

# **Arapahoe Community College Business Administration Program Assessment Summary AY 2002-2003**

## **Business Administration Program Mission Statement**

It is the mission of the Business Administration Department to facilitate student learning in a learning-centered environment and to meet the needs of the business community by providing a relevant and current curriculum that embraces academic excellence, diversity, and innovation. The Business Administration Department is committed to using appropriate instructional strategies, making effective use of instructional resources, and continuously assessing student academic achievement for the purpose of ongoing improvement.

It is the purpose of the Business Administration Department

- To prepare students for entry-level careers in business services, marketing, real estate, e-commerce, and small business management
- To provide skill upgrade training for those currently employed in business
- To offer support courses for other vocational programs
- To provide vocational courses for lifelong learning and
- To provide transfer courses for students articulating to 4-year colleges.

## **Intended Learning Outcomes**

After completing the Business Administration Degree, a student will be able to:

1. Describe and identify the principles that are consistent with a private enterprise system
2. Describe the effect of law on business and identify the aspects of the law that comprise business law
3. Define business ethics and discuss its application within organizations
4. Discuss the basic elements of marketing
5. Demonstrate the selling process by delivering an effective sales presentation
6. Apply customer service standards to telephone, fax, and e-mail interactions

## **Learning Outcome Assessed AY 2002-2003**

During the academic year 2002-2003, the following learning outcome was assessed:

Demonstrate the selling process by delivering an effective sales presentation.

## **Assessment Tool Used**

As a final classroom activity, every student enrolled in MAR 111, Principles of Sales, was required to make a complete sales presentation to a buyer (another student) and was assessed using a rubric.

The rubric was divided into 5 areas of assessment: Communication Skills, Product Knowledge, Questioning Techniques, Handling Objections, and Closing the Sale. Within each of these 5 areas, there was a list of 6 relevant, specific behaviors that, if demonstrated, would indicate an exceptional and complete competence in that area. Students who demonstrated 2 of the 6 behaviors were rated as “below average”; students who demonstrated 4 of the 6 behaviors were rated as “average”; and students who demonstrated more than 4 of the 6 behaviors were rated as “above average”.

In addition, number weights were assigned to each of these components. Each of the 5 areas of assessment carried a weight of 10 points. The rating of “below average” carried a weight of 1; the rating of “average” carried a weight of 2; and the rating of “above average” carried a weight of 3. The weight of the rating multiplied by the weight of the area of assessment provides an overall score. A student could earn a maximum of 150 points through this activity. These points were a significant part of the students’ final grades.

The actual rubric is available for review.

During Spring Semester 2003, there was one section of MAR 111. Fifteen students participated in the final sales presentation activity and were thus evaluated using the rubric assessment tool. The benchmark that we established was that a student demonstrating 4 of the 6 behaviors qualified as a “C+” student, on the border between “average” and “good” and they were competent in that skill area.

A team of sales professionals was used to observe, evaluate and assess using the rubric.

## **Benchmark for Outcomes**

The Business Administration Department would like to see 80% of the students reach the proficient level (on the rubric, this is labeled as “above average”) in four of the five categories begin rated.

## **The Results**

We expected to learn if the students in MAR 111

1. Could demonstrate good communication skills
2. Could use knowledge of the product and the customer to their advantage
3. Could apply the steps of an effective sales presentation

We also expected to learn in which of these assessment areas (Communication Skills, product Knowledge, Questioning Techniques, Handling Objections, and Closing the Sale) we needed to re-evaluate and improve our instructional techniques and/or tools.

## Assessment Results

Courtesy of Arapahoe Community College Institutional Research

Table 1  
Rating Distribution of Students – 2003 Sales Presentation (N=14)

Knowledge/Skill	Below Average		Average		Above Average	
	5 points	10 points	15 points	20 points	25 points	30 points
Communication Skills	0	0	1	6	7	1
Product Knowledge	0	0	0	5	4	6
Questioning Techniques	0	0	4	4	6	1
Handling Objections	0	0	3	5	5	2
Closing the Sale	0	1	0	5	8	1

Chart 1: 2003 Sales Presentation Rating Distribution

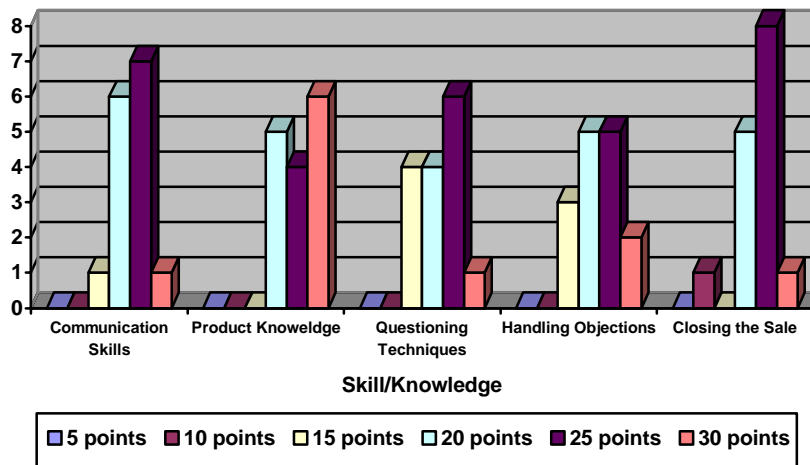


Table 2  
Business Administration Assessment – Sales Presentation  
Rating Distribution of Students by Percentage

<i>Knowledge/Skill</i>	Below Average	Average	Above Average	Total
<b>Communication Skills</b>	0%	47%	53%	100%
<b>Product Knowledge</b>	0%	33%	67%	100%
<b>Questioning Techniques</b>	0%	53%	47%	100%
<b>Handling Objections</b>	0%	53%	47%	100%
<b>Closing the Sale</b>	7%	33%	60%	100%

Table 3  
 2003 Business Administration Assessment – Sales Presentation  
 Percent of Students Demonstrating Skill/Knowledge

<b>Skill/Knowledge Area</b>	<b>Percent of Students Demonstrating Skill</b>
Communication Skills	
Sensitive to verbal cues	67%
Dressed appropriately	80%
Sensitive to non-verbal cues	80%
Actively listened	93%
Adapted to buyer's social style	100%
Maintained eye contact	100%
Product Knowledge	
Knowledge of competitive products	53%
Matched product to buyer's needs	80%
Knowledge of pricing and payment terms	80%
Used support information	93%
Knowledge of product/service features	100%
Knowledge of product/service benefits	100%
Questioning Techniques	
Showed ability to tolerate silences	20%
Verified buyer's questions	60%
Verified buyer's comments	60%
Summarized information	64%
Identified buyer's needs and wants	100%
Questioned buyer to obtain additional info.	100%
Handling Objections	
Forestalled known concerns	60%
Was truthful in responses	67%
Listened to objections w/o interrupting	87%
Separated excuses from valid needs	93%
Anticipated common objections	100%
Welcomed buyer's objections positively	100%
Closing the Sale	
Attempted to obtain signature	33%
Reinforced the buyer's decision	53%
Initiated commitment to relationship	73%
Asked for the order	93%
Effective method to obtain commitment	100%
Attempted to close at appropriate time	100%