



Program: Office Management and Supervision

Assessment period: 2019-2020

Program or Department Mission:

The Department of Business and Information Systems includes the areas of Accounting, Business, Computer Science, and Office Administration. The department provides all students access to quality educational opportunities and experiences that will meet the needs of an ever-changing and increasingly demanding technological society. In addition, the department provides outstanding educational instruction which prepares students for transfer to a college or university.

The Management and Supervision Program Outcomes are:

- Students and graduates returning surveys will report satisfaction with the Business Management Degree – Business Management Option.
- Business management students will graduate at a 50% completion rate.
- Graduates returning surveys indicate employment in the field or current enrollment in a four- year degree program. (70%)

Instructional Program Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Students and graduates returning surveys will report satisfaction with the educational preparation provided in the program</p>	<p>Career/Technical Employment Status Survey</p>	<p>70% of students and graduates report satisfaction with the educational preparation provided in the Business Management Program</p>	<p>Seven students returned the Career/Technical Employment Status Survey Of the seven students returning the survey, five (72%) reported satisfaction with the educational preparation provided by the Business Management Program. 71% of students returning the survey accomplished their goal at Jefferson State Community College.</p>	<p>Changes made based on data from 2018-2019:</p> <p>Data presented in the current year report is based on information provided by Institutional Effectiveness for summer 2018 – spring 2019. Due to the pandemic, the College did not send out a survey for the current reporting period.</p> <p>Graduate Placement Rates</p> <p>Changes made based on data from the current year:</p> <p>Although the criteria for success was met, the number of students and graduates returning the career survey needs to increase. Efforts were made to increase the number of responses from prior year (2017-2018). Institutional Effectiveness</p>

				will continue to distribute student career surveys electronically to gather the needed data.
Business Management students will graduate at a 50% completion rate	Graduation rate	<p>Business Management students will graduate at a 50% completion rate within four years of declaring a major</p> <p>Program assistants discussed various percentage completion rates based on students enrolled in the office management and supervision degree program. Please see the use of results section for a description of students enrolled in the program. Based on the composition of the student population for the office management and supervision program, program assistants decided a completion rate of 50% within four years of declaring a major is reasonable.</p>	32% of students declaring Business Management as their major graduated within four years	<p>Changes made based on data from 2018-2019:</p> <p>The requirement for success was not met. However, the completion rate remains stable. Factors contributing to the low graduation rate include: pandemic, students declaring business management as their major with no intention of completing the program and registering for only the courses needed to successfully meet their goal, students exploring major options and choosing another field of study but never completing a change of major form, and students lacking one or two classes, which are never completed due to conflicts with class offerings or other factors. Faculty advisors continue to provide information sessions for Business Management</p>

				<p>majors each term to discuss all aspects of the program.</p> <p>Award Summary by Program Code</p> <p>2019-2020 Graduates</p> <p>Orientation Schedule Example</p> <p>Changes made based on data from the current year:</p> <p>More classes required to earn a business management degree have been placed online. This flexibility will increase enrollment in the program and, in turn, increase graduates from the program. Faculty will continue working on techniques, literature, and projects to increase the program graduation rate. All Business Management majors will receive a program brochure that provides general information about the program, degree/certificate curriculum, faculty advisors contact information, etc.</p>
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				Online Course Listings Program Brochure
<p>Graduates returning surveys indicate employment in field or current enrollment in a four-year degree program</p>	<p>Graduate survey; Career/Technical Employment Status Survey</p>	<p>Within six months of graduation, 70% of graduates will be employed in field or currently enrolled in a four-year degree program</p>	<p>Of the seven graduates returning surveys, half is employed in field. Five of the seven graduates accomplished his/her goal. No data was collected indicating if graduates were enrolled in a four-year degree program. However, one graduate will continue enrollment at Jefferson State Community College.</p>	<p>Changes made based on data from 2018-2019:</p> <p>Data presented in the current year report is based on information provided by Institutional Effectiveness for summer 2018 – spring 2019. Due to the pandemic, the College did not send out a survey for the current reporting period.</p> <p>Graduate Placement Rates</p> <p>Changes made based on data from the current year:</p> <p>Based on the number of surveys returned, the criteria for success was not met. The number of graduates returning the survey needs to increase. Institutional Effectiveness will continue to distribute student career survey electronically to gather the needed data. Faculty will continue to work with and follow up with students</p>

				<p>pursuing employment and/or enrolling in a four-year degree program. Faculty will also continue to work with businesses within the community to maintain or increase the number of Business Management Program graduates employed in field.</p> <p>Internship Communication</p>
Plan submission date: September 2020			Submitted by: Barrett Cummings	



Assessment Record

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The Office Management and Supervision Program Student Learning Outcomes are:

- Demonstrate an understanding of the operation of American businesses as a dynamic process in a global setting.
- Demonstrate an understanding of management and supervision within an American business.
- Demonstrate an understanding of accounting and finance within an American business.

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Instructional Program Student Learning Outcomes & Assessment Plan – Business Management Program Core Courses

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Demonstrate an understanding of the operation of American businesses as a dynamic process in a global setting</p>	<p>BUS 146: Understand what is meant by a progressive income tax structure.</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p>	<p>35 of the 46 students (76%) attempting the assessment achieved success</p>	<p>The benchmarks for all course outcomes were met.</p>
	<p>BUS 263: Demonstrate an understanding of the basics of employment and employment discrimination laws</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p>	<p>74 of the 96 students (77%) attempting the assessment achieved success</p>	<p>Changes made based on data from 2018-2019:</p>
	<p>BUS 285: Develop a working knowledge of the terminology of marketing to prepare students for the advanced study in the field of marketing</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p>	<p>39 of the 43 students (91%) attempting the assessment achieved success</p>	<p>The greatest percentage change based on SLO data was in BUS 146 – Personal Finance. Instructors for BUS 146 moved from an investing viewpoint of instruction to a planning viewpoint of instruction. During the reporting period there was a change of emphasis for increasing understanding in investing in stocks, bonds, and mutual funds to financial decision making to minimize the impact of the progressive tax structure on one’s quality of life. BUS 146 is now a practical course designed to help students understand the impact of financial decisions in their own lives.</p>
	<p>MST 111: Identify the four basic purposes of meetings, differentiate between the leader-controlled approach</p>	<p>70% of students will complete an essay and/or research paper naming the four basic purposes of meetings, identifying the purpose</p>	<p>30 of the 31 students (97%) attempting the assessment achieved success</p>	<p>BUS 146 - Personal Finance</p> <p>Changes made based on data from the current year:</p> <p>Faculty will continue to monitor student success and make any necessary adjustments to improve student learning. BUS 146 faculty will monitor the success rate of student learning</p>

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	and the group-centered approach used in meetings and describe the actions that a supervisor can take before, during and after the meeting to make it effective	requiring the most skill, differentiating between the leader-controlled approach and the group-centered approach and describing the actions that a supervisor can take before, during and after a meeting to make it effective		<p>since the change in instructional viewpoint. Faculty altered the project given in BUS 146 to better align with the viewpoint of instruction. The prior project involved a simulated purchase of stocks, bonds and mutual funds. The current project works to increase financial literacy by helping students make better decisions about the use of credit, whether to buy or rent, purchase insurance, etc.</p> <p>Financial Literacy Problems</p> <p>All other SLOs will be evaluated, and changed, if necessary, in Fall 2020.</p>
Demonstrate an understanding of management and supervision within an American business	<p>BUS 285: Develop an understanding of marketing communication, media strategy and message strategy</p> <p>MST 111: Define management and describe in detail the five functions of management</p>	<p>70% of students will answer a discussion question identifying and describing the four bases of segmenting consumer markets</p> <p>70% of students will complete an essay and/or research paper identifying and explaining the five functions every manager must perform</p>	<p>37 of the 43 students (86%) attempting the assessment achieved success</p> <p>29 of the 31 students (94%) attempting the assessment achieves success</p>	<p>The prescribed program learning outcome was attained.</p> <p>Changes made based on data from 2018-2019:</p> <p>BUS 285 is a foundation course designed to prepare students for the advanced study of marketing. Faculty decided more embedded questions would enhance student learning success. The means of assessment was expanded to include an embedded question from each chapter. See below for an example of embedded questions:</p> <p>BUS 285 Example Questions</p> <p>Changes made based on data from the current year:</p>

				<p>The focus of the course shifted from an emphasis in terminology for advanced study of marketing to a focus on how marketing affects quality of life during a pandemic.</p> <p>BUS 285 - Principles of Marketing</p> <p>Student success will be continually monitored by faculty. Instructional staff will make any adjustments needed to improve student learning.</p>
<p>Demonstrate an understanding of accounting and finance within an American business</p>	<p>BUS 146: Prepare a personal financial plan</p> <p>BUS 146: Understand what is meant by a progressive income tax structure.</p> <p>BUS 241: Complete the accounting cycle through closing entries</p>	<p>70% of students will successfully complete the worksheet that involves recording income and cash outflows to determine net cash flow</p> <p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p> <p>70% of student will successfully complete journal entries to complete the accounting cycle through closing entries</p>	<p>37 of the 48 students (77%) attempting the assessment achieved success</p> <p>35 of the 46 students (76%) attempting the assessment achieved success</p> <p>232 of the 266 students (87%) attempting the assessment achieved success</p>	<p>Faculty will continue to monitor student success and make any necessary adjustments to improve student learning based on the results of outcome data.</p> <p>Changes made based on data from 2018-2019: The greatest percentage change based on SLO data was in BUS 146 – Personal Finance. Instructors for BUS 146 moved from an investing viewpoint of instruction to a planning viewpoint of instruction. During the reporting period there was a change of emphasis for increasing understanding in investing in stocks, bonds, and mutual funds to financial decision making to minimize the impact of the progressive tax structure on one’s quality of life. BUS 146 is now a practical course designed to help students understand the impact of financial decisions in their own lives.</p> <p>BUS 146 - Personal Finance</p> <p>Changes made based on data from the current year:</p>

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	<p>BUS 241: Prepare an Income Statement, Statement of Owner's Equity and Balance Sheet</p>	<p>70% of students will successfully complete an exercise or problem requiring the completion of the Income Statement, Statement of Owner's Equity and Balance Sheet</p>	<p>222 of the 261 students (85%) attempting the assessment achieved success</p>	<p>Traditional classroom courses were forced online in Spring 2020 due to the pandemic. BUS 241 instructors made short, detailed videos for traditional classroom courses to view since face-to-face instruction was lost. An example of a video appears below:</p> <p>https://jeffersonstate.techsmithrelay.com/cTkO</p> <p>ZOOM meetings were also held for courses making the transition from traditional classroom to online instruction.</p> <p>BUS 146 faculty will monitor the success rate of student learning since the change in instructional viewpoint. BUS 241 faculty will use videos in all sections of the course and ZOOM meetings will continue for online sections of the course.</p>
<p>Plan submission date: September 2020</p>			<p>Submitted by: Barrett Cummings</p>	



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- Demonstrate an understanding of management and supervision within an American business.
- Demonstrate an understanding of accounting and finance within an American business.

Instructional Program Student Learning Outcomes & Assessment Plan – Business Management Option

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Demonstrate an understanding of the operation of American businesses as a dynamic process in a global setting</p>	<p>BUS 100: Demonstrate knowledge of global economics factors</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p>	<p>195 of the 242 students (79%) attempting the assessment achieved success</p>	<p>The benchmarks for all course outcomes exceeded the criteria for success.</p> <p>Changes made based on data from 2018-2019:</p>
	<p>BUS 275: Demonstrate knowledge and understanding of the diverse managerial styles and methodologies used in decision making in management</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p>	<p>70 of the 81 students (86%) attempting the assessment achieved success</p>	<p>Communication between faculty and students and student engagement is essential to student success. Faculty added discussion posts to courses to increase student engagement.</p>
	<p>MST 201: Demonstrate an understanding of employee selection procedures</p>	<p>70% of students will complete a group project that includes concepts related to job analysis, job descriptions and job qualifications</p>	<p>38 of the 45 students (84%) attempting the assessment achieved success</p>	<p>Exploring Global Business</p> <p>Changes made based on data from the current year:</p>
	<p>MST 215: Demonstrate knowledge of entrepreneurship principles</p>	<p>70% of students will complete a group project and/or discussion questions that create a business and determine if exclusive legal right to</p>	<p>61 of the 63 students (97%) attempting the assessment achieved success</p>	<p>Faculty continued to focus on student engagement by adding additional discussion posts. Faculty would regularly comment on student replies to challenge students to think critically and apply the</p>

		the business name exist, determine a business concept, describe entrepreneurial opportunity and identify and describe the business' competitive advantage		concept discussed to real-world problems. Faculty Response Faculty will continue to monitor outcome results and make any necessary adjustments.
Demonstrate an understanding of management and supervision within an American business	BUS 100: Demonstrate knowledge of global economic factors BUS 275: Demonstrate a knowledge and understanding of the fundamental of management in utilizing the application of management terminology MST 201: Demonstrate an understanding of applicable laws that affect human recourse managers	70% of students will choose the correct concept or terminology when answering the embedded exam questions 70% of students will choose the correct concept or terminology when answering the embedded exam questions 70% of students will choose the correct concept or terminology when answering the embedded exam questions	195 of the 242 (79%) of the students attempting the assessment achieved success 70 of the 81 students (86%) attempting the assessment achieved success 38 of the 44 students (86%) attempting the assessment achieved success	The benchmarks for all course outcomes surpassed the criterion set for achieving success. Changes made based on data from 2018-2019: Additional embedded questions were added to exams to enhance student learning success. BUS 275 Sample Exam Questions Changes made based on data from the current year: Faculty added a writing assignment to the course to increase student engagement, critical thinking skills, and application of principles

	MST 215: Demonstrate knowledge of entrepreneurship principles	70% of students will complete a group project and/or discussion questions that create a business and determine if exclusive legal right to the business name exist, determine a business concept, describe entrepreneurial opportunity and identify and describe the business' competitive advantage	61 of the 63 students (97%) attempting the assessment achieved success	learned in the course to real-world situations. BUS 275 Writing Assignment Student success will be continually monitored by faculty.
Demonstrate an understanding of accounting and finance within an American business	BUS 100: Demonstrate knowledge of general marketing, finance and accounting concepts BUS 275: Demonstrate knowledge and understanding of the diverse managerial styles and methodologies used in decision making in management MST 215: Demonstrate knowledge of the preparation of a business plan	70% of students will choose the correct concept or terminology when answering the embedded exam questions 70% of students will choose the correct concept or terminology when answering the embedded exam questions 70% Of students will complete a project correctly developing a mission statement,	210 of the 230 (91%) of the students attempting the assessment achieved success 42 of the 47 students (89%) attempting the assessment achieved success 59 of the 63 students (94%) attempting the assessment achieved success	The results for all course outcomes were adequate. Changes made based on data from 2018-2019: Student engagement is key to student learning, as well as student retention and graduation. Instructors sought a higher percentage of student engagement by increasing the number of discussion posts. Discussion Post Changes made based on data from the current year:

		marketing plan, SWOT analysis and financial plan		<p>Student engagement did increase, but faculty determined that students need to be by challenged by thinking critically, identifying genuine connections between topics covered in courses and real-world problems, and making application to those scenarios. Additional discussion posts were made as well as a concerted effort by faculty to publicize those posting and encouraging student involvement. Faculty will continue to track student success using outcome results and make any necessary adjustments to improve student learning.</p> <p>Discussion Post and Reminder</p>
Plan submission date: September 2020			Submitted by: Barrett Cummings	

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