COLLEGE MISSION: In educating the individual to the benefit of society, Peru State College cultivates the capacity and propensity for life-long learning by fostering independent inquiry and promoting the value of knowledge and discovery. Through innovative undergraduate and graduate programs, Nebraska’s first college continues its commitment to making a vital contribution to the future of the region and the state.

PROGRAM MISSION
The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, and nonprofit organizations. Our programs are designed to provide marketable skills and knowledge, preparation for advancement on the job, and a strong foundation for graduate study.

INSTITUTIONAL GOALS

<table>
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<th>INSTITUTIONAL GOALS</th>
<th>PROMOTED IN PROGRAM MAJORS VIA:</th>
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<td></td>
<td>Gen. Eds.</td>
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<td>Development of effective communication skills</td>
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<td>Development of computer and information literacy</td>
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<td>Development of critical thought and intellectual capacity for change</td>
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<td>Preparation to assume social and civic leadership roles</td>
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Development of ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives

Analytical case studies are often implemented within courses in which students need to assess aspects of real-world situations and understand the interworking relationships of various issues. Ethical issues are presently addressed in nearly all textbooks/courses. In addition, cultural diversity the appreciation for our global environment is often stressed within the curriculum as well.

**PROGRAM GOALS**

**To demonstrate an understanding of the…**

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<th>Impact of the competitive, economic, legal, political, and social environments on organizations;</th>
<th>Research</th>
<th>Writing</th>
<th>Reflective Writing</th>
<th>Projects/ Performance</th>
<th>Group/ Teamwork</th>
<th>Portfolio Development</th>
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<td>Role and utility of current application software and corporate information systems;</td>
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<td>Principles of organizational theory, behavior, and communications;</td>
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<td>Corporate planning process as well as approaches to identify and resolve strategic problems;</td>
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<td>Techniques and resources available to research companies, industries, and best practices.</td>
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**DESCRIPTION OF CAPSTONE EXPERIENCE**

BUS 495 Business Policy is intended to be a challenging and exciting capstone course for the undergraduate business curriculum. It is primarily a course about “strategy” and “managing for success.” Based upon the course description, the course requires students to demonstrate the ability to analyze a firm’s internal and external environments and to apply concepts, theories, and analytical models related to the formulation and implementation of business-level and corporate-level strategies through critical thinking and problem solving. The students were charged with communicating solutions to case scenarios both in writing and through an oral presentation. They individually assessed three case studies at great length, one of which they presented verbally. The case study analyses involved the students addressing a traditional in-depth SWOT analysis, calculating relevant financial/performance indicators, identifying key issues and alternatives, and making informed recommendations based upon their review. Other relevant assessments were assigned throughout the term as well, including selected textbook work, quizzes, and a career/personal reflection module. Finally, the BSG simulation was utilized throughout the online course. This utilized a team environment in which they competed against one another within the industry. During this summer term, 21 students were enrolled online. Only one student withdrew from the course.
FINDINGS

In general, from the course outcomes, it appears the Business Program is meeting institutional goals and departmental goals.

From the course: This was only the second time the capstone course was offered in a condensed, 8-week format. It required timeliness on behalf of all involved to ensure the same amount of work could be completed in half the time. Primarily, this was most noticeable with the simulation as multiple decisions were required each week, forcing students to be active learners throughout the week rather than the traditional decision rounds on the weekend.

A common concern has remained regarding financial literacy and use of technological applications to assist students with this (such as using Excel to complete financial calculations/ratios). To continue addressing this, a more comprehensive financial analysis section is stressed within the case study rubric. Students were fully aware up front of their expectations when completing each case analysis as a sample is provided in Course Documents. Chapter 4 in the text is covered prior to any case analysis being due; Chapter 4 is a nice in-depth review of all financial ratios/calculation. The YouTube presentation continues to receive mixed reviews as well.

This term, the BSG simulation was again utilized. With 21 students originally enrolled, there was one industry with six teams competing against one another. Students were asked to provide information at the onset of the course regarding when they typically do most of their work. The instructor set up groups based upon their schedule of availability, and six groups of teams with either 3 or 4 students each resulted. This method seemed to be popular, and it is almost necessary in the summer when students are required to “meet” at multiple times throughout the week. With one student withdrawing, 20 students earned a grade for the simulation component.

At the conclusion of the simulation, each individual made their own presentation regarding their company’s performance within the industry. This allowed an opportunity for all individuals to demonstrate their understanding of the BSG simulation; it is much more difficult to present on this simulation if one did not fully participate. Thus, this provided an opportunity for differentiation among the students. The Learning Assurance Report (LAR) is provided within Appendix A. It compares PSC students to students all over the world competing in the BSG simulation.

Additional evidence of student success is demonstrated by the following notifications student groups received at various points throughout the simulation (notifications sent to top 100 teams worldwide):

- 19th best overall Game-to-Date Score for the week among all competitors worldwide
- 22nd best overall Game-to-Date Score for the week among all competitors worldwide
- 40th best Return on Equity for the week among all competitors worldwide
- 41st best overall Game-to-Date Score for the week among all competitors worldwide
- 48th best Stock Price for the week among all competitors worldwide
- 53rd best Stock Price for the week among all competitors worldwide
- 56th best Stock Price for the week among all competitors worldwide
- 59th best Earnings per Share for the week among all competitors worldwide
- 81st best Earnings per Share for the week among all competitors worldwide
- 98th best Return on Equity for the week among all competitors worldwide

In end-of-course feedback that students are encouraged to provide on the discussion board, many students continued to express similar feelings to others who previously completed the course; students often indicate some level of feeling overwhelmed. A couple students mentioned this course was an extensive amount of work in 8 weeks. Several students valued the emphasis placed on professional writing; they appear to understand the importance of this later on in their educational and professional careers.

At the conclusion of the course, the following grade distribution resulted: 8 students earned an A; 4 students earned a B+; 5 students earned a B; 2 students earned a C; and 1 student earned a D+. The mean course average for students enrolled was 86% with the high average being 97% and low average being 68%.
From the comprehensive assessment: A faculty-designed comprehensive business assessment was again utilized this term; it was first implemented Fall 2014. The exam questions are based upon the business core courses (see Appendix B). The intent was to ensure content-appropriate questions are utilized in relation to concepts taught in the core curriculum. A total of 20 students fully completed the assessment. The mean score on the assessment was 69/100, which relatively consistent from the previous term (70/100). The highest score on the exam was 91/100 and the lowest score was 44/100. Of the 20 students who took the exam, 1 earned a score that would correspond to an A; 5 earned a score that would correspond to a B; 1 earned a score that would correspond to a C+; 1 earned a score that would correspond to a C; 4 earned a score that would correspond to a D+; 3 earned a score that would correspond to a D; and 5 earned a score that would correspond to an F. From Table 1 in Appendix B, one can assess how students fared in the various ten major content areas as covered by this new assessment.

From the business program survey: This semester, the same anonymous Blackboard survey was utilized for student feedback and self-reporting. While no quantifiable data is gathered, various qualitative responses were provided. Of the 20 students who earned a grade in the course, 18 students completed the program evaluation.

**Business Major Feedback:** It is evident that the Peru State students have a positive attitude toward their education received from the PSC business program. Nearly every student who completed the evaluation wrote some form of positive comment about their education they received. Specific courses that mentioned as being particularly helpful included Accounting and Information Systems.

**Communication Feedback:** The majority of students provided positive feedback regarding their development of communication skills. As a whole, most feel very comfortable with their written communication; Communications class was specifically mentioned as being helpful. A few students did state presentation opportunities were helpful to increase their confidence with verbal communication.

**Business Literacy and Applications Feedback:** Once again, the majority of students were positive with their remarks indicating they felt better prepared and more skilled with their ability to utilize various business applications. A few students indicated they felt technologically savvy prior to the course, but feel some of the more “behind-the-scenes” information is now more known. Specific courses mentioned included Web Page, Communications, and Policy.

**Critical Thinking Feedback:** Nearly all of the students provided positive comments regarding the development of their critical thinking skills. They specifically addressed their critical thinking ability regarding case studies, simulations and virtual teamwork.

**Handling Change Feedback:** Mixed results were received when students were asked about their ability to handle change. While a few were not sure how to address the question, the remaining students either believed the coursework did assist with learning to deal with change or stated that is something that comes from experience.

**Assume Leadership Roles Feedback:** Most students asserted their coursework at Peru State assisted with their ability to assume leadership roles. A few individuals indicated that leadership did not seem as daunting as it once did. Business Policy, specifically the team simulation, was mentioned as one assignment that aided in this development. One student indicated online classes in general help with developing leadership characteristics.

**General Coursework Feedback:** Many students stated they value a well-rounded education for life-long learning. Several students appeared to have answered this questions specifically regarding their business classes rather than their general education courses.

**Other Comments:** A few additional comments were shared at the end of the survey; however, many chose not to respond. A couple of the comments mainly expressed the students’ overall appreciation for obtaining their degree from Peru State at an affordable cost as well as their overall satisfaction for the program (faculty and staff).
Comparison data among majors:
Due to the slight difference in core courses and overall requirements between the traditional Bachelor of Science degree versus the Bachelor of Applied Science degree, course outcomes were compared/contrasted. The following helps delineate the specifics (this term there were considerably fewer BAS students online than in the past):

- Overall course average for 3 BAS students: 84%
- Overall course average for 17 BS-Business Administration students: 86%
- Written case analysis scores: BAS and BS students earned the same average (35/50 versus 35/50)
- Verbal case presentation scores: BS students earned a higher average (56/75 versus 46/75)
- Simulation assessment: BS students earned a higher average (175/200 versus 166/200)
- As a reference, the following information helps to demonstrate the specific outcomes within the major:
  - 12 Accounting students: 5 A; 2 B+; 4 B; 1 D+
  - 2 CMIS students: 1 B+; 1 C
  - 2 Marketing students: 1A; 1 B
  - 1 Special Programs student: 1 A
  - 3 BAS students: 1 A; 1 B+; 1 C

BMIT Praxis Results:
The new requirement for Teacher Education programs involves the Praxis exam related to content areas. When data is known/provided, it will be included in such reports.

CONCLUSIONS
The Business program will likely continue to see positive results from the restructured curriculum that was implemented Fall 2012. Faculty members continue to provide useful feedback and suggestions in our School meetings in an effort to ensure the curriculum meets industry needs. Additionally, the faculty continue to enhance student engagement opportunities in and outside of the classroom with various initiatives. Based upon previous recommendations from students in the online BUS 495 section, more emphasis has been placed on career/job search information. It has been noted several of our students express interest in the plan or desire to continue on for a graduate degree.
The Business Strategy Game  www.bsg-online.com
Professor Sheri Grotrian-Ryan

Percentile Ranking vs. All Simulation Players Worldwide Over the Last 12 Months
(Population statistics: Students = 43,653; Companies = 16,017; Schools = 415; Countries = 36)

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<th>LEADERSHIP SKILLS</th>
<th>COLLABORATION &amp; TEAMWORK</th>
<th>FINANCIAL ANALYSIS</th>
<th>FINANCIAL MANAGEMENT</th>
<th>OPERATIONS MANAGEMENT</th>
<th>MARKETING MANAGEMENT</th>
<th>HUMAN RESOURCES MANAGEMENT</th>
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Class Average 48 46 49 67 57 51 55 70 86

*Comparison of outcomes from previous semesters on the next page.
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## Table 1

*Profile of all Peru State College Seniors Proficiency by Content Areas*

*Percentage of Questions Answered Correctly-10 questions per content area*

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<tr>
<th>Content Area</th>
<th>Average % of Questions Correct</th>
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<td>70%</td>
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<td>2) Law</td>
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<tr>
<td>3) Marketing</td>
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<td>4) Production/Operations Management</td>
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<td>5) Business Finance</td>
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<td>6) Organizational Behavior</td>
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<td>7) International Business</td>
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<td>9) Information Systems</td>
<td>74%</td>
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<td>10) Business Policy</td>
<td>59%</td>
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**Overall Average of Student Test Scores** | **69%**
Business Program Evaluation  
Summer 2015 Academic Semester  
Appendix C  
Survey Comments

Note: Comments provided verbatim.

1. **How well did the courses you took as part of your business major prepare you for life-long learning?**

**Student 1:** I think they thoroughly prepared me for life-long learning. In fact, during this program my goals changed from earning my Bachelors to continuing to a graduate program. The courses in this course were applicable to my job which was different than the other two schools I had attended.

**Student 2:** I think that the course did a great job.

**Student 3:** The courses I took have prepared me to be able to contribute to a business with knowledge in the business world.

**Student 4:** Great preparation

**Student 5:** There is no doubt that this course challenged me more than any other class that I have taken at Peru State. In fact, it was so challenging that I wasn't able to complete one of the assignments; the first time that this has happened since I have been attending this college. Some people can say that it was no big deal, well to someone who has been on the Dean's List for my entire tenure, it is important. Also, this course has allowed me to look at business decisions in a different way, which will help me in my accounting career.

**Student 6:** As expected, some of the courses were very real life relevant and others were not. There are items from some of my classes that I use in everyday life.

**Student 7:** <Unanswered>

**Student 8:** I think the course fit in well with the rest of the course work in providing a much larger overview of the business world and how my field of accounting fits into it. The course was rigorous. The tests were pretty hard. The final was nearly impossible to finish in the allotted time. All said, I still think the course was helpful and taught me a lot.

**Student 9:** Gives a good basis of information.

**Student 10:** It gave me the tools that I need to do analysis and understanding the business strategy. I understand more now how a business works and all the details that go into running a business.

**Student 11:** <Unanswered>

**Student 12:** The courses I took prepared me for life long learning in many ways. For example, In accounting it helped me learn the basics of how to become familiar with accounting in a business and for example, in information systems and literacy I learned how to use excel, word, outlook, and access. I already knew the basics of all of those, but now I know how to use them better and I use word, excel, and outlook almost every day at my job.

**Student 13:** I was very pleased with my business classes this semester. It has put me a step up on preparation for going out into the real world. It has shown me things I need to work on, and what I can expect going out into the business world.

**Student 14:** This course made me think more about my future goals and how I should be preparing to achieve my goals.

**Student 15:** I transferred in last year to complete my accounting degree, so I do not have extensive experience with PSC's business program. I can say that the courses I have taken have I have been very pleased with and can see myself using in my career.
**Student 16:** It prepared me a great deal for life-long learning. I was able to apply what I learned to my work, and it has helped me to grow more as an employee.

**Student 17:** I felt this course really prepared me for my career. There is something that I will not need in my career but still good to learn for the business side of things.

**Student 18:** This course was a little hard, however, very important. I have been able to learn the business strategy and policies, the “moves behind the scenes” so to speak.

2. **How well did your business courses prepare you to be able to communicate effectively both orally, for presenting, running a meeting, and in writing?**

**Student 1:** I think the courses were more geared towards communication through writing because I took them exclusively online. However, there were video presentations that helped in other aspects.

**Student 2:** This course did that. I did not like having to do the memos, only I personally never use memos. I use email in a formal way or I sit down and talk about it.

**Student 3:** I have learned how to present a meeting of video effectively.

**Student 4:** Enhanced my current skills, adding things that I never thought of or even knew.

**Student 5:** I have always felt that I can write an affective presentation. This course has reassured that thought and has increased my ability to apply those scenarios to a professional level; whether it is for meetings or case studies that involve analyzing company issues.

**Student 6:** The best course that I took was Communications. I believe that this course should be required for all business majors. This was a very well taught and informative course. I use the information I learned everyday. It has helped me become a better writer and speaker.

**Student 7:** <Unanswered>

**Student 8:** One can never be too prepared for oral presentations and running a meeting so this course did help me to learn a great deal about business organization and functioning. That no doubt will help in the future as I run my business and seek to be as efficient and functional as possible.

**Student 9:** Very effective.

**Student 10:** By taking these business courses it has given me the language skills and the understanding of how the business world works. It gave me the knowledge and some experience in presenting problems and the aptitude to figure out problems and to be a better team member.

**Student 11:** <Unanswered>

**Student 12:** I have only had to give one oral presentation in my business classes. I think that my public speaking class prepared me better for oral communication. I have had to write several papers since being in school so having the experience of writing will help me in the long term.

**Student 13:** We had many presentations we had to complete, which were very helpful giving me practice in communicating orally. I am gaining knowledge in my writing as well.

**Student 14:** It did help a lot with my writing and presenting skills. Oral communication just did not involve much.

**Student 15:** Very much so! I have had the opportunity to work in teams remotely (which can be challenging), write papers and give presentations. All a stretch for me in terms of comfort zone, but I am so glad they are a part of the program.

**Student 16:** It helped me immensely! I have always been good at writing, and my classes have helped me work on and refine that skill. I have had to do many oral presentations in my classes, and it has definitely improved those skills. I have transferred these skills into running meetings, and I can thank some of my classes for helping with that.
Student 17: Helped me a lot to slow down and really focus on what I am trying to say. I was more used to meeting with people face to face so writing down my thoughts was little harder.

Student 18: I have been able to enhance my communicative skills, especially in the business policy subjects, writing policies clearly, and increase the term vocabulary.

3. Have your business and computer courses prepared you for real-world business literacy and business applications?

Student 1: Yes. This was the best part about this program. Working in an environment that requires this skills while taking the classes made it easy to see how worthwhile the program actually is.

Student 2: Yes.

Student 3: I have a better understanding of business applications that I did not know before.

Student 4: Yes

Student 5: There is no doubt that Peru States business classes have prepared me for any business application possible. The only problem that I had was trying to remember everything that was taught. These professors throw so much information at the college students that I find it extremely difficult to retain.

Student 6: I have always been computer savvy so the basic courses were nothing new to me. I enjoyed learning more about how to write a web page and the “behind the scenes” parts of the internet, etc.

Student 7: <Unanswered>

Student 8: The business communications courses really helped me in real-world literacy and communication issues. This particular course helped me understand how large corporations work and how business policies can help or hurt a company as it seeks to grow.

Student 9: I could relate things in this class to my current job. So I guess yes. Presenting and creating presentations are always helpful.

Student 10: Yes, it gave me the knowledge and taught me how the computer language is and the different uses a business uses computers. I am more confident in my abilities to work with managers and programmers and assist them if they need it.

Student 11: <Unanswered>

Student 12: Yes, I knew the basics of excel, word, and outlook. I took info systems and literacy and that helped me learn how to use those programs in an advanced way.

Student 13: I am making progress in understanding business and how to communicate. I have learned so much since transferring to Peru State College. I have more knowledge on how to use business applications, and how to use excel.

Student 14: Yes, it did help me understand budgeting, forecasting, and the big picture of how a global company run.

Student 15: Yes, I feel the ones I have taken are applicable towards present-day business applications.

Student 16: It has helped to prepare me fairly well. The skills and concepts learned in my classes were either things that I had already learned in real-world business or that I was able to apply in various aspects of my work.

Student 17: Yeah some. I know a lot about the computers before school and classes so it was a refresher for me. I did learn a lot in some of my accounting classes.

Student 18: I have been able to enhance my understanding in business policies.
4. How would you rate business coursework for the development of critical thinking skills through the use of case studies, analytical papers, projects, and practice applications?

Student 1: Highly, this was a major part of the coursework.
Student 2: I would rate it a ten.
Student 3: I have learned many critical thinking skills that I hope to use in the workplace.
Student 4: Challenging and necessary on a scale of 1-10 with 10 being best, 10
Student 5: The case studies to me are extremely hard. Not because of the material, but because of the length the papers have to be. But with that being said, I do believe they are necessary for the development of those thinking skills. I just wish they didn't have to be so long.
Student 6: The case studies and projects are the meat of the class. This is where you use your business skills to analyze problems and present solutions. The Business Policy course should not be offered as an 8 week course. I believe that this set the students up for failure. I consider myself a good student and I struggled with getting this course done. The hardest part was finding time twice a week to meet with your group for the simulation. It was unfair to one of our team members that she was not available at times that the other two people could meet. Again, this set her up for failure. For the first time in my college career I had to choose to take 0 on a paper because of life circumstances. This would not have happened if I could have taken the course as a 16 week course.
Student 7: <Unanswered>
Student 8: I think the business coursework is quite good at helping us develop critical thinking skills. This particular course used simulations and teamwork to help us work together to learn how best to organize a business for success. I will miss the team I worked with.
Student 9: I would say it is good. I feel as though every company may expect something different, but this does a good job to provide a solid foundation.
Student 10: The case studies were very interesting and it opened a whole new world of information and changed the way I thought about what analysis is and how useful it can be. This course was one of the first courses that I had to do an analysis paper and think about the issues a company has and what the whole process is.
Student 11: <Unanswered>
Student 12: I think they all fall into those categories and can help learn about case studies, papers, projects and applications
Student 13: At first, I thought it was just a tedious process that would not help me in the long run, but doing case studies and presentations have helped me communicate better orally, and also it has helped me with my writing as well. I believe these are a must in business courses to help prepare you for the business world.
Student 14: The case analyze paper helped a lot with my writing and SWOT analyzing skill.
Student 15: Very high - a 10 out of 10.
Student 16: The papers, projects, papers, and case studies were all very challenging, relevant, and extremely helpful in learning business strategies and understanding how other businesses worked. The case studies did get to be a bit much, as there were so many of them in many of my classes. The large number of case studies is my only complaint, but I am sure that they are helpful.
Student 17: All the classes did well on making the student prepare for the real world. You just never know what you are going to be asked to take care of when you get into your career field.
Student 18: I would give the course a very good rating, however, would make it as requirement to take the course very close to graduation terms.
5. How well did your courses prepare you to handle change?

Student 1: This is an odd question. The courses taught you different ways to approach problems so in that way the courses did prepare me to handle change.

Student 2: It helped. It helped me see that even if a business changes something, there is always a reason and I will be able to catch on.

Student 3: The courses prepared me to become familiar with change in the workplace and how to adapt to it.

Student 4: I still have issues with change, but naturally it is human nature to hate change, but it has opened my eyes up to be more flexible than I had been.

Student 5: I don't know if it helped me with change. I have always thought that one must handle change everyday. I believe that as we evolve and our society continues to change, we will be forced to change; no class can substitute for real life.

Student 6: I do not believe that anything can teach you to handle change. The way you handle change is based on your personality traits. Courses can give you suggestions on how to handle the ever-changing business world but cannot actually prepare you for it until you experience it.

Student 7: <Unanswered>

Student 8: I am not sure how to handle this question. One has to change in order to learn as change is an essential part of learning. This particular course helped me to see the need to monitor critical business functions in order to adapt to changing business climate issues. I liked the fact that I could retake tests to improve my performance. I did not like the short time frame and the many questions of the final!

Student 9: Pretty well. Each class is different and each instructor and assignments are different. You have to change or you won't succeed.

Student 10: The course help me tremendously to handle change. It gave me other avenues to go down and accept the changes in a business. I have always been able to handle change but this gave me more confidence to handle anything that comes my way.

Student 11: <Unanswered>

Student 12: I don't know if they did except my leadership and teams of organization classes. The class went into detail about how change can affect the morale of people in a workplace.

Student 13: Change is something that takes time, but I feel like I can better grasp change after these courses.

Student 14: The BSG taught me that changes are sometimes unpredictable, sometimes all we have to do is avoid the same mistakes and do better for the next year's work.

Student 15: I was always anticipatory before a course began because I did not know what to expect. Each course was a change in and of itself!

Student 16: They did not help me prepare for change, and I am not really sure how a class can prepare you for change.

Student 17: I have not had an issue with change, so really my classes did not help me much. I can see where if a person had issues with change how they classes would help me handle the change and what to do with the change.

Student 18: Changes could bring positive results, so I was able to look at the situation from different perspectives, and be ready for change.

6. How well have your courses prepared you to assume leadership roles?

Student 1: Yes, the courses were very much geared towards management.

Student 2: Yes. I learned different types of leaderships and the pros and cons to those styles.

Student 3: The courses I have took prepared me for leadership roles by introducing me to different situations that I could face in a leadership role.
Student 4: yes
Student 5: In my previous job, I had to be a leader in the factory. Some of these courses reassured my ability to lead a group by injecting more confidence and by strengthening those leadership skills.
Student 6: The courses have given us the basis for the skills needed to become a leader, however, these skills need to be tested in the work place. No course can teach you want you need to know to deal with people in a leadership role. These skills come from dealing with real life situations.
Student 7: <Unanswered>
Student 8: I think in some respects just enrolling in a college like Peru State is an exercise in leadership and a desire to learn and prepare for future growth. The courses encourage leadership development as we interact with other students and the professors and as we work together in teams to take on projects.
Student 9: As good as they can. Online classes teach you a lot of information but it is hard to actually get real world practice with it. I think group projects are a good start though.
Student 10: Being in a leadership role is not as scary as it was before, because I am more knowledgeable in the business atmosphere and comfortable with the skills I have learned.
Student 11: <Unanswered>
Student 12: If it weren't for going to school I wouldn't have become a leader of my current job.
Student 13: Business Policy definitely showed how to take charge and become a leader with the BSG Simulation project. I am still learning how to be an effective leader, but I am a step further to achieving that goal.
Student 14: I have always worked as a good group member who follows the lead and instruction.
Student 15: I am more confident in my leadership abilities from the courses I have taken.
Student 16: My courses have all made us take on leadership roles in various presentations and assignments, and this has helped me prepare for leadership roles. Pretending to be a leader will help me to better know how to be a leader later in my career.
Student 17: They have helped me to learn that I can do more than what I ever thought I would be able to. I was able to make a career change from a business that was not very nice/professional to employees to a very professional place. I know I can handle it now.
Student 18: Very well, I have been able to understand the importance of leadership to achieve company's policies.

7. How well did your courses (including general education courses) prepare you to pursue intellectual, ethical, aesthetic, and the physically rewarding life?

Student 1: The courses were geared towards self-improvement which definitely covers those categories.
Student 2: My courses prepared me very well. It allowed me to see different styles and showed me how different businesses can be but the pros and cons to those.
Student 3: I think that the courses prepared me to have the necessary job skills which in turn will help build a rewarding career.
Student 4: Prepared me very well
Student 5: I hope that someday I can use all of my knowledge that Peru State has developed to build a career that I can enjoy and exceed at. As my college career comes to an end, I am amazed at how challenging some of these courses have been; they definitely test ones ability to manage time, which could prove valuable in real life situations.
Student 6: The business courses gave us an overview of examples of real life situations. The courses make you think, analyze and write about business situations. I think that my business courses gave me a good overall view of different aspects of the business world.

Student 7: <Unanswered>

Student 8: Of far in my studies I think I have learned a lot and that the journey has been rewarding. I like some classes better than others but all of the course work has been beneficial and I think has helped me to be better prepared for the challenges before me in my future.

Student 9: Great.

Student 10: The courses gave me a well rounded education and the knowledge that I can succeed. I am prepared to take on more challenges in the business world or even in my life. It has helped me grow as a person.

Student 11: <Unanswered>

Student 12: I was able to get a good job and move to Texas.

Student 13: I feel like my business core classes have helped me more than my general education classes. It depends on the professor and how they teach. I have enjoyed my experience and professors at Peru State College. They have all been outstanding, and more than willing to help you learn and succeed in your career.

Student 14: The courses I have forced me to keep working hard and follow the schedule, in the good way.

Student 15: They have made me see what I CAN do - to never put limits on myself.

Student 16: Most of my classes did help prepare me to pursue a life full of good choices, good people, learning, and happiness. And, of course, all of my classes are leading me to a degree which will help me get better jobs and will get me one step closer to attaining my long term career goals.

Student 17: Did well. I am handle to different situation things better than before.

Student 18: Very good. I definitely agree with requirements that this course is needed for the business graduates.

8. What is your expected graduation date?

   August 2015: 1
   December 2015: 8
   May 2016: 6
   Other: 3

9. Did you transfer any credit hours into PSC?

   Yes – 15
   No – 3

10. Other comments:

   Student 1: N/A
   Student 2: <Unanswered>
   Student 3: <Unanswered>
Student 4: <Unanswered>

Student 5: I have enjoyed my tenure at Peru State and I look forward to being able to use my tools that I have acquired here at Peru State.

Student 6: I have enjoyed my college career at Peru. I appreciate the flexibility for a non traditional student. Brad Griffin was excellent. I hope to continue my Masters at Peru.

Student 7: For the summer course it feels weird with all the different schedule dates for assignment turn ins. It feels like if you get busy and expect the date is Sunday then all turn ins should be Sunday.

Student 8: This was a good business course but a hard (almost impossible) final!

Student 9: <Unanswered>

Student 10: The courses were extremely challenging but well worth the effort I put in to them. It made me think in different ways and prepared me for the next stage of my career.

Student 11: <Unanswered>

Student 12: I have enjoyed my time at Peru State and now I only have one more semester. And I am even more excited to graduate and move into the next role in my life.

Student 13: <Unanswered>

Student 14: <Unanswered>

Student 15: <Unanswered>

Student 16: Thank you for providing me with an excellent and affordable education. It has prepared me very well for my future and has helped me to be a better business asset.

Student 17: PSC has been a good college and I have had good luck with teachers and staff to help me meet my goals.

Student 18: Very good class, important learning subjects.