



Palm Beach Community College
Business/Financial Services/Hospitality Management/Office and Paralegal Cluster

MEETING MINUTES

March 25th, 2010

1:30-3:00PM

BA307

The General Education Assessment Committee has selected two learning outcomes for the College to target for improvement. They are,

Communications: Develop effective reading, writing, speaking, listening, and nonverbal communication skills for a variety of audiences.

Quantitative Reasoning: Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

ITEM [#]. Please indicate what has been done this semester, or this past fall, in your cluster (or individual classes) to support these two general education learning outcomes? Be Specific.

Discussion: The following items support the outcomes

Item 1: Students must create PowerPoint presentation and then present to the class, in essence teach the class their topic in Purchasing.

1. I have been requiring students to read and brief various appellate cases as part of their course assignments. This involves reading and writing skills of course, but also analysis and critique of a Judge's opinion. Taking an idea from the speaker at our main session, I am thinking I might try asking students to "act out" the case, i.e. undertake the role of plaintiff, defendant, and judge at the trial and create a brief dramatization of the major facts and issues.

#1 - Students are required to choose a chapter in the textbook and outline the chapter's main points in a PowerPoint presentation. Their PowerPoint presentation must include bullets, animations, backgrounds, pictures, table and/or chart, varying fonts and font sizes. Students are required to present it in front of the class. In addition to formatting and content, students are graded on listening, speaking, spelling, grammar, writing, and body language.

#1 - Students write various business correspondence including resumes, cover letters, memos, letters, agendas, meeting minutes, table of contents, reports, etc.

#1 Interview industry personnel and present the findings to the class.

#2 Extend recipes to create larger volume than intended.

Data source consulted (where appropriate)

Action:

ITEM [#]. What will be done in your cluster, or individual classes, next fall semester that is new to support these two learning outcomes? Be specific.

Discussion: This will support the outcomes in the coming fall.

Item 2: Soft Skills, Dining Room Management class will add a personal etiquette section to the course.

One area that does have quantification in the law classes is the monetary damages sought by a plaintiff in a lawsuit. I have presented this topic by way of categorical definition; compensatory, nominal, punitive. A way to develop this further next semester could include students researching and presenting an analysis of the basis of the damages actually awarded in cases such as McDonald's too hot coffee, Firestone tires, and other high profile litigation.

This class also requires students to write business letters and memorandums, applying correct grammar and spelling.

When creating tables in Microsoft Word, students learn how to perform calculations on the data by developing formulas

Cost out recipes and evaluate the cost and selling price or said item.

Data source consulted (where appropriate)

OTHER. A discussion on academic dishonesty brought up the question: Is it possible to have a grade that would state failure due to academic dishonesty? Similar to the FX grade.

Attendance:

Danny Fontenot Heidi

Ladika-Cipolla

Jane Montonen

Gwen Nicholson

Barbara Schefer

Karen Brown

Lisa Mears

Submitted by:

Daqny Fontenot

[name], Scribe