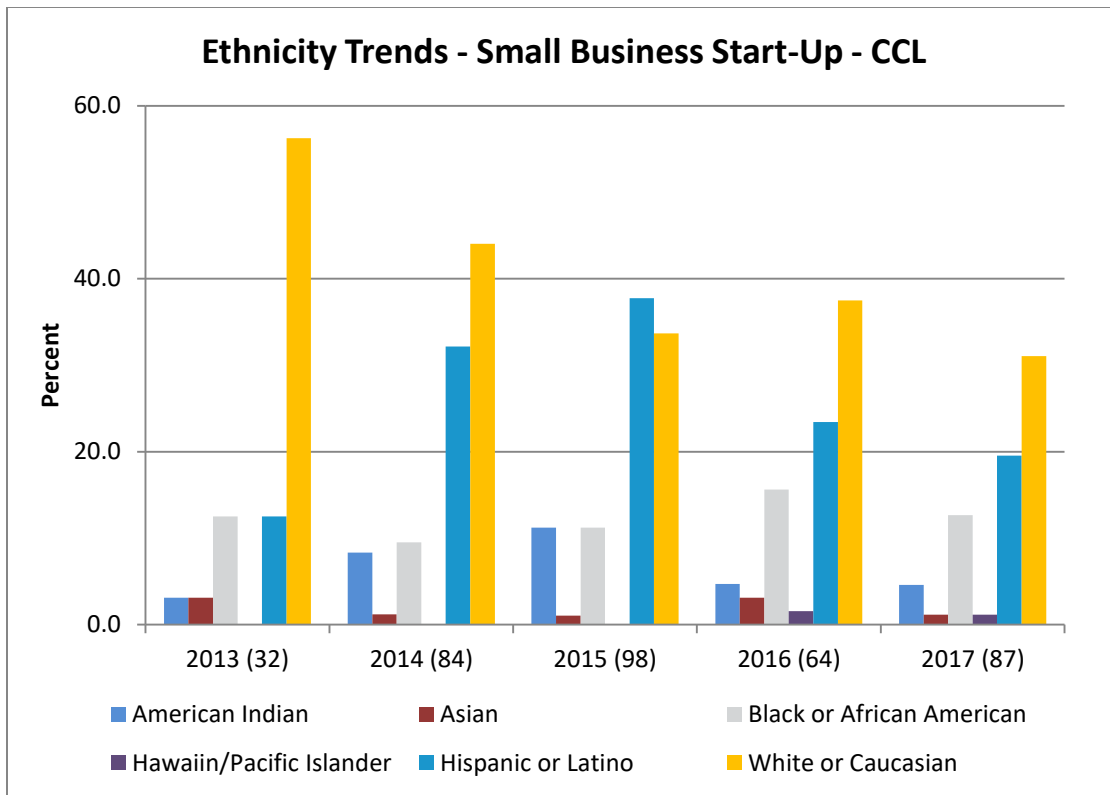
Coursework allows students to work through all aspects of owning and operating a business and provides many practical exercises to help students determine if they are ready to move from planning to execution.

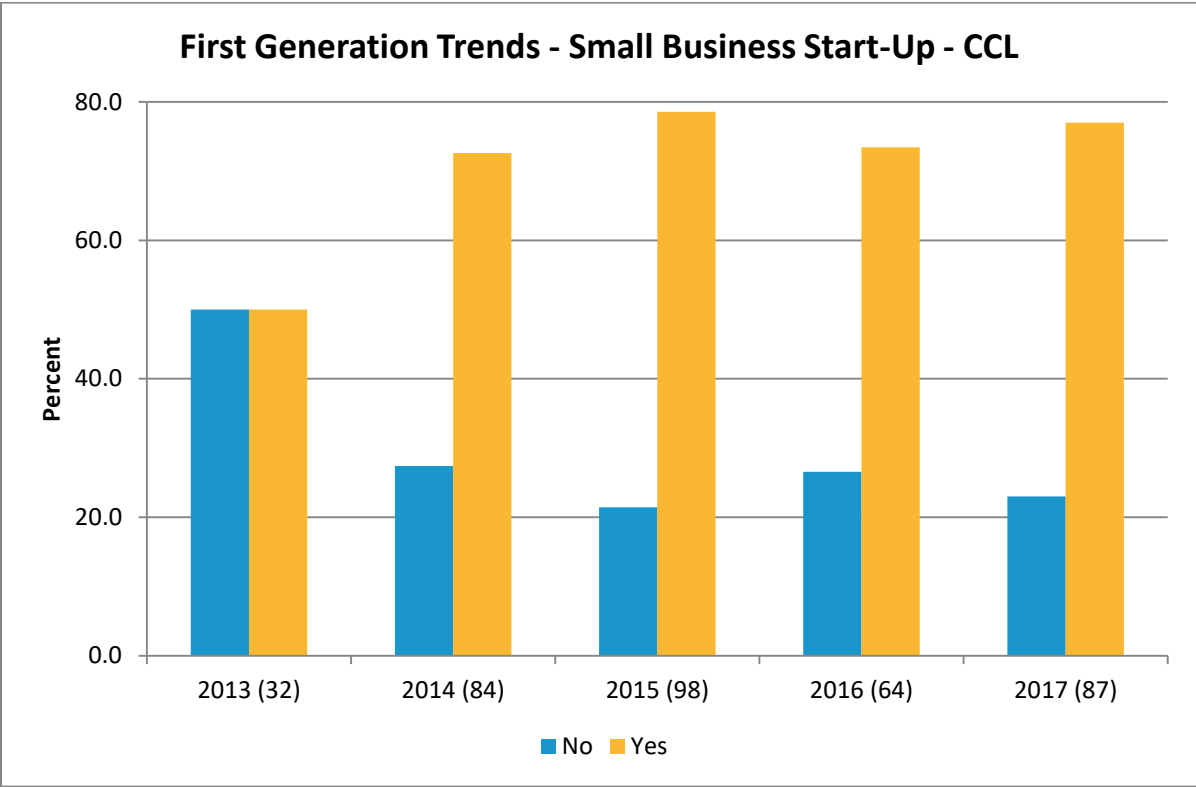
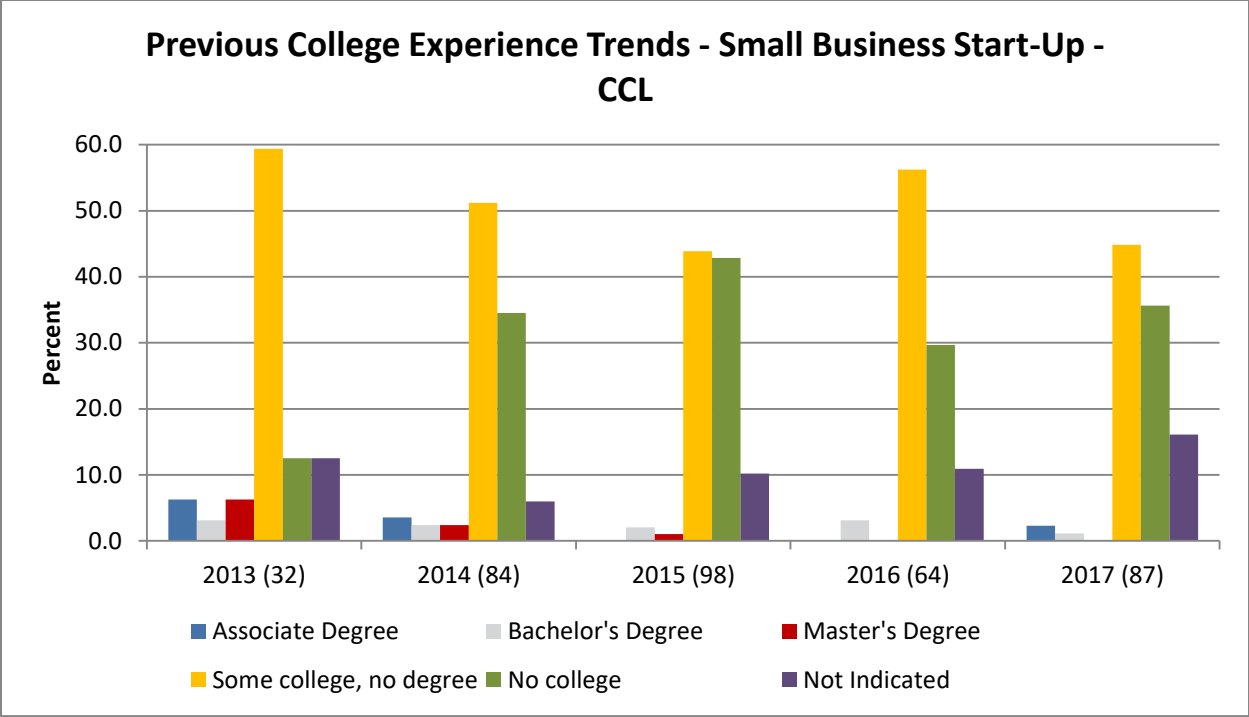
At this time, the majority of students pursuing the Small Business Start-Up Program are Incarcerated students. The courses are offered through both in-person and print modalities.

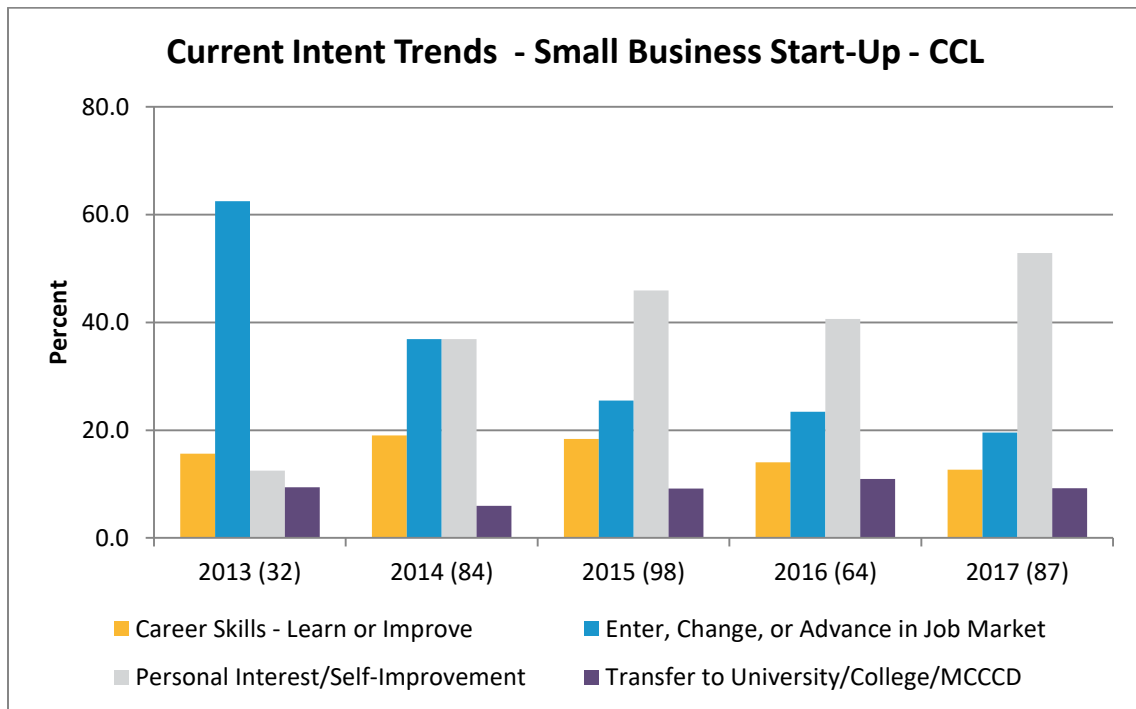
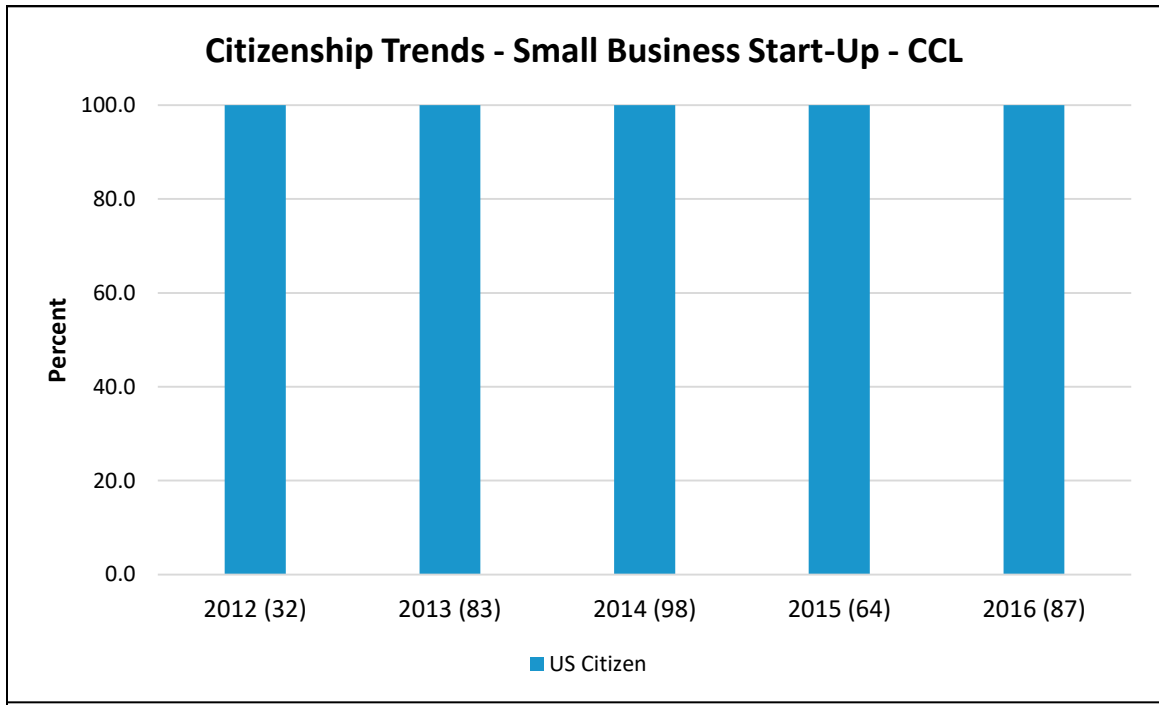
III. Student Population of the Small Business Start-Up Program

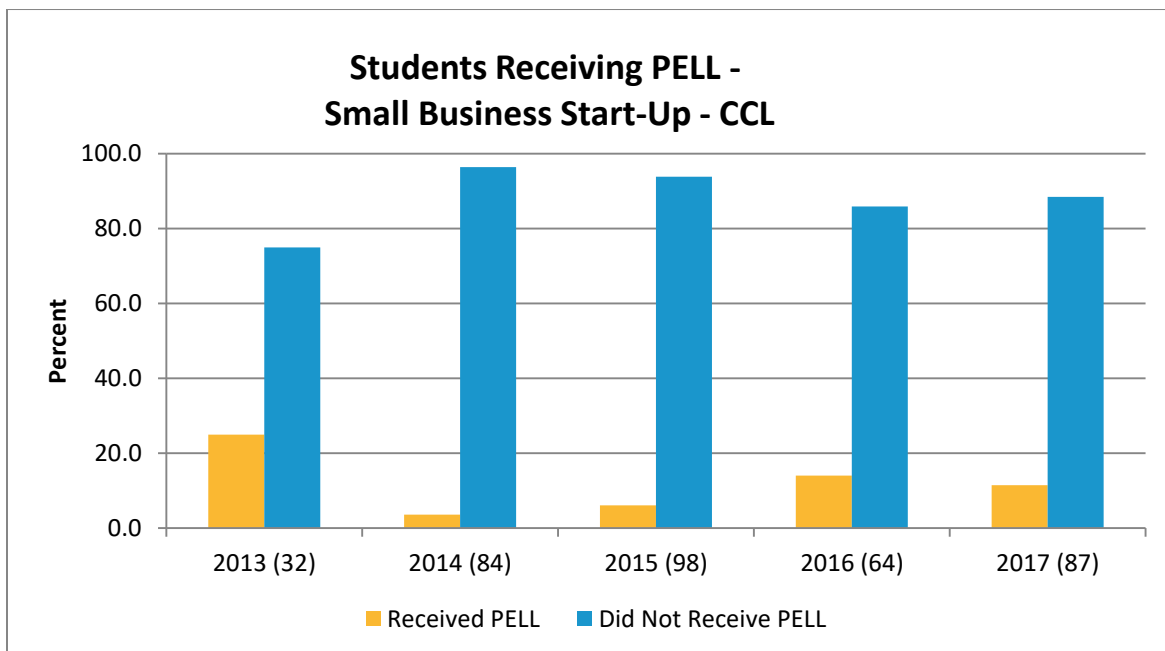
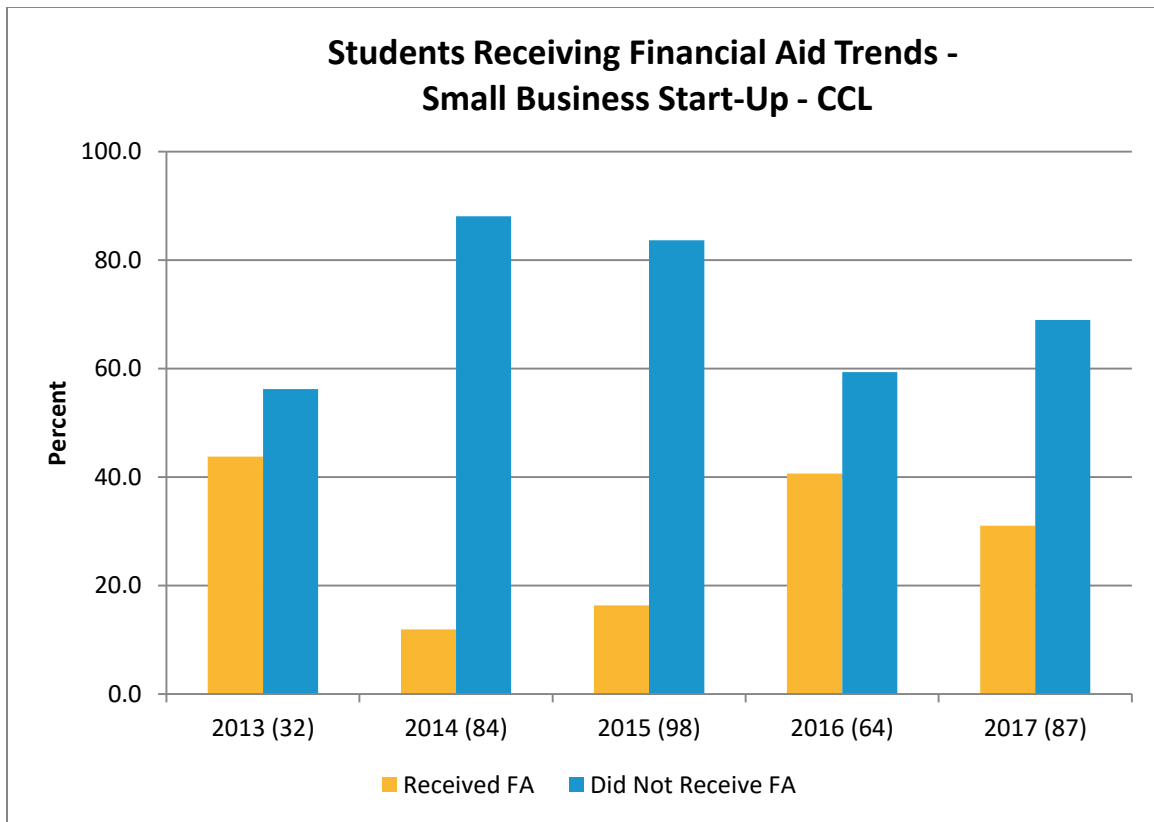
a. Student Data Analysis









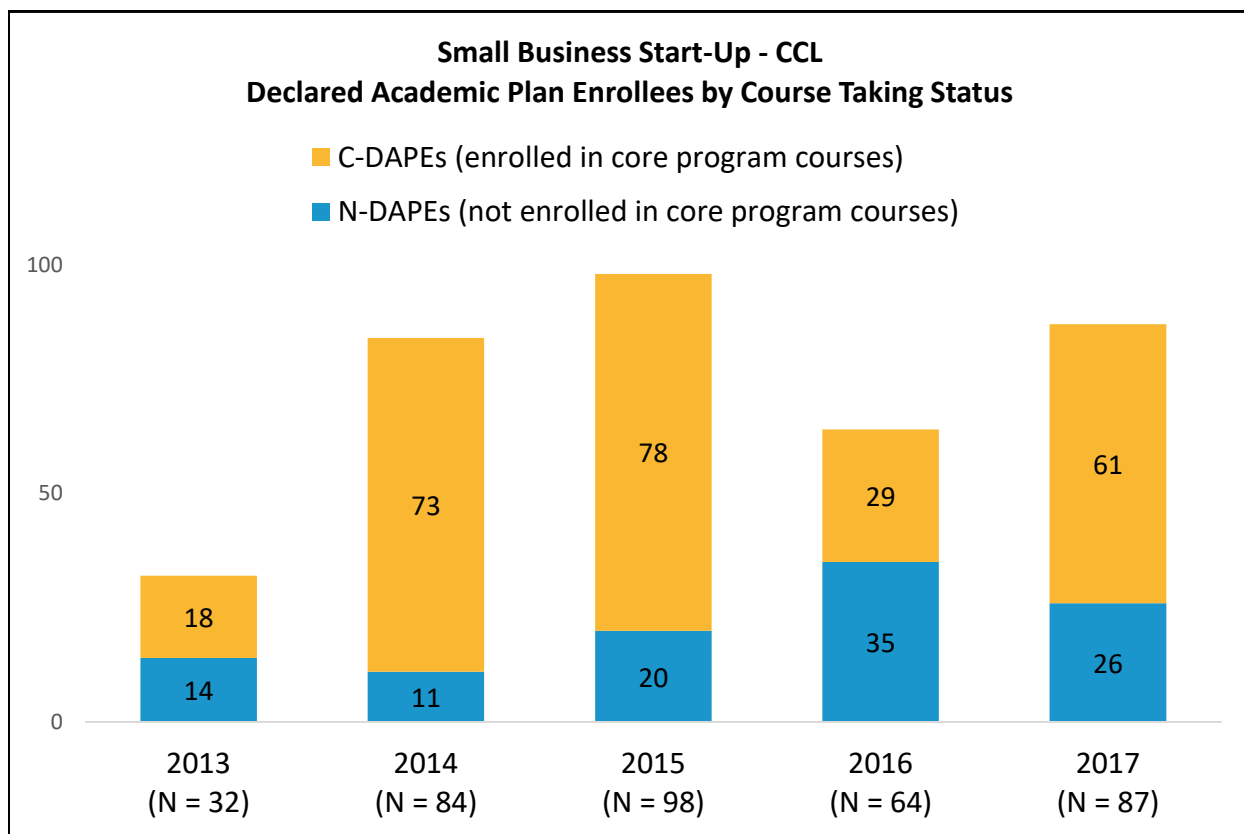


Historically, students in the program were predominantly male. However, as the data demonstrate, in 2017, we are closing the gender gap. Per Ethnicity and Age Trends data, students are primarily in the White/Caucasian or Hispanic/Latino categories, and the highest age group is 30-39.

In 2017, over half of students indicated “some college no degree,” with 52% listing “personal interest/self-improvement” as the motivation for coursework. This response is not surprising because small business ownership doesn’t require any formal education. All students in the program are US Citizens and the majority (77%) are first generation college students who are not receiving financial aid or Pell grant monies.

b. Enrollment Trends

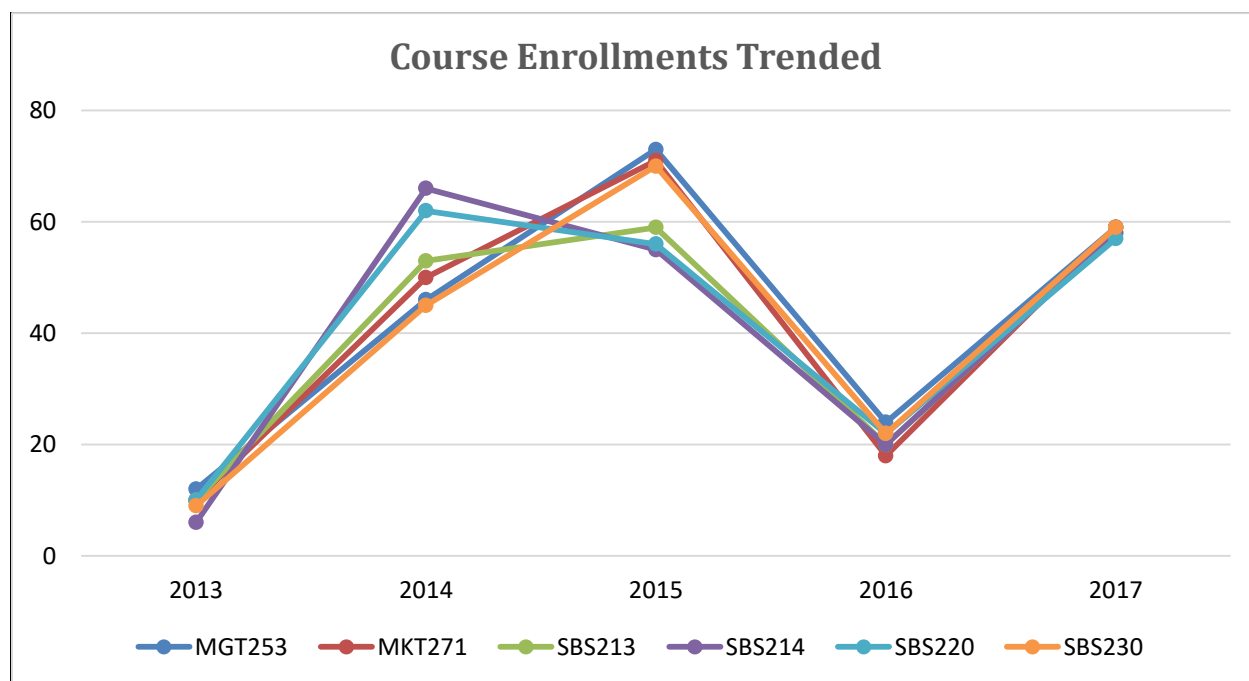
| Table 1. FTSE by Year - Small Business Start-Up - CCL | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| C-DAPEs (Declared Academic Plan /Enrolled in Core Program Courses) | 2.25 | 12.05 | 22.02 | 13.55 | 19.96 |



2017 enrollment increased to 87 after a dip in 2016, and is almost back to the historic high of 98 in 2015. Since students interested in Small Business Ownership are not required to take college courses to open a business, the growth in the program is encouraging.

| Course | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| MGT253-ES | 0 | 0 | 0 | 0 | 31 |
| MGT253-IN | 12 | 4 | 4 | 9 | 5 |
| MGT253-P | 0 | 42 | 69 | 15 | 23 |
| MKT271-ES | 0 | 0 | 0 | 0 | 31 |
| MKT271-IN | 10 | 8 | 2 | 3 | 5 |
| MKT271-P | 0 | 42 | 69 | 15 | 23 |
| SBS213-ES | 0 | 0 | 0 | 0 | 31 |
| SBS213-IN | 10 | 4 | 7 | 5 | 4 |
| SBS213-P | 0 | 59 | 52 | 15 | 23 |
| SBS214-ES | 0 | 0 | 0 | 0 | 31 |
| SBS214-IN | 6 | 7 | 3 | 5 | 4 |
| SBS214-P | 0 | 59 | 52 | 15 | 23 |
| SBS220-ES | 0 | 0 | 0 | 0 | 31 |
| SBS220-IN | 10 | 3 | 4 | 7 | 3 |
| SBS220-P | 0 | 59 | 52 | 15 | 23 |
| SBS230-ES | 0 | 0 | 0 | 0 | 31 |
| SBS230-IN | 9 | 3 | 1 | 7 | 5 |
| SBS230-P | 0 | 42 | 69 | 15 | 23 |
| Total | 57 | 332 | 384 | 126 | 350 |

Note: Top 5 courses by highest enrollment count each year are highlighted in yellow.



Per the Course Enrollments Trended graph, course enrollments in the program increased from 2013 to 2015, and then saw a dip in 2016. This decline was primarily in the In-Person format and is reflective on staff adjustments. We had some instructors stop teaching within the Incarcerated program, which caused courses to cease while new instructors could be hired and trained.

2017 saw the first enrollments in the ES (In-Person) format. This new “ES” designation is used exclusively for courses offered through Incarcerated Re-entry or Educational Partnerships. Previously, these enrollments were counted under the P (In-Person) format. In-Person (P) enrollments show decline in 2016 and 2017, but this is largely due to the addition of the ES designation. If you combine ES and P, the decline is significantly less. One additional reason for the decline is the loss of an instructor who was teaching face-to-face cohorts within Incarcerated Re-entry. The job is currently posted, and we hope to fill the position soon.

As the 2017 data indicate, the enrollment trend is on the increase. In the 2016/17 academic year, the Small Business Start-up program began being offered in print format within the Incarcerated Re-entry Program (IRE). The program has become very popular and according to the spring 2018 data provided by the IRE department, the Small Business Program had enrollment of 248, which made it the highest enrollment program within IRE for the spring session. The print-based students are now reflected in the course enrollment above, since they are not “declared” in the program. This will be discussed with IRE staff. Since students are clearly pursuing the Small Business Start-up CCL, we would like to see them declared in the program. The Internet format is less popular with students. It could be theorized that this is in part because there is no barrier to entry in opening a small business. Small Business owners do not need any formal education to open a business.

c. Student Graduation Data

| Table 3. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Small Business Start-Up - CCL | | | | | | | | | |
|--|------------|---------------------|-------------------|---------------------------|-------------------------|-----------|-----------|-----------|-----------|
| | | | | | FY When Award Conferred | | | | |
| | | | | | 2013 | 2014 | 2015 | 2016 | 2017 |
| Total Graduates | | | | | 4 | 45 | 69 | 19 | 59 |
| FY Cohorts | Cohort (N) | Conferred Award (N) | % Conferred Award | % Graduates Financial Aid | | | | | |
| 2013 | 26 | 14 | 53.8% | 64.3% | 3 | 11 | 0 | 0 | 0 |
| 2014 | 67 | 58 | 86.6% | 22.4% | 0 | 34 | 24 | 0 | 0 |
| 2015 | 64 | 53 | 82.8% | 30.2% | 0 | 0 | 45 | 8 | 0 |
| 2016 | 40 | 32 | 80.0% | 34.4% | 0 | 0 | 0 | 11 | 21 |
| 2017 | 48 | 37 | 77.1% | 18.9% | 0 | 0 | 0 | 0 | 37 |

-Reports the total number of graduates without cohort classification constraints.

-Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.

-If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Graduation rates hit a high in 2015 due in part to face-to-face cohorts within the Incarcerated Re-Entry Program. 2017 saw an increase to 59 total graduates compared to 19 graduates in 2016. For 2018, we have every reason to believe that these numbers will continue to increase due to the large enrollment within the Incarcerated population along with program adjustments in progress, which are addressed under the Evaluation of Curriculum below.

IV. Student Goals and Satisfaction

a. Goals

The goal of students completing the Small Business Start-Up Program is to open or expand their small business. The courses in the Small Business Start-Up Program provide fundamental skills in operating a small business. A newly formed Alumni Advisory group is planning to survey alumni in the future. At this time, we do not track students after completion. Therefore, we are unable to determine whether or not goals were accomplished. We hope to have this information in the future.

b. Satisfaction

In-Person Questions

1. My instructor was prepared for each class meeting.
2. My instructor communicated the course policies and procedures.
3. My instructor answered my questions about the course content.
4. My instructor kept me informed about my progress in the course.
5. My instructor presented objectives for each lesson.
6. The assignments were based on what I was expected to learn.
7. My assignment feedback explained why I earned or lost points.
8. My instructor's feedback on assignments helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.

| Table 4. In-Person End-of-Course Evaluation Data | | | | | | | | | |
|--|-------------------|------|------|------|------|------|------|------|------|
| | Number of Surveys | | | | | | | | 345 |
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 |
| MGT253 | 4.48 | 4.50 | 4.38 | 4.21 | 4.27 | 4.57 | 4.15 | 4.17 | 4.39 |
| MKT271 | 4.39 | 4.45 | 4.40 | 3.99 | 4.43 | 4.43 | 3.93 | 3.98 | 4.26 |
| Total | 4.41 | 4.46 | 4.40 | 4.03 | 4.40 | 4.45 | 3.98 | 4.01 | 4.29 |

Distance Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated time frame.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor's feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

Table 5. Distance End-of-Course Evaluation Data

| Number of Surveys | | | | | | | 341 |
|-------------------|------|------|------|------|------|------|------|
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 |
| MGT253 | 4.66 | 4.55 | 4.55 | 4.52 | 4.32 | 4.26 | 4.48 |
| MKT271 | 4.37 | 4.29 | 4.13 | 4.25 | 4.14 | 4.00 | 4.19 |
| SBS213 | 4.28 | 4.28 | 4.32 | 4.10 | 4.17 | 4.14 | 4.44 |
| SBS214 | 4.42 | 4.30 | 4.26 | 4.35 | 4.30 | 4.30 | 4.44 |
| SBS220 | 4.23 | 4.13 | 3.97 | 4.10 | 4.10 | 3.97 | 3.97 |
| SBS230 | 4.36 | 4.36 | 4.58 | 4.48 | 4.44 | 4.20 | 4.38 |
| Total | 4.43 | 4.35 | 4.28 | 4.32 | 4.22 | 4.11 | 4.30 |

Both In-Person and Distance survey data indicates high satisfaction with the program. None of the responses indicate real concern, although there is always room for improvement.

V. Evaluation of Curriculum

The Small Business Start-Up program was recently evaluated by a sub-committee of the Business Instructional Council (IC). The sub-committee consisted of representatives from Estrella Mountain, Glendale, Mesa, South Mountain, Paradise Valley, Phoenix, and Rio Salado Colleges. The primary purpose of this review was to strengthen the Program offerings and provide more consistency across the District for students who complete courses at multiple campuses. Different programs from multiple campuses were reviewed and a single program created that will be shared by multiple campuses.

The sub-committee recommended the creation of both a Level 1 and Level 2 Certificate. This recommendation was approved by the Instructional Council in March with a targeted timeframe of spring 2019. Currently, Rio offers only one CCL. A summary of both the current and revised programs is shown below.

Current – Certificate of Completion in Small Business Start-Up.**Required Courses:**

| | | |
|--------------|---|-------------------|
| MGT253 | Owning and Operating a Small Business | 3 |
| MKT271 | Principles of Marketing | 3 |
| SBS213 | Hiring and Managing Employees | 1 |
| SBS214 | Small Business Customer Relations | 1 |
| SBS220 | Internet Marketing for Small Business | 2 |
| SBS230 | Financial and Tax Management for Small Business | 2 |
| Total | | 12 credits |

New – Certificate of Completion in Small Business Management Level 1.**Required Courses:**

| | | |
|--------------|---|-------------------|
| SBS200* | Small Business Operations | 2 |
| SBS202 and | Small Business Bookkeeping | 1 |
| SBS203 OR | Tax Preparation & Financing | 1 |
| SBS230** | Financial and Tax Management for Small Business | 2 |
| SBS204* | Small Business Marketing and Advertising | 2 |
| SBS213 | Hiring and Managing Employees | 1 |
| SBS214 | Small Business Customer Relations | 1 |
| EPS195 OR | Business Start-up and Planning | 2 |
| SBS216 | Planning for a Small Business | 2 |
| Total | | 10 credits |

*New courses at Rio Salado that will need to be created.

** At Rio Salado, SBS220 will be offered.

New – Certificate of Completion in Small Business Management Level 2.**Required Courses: 6-12 credits selected by individual colleges from the following list.**

| | | |
|---------------|--|-----------------------|
| SBS210 | Tax Planning and Preparation | 1 |
| SBS215 | Managing Stress in Small Business | 1 |
| SBS216 | Planning for a Small Business | 2 |
| SBS217 | Starting/Managing a Home Business | 1 |
| SBS218 | Establishing an Import/Export Business | 1 |
| SBS220 | Internet Marketing for Small Business | 2 |
| SBS221 | Social Media Marketing for Small Business | 2 |
| EPS150 | Introduction to Entrepreneurship | 3 |
| MGT253 | Owning and Operating a Small Business | 3 |
| Total | | 6-12 credits |
| | | to be selected |
| | | from this list |

Bolded selections indicate courses already offered at Rio Salado. CCL offering will need to be determined.

Most courses in the Small Business Start-Up program are redeveloped on a three-year cycle.

- SBS230 was last updated in spring 2018.
- MKT271 was last updated in fall 2017.
- MGT253 was last updated in fall 2016.
- SBS220 was last updated in spring 2015.
- Both SBS213 and SBS214 are due to be updated.

The revisions to the program will require the creation of two new courses: SBS200 and SBS204.

VI. Student Learning Outcomes

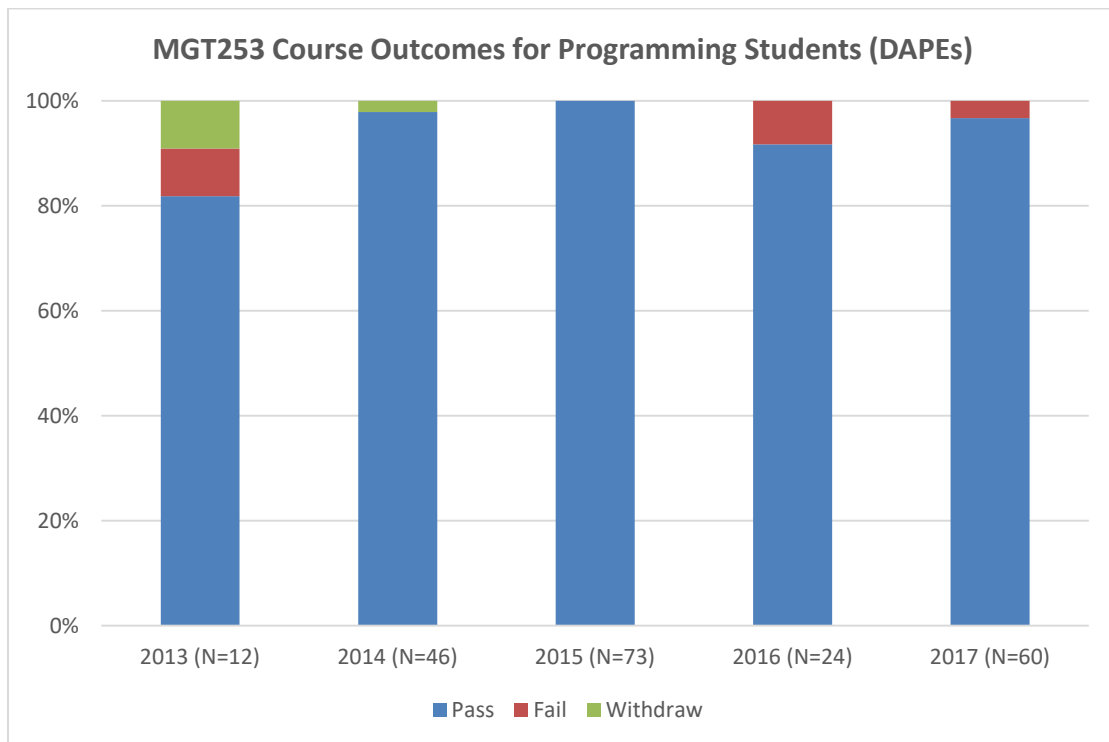
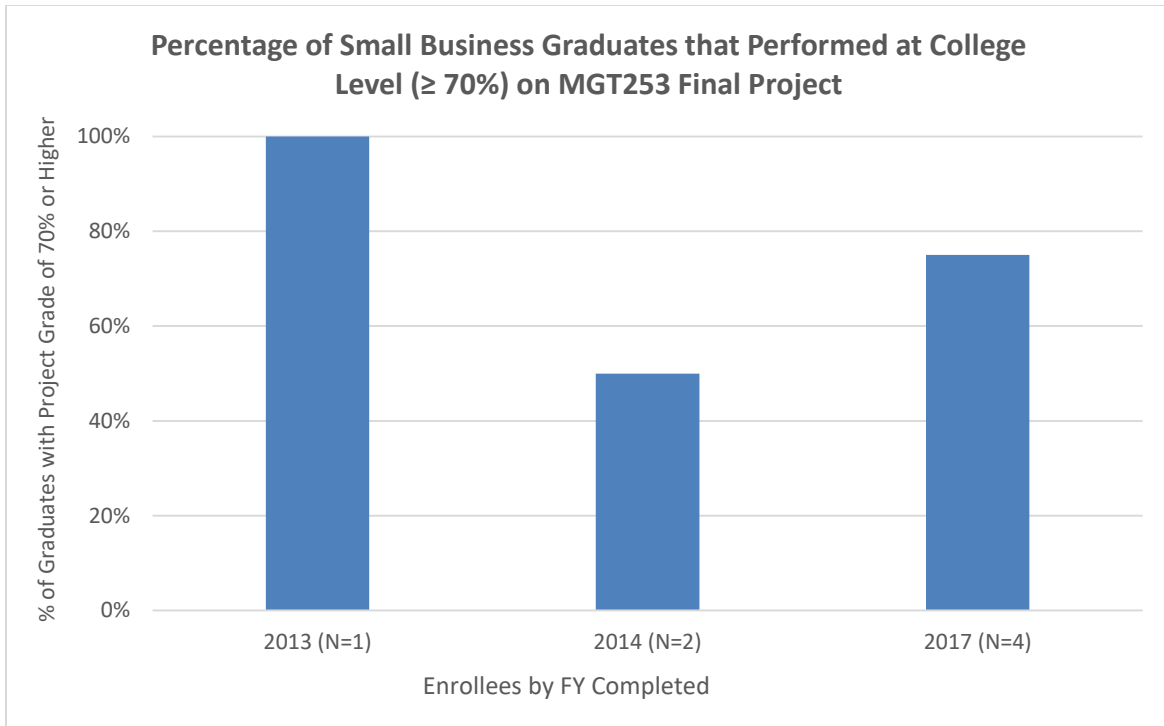
a. Program-Level Student Learning Outcomes

Program Competencies:

1. Describe the strategic, operational and functional role in marketing plays in business growth. (MKT271)
2. Describe the effects of leadership styles, employee styles, and interpersonal communication methods on the role of the supervisor. (SBS213)
3. Create techniques to motivate employees and encourage positive behavior. (SBS213)
4. Describe how customer perceptions of a business are formed and identify key strategies for improving customer perception. (SBS214)
5. Present an overview of the Internet as a marketing tool for your business needs. (SBS220)
6. Apply basic accounting principles to a small business. (SBS230)
7. Conduct a self-analysis to determine if one has the personal qualities essential for owning and operating a small business.
8. Create a business plan. (MGT253)

Students who graduate from the program should be prepared to open and operate a small business or work for a small business owner. They should have the skills to assess business opportunities and determine best practices with regard to operations, hiring, marketing, and finance decisions.

MGT253: Owning and Operating a Small Business is a good indicator to gauge how well students are meeting the program-level outcomes, since the course covers all aspects of a small business.



MGT253 data indicate that more than 80% of the students who completed the course between 2013 and 2017 are performing at college level, although the N was very small. During AY2016/17, the course was updated and new adjunct faculty began teaching the course. In fall 2016, a new Faculty Chair assumed leadership of the Department. These changes most likely impacted the pass rate of MGT253.

b. College-Wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, all Rio Salado College students must know and be able to do the following:

1. Critical Thinking: The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. Information Literacy: The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. Oral Communication: The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. Reading: The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
5. Writing: On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.
6. For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

| Course | Critical Thinking Flag | Reading Flag | Info Lit Flag | Oral Comm Flag | Writing Flag |
|--------|------------------------|--------------|---------------|----------------|--------------|
| MGT253 | Y | | | | Y |
| MKT271 | Y | | Y | | Y |
| SBS213 | Y | | Y | | Y |
| SBS214 | | | | | |
| SBS220 | Y | | Y | | Y |
| SBS230 | Y | | Y | | Y |

These college-wide student learning outcomes of Critical Thinking, Information Literacy, Oral Communication, Reading and Writing are incorporated into courses as appropriate, based on course competencies. All written assignments are aligned with a 4-dimension rubric to help students

understand the assessment expectations. The rubric assesses: Understanding, Critical Thinking, Key Concepts and Terms, and Writing.

All courses involve more than one method for assessing student learning. In SBS214, for example, students demonstrate learning through essays, quizzes, as well as an in-person interview. This allows students to be assessed in multiple formats.

Scores associated with the college-wide student learning outcomes are reviewed periodically with a goal that all students will score at 70% or higher in these areas.

Assessment data tracked for college-wide student learning outcome(s) for the timeframe 7/1/16 through 6/30/17 for SBS courses and MGT253 indicates five assignments where students score below 70%. These assignments are all in SBS230, which is the more difficult SBS course.

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|------------------------------------|-----------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| SBS213 | 1/9/2012 | Lesson 4 Assessment | Motivation Essay | | | | | Y | 45 | 89% |
| SBS213 | 1/9/2012 | Lesson 6 Final Assessment | Critical Thinking | Y | Y | | | | 40 | 88% |
| SBS213 | 1/9/2012 | Lesson 6 Final Assessment | Format, Grammar, etc. | | | | | Y | 40 | 85% |
| SBS213 | 1/9/2012 | Lesson 6 Final Assessment | Understanding | | Y | | | | 40 | 83% |
| SBS220 | 1/12/2015 | Section 1: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 58 | 88% |
| SBS220 | 1/12/2015 | Section 1: Internet Marketing Plan | Understanding | | Y | | | | 58 | 88% |
| SBS220 | 1/12/2015 | Section 1: Internet Marketing Plan | Writing | | | | | Y | 58 | 83% |
| SBS220 | 1/12/2015 | Section 2: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 49 | 94% |
| SBS220 | 1/12/2015 | Section 2: Internet Marketing Plan | Understanding | | Y | | | | 49 | 94% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|------------------------------------|-------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| SBS220 | 1/12/2015 | Section 2: Internet Marketing Plan | Writing | | | | | Y | 49 | 94% |
| SBS220 | 1/12/2015 | Section 3: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 53 | 76% |
| SBS220 | 1/12/2015 | Section 3: Internet Marketing Plan | Understanding | | Y | | | | 53 | 81% |
| SBS220 | 1/12/2015 | Section 3: Internet Marketing Plan | Writing | | | | | Y | 53 | 83% |
| SBS220 | 1/12/2015 | Section 4: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 42 | 95% |
| SBS220 | 1/12/2015 | Section 4: Internet Marketing Plan | Understanding | | Y | | | | 42 | 95% |
| SBS220 | 1/12/2015 | Section 4: Internet Marketing Plan | Writing | | | | | Y | 42 | 95% |
| SBS220 | 1/12/2015 | Section 5: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 44 | 86% |
| SBS220 | 1/12/2015 | Section 5: Internet Marketing Plan | Understanding | | Y | | | | 44 | 86% |
| SBS220 | 1/12/2015 | Section 5: Internet Marketing Plan | Writing | | | | | Y | 44 | 91% |
| SBS220 | 1/12/2015 | Section 6: Internet Marketing Plan | Critical Thinking | Y | Y | | | | 43 | 91% |
| SBS220 | 1/12/2015 | Section 6: Internet Marketing Plan | Understanding | | Y | | | | 43 | 91% |
| SBS220 | 1/12/2015 | Section 6: Internet Marketing Plan | Writing | | | | | Y | 43 | 91% |
| SBS220 | 1/12/2015 | Final Project-Section 7: Internet | Critical Thinking | Y | Y | | | | 44 | 93% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|--|-------------------------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| | | Marketing Plan | | | | | | | | |
| SBS220 | 1/12/2015 | Final Project-Section 7: Internet Marketing Plan | Understanding | | Y | | | | 44 | 93% |
| SBS220 | 1/12/2015 | Final Project-Section 7: Internet Marketing Plan | Writing | | | | | Y | 44 | 93% |
| SBS230 | 1/9/2012 | Lesson 1 Textbook Problems | Grammar, Spelling | | | | | Y | 43 | 61% |
| SBS230 | 1/9/2012 | Lesson 1 Textbook Problems | Understanding | | Y | | | | 43 | 56% |
| SBS230 | 1/9/2012 | Lesson 2 Textbook Problems | Grammar, Spelling | | | | | Y | 28 | 86% |
| SBS230 | 1/9/2012 | Lesson 2 Textbook Problems | Templates | | | | | | 28 | 82% |
| SBS230 | 1/9/2012 | Lesson 2 Textbook Problems | Understanding | | Y | | | | 28 | 75% |
| SBS230 | 1/9/2012 | Lesson 3 Textbook Problems | Grammar, Spelling | | | | | Y | 22 | 77% |
| SBS230 | 1/9/2012 | Lesson 3 Textbook Problems | Understanding | | Y | | | | 22 | 73% |
| SBS230 | 1/9/2012 | Lesson 4 Textbook Problems | Grammar, Spelling | | | | | Y | 22 | 82% |
| SBS230 | 1/9/2012 | Lesson 4 Textbook Problems | Understanding | | Y | | | | 22 | 68% |
| SBS230 | 1/9/2012 | Lesson 5 Essay | Critical Thinking | Y | Y | | | | 19 | 74% |
| SBS230 | 1/9/2012 | Lesson 5 Essay | Format, grammar, sentence structure | | | | | Y | 19 | 79% |
| SBS230 | 1/9/2012 | Lesson 5 Essay | Understanding | | Y | | | | 19 | 79% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|----------------------------|-------------------------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| SBS230 | 1/9/2012 | Lesson 5 Textbook Problems | Grammar, Spelling | | | | | Y | 18 | 89% |
| SBS230 | 1/9/2012 | Lesson 5 Textbook Problems | Understanding | | Y | | | | 18 | 67% |
| SBS230 | 1/9/2012 | Lesson 6 Textbook Problems | Grammar, Spelling | | | | | Y | 16 | 100% |
| SBS230 | 1/9/2012 | Lesson 6 Textbook Problems | Understanding | | Y | | | | 16 | 88% |
| SBS230 | 1/9/2012 | Lesson 7 Textbook Problems | Grammar, Spelling | | | | | Y | 17 | 88% |
| SBS230 | 1/9/2012 | Lesson 7 Textbook Problems | Understanding | | Y | | | | 17 | 65% |
| SBS230 | 1/9/2012 | Lesson 8 Essay | Critical Thinking | Y | Y | | | | 14 | 100% |
| SBS230 | 1/9/2012 | Lesson 8 Essay | Format, grammar, sentence structure | | | | | Y | 14 | 100% |
| SBS230 | 1/9/2012 | Lesson 8 Essay | Understanding | | Y | | | | 14 | 100% |
| SBS230 | 1/9/2012 | Lesson 9 Essay | Critical Thinking | Y | Y | | | | 16 | 88% |
| SBS230 | 1/9/2012 | Lesson 9 Essay | Format, grammar, sentence structure | | | | | Y | 16 | 94% |
| SBS230 | 1/9/2012 | Lesson 9 Essay | Understanding | | Y | | | | 16 | 94% |
| SBS230 | 1/9/2012 | Lesson 10 Essay | Critical Thinking | Y | Y | | | | 16 | 81% |
| SBS230 | 1/9/2012 | Lesson 10 Essay | Format, grammar, sentence structure | | | | | Y | 16 | 88% |
| SBS230 | 1/9/2012 | Lesson 10 Essay | Understanding | | Y | | | | 16 | 81% |
| MGT253 | 5/5/2014 | Lesson1: Essay | Formatting and English | | | | | Y | 5 | 80% |
| MGT253 | 5/5/2014 | Lesson 2: Essay | Formatting and English | | | | | Y | 6 | 83% |
| MGT253 | 5/5/2014 | Lesson 3: Essay | Formatting and English | | | | | Y | 6 | 100% |
| MGT253 | 5/5/2014 | Lesson 4: Essay | Format, Grammar, etc | | | | | Y | 7 | 100% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|------------------|--|-------------------|----------|-----------|---------|---------|---------------|----------------|
| MGT253 | 5/5/2014 | Lesson 4: Essay | Suggests logical problem solving solutions | Y | | | | | 7 | 100% |
| MGT253 | 5/5/2014 | Lesson 6: Essay | Format, Grammar, etc | | | | | Y | 9 | 78% |
| MGT253 | 5/5/2014 | Lesson 6: Essay | Suggests logical problem solving solutions | Y | | | | | 9 | 89% |
| MGT253 | 5/5/2014 | Lesson 7: Essay | Format, Grammar, etc | | | | | Y | 7 | 71% |
| MGT253 | 5/5/2014 | Lesson 7: Essay | Suggests logical problem solving solutions | Y | | | | | 7 | 100% |
| MGT253 | 5/5/2014 | Lesson 9: Essay | Formatting and English | | | | | Y | 7 | 100% |
| MGT253 | 5/5/2014 | Lesson 10: Essay | Formatting and English | | | | | Y | 9 | 89% |
| MGT253 | 5/5/2014 | Lesson 12: Essay | Formatting and English | | | | | Y | 11 | 91% |
| MGT253 | 8/22/2016 | Lesson 1 Essay | Critical Thinking | Y | Y | | | | 107 | 91% |
| MGT253 | 8/22/2016 | Lesson 1 Essay | Key Concepts & Terms | | | | | | 107 | 95% |
| MGT253 | 8/22/2016 | Lesson 1 Essay | Understanding | | Y | | | | 107 | 97% |
| MGT253 | 8/22/2016 | Lesson 1 Essay | Writing | | | | | Y | 107 | 94% |
| MGT253 | 8/22/2016 | Lesson 2 Essay | Critical Thinking | Y | Y | | | | 100 | 89% |
| MGT253 | 8/22/2016 | Lesson 2 Essay | Understanding | | Y | | | | 100 | 98% |
| MGT253 | 8/22/2016 | Lesson 2 Essay | Writing | | | | | Y | 100 | 94% |
| MGT253 | 8/22/2016 | Lesson 3 Essay | Critical Thinking | Y | Y | | | | 96 | 69% |
| MGT253 | 8/22/2016 | Lesson 3 Essay | Understanding | | Y | | | | 96 | 91% |
| MGT253 | 8/22/2016 | Lesson 3 Essay | Writing | | | | | Y | 96 | 89% |
| MGT253 | 8/22/2016 | Lesson 4 Essay | Critical Thinking | Y | Y | | | | 90 | 74% |
| MGT253 | 8/22/2016 | Lesson 4 Essay | Understanding | | Y | | | | 90 | 87% |
| MGT253 | 8/22/2016 | Lesson 4 Essay | Writing | | | | | Y | 90 | 87% |
| MGT253 | 8/22/2016 | Lesson 5 Essay | Critical Thinking | Y | Y | | | | 84 | 86% |
| MGT253 | 8/22/2016 | Lesson 5 Essay | Understanding | | Y | | | | 84 | 96% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|-------------------|-------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| MGT253 | 8/22/2016 | Lesson 5 Essay | Writing | | | | | Y | 84 | 91% |
| MGT253 | 8/22/2016 | Lesson 6 Essay | Critical Thinking | Y | Y | | | | 85 | 75% |
| MGT253 | 8/22/2016 | Lesson 6 Essay | Understanding | | Y | | | | 85 | 91% |
| MGT253 | 8/22/2016 | Lesson 6 Essay | Writing | | | | | Y | 85 | 89% |
| MGT253 | 8/22/2016 | Lesson 7 Essay | Critical Thinking | Y | Y | | | | 79 | 89% |
| MGT253 | 8/22/2016 | Lesson 7 Essay | Understanding | | Y | | | | 79 | 98% |
| MGT253 | 8/22/2016 | Lesson 7 Essay | Writing | | | | | Y | 79 | 94% |
| MGT253 | 8/22/2016 | Lesson 8 Essay | Critical Thinking | Y | Y | | | | 74 | 92% |
| MGT253 | 8/22/2016 | Lesson 8 Essay | Understanding | | Y | | | | 74 | 97% |
| MGT253 | 8/22/2016 | Lesson 8 Essay | Writing | | | | | Y | 74 | 96% |
| MGT253 | 8/22/2016 | Lesson 9 Essay | Critical Thinking | Y | Y | | | | 72 | 82% |
| MGT253 | 8/22/2016 | Lesson 9 Essay | Understanding | | Y | | | | 72 | 93% |
| MGT253 | 8/22/2016 | Lesson 9 Essay | Writing | | | | | Y | 72 | 99% |
| MGT253 | 8/22/2016 | Lesson 10 Project | Critical Thinking | Y | Y | | | | 71 | 69% |
| MGT253 | 8/22/2016 | Lesson 10 Project | Understanding | | Y | | | | 71 | 89% |
| MGT253 | 8/22/2016 | Lesson 10 Project | Writing | | | | | Y | 71 | 93% |
| MGT253 | 8/22/2016 | Lesson 11 Essay | Critical Thinking | Y | Y | | | | 70 | 81% |
| MGT253 | 8/22/2016 | Lesson 11 Essay | Understanding | | Y | | | | 70 | 94% |
| MGT253 | 8/22/2016 | Lesson 11 Essay | Writing | | | | | Y | 70 | 91% |
| MGT253 | 8/22/2016 | Lesson 12 Essay | Critical Thinking | Y | Y | | | | 68 | 91% |
| MGT253 | 8/22/2016 | Lesson 12 Essay | Understanding | | Y | | | | 68 | 96% |
| MGT253 | 8/22/2016 | Lesson 12 Essay | Writing | | | | | Y | 68 | 91% |
| MGT253 | 8/22/2016 | Lesson 13 Essay | Critical Thinking | Y | Y | | | | 66 | 79% |

| Course | Effective Date | Assessment | Dimension | Critical Thinking | Info Lit | Oral Comm | Reading | Writing | Student Count | % Student @ CL |
|--------|----------------|-------------------------------------|------------------|-------------------|----------|-----------|---------|---------|---------------|----------------|
| MGT253 | 8/22/2016 | Lesson 13 Essay | Understanding | | Y | | | | 66 | 96% |
| MGT253 | 8/22/2016 | Lesson 13 Essay | Writing | | | | | Y | 66 | 96% |
| MGT253 | 8/22/2016 | Final Project Business Plan Summary | Critical Thnking | Y | Y | | | | 60 | 85% |
| MGT253 | 8/22/2016 | Final Project Business Plan Summary | Understanding | | Y | | | | 60 | 90% |
| MGT253 | 8/22/2016 | Final Project Business Plan Summary | Writing | | | | | Y | 60 | 78% |

The assignments identified above will all be reviewed to ensure the assignment instructions are clear. The lessons will also be reviewed to see if additional content on the concepts is warranted to improve student performance.

Adjuncts are required to complete retention efforts for every student who has fallen behind in the course. These requirements include:

- Reaching out to students a minimum of four times
- Posting four Course Announcements on APA citations, Plagiarism, and Welcome information
- Completing Lesson Preview Pages to supplement lesson content and emphasis lesson objectives
- Providing quality assignment feedback to help students improve

VII. Effective Teaching

Upon hire, new adjuncts are required to complete an Adjunct Faculty Development (AFD) course (AFD101 or AFD106 depending on course modality), receive in-person Department training, and be mentored during their first semester. All instructors receive an evaluation during their first three semesters of teaching. Veteran instructors receive yearly evaluations. These ongoing evaluations ensure compliance with Department policies and procedures. As needed, adjuncts are provided additional training in both electronic and in-person formats. Additionally, feedback provided to students is reviewed periodically by the Faculty Chair and/or Instructional Coordinator to ensure feedback is accurate, personalized, and appropriate for the course level.

A Department website is maintained to support adjuncts. The site contains policies, how to documents, templates, frequently ask questions and other information to help support effective teaching practices. All adjuncts are encouraged to attend bi-annual in-person training at the Fall or Spring All Faculty Meetings as part of their Professional Development requirement. The Faculty Chair also sends out a weekly email on Department policies and best practices.

VIII. Retention and Persistence

The 2017 aggregate data indicate 100% course retention and 97.8% course success rate, providing evidence that students enrolled in the Small Business Program are dedicated to completing all required courses. This is primarily driven by the applicable nature of the courses and the personal interest of students to gain foundational skills to help them be successful in their business ventures.

The course-level retention rates are high for the ES and P formats. These students are usually in an in-person or hybrid cohort model, which provides additional resources and support. The IN versions of the course show lower successful course completion. This is primarily because students do not finish all assignments and therefore earn a failing grade.

| Table 7. Aggregate Course Success and Retention Rates - Small Business Start-Up - CCL | | | | | | | | | |
|---|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
| Course Retention | Course Success | Course Retention | Course Success | Course Retention | Course Success | Course Retention | Course Success | Course Retention | Course Success |
| 93.1% | 81.0% | 97.9% | 96.4% | 100.0% | 99.0% | 100.0% | 91.3% | 100.0% | 97.8% |

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdrawals). Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdrawals).

| Table 8. % Students Retained/Pass and Withdraw/Fail by Course and Modality - Small Business Start-Up - CCL | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------|------|---------------------|-----|--------------------------|------|---------------------|-----|--------------------------|------|---------------------|-----|--------------------------|------|---------------------|-----|--------------------------|------|---------------------|-----|
| | 2013 | | | | 2014 | | | | 2015 | | | | 2016 | | | | 2017 | | | |
| Course - Modality | Retention/ Pass Rates | | Withdraw/Fail Rates | | Retention/ Pass Rates | | Withdraw/Fail Rates | | Retention/ Pass Rates | | Withdraw/Fail Rates | | Retention/ Pass Rates | | Withdraw/Fail Rates | | Retention/ Pass Rates | | Withdraw/Fail Rates | |
| | Retention | Pass | W | D/F | Retention | Pass | W | D/F | Retention | Pass | W | D/F | Retention | Pass | W | D/F | Retention | Pass | W | D/F |
| MGT253-ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100% | 0% | 0% |
| MGT253-IN | 92% | 83% | 8% | 8% | 75% | 75% | 25% | 0% | 100% | 100% | 0% | 0% | 100% | 78% | 0% | 22% | 100% | 57% | 0% | 43% |
| MGT253-P | * | * | * | * | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% |
| MKT271-ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100% | 0% | 0% |
| MKT271-IN | 90% | 60% | 10% | 30% | 88% | 63% | 13% | 25% | 100% | 100% | 0% | 0% | 100% | 67% | 0% | 33% | 100% | 83% | 0% | 17% |
| MKT271-P | * | * | * | * | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% |
| SBS213-ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100% | 0% | 0% |
| SBS213-IN | 100% | 90% | 0% | 10% | 75% | 25% | 25% | 50% | 100% | 71% | 0% | 29% | 100% | 60% | 0% | 40% | 100% | 80% | 0% | 20% |
| SBS213-P | * | * | * | * | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% |
| SBS214-ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100% | 0% | 0% |
| SBS214-IN | 100% | 83% | 0% | 17% | 86% | 71% | 14% | 14% | 100% | 67% | 0% | 33% | 100% | 80% | 0% | 20% | 100% | 80% | 0% | 20% |
| SBS214-P | * | * | * | * | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% | 100% | 100% | 0% | 0% |
| SBS220-ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100% | 0% | 0% |

| | | | | | | | | | | | | | | | | | | | | |
|---------------|------|---------|-----|-----|------|----------|-----|----|------|----------|----|-----|------|----------|----|-----|------|----------|----|-----|
| SBS220 -IN | 100% | 90 % | 0% | 10% | 33% | 33% | 67% | 0% | 100% | 75% | 0% | 25% | 100% | 71% | 0% | 29% | 100% | 75% | 0% | 25% |
| SBS220 -P | * | * | * | * | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% |
| SBS230 -ES | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | 100% | 100 % | 0% | 0% |
| SBS230 -IN | 80% | 80 % | 20% | 0% | 67% | 67% | 33% | 0% | 100% | 100 % | 0% | 0% | 100% | 57% | 0% | 43% | 100% | 83% | 0% | 17% |
| SBS230 -P | * | * | * | * | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% | 100% | 100 % | 0% | 0% |
| Total | 93% | 81 % | 7% | 12% | 98% | 96% | 2% | 2% | 100% | 99% | 0% | 1% | 100% | 91% | 0% | 9% | 100% | 98% | 0% | 2% |

**If no students enrolled or $N < 1$, percentages not computed. P= course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)*

Table 9. Persistence for Following Term and Following Year - Small Business Start-Up - CCL

| Cohort Term Start | Cohort (N) | % Persist to Following Term | % Persist to Following Year |
|-------------------|------------|-----------------------------|-----------------------------|
| 4116 | 2 | 0.0% | 0.0% |
| 4122 | 3 | 0.0% | 0.0% |
| 4126 | 8 | 42.9% | 16.7% |
| 4132 | 7 | 71.4% | 33.3% |
| 4136 | 11 | 0.0% | 0.0% |
| 4142 | 42 | 100.0% | n/a |
| 4146 | 37 | 90.0% | 50.0% |
| 4152 | 24 | 50.0% | 33.3% |
| 4162 | 5 | 20.0% | 0.0% |
| 4166 | 27 | 7.4% | 33.3% |
| 4172 | 33 | 90.9% | n/a |
| Total | 214 | 56.3% | 14.6% |

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term.

Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date)).

The table above shows Program-seeking students grouped by cohort based on the term they first declared the Program, and then their persistence rates to the next term as well as the next academic year. The low persistence rate may indicate that students were able to gain the desired skills or tools they were seeking for their own small business operation and did not pursue the full certificate.

At this time, PACE has not been implemented in the courses in the Small Business Start-up program. This will be reviewed to determine if PACE should be added in the future in an effort to improve student persistence.

IX. Impact of Co-Curricular Programs

Table 10. College-Wide Learning Outcomes for All Small Business Students and Co-Curricular Small Business Students

| Learning Outcome | All Activities | Activities at College Level | Percent of Activities at College Level | Co-Curricular Activities | CC Activities at College Level | Percent of CC Activities at College Level |
|----------------------|----------------|-----------------------------|--|--------------------------|--------------------------------|---|
| Critical Thinking | 499 | 435 | 87.2% | 40 | 39 | 97.5% |
| Information Literacy | 1036 | 886 | 85.5% | 87 | 86 | 98.9% |
| Oral Communication | | | | | | |
| Reading | | | | | | |
| Writing | 831 | 701 | 84.4% | 48 | 47 | 97.9% |

Students within the Small Business program score above 84% in Critical Thinking, Information Literacy, and Writing. Those students who participate in co-curricular activities score above 97% in these Student

Learning Outcomes. It is clear that participation in co-curricular activities impacts student performance. At this time, Honors courses are not offered with the Small Business Start-Up program.

X. Program Resources

Program-level marketing, not currently offered, would increase awareness of the CCL and AAS.

Regarding academic resources, online students in the program have access to Rio's online library resources for research. Incarcerated students do not have access to online library resources, but some courses include printed articles provided by the library (with appropriate copyright permissions secured). Internet Students who lack sufficient writing skills are encouraged to take advantage of free online tutoring services, and CPD150 (a counseling course on study skills) is required for any student who fails a course three times. Since incarcerated students do not have the same opportunities for tutoring, instructors provide additional feedback and resources to assist this population.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Offering the program in three modalities, Internet, Print Based, and In-person Incarcerated, is a best practice that provides program access to diverse student groups.

b. Program Viability

This program is growing, especially within the Incarcerated population (both In-Person and Print). The changes being implemented in course offerings will strengthen the program, and we look forward to growth in all formats (In-Person, Print, and Internet).

c. Action Plans

Once program-level course changes have been implemented, a review of enrollment should be completed to determine the impact of the changes made at the Instructional Council level. We also recommend reviewing the completion rate in MGT253-IN to identify interventions that will positively impact student course completion.

d. Recommendations

The recommendation is to continue this program. We expect the partnership with the Incarcerated Program to continue to grow and allows students to complete the Program through various modalities. Since the program will move from one CCL to two stacked CCLs, a determination will need to be made if only Level 1 or both Level 1 and 2 are offered in the future.

Presented to Learning Assessment Team and accepted 9/5/2018