

**ACADEMIC AFFAIRS**  
**Mission Statement, Program Outcomes, and Assessment**  
**For Associate Degree in General Business**

**Mission Statement:** The General Business program is dedicated to developing leaders in business and the community.

**Program Outcomes:**

Degree Program

Graduates with a degree in Degree Program should be able to demonstrate knowledge and skills in the following areas:

I. Management skills

- |                                               |                                                                                                                                               |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify employee strengths and weaknesses | BUS 110; BUS 268; MGT 101;MGT 201                                                                                                             |
| 2. Use decision making skills                 | ACC 102; ACC 124; ACC 150; ACC 240;<br>BUS 101; BUS 110; BUS 268; ECO 201;<br>MGT 101; MGT 201; MGT 240; MGT 270<br>MKT 101; MKT 120; MKT 265 |
| 3. Develop conflict resolution skills         | BUS 101; BUS 268; MGT 201; MGT 270                                                                                                            |
| 4. Develop motivational skills                | BUS 110; BUS 268; MGT 101; MGT 201;<br>MGT 270                                                                                                |
| 5. Become a change agent                      | BUS 268; MGT 101; MGT 270                                                                                                                     |
| 6. Move employees “outside the box”           | BUS 268; MGT 101; MGT 201; MGT 240;<br>MGT 270                                                                                                |
| 7. Plan and develop multiple projects         | BUS 110; MGT 101; MGT 201; MGT 240;<br>MGT 270                                                                                                |

8. Administer procurement contracts	BUS 110; BUS 268; MGT 101; MGT 201; MGT 240
9. Develop coaching skills	BUS 268; MGT 101; MGT 201; MGT 240; MGT 270
10. Prepare professional development plans	BUS 268; MGT 101
11. Develop training/teaching techniques for performance management	BUS 268; MGT 101; MGT 201; MGT 270
12. Demonstrate an understanding of employee performance evaluation	BUS 110; BUS 268; MGT 101; MGT 201; MGT 270
13. Show concern and express appreciation	BUS 268; ECO 201; MGT 101; MGT 201; MGT 240; MGT 270
II. Marketing Skills	
1. Develop Salesmanship Skills	BUS 110; BUS 268; MKT 101; MKT 120; MKT 265
A. Marketing of Services	
B. Marketing of Tangible Goods	
2. Provide professional customer service	BUS 110; BUS 268; MKT 101; MKT 120; MKT 265
3. Develop personal salesmanship skills	BUS 110; BUS 268; MGT 201
4. Practice customer conflict resolution	BUS 268; MGT 270; MKT 120
5. Apply interpretative listening with customers	BUS 268; MGT 270; MKT 120
6. Develop collection techniques	MKT 120; MKT 265
7. Express empathy as appropriate	BUS 110; BUS 268; MGT 270; MKT 120
III. Accounting Skills	
1. Reconcile bank statements	ACC 240; BUS 104
2. Post/balance debits and credits	ACC 101; ACC 102; ACC 240; BUS 268
3. Maintain general ledger/accounts payable/accounts receivable	ACC 101; ACC 102; ACC 240; BUS 268
4. Figure and interpret profit and loss	ACC 101; ACC 102; ACC 240; BUS 110; BUS 268; ECO 201; MKT 265

5. Figure payroll	ACC 101; ACC 124; ACC 150; BUS 140
6. Correlate budgeting	ACC 102; ACC 240; BAF 101; MGT 101; MKT 265
IV. Personal Finances	
1. Developing budgeting skills	BAF 101
2. Develop understanding of personal finance/credit liabilities	BAF 101; BUS 110; BUS 268
3. Manage credit	BAF 101
4. Understanding/figure depreciation, amortization, and interest	BAF 101; BUS 110; BUS 268
V. Computer Skills	
1. Develop proficiency in Microsoft Office Suite	BUS 268; CPT 170
2. Perform mail merge	CPT 170
3. Develop and read spreadsheets	BUS 268; CPT 170; CPT 174
4. Develop internet, intranet, and e-mail skills	BUS 110; BUS 268; CPT 170
VI. Leadership Skills	
1. Exhibit time management skills	BUS 110; BUS 268; MGT 101; MGT 201; MGT 270; MKT 101; MKT 120; MKT 265; MGT 240;
2. Exhibit organizational skills	(Same as #1)
3. Prioritize work	(Same as #1)
4. Exhibit flexibility	(Same as #1)
5. Show commitment to company/department	(Same as #1)
X. Legal	
1. Knowledge of	
A. Labor Law (OSHA, FMLA, ADA, etc.)	BUS 268; MGT 101; MGT 201
B. Collection Laws	
C. Employee/Employer Rights	BUS 268; MGT 201

- D. General Liability  
2. Documentation Procedures

BUS 268; MGT 101; MGT 201

**Professional Skills Outcomes:**

VII. Professionalism

1. Exhibit positive attitude/open mind  
BUS 101; BUS 110; BUS 268; ECO 201;  
MGT 101; MGT 120
2. Provide positive re-enforcement/influence on other employees  
BUS 110; BUS 268; MGT 101; MGT 201;  
MGT 270
3. Develop interviewing skills  
BUS 268; MGT 101; MGT 201; MGT 270
4. Exhibit initiative  
BUS 110; BUS 268; MGT 101; MGT 201;  
MGT 201; MGT 240; MGT 270;  
MKG 120; MKT 265
5. Develop work ethics  
BUS 268; MGT 101; MGT 201; MGT 240;  
MGT 270; MKT 120; MKT 265
6. Dress professionally  
BUS 110; BUS 268
7. Develop stress management techniques  
BUS 110; BUS 268; MGT 270
8. Value diversity  
BUS 101; BUS 110; BUS 268
9. Maintain customer confidentiality  
BUS 110; BUS 268; MGT 270

VIII. Effective Communication

1. Developing listening skills  
BUS 110; BUS 268; ECO 201; MGT 270;  
MKT 120
2. Write legibly and coherently  
BUS 268; ENG 155; ENG 165; MGT 270
3. Create satisfactory business correspondence (internal and external)  
BUS 268; ENG 165
4. Develop and prepare written and oral report  
BUS 101; BUS 268; ENG 165; MGT 270;  
MKT 120
5. Use current technology to communicate  
BUS 268; MGT 270
6. Identify chain of command for information flow  
BUS 268; MGT 201; MGT 270

7. Identify communication channels for outside organizations	BUS 268; MGT 201; MGT 270
8. Communicate on level of receiver	BUS 268; MGT 101; MGT 270
9. Exhibit positive body language	BUS 268; MGT 101; MGT 270
10. Practice correct telephone etiquette	BUS 268; MGT 270
11. Ask open-ended questions	BUS 268; MGT 270
12. Give and receive constructive criticism	BUS 268; MGT 270
13. Give and receive two-way communications	BUS 268; MGT 270
14. Select appropriate format and style for written communications	BUS 268; ENG 165
15. Develop skills for effective oral and visual presentations	BUS 268; ENG 165; MGT 270
16. Interpret visual presentations	BUS 268; ECO 201; MGT 270
17. Keep accurate records	BUS 110; BUS 268; MGT 101; MGT 201; MGT 270; MKT 120; MKT 265
<b>IX. Teamwork</b>	
1. Be proactive in carrying out team assignments	BUS 101; BUS 110; BUS 268; MGT 101; MGT 240; MGT 270
2. Proactively identify opportunities to support team members	BUS 110; BUS 268; MGT 101; MGT 240; MGT 270
3. Respect ideas and opinions of internal and external customers	BUS 110; BUS 268; MGT 101; MGT 201; MGT 240; MGT 270; MKT 101; MKT 120; MKT 265
4. Participate in cross training and continuous educational activities	BUS 268; MGT 101; MGT 201; MGT 240; MGT 270
5. Encourage creativity and generation of new ideas	BUS 268; MGT 101; MGT 201; MGT 240; MGT 270

## **Assessment Methods:**

### **Direct Student Learning Outcomes**

This program has a capstone course, BUS 268 – Special Projects in Business. It includes direct assessment of student performance, including independent mock interviews and job shadowing assessments. Eighty percent (80%) of students who took

the capstone course in the 2003-2004 academic year passed the course, 62.5% of these students earned an “A” in the course. Students graduating in General Business will certify their academic knowledge and skills through a WorkKeys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

### **Indirect Student Learning Outcomes**

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

### **Retention**

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (47%), 2003 (56%), and 2004 (56%).

### **Job Placement**

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the past three years, job placement has been: 2001 (100%), 2002 (100%), and 2003 (90.90%)

### **Graduation Rates**

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program. Over the past three years, graduation rates have been: 2001-2002 (16%), 2002-2003 (9%), and 2003-2004 (15%).

### **Internal Measures of Success**

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve “hiring” status on the independent mock interviews during the first attempt.
- 90% of Capstone course students will achieve an acceptable rating on independent job shadowing.

- 100% of Capstone course students will demonstrate acceptable ratings on portfolios comprised of their completed rigorous and relevant scenario-based assessments.

#### Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstigate an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Improve retention over the FY03-04 Benchmark.
- Incorporate **ACRL** Information Literacy Competency Standards for Higher Education into 100% of newly revised courses.
- Incorporate 100% of validated DACUM competencies into General Business course outlines with demonstrated student performances.

#### **Review Process and Use of Results:**

General Business is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are conducted every four years to ensure currency. The last DACUM was held in 2003. Based on the DACUM, the General Business faculty will perform the following internal processes yearly as part of the strategic planning and review process.

:

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

- Ensure that the College Library can assure access to appropriate and current research materials.
- Ensure that ACRL Literacy Standards are demonstrated through course assignments.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Conduct program self study as required by accrediting agencies.

The General Business Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

### **What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the General Business program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

#### **General Business Actions**

*Data Source:* Instructor anecdotal records, grade distribution data for three-year period, and course failure rates  
*Increased prerequisites for classes.* The higher level courses, such as the Capstone course, had a few prerequisites, but we found that some of the students who had not taken as many courses as some of the other students were not as successful due to the lack of experience. Therefore, prerequisites were added to several of the senior level courses, including BUS 268 – Special Projects in Business (Capstone course), BUS 110 – Entrepreneurship, and MKT 265 – Retail Strategies and Applications.

*Measurement:* Results pending based on data collected from grade distribution and failure rates.

*Data Source:* Advisor anecdotal records

*Developed evening curriculum sheet.* A day curriculum sequence check sheet was available to guide the students through the two-year program identifying when courses should be taken during the day, but nothing was available to guide the evening students. Evening students were unaware of the availability of the evening classes. Thus, they were having difficulty getting the courses when they wanted to take the classes. Therefore, an evening curriculum sequence check sheet was developed to identify when evening courses would be available and to provide a guide as to the proper sequence of the courses.

*Measurements:* Results are pending based on data collected from retention and graduates rates for evening students.

*Data Source:* DACUM panel, Advisory Committee, and instructor anecdotal records

*Increased emphasis on soft skills.* The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

*Measurements:* Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Benchmark #3 Plan of Action: The number active General Business students is inaccurate. Many of these students with a General Business major or still taking developmental classes and therefore, cannot continue until they complete the necessary developmental courses. The true number of students actually taking business classes as a business major is 60 (this would be 25.0%, which is the minimum level of a meets for this benchmark)