Advisory Committee Fall 2025 Agenda
Business Management
October 2, 2025 , 11:38am
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Members Present	**Vernon College Faculty/Staff**
Tyler Helms	Bettye Hutchins
Leslie Rhodes	Zachary Nguyen-Moore
Tom Ostovich	Steven Underhill
	AnnMarie McMillan
Members Not Present	Karen McClure
Vanda Cullar	

Welcome and Introductions ....Steven Underhill
Steven Underhill welcomed committee members and invited all to introduce themselves.

Purpose of Advisory Committee ....Bettye Hutchins
Bettye Hutchins reviewed the purpose and importance of advisory committees and the role they play at Vernon College.

Election of Vice-Chair, and Recorder ....Bettye Hutchins
Bettye Hutchins explained the roles of vice chair and recorder and invited the committee to volunteer or nominate others for these roles.

Chair – Tyler Helms
Volunteer for Vice Chair – Leslie Rhodes
Volunteer for Recorder – Tom Ostovich

Old Business/Continuing Business ....Tyler Helms
With no old business to review, Tyler Helms moved on to discuss new business.

New Business ....Tyler Helms

A. <u>Review program outcomes</u>

Tyler Helms asked Steven Underhill to review the program outcomes listed below.

Program outcomes

1. Identify issues including laws and ethics related to the business/business management environment.
2. Recognize and use basic accounting terminology and analyze financial information.
3. Demonstrate basic knowledge of cost behavior and control and the product costing and budgeting processes.
4. Apply concepts of organizational behavior in the management of human resources.
5. Apply marketing principles and management practices to improve organizational performance.
6. Create and present effective business written and verbal communications.

Program Outcomes mapped to courses

7. LIST OF ALL COURSES REQUIRED AND OUTCOMES							
OUTCOMES						Course Number	Course Title
1	**2**	**3**	**4**	**5**	**6**		
X	**X**	**X**				ACNT 1325	Principles of Accounting I
X	**X**	**X**				ACNT 1326	Principles of Accounting II
					X	ITSW 1304	Introduction to Spreadsheets
X					**X**	LEAD 1100	Workforce Development with Critical Thinking
					X	ECON 2301	Principles of Macroeconomics
X			**X**			BMGT 1341	Business Ethics
X	**X**	**X**	**X**	**X**	**X**	BMGT 1327	Principles of Management
X	**X**	**X**	**X**	**X**	**X**	BMGT 2303	Problem Solving and Decision Making
X	**X**	**X**	**X**	**X**	**X**	BUSI 1301	Business Principals
X	**X**	**X**				BUSG 1303	Principles of Finance
X	**X**		**X**	**X**	**X**	BUSI 2304	Business Report Writing and Correspondence
X			**X**	**X**	**X**	HRPO 2301	Human Resources Management
X			**X**	**X**	**X**	HRPO 2307	Organizational Behavior
X	**X**	**X**	**X**	**X**	**X**	BMGT 1309	Information and Project Management
X	**X**	**X**	**X**	**X**	**X**	MRKG 1311	Principles of Marketing
	X	**X**		**X**	**X**	BUSG 1207	Entrepreneurship and Economic Development
6. Create and present effective business written and verbal communications.							
5. Apply marketing principles and management practices to improve organizational performance.							
4. Apply concepts of organizational behavior in the management of human resources.							
3. Demonstrate basic knowledge of cost behavior and control and the product costing and budgeting process.							
2. Recognize and use basic accounting terminology and analyze financial information.							
1. Identify issues including laws and ethics related to the business/business management environment.							

1. <u>Approve program outcomes</u>

Tyler asked if there were any questions or comments. With no additional discussion, he asked for a motion to approve the program outcomes as presented.
Leslie Rhodes made a motion to approve.

Tom Ostovich seconded the motion.
The motion passed and the committee approved the program outcomes as presented.
Tyler then moved on to assessment methods.

B. Approve assessment methods and results

Tyler Helms asked Steven Underhill to review the assessment methods.

Target = 4; Acceptable = 3; Unacceptable = 2; No evidence = 1				
Upon successful completion of the Business Management AAS, students will be able to:				
Outcome	**4**	**3**	**2**	**1**
1) Identify issues including laws and ethics related to the business/business management environment				
Describe the relationship between ethics and the law business				
Explain basic principles of law that apply to business and business transactions				
Describe current law, rules, and regulations related to settling business disputes				
2) Recognize and use basic accounting terminology and analyze financial information				
Analyze and interpret financial statements using financial analysis techniques				
3) Demonstrate basic knowledge of cost behavior and control and the product costing and budgeting process				
Use appropriate financial information to make operational decisions				
Demonstrate use of accounting data in the areas of product costing, cost behavior, cost control, and operational/capital budgeting for management decisions				
4) Apply concepts of organizational behavior in the management of human resources				

Identify methods of resolving organizational problems				
Describe the impact of corporate culture on employee behavior				
5) Apply marketing principles and management practices to improve organizational performance				
Apply rationale behind marketing mix components as they relate to market segmentation				
Identify environmental factors affecting consumer and organizational decision making				
6) Create and present effective business communications				
Apply basic rules of grammar, spelling, number usage, and punctuation				
Utilizing terminology applicable to business writing in complete sentences and properly formatted paragraphs				
7) Apply concepts and theories of business management in planning, organizing, leading, and controlling various aspects of a business				
Identify various leadership roles in an organization				
Utilize elements of effective communication in an organization				
8) Apply problem-solving and project management theories to improve organizational outcomes				
Identify issues an organization experiences that hamper growth or effectiveness				
Propose a solution to an issue utilizing detailed project planning and management skills to mitigate and/or resolve the issue.				

1. Approve assessment methods and results

After review, Tyler asked if there were any questions or comments. With no additional discussion, Tyler asked for a motion to approve the assessment methods as presented.
Tom Ostovich made a motion to approve.
Leslie Rhodes seconded the motion.
The motion passed and the committee approved the assessment methods as presented.
Tyler then moved on to workplace competency.

C. Workplace competency (course or exam)

Tyler Helms asked Steven Underhill to review the following workplace competency information.
Steven explained the reasoning behind low scores in the past being that students were not addressing all components of the workplace competency assignments. He has implemented a new outline for each rubric item to try to correct before submitting final draft of assignment. Some students did not utilize this opportunity and either did not make adjustments before submission, or did not address all rubric items. Additional notes may be seen under the "Use of Results" Column on the chart below.

Program Outcome	Number of students who took the courses	Results per student	Use of results
Identify issues including laws and ethics related to the business/business management environment.	4	48% 86% 88% 54%	Had students provide outline for each section/rubric item and gave feedback on weaknesses needing to be addressed before final product delivered. Most did not make adjustments and fill the gaps with missing elements of rubric items
Recognize and use basic accounting terminology and analyze financial information.	4	43% 74% 36% 50%	
Demonstrate basic knowledge of cost behavior and control and the product costing and budgeting processes.	4	52% 77% 56% 28%	
Apply concepts of organizational behavior in the management of human resources.	4	42% 48% 57% 46%	
Apply marketing principles and management practices to	4	28% 92% 31% 28%	

improve organizational performance.			
Create and present effective business is written and verbal communications.	4	100% 100% 100% 82%	

LVL 1 - Finance	Number of students who took the courses	Results per student	Use of results
Define spreadsheet terminology and charts, create formulas and functions; use formatting features; generate charts, graphs and reports	3	81% 85% 81%	First time class was offered in program, and it is very hands-on or creation oriented. The number of things asked to be accomplished can be daunting but overall a solid course needing no drastic changes.
ID processes and structures of monetary policy; relate sources of capital to business, consumers and government; define the time value of money and its relationship to credit; describe characteristics of financial intermediaries and related markets	11	87% 87% 88% 34% 33% 80% 78% 92% 82% 90% 68%	Two failing grades were due to work completed at the end of the semester being missing. First time course was offered, it had its bumps along the way that should be ironed out now.
Utilize an application software to perform accounting tasks; maintain records; prepare reports; analyze reports for a business entity; complete comprehensive project;	11	83% 83% 80% 67% 79% 76% 78% 83% 96% 38% 66%	First time course was offered, it had its bumps along the way that should be ironed out now. Gaining online access to the required QBO software took a couple of weeks to set up which caused a compression of those tasks in a shortened semester. I think grades/cert test outcomes will be better next time

explain components of general ledger software			
Utilize spreadsheet and/or database software for accounting and management applications; complete comprehensive project	5	86% 69% 74% 71% 72%	Overall a solid course. Different experience for students that took my courses before as it is much more technical and hands-on creating than theoretical discussion/discovery/application.

LVL 1 - Communication	Number of students who took the courses	Results per student	Use of results
ID the marketing mix components in relation to market segmentation; explain environmental factors which influence consumer and organizational decision making; outline a marketing plan	16	75% 80% 80% 94% 80% 81% 87% 15% 90% 95% 84% 70% 85% 55% 84% 40%	Outside of a few students disappearing during the semester, solid results don't raise any flags for necessary adjustments
Compose, produce and present effective business documents appropriate to meet industry standards; apply critical evaluation techniques to business documents and demonstrate the importance of coherent, ethical communication principles in business and industry	16	98% 94% 78% 45% 73% 72% 52% 74% 92% 83% 74% 28% 71% 76% 70%	The course was run online and required peer-review feedback/correction of produced documents. Several students did none of those assignments and scores were reduced. Overall, nothing glaringly wrong with it as many earned the industry cert as well.

		75% 58%	
Identify community economic issues; explain benefits of entrepreneurship as an economic development strategy; identify characteristics of successful entrepreneurs in a local community; develop a collaborative support system for entrepreneurs	6	95% 81% 96% 82% 82% 90%	Continues to be a student favorite as many want to start their own businesses one day. Majority also earned the industry certification at the end of the semester as well.

LVL 1 - HR	Number of students who took the courses	Results per student	Use of results
ID project tasks; sequence project activities; estimate the duration of project activities; id interdependence; demonstrate means to coordinate change across a project	4	95% 56% 77% 76%	3 students did not take certification test, impacting their grades. Overall content presented well and prepares students to managing projects in their workplace.
Define business ethics; ID the consequences of unethical business practices; describe reasoning for analyzing ethical dilemmas; describe different ethical views; explain how business, government and society function interactively; explain	7	92% 98% 98% 88% 99% 94% 66%	No changes needed.

corporate social responsibility			
Explain organizational theory as it relates to management practices, employee relations; analyze leadership styles and determine their effectiveness in employee situations; id methods in resolving organizational problems; describe the impact of corporate culture on employee behavior; analyze team dynamics, team building strategies and cultural diversity	11	97% 98% 59% 77% 96% 73% 35% 78% 81% 77% 68%	No changes needed.
Describe and explain the development of HRM; evaluate current method of job analysis, recruitment, selection, training/retention, performance, promotion and separation; discuss management's ethical, social and legal responsibilities; access methods of compensation and benefit planning; analyze role of strategic HR planning in support of organizational mission and objectives	19	95% 90% 98% 95% 60% 92% 80% 83% 70% 86% 88% 91% 90% 81% 63% 40% 88% 90% 84% 76%	No changes needed.

For the 2024-2025 school year the number of industry certifications earned breaks down in the following way:

MOS: Excel = 1 of 3 students who took the test earned the certification
QBBK = 2 of 11 students who took the test earned the certification
QBCU = 2 of 5 students who took the test earned the certification
ESB = 5 of 6 students who took the test earned the certification
PMR = 1 of 1 student who took the test earned the certification
CCS = 12 of 17 students who took the test earned the certification

23 of 43 attempts at any certification exam were successful giving a 53.5% success rate. My main area of concern at this point are the two QuickBooks certifications. The first is BookKeeping, and that is basic financial accounting with journaling and report creation requirements. Those are all done throughout the course, but the competencies are not reflected in the success rates in those certification tests. It could be because accounting is just *that* intimidating for students, or that it was due to those classes/tests were done for the first time. With only one attempt at the course/test under our belts it is hard to pinpoint the shortcomings just yet.

The second is the Certified User certification. We did have issues getting the QBO set up at the start of the semester correctly and that put us “behind” with limited time to correct input errors causing a cascading reporting issue when using QuickBooks. If a student inputs a transaction incorrectly in practice, then it would follow that they would do so on the test as well. That is just a thought, as again it was the first time the course/test was offered.

1. **Approval of workplace competency**

After review, Tyler asked if there were any questions or comments. With no additional discussion, Tyler asked for a motion to approve the workplace competency as presented.
Leslie Rhodes made a motion to approve.
Tom Ostovich seconded the motion.
The motion passed and the committee approved the workplace competency as presented.
With no applicable program specific accreditation, Tyler then moved on to review program curriculum/courses/degree plans.

D. Program Specific Accreditation Information and Requirements (if applicable)

N/A

E. Review program curriculum/courses/degree plans

Tyler Helms asked Steven Underhill to review the curriculum, courses, and degree plan. Dr. Underhill reviewed the restructuring of the program to offer multiple exit points and stackable credentials existing of an Occupational Skills Award (OSA), Level I Certificate, Level II

Certificate, and Associate of Applied Science Degree. This allows students who cannot complete the full degree in one attempt to still earn useful credentials even if they can only attend one semester or one year. Each credential's course requirements feed into the next level up.

Business Management 2026-2027

OSA Finance

Course	Title	SCH
ACNT 1311	Introduction to Computerized Accounting	3
ACNT 1313	Computerized Accounting Applications	3
BUSG 1303	Principles of Finance	3
		9

OSA Business Management

Course	Title	SCH
BMGT 1327	Principles of Management(A)	3
BUSI 1301	Business Principles	3
BMGT 1341	Business Ethics	3
		9

Level 1 Certificate

Course	Title	SCH
ITSW 1304	Introduction to Spreadsheets	3
BUSG 1303	Principles of Finance	3
BUSI 1301	Business Principles	3
ACNT 1311	Introduction to Computerized Accounting	3
ACNT 1313	Computerized Accounting Applications	3
		15

Level 2 Certificate

Course	Title	SCH
ITSW 1304	Introduction to Spreadsheets	3
BUSG 1303	Principles of Finance	3
BUSI 1301	Business Principles	3
ACNT 1311	Introduction to Computerized Accounting	3
ACNT 1313	Computerized Accounting Applications	3
BMGT 1341	Business Ethics	3

BUSG 1207	Entrepreneurship and Economic Development	2
BMGT 2303	Problem Solving and Decision Making	3
LEAD 1100	Workforce Development w/Critical Thinking	1
MRKG 1311	Principles of Marketing(A)	3
BMGT 1327	Principles of Management(A)	3
BMGT 1309	Information and Project Management	3
		33

AAS

Course	Title	SCH
ENGL 1301	Comp I	3
GOVT 2305	Fed Govt	3
MATH 1314/1324	College Alg/ Math for Business & Social Sciences	3
SPCH 1315	Public Spk	3
Humanities		3
ACNT 1311	Introduction to Computerized Accounting	3
ACNT 1313	Computerized Accounting Applications	3
ECON 2301	Principles of Macroeconomics	3
ITSW 1304	Introduction to Spreadsheets	3
BMGT 1309	Information and Project Management	3
BMGT 1327	Principles of Management(A)	3
LEAD 1100	Workforce Development w/Critical Thinking	1
BMGT 1341	Business Ethics	3
BMGT 2303	Problem Solving and Decision Making	3
BUSG 1303	Principles of Finance	3
BUSG 1207	Entrepreneurship and Economic Development	2
BUSI 1301	Business Principles	3
BUSI 2304	Business Report Writing and Correspondence	3
HRPO 2301	Human Resources Management	3
HRPO 2307	Organizational Behavior	3
MRKG 1311	Principles of Marketing(A)	3
		60

> To be selected from the following: ARTS 1301, DRAM 1310, DRAM 2366, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, ENGL 2332, ENGL 2333, HIST 2311, HIST 2312, MUSI 1306

(A) *Course included on the State's Advanced Technical Credit list. (See Advanced Technical Credit.)*

ACCT 2301 and ACCT 2302 may be substituted for ACNT 1325 (A) and ACNT 1326 for A.A.S. in Business Management only

Industry Certification costs for students:

ESB = $73 (test + retake)
MOS Excel = $94 (test + retake)
PMR = $70 (test) + $95 (e-course + practice tests)
CCS = $74 (test+ retake)
QBCU = $108 (test, retake + practice test)
QBCB = $108 (test, retake + practice test)

1. **Approve program revisions (if applicable, if no revisions skip)**

After review, Tyler asked if there were any questions or comments. With no additional discussion, Tyler asked for a motion to approve the curriculum/courses/degree plans as presented.
Tom Ostovich made a motion to approve.
Leslie Rhodes seconded the motion.
The motion passed and the committee approved the curriculum/courses/degree plans as presented.
Tyler then moved on to statistics.

F. Statistics:

Tyler Helms asked Steven Underhill to review the following statistics:

Program Statistics:

- AAS Graduates 2024-2025: 4
- Enrollment Summer 2024: 0
- Majors Fall 2024-2025: 53 students declared/assigned to me as advisor
- Enrollment Fall 2024: 81 student enrollments in 7 BM courses

G. Local Demand/ Labor Market Outlook

Tyler Helms asks Bettye Hutchins to review the following labor market outlook information and questions whether the data provided is accurate. Bettye next asks questions from the Comprehensive Local Needs Survey, collecting information used in reporting to the state.

Occupation	National Median Wage	State Median Wage	Local Median Wage	Current /Projected Job openings (2022-2032)	Projected Growth 2022-2032)
Gen. & Operational Managers	$49.50/hr $102,950/annual	$48.21/hr $100,290/annual	$39.96/hr $83,120/annual	44,420 TX	19.00%
*BLS 2024 wage data					

After the CLNA survey, with no further discussion to be had regarding facilities, equipment, and technology, Tyler moved on to professional development.

H. Evaluation of facilities, equipment, and technology.

N/A

I. Professional development of faculty and recommendations

Tyler Helms asked Steven Underhill to review professional development. Steven reviewed his latest professional development opportunities and discussed upcoming possibilities. Tyler asked for any suggestions, then with no further discussion, moved on to promotion and publicity.

TACTE conference
Pres. Faculty Senate
American Legion/Travis Manion veteran outreach events
Industry certifications students are provided an opportunity to take

J. **Promotion and publicity (recruiting) for the program**

Tyler Helms asked Steven Underhill to review promotion methods. Steven reviewed promotion and publicity/recruiting practices. Bettye Hutchins added information regarding marketing efforts funded by the Office of Instructional Services as well as the duties of the CTE Navigator in visiting area junior highs, high schools, and community events. After review, Tyler asked if there were any comments or suggestions. With no further discussion, he then moved on to special populations.

K. Serving students from special populations:

Tyler Helms asked Steven Underhill to review the definitions of special populations and the services available to those who apply. Bettye Hutchins goes on to expand on the services covered by the college and its various departments, including emergency aid funding and a new food pantry located in each campus.

Vernon College is an open-enrollment college. The Proactive Assistance for Student Services (PASS) department offers many services for documented disabilities such as but not limited to quiet testing, longer testing times, interpreters, and special equipment.

Vernon College has a program titled "New Beginnings" for students who qualify to receive transportation, childcare, and/or textbook loans. Perkins funding is also offering assistance to break down barriers such as uniform, supply, and equipment costs.

Peer to Peer mentoring, tutoring (online and in-person), resume building, student success series, and counseling are just a few of the other options/services available to students.

1. Special populations' new definitions:
    a. Individuals with disabilities;
    b. Individuals from economically disadvantaged families, including low-income youth and adults;
    c. Individuals preparing for nontraditional fields; See above
    d. Single parents, including single pregnant women;
    e. Out-of-workforce individuals;
    f. English learners;
    g. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
    h. Youth who are in, or have aged out of, the foster care system; and
    i. Youth with a parent who—
        i. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code);
        ii. is on active duty (as such term is defined in section 101(d) (1) of such title).

Tyler Helms asked if the committee had any further action, discussion or recommendations. With no further discussion to be had, Tyler adjourned the meeting at 12:37pm.

Recorder Signature Tom Ostovich	Date 10/30/2025	Next Meeting: Fall 2026