



**Program:** Office Management and Supervision

**Assessment period:** 2021-2022

**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 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.

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

<b>Intended Outcomes</b>	<b>Means of Assessment</b>	<b>Criteria for Success</b>	<b>Summary &amp; Analysis of Assessment Evidence</b>	<b>Use of Results</b>
<b>SLO 1</b> Demonstrate an understanding of the operation of American businesses as a dynamic process in a global setting.	BUS 146: Understand what is meant by a progressive income tax structure.	70% of students will choose the correct concept or terminology when answering the embedded exam questions	44 of the 61 students (72%) attempting the assessment achieved success	The benchmarks for all course outcomes were met. During the reporting period, BUS 146 courses moved from an online format due to the pandemic to a traditional classroom format with an online option in the summer term only. Instructors changed exercises relating to progressive income tax structure from an in-class group format to individual assignments in

	<p>BUS 263: Demonstrate an understanding of the basics of employment and employment discrimination laws</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>MST 111: Identify the four basic purposes of meetings, differentiate between the leader-controlled approach 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</p>	<p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p> <p>70% of students will choose the correct concept or terminology when answering the embedded exam questions</p> <p>70% of students will complete an essay and/or research paper naming the four basic purposes of meetings, identifying the purpose 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>	<p>162 of the 167 students (97%) attempting the assessment achieved success</p> <p>34 of the 42 students (81%) attempting the assessment achieved success</p> <p>72 of the 73 students (99%) attempting the assessment achieved success</p>	<p>Connect, a publisher provided software. To help students master the material, SmartBook readings were assigned. The readings enforce learning by presenting short answer questions.</p> <p><a href="#">SmartBook Reading Example</a></p> <p><a href="#">Question Example</a></p> <p>Due to the addition of the above-mentioned learning tools, student questions have increased and often lead to deeper discussion of financial matters than originally anticipated. Student interaction and engagement has improved. Instructors have decided to add publisher provided videos and numerous other learning tools available in Connect to increase student learning and master student learning objectives. See below for a video example:</p> <p><a href="#">BUS 146 – Video Example</a></p> <p>All other SLOs will be evaluated, and changed, if necessary.</p>
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<p><b>SLO 2</b> Demonstrate an understanding of management and supervision within an American business.</p>	<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>36 of the 51 students (71%) attempting the assessment achieved success</p> <p>71 of the 73 students (97%) attempting the assessment achieves success</p>	<p>The prescribed program learning outcome was attained.</p> <p>The group project was eliminated from BUS 285. The decision to drop the group project was strongly influenced by the COVID-19 pandemic. The students' health was top priority. The format of the class also changed from in-person to online. Consequently, assessments revealed a significant decline in meeting course objectives.</p> <p>The group project will be added back to the course. Student learning outcome data has proved the project helps students meet course objectives relating to marketing communication, media strategy, and message strategy.</p> <p><a href="#">BUS 285 – Marketing Project</a></p> <p>Student success will be continually monitored by faculty. Instructional staff will make any adjustments needed to improve student learning.</p>
<p><b>SLO 3</b> 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</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</p>	<p>48 of the 65 students (74%) attempting the assessment achieved success</p> <p>44 of the 61 students (72%) attempting the assessment achieved success</p>	<p>The benchmarks for all course outcomes were met.</p> <p>Completed lecture notes were added to BUS 241 – Principles of Accounting I to enhance student learning. Although the examples in the lecture notes follow the examples given in the textbook, students had difficulty comprehending the flow of information. Faculty decided completed lecture notes would enhance student learning success.</p>

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	<p>progressive income tax structure.</p> <p>BUS 241: Complete the accounting cycle through closing entries</p> <p>BUS 241: Prepare an Income Statement, Statement of Owner's Equity and Balance Sheet</p>	<p>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>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>196 of the 241 students (81%) attempting the assessment achieved success</p> <p>193 of the 240 students (80%) attempting the assessment achieved success</p>	<p><a href="#">BUS 241 – Competed Lecture Notes Example</a></p> <p>During the reporting period, classes moved back into a traditional classroom setting. Online courses were still available to those students who needed or wanted an online option. Live lectures were recorded and added to BUS 241 course shells in Blackboard. This allows traditional classroom students to review information as needed and online students to have an additional resource to enhance learning. Positive feedback has been received from students about the addition of the live lecture videos. See below for an example:</p> <p><a href="#">BUS 241 – Live Lecture Example</a></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><b>Plan submission date: September 2022</b></p>			<p><b>Submitted by: Barrett Cummings</b></p>	

## SLO 1

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### A Successful Money Management Plan

LO2J  
Identify the main components of wise money management.

⏏ ACTION ITEM

My money management strategy involves:

- no spending plan.
- tracking my spending.
- using savings to pay current bills.

"Each month, I have too many days and not enough money. If the month were only 20 days long, budgeting would be easy."

Daily spending and saving decisions are the focus of financial planning. You must coordinate these actions with your needs, goals, and personal situation. Maintaining financial records and planning your spending are essential for successful personal financial management. The time and effort you devote to these activities will yield benefits. Money management refers to the day-to-day financial activities necessary to manage current personal economic resources while working toward long-term financial security.

#### Components of Money Management

Three main money management activities are interrelated, as shown here:

To Questions

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## SLO 1

Exit Assignment

4 of 20 Concepts completed

Assignment is past due

### Multiple Select Question

Select all that apply.

Interest rates are affected by the following:

- supply of money
- demand for money
- time value of money
- the cost of real estate only

Need help? Review these concept resources.

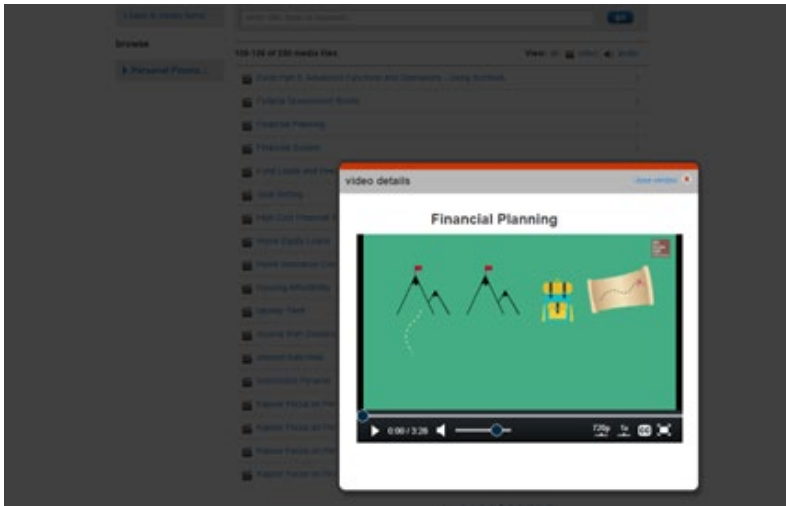
Read About the Concept

Rate your confidence to submit your answer: High Medium Low

Reading

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## SLO 1



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## SLO 2

### **BUS 285 Marketing Project**

Students will be allowed to form groups of five (fewer if necessary) students to work together on a marketing project that will be presented on April 20, 25 and 27. The groups should reflect the diversity of the student population in the class. If necessary, the instructor will move persons from one group to another to achieve this diversity.

**ASSIGNMENT:** Collectively, create a product that your group would like to present in the North American market, either B2B or B2C. Actual production of the product is not required; however, a prototype or drawing would enhance the learning experience for all. The project requires research to accomplish four goals:

1. Identify the product for a target market. Explain the rationale for choosing this product for this market.
2. Establish the price point. Consider calculating the break-even point with a target profit. Understand that it is important to set the price correctly at the time it is introduced to the market.
3. Create a promotional strategy to attract buyers who can and will make purchase decisions.
4. Identify the placement (distribution) strategy to get the product from the factory to the end user.

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## SLO 3

*WJ*

### Chapter 2 – Analyzing Transactions

#### Using Accounts to Record Transactions

Businesses do not record transactions in equation form because this format is not efficient or practical for companies that have to record thousands or millions of transactions daily.

- As a result, accounting systems are designed to show increases and decreases in each accounting equation element as a separate record called an account.
- An account has three parts:
  1. A title, which is the name of the accounting equation element recorded in the account.
  2. A space for recording increases in the amount of the element.
  3. A space for recording decreases in the amount of the element.
- Accountants use T accounts to analyze transactions. The account form is called a T account because it resembles the letter T.
  - The left side of the account is called the **debit** side, regardless of the account title.
  - The right side of the account is called the **credit** side, regardless of the account title.
  - See **Exhibit 3 on page 63 for the rules of debit and credit and the normal balances of accounts.**

- Chart of Accounts
  - A group of accounts for a business entity is called a ledger.
  - A list of the accounts in the ledger is called a chart of accounts.
  - The accounts are normally listed in the order in which they appear in the financial statements.
    - The balance sheet accounts are listed first, in the order of assets, liabilities, and owner's equity.
    - The income statement accounts are then listed in the order of revenue and expenses.
  - Assets are resources owned by a business.
    - These resources can be physical items or intangibles that have value.
    - Examples of assets include cash, supplies, accounts receivable, prepaid expenses, building, equipment, land, patents, copyrights, and trademarks.
  - Liabilities are debts owed to outsiders (creditors).
    - Liabilities are often identified on the balance sheet by titles that include the word payable.
    - Cash received before services are delivered creates a liability to perform the services. These future service commitments are called unearned revenue.
    - Examples of liabilities include accounts payable, notes payable, wages payable, and unearned revenues.
  - Owner's equity is the owner's right to the assets of the business after all liabilities have been paid.

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## SLO 3



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