

Highline College Business Department Program Review:

Department Summary

The Highline College Business Department houses both professional-technical education and a direct transfer degree for transfer education, allowing students from two pathways come through the department's doors. This program review, initiated by our dean of instruction for professional-technical education, will focus on the Associate of Applied Science (AAS) in Business degree - one of our most popular degrees on the prof-tech side [Appendix A].

The Business Department consists of four full-time, tenured faculty members and more than 10 part-time faculty members who teach in areas related to their own professional expertise. In this program review, all areas of the review process were examined, with the area of Curriculum being focused and expanded upon; this report will return to focusing on that aspect in great detail later on.

Industry and Community Relationships.

Over the last two years, the advisory committee for the business department has established regular meetings with appropriate membership representation and program contributions. There is been a great deal of focus placed on the review of student work-based learning through internship opportunities, as well as the introduction of a capstone course (BUSN 299), which is directly connected to student job shadowing and networking opportunities. In the future, the department will place more emphasis on data tracking in regards to employment post-completion and graduation. Overall, employee satisfaction and feedback based on graduate and intern responses have been very positive. Moreover, the participation in outreach, recruitment, and community engagement have been positive as well.

Student Achievement.

Student achievement is a focus for all departments in all areas for the college, and our department is no different. One of the areas we looked into regarding student achievement or concerns were around pass rates for certain classes, particularly our math courses. It was determined that our business math course (BUSN 135) is a difficult course to navigate, as it is a math course that does not require a prerequisite. Students may enter at all different levels, and while it does remove the barrier of requiring a prerequisite and placement testing, it can sometimes place students in a course they are not ready for. Moreover, instructors are then required to bridge the gap for both students who do have pre-college education and those who do not. By looking into this course more in detail, it was determined that some formats are more student-ready, while others are not. Likewise, some instructors have begun to master ways of connecting our students with the content, while others may need more professional development in order to aid student learning gaps when teaching this type of course. This problem is often exacerbated by registration drop dates and the inability to remove students from the class, even if they have essentially dropped the course. All of these considerations were discussed and have led to more focus on certain areas and communication efforts for the department as a whole.

Faculty Service and Leadership.

In the business department, there has been clear commitment to and participation in teaching, learning and assessment responsibilities and professional development. Overall, the department has created a great deal of accountability around assessment, and the ability to make time for peer review of others' assessments. The department has also begun some work on including adjunct faculty and professional development and curriculum planning. That department has also created an orientation video to help guide adjuncts through their early time as a new faculty.

Data Collection.

Prior to this review, the Business Department has tried to place a lot of focus and concern around student enrollment, retention and completion data. However, more attention was paid to these areas following the initiation of the program review process. A number of different factors were looked over, and the institutional research website was delved into by all faculty members, and not just the department coordinator and division chair.

Due to a number of factors, including an economy that continues to thrive (especially in the Seattle-Puget Sound area), enrollment has dipped slightly for colleges overall. However, it is important to note that the business program has maintained relatively resilient enrollment.

Program Outreach, Recruitment and Marketing.

The business department has done a fair job participating in outreach, recruitment and community engagement. The department recently updated their web website to improve their web presence and is working on its use of social media and marketing materials. Academic advising for new students has always been a focus and challenge for the department with having so many students and very few faculty members (each full-time faculty member .has at least 70 advisees), but the department is able to manage by offering unique forms advising and advising times.

Curriculum.

The business department, through the initiation of the program review, has made huge strides in its curriculum and assessment efforts. Chosen as a pilot project for the department during the program review, our department engaged in an effort to begin detailed mapping of our degree/program outcomes (also viewed as college-wide outcomes). We began this process by updating nearly all of the course learning outcomes (CLOs) in the AAS in Business [Appendix B]. It took the department about 3 weeks, from start to finish, to get all of the necessary courses updated. Each full-time faculty member took two to three classes that they often teach and revised the CLOs based on best practices in outcome and assessment recommendations. For this portion of the project, we worked individually, as well as with outside faculty members who teach or advise the courses we needed to revise. Once revisions were completed, the CLOs were entered into Curriculog, our course revision and approval system. The department then moved forward with mapping out how each of our corresponding courses' assignments mapped to the new CLOs [Appendix C]. That process took about 2 weeks. Finally, we completed the mapping process by connecting each course's outcomes to the degree-level outcomes. We found a format that helped us paint the picture we were looking to show [Appendix D] – an image of the balance of learning each student would come away with following the completion of the AAS in Business degree. This is currently our end point. Since this point, we have had the opportunity to share our path to mapping with other departments and committees to positive and constructive feedback.

The following statements are from business department faculty members detailing this process and its impact:

Samad Chakour:

Writing assignments and designing assessments that most effectively and efficiently allow students to demonstrate clear understanding of course outcomes has always been a challenge throughout my teaching experience. However, when I go through the process it is always rewarding and satisfying giving me the opportunity to review both my courses and module outcomes, develop the best way to teach and assess them, and to ensure assessments and my teaching strategies/techniques are also aligned with my course learning outcomes. Throughout the review process, I tried to answer each of the questions below carefully from NOVA website. According to NOVA: "Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another".

Question 1: Are we teaching our course objectives? What are our students actually learning?

Question 2: What can we do to help our students learn? What types of changes can we make (to assignments, activities, materials) to increase actual student learning?

For the most part, I really like how I organize my courses, both face-to-face and online including lectures, course readings (textbook and online sources posted on Canvas), weekly assignments, tests/quizzes, weekly online Discussion Board, as well as classroom discussions, videos, and group projects while always trying to challenge students to think critically. This review process helped me carefully re-exam and review course outcomes, tests, lectures, discussion topics including videos, group projects, weekly written assignments, and finally my teaching

techniques to develop the best possible combination to accurately assess students' knowledge making sure that all assignments are actually aligned with course outcomes. It has been a challenging process as I mentioned earlier but very rewarding to both students and my teaching.

Mike Cicero:

- 1. I was pleasantly surprised that the mapping project was easier and took less time than I thought it would, and I am a complete beginner to the process.*
- 2. Overall, the mix of assignments I use in my Business 101 Introduction to Business and Business 270 Management classes mapped (matched up) well with CLO's for those courses, though some adjustments were needed.*
- 3. The mapping (matching) process enabled me to quickly see which CLO's were short on supporting assignments and which CLO's were overserved with assignments. I would not have realized this imbalance had I not done the mapping activity. Action Taken: I developed some assignments to better support some CLO's and eliminated the weakest assignments from the over supported CLO's, resulting in a net "no change" in the total number of assignments required but a much better balance of assignments supporting given CLO's.*
- 4. I realized early on in the mapping process that the matching of my assignments to CLO's was a matter of degree, like the normalcy of a data set and not just a strict binomial yes/no, match/no match proposition. Once I realized this it was much easier to do the mapping as most assignments contained enough support elements to be successfully matched up with a given CLO. The few assignments that could not be matched could be modified to do so or simply replaced with stronger assignments.*
- 5. The mapping process provided me with a big picture view of my entire body of assignments and showed me how well the individual assignments supported a given CLO. I knew that the individual assignments worked well in the classroom but I didn't know how well they supported my Course Learning Outcomes until I did the mapping.*
- 6. My pilot project also involved performing Summative and Formative Assessment of major projects in my Business 101 and 270 classes. Shawna Freeman was very helpful in explaining the differences between these two types of assessments. Once I understood that summative assessments were overarching goals, projects or activities to be accomplished in the class and that formative assessments were the individual assignments that were designed to support accomplishment of the summative project the process was very straight forward. Example from my Business 270 Management class: Summative Assessment: Store "manager" delegates a scheduling task to the "assistant manager" using a six step Delegation Model in a classroom role-play activity. The mapping process matching formative assessments to the delegation role-play summative assessment made me realize that I needed better formative support for my delegation role-play activity. I had been supporting the role play with a lecture on the vocabulary of delegation and a detailed review of the 6 step delegation model. I added a lecture on common delegation mistakes and why many managers hesitate to delegate. I also added a delegation case study to the mix. These additional formative assessments produced a stronger delegation role-play activity.*

I had used the delegation role-play activity in the classroom for several years and thought it worked well. It was not until I did the summative/formative analysis that I realized the activity could work much better with additional lecture and case study formative support.

Michael Girvin:

Re-writing the Course Learning Outcomes (CLOs), Detailed Course Outcomes and Class Description for BUSN 216, BUSN 218, BUSN 210 and BI 348 for the Course Adoption Forms (CAFs) was constructive because it gave me an opportunity to be more succinct in my writing and provided details that are more relevant to the demands in the working world. The mapping of CLOs to each assignment in each class helped me to see a clear picture of how each assignment related to the CLOs. The pattern that the picture provided helped me to better construct

assignments so that all the CLOs were proportionally met in accordance with their importance to the class as a whole.

We also received feedback from colleagues, including esteemed faculty member Tarisa Matsumoto-Maxfield:

With all of the hundreds of things going on in our classes and on campus every day, it's easy to forget how our specializations work in connection with or support of other disciplines. Even though I played a very small part in this process of the Business Program Review, I appreciated being reminded of the big picture and how all of our specializations work together to support students. I enjoyed hearing from people in other disciplines and how their classes work in tandem with other classes to move students along their pathways. The process was beneficial, and as such, I've already started thinking of the first steps that the DGS Department should start making in reviewing our classes and how they fit in to the pathways.

Conclusion:

Overall, the Business Department is very pleased with the updates and changes it has made in the last two quarters. There has been a major overhaul of our course outcomes, which has helped us move towards a new direction when it comes to assessment and mapping. The foundation, legacy and collegiality of the department certainly helped make this program review and its projects possible. We are thankful for the opportunity to be trusted with this type of project, and we are proud of our ability to meet (and hopefully exceed) some expectations.

This deep dive into the department has been an eye-opening experience for all of us. We now have access to resources and other tools to help us ensure that we are meeting students' needs – which is the core of everything we do. Moving forward, we hope that this program review can serve as proof of what all departments can do when guided by encouraging dean, supportive review committee and inter-departmental determination.

Appendix A: AAS in Business

Business, AAS

<http://business.highline.edu>

Learning Outcomes

- Interpret and use oral instructions to complete assigned tasks; speak clearly and produce written documents for a diverse group of customers, coworkers and managers utilizing current business terminology.
- Use supervisory skills and interact on an interpersonal level with diverse groups.
- Identify, evaluate and apply industry specific business principles. Make informed decisions within the parameters of legal requirements and societal expectations.
- Use an understanding of basic business principles and organizational priorities to make decisions about work being performed.
- Employ workforce readiness skills, including problem solving, organizational planning and time management
- Utilize current industry technology in business applications to efficiently and effectively create actionable information.

Requirements

Important Notes

- Business degrees are not intended for business majors planning to transfer to a traditional four-year program but will transfer to Applied Bachelor's degrees offered by Highline and other colleges.
- This information does not substitute for meeting with a faculty adviser.
- AAS degree programs emphasize preparation in specific job skills required for entry-level employment.
- Not all classes are offered every quarter or at night.
- Students attending only in the evening must remember it is likely to take longer than two years to complete program.
- This program offers flexible registration and open-entry enrollment.
- **Specific Requirements**

Professional-Technical Core Courses

[BUSN 199 - Orientation to Business](#)

[BUS& 101 - Introduction to Business](#)

[BUSN 102 - Entrepreneurial Thinking for Success](#)

[BUSN 133 - Basic Money Management](#)

[BUSN 135 - Business Mathematics](#)

OR

[BUSN 210 - Statistical Analysis](#) (required for Applied Bachelors pathway)

[BUSN 138 - Principles of Marketing](#)

[BUSN 204 - Introduction to Human Resource Management](#)

[BUSN 139 - Pre-internship Seminar](#)

[BUSN 140 - Cooperative Education](#) (3 cr)

OR

[BUSN 299 - Business Capstone](#)

[BUSN 165 - Managing Customer Service](#)

[BUSN 190 - Business Ethics & Sustainability](#)

[BUSN 205 - International Business](#)

OR

[DGS 260 - International Business](#)

[BUSN 216 - Microcomputer Applications](#)

[BUSN 270 - Principles of Management and Superv](#)

[BUSN 268 - Leadership](#)

[BUSN 218 - Spreadsheet Construction](#)

Total Core Credits: 67

Supporting Courses

ECON 110 - Global Economic Issues

OR

ECON& 201 - Microeconomics (Required for BAS pathway)

Total Supporting Course Credits: 5

Related Instruction Courses

CMST& 101 - Introduction to Communication

ENGL& 101 - English Composition I

ACCTG 121 - Practical Accounting

BUSN 160 - Human/Labor Relations

OR

DGS 207 - Cultural Awareness & Business Etiquette

Total Related Instruction Credits: 20

Total Program Credits: 92 Credits

Appendix B: Finalized BUSN Course Learning Outcomes (CLOs)

Finalized BUSN Course Learning Outcomes (CLOs)

BUSN 160: Human/Labor Relations

Course Learning Outcomes (CLOs):

1. Accurately interpret human relations concepts based on real-world business scenarios.
2. Formulate strategies to strengthen human relations skills based on a series of ongoing self-assessments.
3. Develop an equity lens to respond to diversity awareness and tolerance.
4. Use intercultural competence to practice professional interactions for a diverse environment.

BUSN 205/DGS 260: International Business

Course Learning Outcomes (CLOs):

1. Explain why companies engage in international business.
2. Explain how geography, culture, technology, political and legal systems impact international business.
3. Explain the difference between domestic and international business activities and how they impact international trade policies and treaties, financial markets, and business expansions into new markets.
4. Analyze the major policy issues, both social and cultural, and economic opportunities and challenges confronting managers in international business.
5. Describe how corporate leadership can contribute to developing sustainable practices in our global economy.
6. Evaluate the ethical impact of Corporate Social responsibility and on global issues.

BUSN 207/DGS 207: Cultural Awareness and Business Etiquette

Course Learning Outcomes (CLOs):

1. Explain how specific cultural characteristics impact individual viewpoints and cross-cultural communication.
2. Describe intercultural competence strategies necessary to navigate cultural differences in a global environment.
3. Describe intercultural competence strategies necessary to navigate social/business etiquette in a global environment.
4. Discuss the impact of dehumanizing biases, such as racism and prejudice, on marginalized people.

BI 348: Big Data Business Analytics with Microsoft Power Tools

Course Learning Outcomes (CLOs):

1. Convert unorganized raw big data sets into useful information (reports, visualizations and analytics) for business decision making, providing data driven insights.
2. Demonstrate proficiency with the analysis and visualization tools (such as Excel Power Pivot, Power Query and Power BI Desktop) and computer languages (DAX and M Code).
3. Create efficient and effective data models and business-related measures by ETL (extract, transform and load data) to build refreshable useful information solutions.
4. Efficiently and effectively construct information solutions, such as reports, visualizations and dashboards for business decision makers.
5. Create Excel worksheet formula solutions for linear programming, simulations, and other analytic goals.

BUSN 218: Spreadsheet Construction

Course Learning Outcomes (CLOs):

1. Explain and use the different types of data in Excel including distinguishing between raw data and information.
2. Import, clean and transform data
3. Perform data analysis, creating useful information in the form of reports, visualizations and dashboards to facilitate business decisions.
4. Create intermediate to advanced formulas & functions for business calculations & data analysis
5. Build efficient spreadsheets models for calculations and data analysis.

BUSN 216: Business Computer Applications

Course Learning Outcomes (CLOs):

1. Efficiently and effectively manage files using Windows Explorer.
2. Create effective business-related documents in Microsoft Word.
3. Effectively articulate a presentation message via PowerPoint.
4. Use Excel to effectively and efficiently make business related calculations and complete data analysis
5. Use Access to create relational databases with tables, forms, queries and reports

BUSN 268: Leadership

Course Learning Outcomes (CLOs):

1. Describe the skills and abilities needed for creating and managing organizational change.
2. Describe the ways a leader can motivate employees or others in an organization.
3. Assess and analyze personal leadership strengths and weaknesses.
4. Demonstrate problem-solving and decision-making skills in simulated situations.

BUSN 139: Pre-Internship

Course Learning Outcomes (CLOs):

1. Successfully network to locate an internship in chosen career path.
2. Construct a professional and effective resume specific to one's career plans.
3. Practice appropriate interview techniques in preparation for real-life applications.
4. Prepare professional portfolio that incorporates the value using internship for professional growth.

BUSN 140: Cooperative Education/Internship

Course Learning Outcomes (CLOs):

1. Create a learning plan in collaboration with employer and advisor which details skills that will be learned in the workplace.
2. Perform assigned duties in a friendly and courteous manner and accept feedback.
3. Communicate effectively with individuals and in a team environment.
4. Demonstrate successful work habits and attitudes reflecting best practices in the workplace.
5. Analyze problems and choose appropriate solutions, seeking clarification when necessary.

BUSN 190: Business Ethics and Sustainability

Course Learning Outcomes (CLOs):

1. Describe specific ethical and sustainability issues in the modern world.
2. Summarize the strengths and weaknesses of ethical decision making techniques in the context of cultural, demographic, religious and political differences.

3. Formulate effective decisions based on hypothetical business situations/current events that encompass ethical and sustainable leadership principles.
4. Strategize necessary modifications, innovative tools and processes, to transition business/government into more sustainable and ethically responsible practices.

BUSN 138: Principles of Marketing

Course Learning Outcomes (CLOs):

1. Articulate the essential role of marketing activities for a firm.
2. Apply the concept of the marketing mix: Product, pricing, promotions, and distribution of a basic marketing plan.
3. Construct a situational analysis (SWOT analysis) for the firm.

BUSN 101: Introduction to Business

Course Learning Outcomes (CLOs):

1. Successfully present a formulated business plan, using correct associated terminology.
2. Explain changes in business roles, interactions and competitive environments created by the impact of the internet and e-commerce on business and industry.
3. Critique real and hypothetical business strategies in interdisciplinary groups, drawing upon correct business analysis interpretation.
4. Analyze the differences between local, national & international markets.
5. Apply effective communication strategies when dealing with diverse business associates/colleagues

BUSN 270: Principles of Management and Supervision

Course Learning Outcomes (CLOs):

1. Identify preferred management styles and apply this knowledge to developing situational management skills.
2. Practice effective management skills via hypothetical business situations
3. Create discussion questions based on current events in business management
4. Facilitate managerial decision making Employ Vroom's participative decision making model

BUSN 210: Statistical Analysis

Course Learning Outcomes (CLOs):

1. Create descriptive tabular and visual reports that use raw data for business decision-making.
2. Calculate and apply probability rules for business decision-making.
3. Use samples and sampling distributions for business decision-making.
4. Make inferences based on sample data using methods such as interval estimation and hypothesis testing.
5. Perform regression analysis on x and y data sets for business decision-making.
6. Perform analysis of large data sets using Microsoft Excel for business decision-making.

BUSN 133: Basic Money Management

Course Learning Outcomes (CLOs):

1. Create a budget that accurately represents spending and cash flow.
2. Discuss the impact of one's credit score on personal financial health.
3. Assess insurance plans for various life stages.
4. Evaluate the impact of various investment strategies for personal financial wealth, retirement preparation, and estate planning.

BUS& 201: Business Law

Course Learning Outcomes (CLOs):

1. Accurately distinguish the respective roles and functions of the state courts in the legal system.
2. Analyze and apply the laws of contracts to business related agreements.
3. Analyze the appropriateness of proceeding in court or by means of Alternative Dispute Resolution in various types of business-related litigation.
4. Analyze the appropriateness of the different Alternative Dispute Resolution methods for hypothetical business-related conflicts.
5. Analyze and apply current employment regulations to hypothetical business-related situations.
6. Evaluate how laws applicable to certain types of disputes within a business environment should be handled.
7. Analyze the appropriateness and ethics of different types of employment relationships in a given situation.

Proposals:

ACCT& 201: Principles of Accounting I

Course Learning Outcomes (CLOs):

1. Recording business transactions in the accounting records. Analyzing business transactions and determining when the transaction should be recorded, which accounts the transaction affects, and what dollar amounts to record using generally accepted accounting principles.
2. Summarizing the recorded accounting transactions into financial statement reports or regulatory agency reports using generally accepted accounting principles, or summarizing to management reports using accepted industry standards.
3. Presenting internal and external business data about past performance to determine what happened and why. Using data analytics to organize, interpret, and present the information.
4. Comparing company plans to actual results of operations, determining the reasons for differences, reporting the impact of the differences, and evaluating the consequences of using these resources on future operations.
5. Communicating verbally and in writing, accounting information to stakeholders, based on standards of accuracy and accepted accounting principles and/or the needs of the organizations' stakeholders.
6. Researching accounting authorities and business practices and recommending the treatment of business transactions consistent with using generally accepted accounting principles and ethical standards.
7. Perform duties individually or in teams using appropriate policies, guidance, ethical standards, and management directions.

Appendix C: Course-level Mapping (with Assignments)

BUSN 101 - Introduction to Business

Mapping to Course Learning Outcomes (CLO's)

M. Cicero

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CLO's for BUSN 101:

1	Successfully present a formulated business plan, using correct associated terminology.
2	Explain changes in business roles, interactions and competitive environments created by the impact of the internet and e-commerce on business and industry
3	Critique real and hypothetical business strategies in interdisciplinary groups, drawing upon correct business analysis interpretation.
4	Analyze the differences between local, national & international markets.
5	Apply effective communication strategies when dealing with diverse business associates/colleagues.

Assignments	CLO's				
	1	2	3	4	5
1c why Gas Prices Change (WSJ article)					X
4c China Regulates Movies (WSJ article)			X		
DF Week 2 Disney Movies Business Model					X
10d Piracy & 3-D Printers ((WSJ article)				X	
6c E-commerce and Retail Inventories		X			
9d Digital Advertising Revolution		X			
6d Amazon and Private Labels		X			
8c E-commerce and Reduced Mall Traffic		X			
Key Word Outline of Business Terminology	X				
Business Plan: Building a Balance Sheet	X				
DF4 Car Insurance Tracking Devices (national markets)				X	
Mutual Fund Investment Worksheet (business strategies)			X		
Short Selling Worksheet (business strategies)			X		
Current Events Business Articles				X	
Marketing Mix Activity			X		
Organization Activity (national markets)				X	
Creativity activity - communication skills					X
Sources and Uses of Funds Worksheet					X
Promotion Mix Activity for Business Plan	X				
Adidas-Reebok Class Activity		X			
Basic Accounting Statement & Activity	X				
Organizational Chart Activity		X			
Case Study: Business Plan Bootcamp	X				
Basic Elements of a Business Plan	X				
Good/Bad Manager Worksheet			X		
Management Functions in BUSN 101 Class					X
Amazon in India (WSJ article): International				X	
Situations Challenging Ethical Values Activity			X		
Motivation Activity					X
10a Netflix Team Answer Building Activity (WSJ article)					X
Weekly Lectures on Business Topics	X	X	X	X	

Note: WSJ is Wall Street Journal

Associate of Applied Science (AAS) in Business	Skills or Content						SPECIFIC PROF-TECH SKILLS DEVELOPED
College-level Outcomes/Core Competencies	Think Critically.	Reason Quantitatively.	Communicate Effectively.	Develop Community and Social Responsibility.	Develop Globalism Perspectives.	Develop Information and Visual Literacy.	Business Acumen, Skills & Competency.
Program-level Outcomes	Use an understanding of basic business principles and organizational priorities to make decisions about work being performed.	Apply sound financial principles for bookkeeping, budgeting, financial reporting and planning	Interpret and use oral instructions to complete assigned tasks; speak clearly and produce written documents for a diverse group of customers, coworkers and managers utilizing current business terminology.	Use supervisory skills and interact on an interpersonal level with diverse groups.	Explain the difference between domestic and international business activities and how they impact international trade policies and treaties, financial markets, and business expansions into new markets.	Utilize current industry technology in business applications to efficiently and effectively create actionable information.	Employ workforce readiness skills, including problem solving, organizational planning and time management
Course Learning Outcomes							
BUSN 101: Introduction to Business							
Successfully present a formulated business plan, using correct associated terminology.		X	X				X
Explain changes in business roles, interactions and competitive environments created by the impact of the internet and e-commerce on business and industry.			X			X	X
Critique real and hypothetical business strategies in interdisciplinary groups, drawing upon correct business analysis interpretation.	X	X				X	X
Analyze the differences between local, national & international markets.	X			X	X		
Apply effective communication strategies when dealing with diverse business associates/colleagues			X	X			X
BUSN 102: Entrepreneurial Thinking							
Evaluate opportunities, manage risks and learn from the results by using entrepreneurial critical thinking skills	X	X					X
Explain the process that enables entrepreneurs with limited resources to transform a simple idea into a sustainable success.			X	X		X	
Apply entrepreneurial fundamentals to a business action plan.							X
Formulate strategies to achieve entrepreneurial goals by identifying resources and determine the steps required.	X	X				X	X
Effectively report the results of an entrepreneur interview, including talking points and insights gained.			X	X			
BUSN 133: Basic Money Management							
Create a budget that accurately represents spending and cash flow.		X	X			X	X
Discuss the impact of one's credit score on personal financial health.		X					
Assess insurance plans for various life stages.						X	
Evaluate the impact of various investment strategies for personal financial wealth, retirement preparation, and estate planning.	X	X					X
BUSN 135: Business Mathematics							
Analyze business problems and make conclusions based on the calculations performed. Explain conclusions in words	X	X	X				X
Perform arithmetic with the math operations: add, subtract, multiply, divide, exponents, parenthesis and the order of operations.		X					
Use Excel to perform business math calculations with an emphasis on data type, Number Formatting and formulas.		X				X	

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Course Learning Outcomes							
Develop abilities to use fractions, decimals, and percentages to help make business decisions by hand on paper and by using the spreadsheet program Excel.	X	X				X	
Calculate various types of Cash Discounts and Trade Discounts by hand on paper and by using the spreadsheet program Excel.		X				X	X
Calculate various types of Depreciation by hand on paper and by using the spreadsheet program Excel.		X					X
Make simple interest, compound interest, futures value and present value calculations by hand on paper and by using the spreadsheet program Excel.		X				X	
Use calculations and concepts to make business and personal decisions		X					X
BUSN 210: Statistical Analysis							
Create descriptive tabular and visual reports that use raw data for business decision-making.			X				X
Calculate and apply probability rules for business decision-making.		X					
Use samples and sampling distributions for business decision-making.	X	X		X			X
Make inferences based on sample data using methods such as interval estimation and hypothesis testing.	X	X	X				
Perform regression analysis on x and y data sets for business decision-making.		X					X
Perform analysis of large data sets using Microsoft Excel for business decision-making.	X	X				X	X
BUSN 138: Principles of Marketing							
Articulate the essential role of marketing activities for a firm.			X				X
Apply the concept of the marketing mix: Product, pricing, promotions, and distribution of a basic marketing plan.		X	X	X			X
Construct a situational analysis (SWOT analysis) for the firm.	X				X	X	
Create a marketing plan	X		X	X			X
BUSN 204: Introduction to HR Mgmt							
Describe the HRM program			X				X
Identify the different HRM specialties and career paths and the job market for HRM professionals			X	X			X
Describe the HRM functional areas			X	X			X
BUSN 139: Pre-Internship							
Successfully network to locate an internship in chosen career path.			X				X
Construct a professional and effective resume specific to one's career plans.			X			X	X

Associate of Applied Science (AAS) in Business	Skills or Content						SPECIFIC PROF-TECH SKILLS DEVELOPED
College-level Outcomes/Core Competencies	Think Critically.	Reason Quantitatively.	Communicate Effectively.	Develop Community and Social Responsibility.	Develop Globalism Perspectives.	Develop Information and Visual Literacy.	Business Acumen, Skills & Competency.
Program-level Outcomes	Use an understanding of basic business principles and organizational priorities to make decisions about work being performed.	Apply sound financial principles for bookkeeping, budgeting, financial reporting and planning	Interpret and use oral instructions to complete assigned tasks; speak clearly and produce written documents for a diverse group of customers, coworkers and managers utilizing current business terminology.	Use supervisory skills and interact on an interpersonal level with diverse groups.	Explain the difference between domestic and international business activities and how they impact international trade policies and treaties, financial markets, and business expansions into new markets.	Utilize current industry technology in business applications to efficiently and effectively create actionable information.	Employ workforce readiness skills, including problem solving, organizational planning and time management
Course Learning Outcomes							
Practice appropriate interview techniques in preparation for real-life applications.			X	X		X	X
Prepare professional portfolio that incorporates the value using internship for professional growth.			X			X	X
BUSN 140: Coop Ed/Internship							
Create a learning plan in collaboration with employer and advisor which details skills that will be learned in the workplace.	X		X			X	
Perform assigned duties in a friendly and courteous manner and accept feedback.			X				
Communicate effectively with individuals and in a team environment.			X				X
Demonstrate successful work habits and attitudes reflecting best practices in the workplace.				X			X
Analyze problems and choose appropriate solutions, seeking clarification when necessary.	X						X
BUSN 299: Business Capstone							
Effectively compile and present a comprehensive portfolio of work completed to a panel of instructors and professionals.			X				
Deliver a detailed report and analysis on job shadow experience with a local professional to business department faculty.	X		X	X		X	X
Communicate verbally and in writing the most recent industry and employment trends related to degree.			X			X	X
BUSN 165 - Managing Customer Serv.							
Describe how an understanding of how customer service helps companies succeed			X				X
Demonstrate the concepts of effective customer service management			X	X			X
Develop awareness of how employee empowerment contributes to customer relations skills				X			X
Demonstrate the ability to evaluate and improve existing customer service delivery systems	X		X				X
BUSN 190: Bus. Ethics & Sustainability							
Describe specific ethical and sustainability issues in the modern world.			X	X	X		X
Summarize the strengths and weaknesses of ethical decision-making techniques in the context of cultural, demographic, religious and political differences.			X	X	X	X	
Formulate effective decisions based on hypothetical business situations/current events that encompass ethical and sustainable leadership principles.	X						X

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Course Learning Outcomes							
Strategize necessary modifications, innovative tools and processes, to transition business/government into more sustainable and ethically responsible practices.	X			X		X	X
BUSN 205: International Business							
Explain why companies engage in international business.			X	X	X		
Explain how geography, culture, technology, political and legal systems impact international business.				X	X		X
Explain the difference between domestic and international business activities and how they impact international trade policies and treaties, financial markets, and business expansions into new markets.		X	X	X	X		
Analyze the major policy issues, both social and cultural, and economic opportunities and challenges confronting managers in international business.	X			X	X	X	X
Describe how corporate leadership can contribute to developing sustainable practices in our global economy.			X	X	X		X
Evaluate the ethical impact of Corporate Social responsibility and on global issues.				X	X	X	
BUSN 216: Business Computer App.							
Efficiently and effectively manage files using Windows Explorer.	X					X	X
Create effective business-related documents in Microsoft Word.						X	
Effectively articulate a presentation message via PowerPoint.	X		X			X	
Use Excel to effectively and efficiently make business related calculations and complete data analysis		X				X	X
Use Access to create relational databases with tables, forms, queries and reports	X		X			X	X
BUSN 270: Principles of Mgmt & Supv.							
Identify preferred management styles and apply this knowledge to developing situational management skills.			X	X			
Practice effective management skills via hypothetical business situations.	X		X	X			X
Create discussion questions based on current events in business management.			X				X
Facilitate managerial decision making by employing Vroom's participative decision-making model.			X	X		X	
BUSN 268: Leadership							
Describe the skills and abilities needed for creating and managing organizational change.			X				X
Describe the ways a leader can motivate employees or others in an organization.			X	X			

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Course Learning Outcomes							
Assess and analyze personal leadership strengths and weaknesses.	X			X			
Demonstrate problem-solving and decision-making skills in simulated situations.				X			X
BUSN 218: Spreadsheet Const.							
Explain and use the different types of data in Excel including distinguishing between raw data and information.		X	X			X	X
Import, clean and transform data.		X					
Perform data analysis, creating useful information in the form of reports, visualizations and dashboards to facilitate business decisions.	X	X	X				X
Create intermediate to advanced formulas & functions for business calculations & data analysis	X					X	
Build efficient spreadsheets models for calculations and data analysis.		X				X	
ECON& 201: Microeconomics							
Each student will demonstrate the ability to recall and apply definitions and terminology.				X	X		X
Each student will be able to interpret material from economics texts and classroom presentations to solve microeconomic problems.	X	X					
Each student will be able to use the tools of economic analysis to discover the implications of decisions.	X	X			X	X	
Each student will be able to apply skills gained in the microeconomics class to the analysis and evaluation of current events.	X			X	X	X	X
Each number of the class will be able to identify microeconomic issues, look at evidence, evaluate it, and draw meaningful conclusions.	X		X				
BUSN 160: Human/Labor Relations							
Accurately interpret human relations concepts based on real-world business scenarios.	X		X	X			X
Formulate strategies to strengthen human relations skills based on a series of ongoing self-assessments.						X	
Develop an equity lens to respond to diversity awareness and tolerance.			X	X	X		
Use intercultural competence to practice professional interactions for a diverse environment.				X	X		X
CMST& 101: Intorduction to Comm.							
Students will articulate how the communication process applies in diverse human communication contexts.			X	X	X		

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Course Learning Outcomes							
Students will accurately apply basic communication concepts to real-world and hypothetical personal, academic, and professional situations.			X	X		X	
Students will demonstrate effective strategies in small group/dyadic interactions.	X		X	X			
Students will demonstrate emerging presentation skills by constructing and delivering a research-based informative speech.			X			X	
ENGL& 101: English Composition I							
Write texts that demonstrate awareness of audience, purpose, and genre across multiple communities and contexts.			X	X	X		
Argue a position that includes a claim, position, or response and engages at some point with a textual, visual, or audio source.	X		X			X	
Read, summarize, quote, paraphrase, analyze and document a variety of complex written and visual texts.	X		X				
Develop flexible writing strategies that include respectful collaborating, planning, drafting, and editing.			X	X			
Apply situation-appropriate conventions at the sentence level, including syntax, grammar, punctuation, and spelling.			X			X	
Reflect on, assess, and articulate writing choices.	X		X			X	
ACCTG 121: Practical Accounting							
Analyzing business transactions, recognizing when the transaction should be recorded, classifying the transaction, measuring the dollar amount, recording the transaction in the electronic or manual accounting system using journal entries or accounts, and understanding the impact on the accounting equation after the transaction has been recorded.	X	X				X	X
Summarizing accounting data to general ledgers (or accounts), trial balances and work sheets, financial statements, annual reports, regulatory agency reports, or management reports.	X	X					
Communicating through written or oral reports, statements, images, data, and other forms of accounting information to those who have an interest (stakeholders) in the economic entity.		X	X				
Analyzing and interpreting business transactions, financial data, and notes to make decisions about the allocation of resources and to assess the implications and consequences of conclusions.	X	X					X
Using accounting information and other information to make decisions (for example, short term budget and long range business plan or financial analysis) about future operations.	X	X				X	X

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Course Learning Outcomes							
Using accounting information as feedback to assess prior decisions by comparing those decisions to actual results and determining the impact of differences.	X	X	X			X	X
Performing duties individually or in teams in accordance with accepted accounting rules and regulations, laws, and ethical standards.	X		X	X	X		X

Degree-Level Visual Mapping

Business Dept. AAS Program

AAS in Business	Core Courses																	Supporting Courses	Related Instruction Courses				
	BUSN 199	BUSN 101	BUSN 102	BUSN 133	BUSN 135	BUSN 138	BUSN 204	BUSN 139	BUSN 140	BUSN 165	BUSN 190	BUS& 201	BUSN 205	BUSN 216	BUSN 270	BUSN 268	BUSN 218	ECON 201	ENGL 101	BUSN 160	ACCTG 121	CMST 101	
<i>Skill or Content Area</i>																							
Think Critically.	Considered	Highlighted	Emphasized	Highlighted	Emphasized	Highlighted	Highlighted	Highlighted	Emphasized	Highlighted	Emphasized	Highlighted	Emphasized	Emphasized	Highlighted	Emphasized	Emphasized	Highlighted	Strongly Emphasized	Highlighted	Highlighted	Highlighted	
Reason Quantitatively.	Considered	Highlighted	Highlighted	Emphasized	Strongly Emphasized	Highlighted	Highlighted	Not Considered	Highlighted	Considered	Considered	Considered	Highlighted	Emphasized	Highlighted	Considered	Emphasized	Emphasized	Not Considered	Considered	Strongly Emphasized	Not Considered	
Communicate Effectively.	Highlighted	Highlighted	Emphasized	Considered	Highlighted	Emphasized	Emphasized	Emphasized	Strongly Emphasized	Emphasized	Emphasized	Emphasized	Emphasized	Highlighted	Emphasized	Emphasized	Highlighted	Highlighted	Strongly Emphasized	Emphasized	Highlighted	Strongly Emphasized	
Demonstrate Civic Responsibility in Diverse and Multifaceted Environments.	Highlighted	Highlighted	Highlighted	Considered	Considered	Highlighted	Emphasized	Highlighted	Emphasized	Highlighted	Emphasized	Highlighted	Emphasized	Considered	Highlighted	Highlighted	Considered	Highlighted	Emphasized	Highlighted	Considered	Highlighted	
Develop Information and Visual Literacy.	Emphasized	Emphasized	Highlighted	Highlighted	Highlighted	Highlighted	Highlighted	Emphasized	Highlighted	Highlighted	Highlighted	Highlighted	Highlighted	Strongly Emphasized	Highlighted	Highlighted	Strongly Emphasized	Highlighted	Highlighted	Highlighted	Highlighted	Highlighted	
Business Acumen Skills & Competency.	Emphasized	Strongly Emphasized	Highlighted	Emphasized	Emphasized	Emphasized	Highlighted	Emphasized	Strongly Emphasized	Highlighted	Emphasized	Emphasized	Highlighted	Strongly Emphasized	Emphasized	Highlighted	Strongly Emphasized	Emphasized	Not Considered	Emphasized	Emphasized	Considered	

Key	Not Considered	Considered	Highlighted	Emphasized	Strongly Emphasized
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