

Program Review
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Associate of Applied Science
MARKETING/MANAGEMENT
Certificate and Degree Programs

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Background

While a history of the Marketing/Management (MGMK) Program at Neosho County Community College is not required I trust the readers will find it beneficial to have the following historical information.

The previous MGМК Coordinator, Dave Fewins first came to Neosho County Community College in the fall of 1987. At that time the position was half Foreign Language and half Marketing Education. The main courses taught as part of the 1987 program were: Sales and Display, Retailing, Marketing, Advertising, Small Business Management, and Human Relations.

The unemployment rate in Neosho County in the spring of 1987 was 13.5 percent. Upon the announced retirement of Charles Moore, the Marketing Program coordinator, the college Administration took the bold step of turning the position into a full-time Marketing position. In 1987, most of the department enrollment was from non-traditional adults wanting skills to reenter the job market as soon as possible. The Administration saw the need for business training and took the appropriate action.

During the period from 1987 to approximately 1997 the department changed its focus to reflect the training needs of the business community; the result put more focus on management related classes. New courses were developed: Introduction to Management, Safety Management, Mid-Management Field Study, and Intro. to Total Quality Management. The department worked closely with the Continuing Education Department to provide in-house training to several local businesses in the Chanute and Ottawa areas.

Over the last ten years the unemployment rate has been relatively low and non-traditional student enrollment has been declining. As a result of lower non-traditional enrollment, the MGМК program had to focus more on the needs of the traditional transfer student. During this time period the Introduction to Business course was created. Also, less time was needed to provide support for the Continuing Education Department as other personnel were hired to meet the needs for Continuing Education. The Ottawa campus instructor Dwayne Dotson passed away and Mark Watkins was hired into the position beginning the Fall semester of 2005. Dave Fewins, the Chanute campus MGМК Coordinator retired and was replaced by Mark Watkins for the Fall semester of 2009. The Ottawa campus business instructor position was left unfilled.

It should be noted that a full self-study of the business programs, including the MGМК program, was conducted in 2003-2004 in accordance with rigorous standards established by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP's mission statement is, *ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world* (ACBSP, 2011) http://www.acbsp.org/p/st/ld/sid=s1_001. Upon an evaluation visit by the ACBSP, the MGМК program was among the business programs granted a full 10 year ACBSP accreditation. Since that time, two quality assurance reports have been filed with ACBSP to monitor continuing quality accreditation standards. The next evaluation visit will be for the 2013-2014 academic year.

Section 1: Alignment of MGMK Programs Mission and Purposes with Mission and Purposes of NCCC

The mission of the Neosho County Community College MGMK program correlates with the institutional mission statement: *to enrich our communities and our students' lives*. The MGMK program, as a whole, has two primary purposes and a number of secondary purposes as they relate to NCCC's mission. These include, but are not limited to the following:

Primary Purposes:

Career Preparation. Traditional and non-traditional students are served by the MGMK program in preparation for an occupation. Courses within the MGMK program also serve students in other business related areas as well as non-related areas such as nursing, and liberal arts. This career preparation is needed to support local economic development.

Transfer. NCCC serves the needs of transfer students to a university.

The MGMK program is well-suited with the institution's mission statement and that it is meeting its purposes through periodic reviews. ACBSP confirmed compatibility during the self-study process that was conducted during the 2003-2004 academic year.

The MGMK program contributes to each of NCCC's purposes as follows:

NCCC Purpose 1: **student learning through**

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

The MGMK program meets the needs of both traditional and non-traditional students. MGMK courses provide student access through offerings on campus, online, and through concurrent enrollment.

The MGMK program is a quality educational program. The program is one of several business programs fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP), thus it meets the rigorous standards of excellence. NCCC is one of seven Kansas community colleges the ACBSP has accredited and the only accredited community college in southeast Kansas, southwest Missouri, and northeast Oklahoma (ACBSP, 2011). <http://www.acbsp.org/p/cm/ld/fid=14#1299596886073>

The MGMK program follows the assessment processes which have been established at NCCC in an effort to improve student learning of course and program outcomes. Assessment will be discussed in more detail in Section 2 of this report.

NCCC Purpose 2: **student success through**

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

All NCCC business programs, including the MGMK program, operate under the philosophy that personal attention and individualized advising are essential for student success. Full-time instructors have open-door policies. Dialogue with students during advising opportunities include their future career and transfer plans and are considered when planning program emphasis and scheduling courses.

- NCCC Purpose 3: **ensuring access through**
- affordability,
 - flexible delivery and scheduling methods,
 - responsive student services, and
 - safe and comprehensive facilities;

The MGMK program provides affordable instruction for students, with standard tuition rates and a book loan program. Most courses do not require the assessment of additional fees. Business program scholarships are available to full-time business students who are Neosho County residents and are taking at least nine credit hours of business courses per year. The scholarships cover tuition cost only.

Courses within the MGMK program are offered at a variety of times. Courses are on rotation schedules making them available to both day and night students. In accordance with ACBSP standards, full-time business instructors teach online, day, and at night. Many courses within the program are available online, with development of additional online courses continuing.

MGMK program students benefit from the variety of student services available to NCCC students. Facilities housing the MGMK programs on both campuses are safe, up-to-date, and handicapped accessible. On the Chanute campus, MGMK program students have access to two business computer labs in the Rowland Building that have Internet access, Microsoft® Office, QuickBooks® and Peachtree®. Ottawa students also have computer access.

- NCCC Purpose 4: **responsiveness to our stakeholders through**
- open communication,
 - ethical management of resources,
 - accountability,
 - the development of leaders;

A major focus within the ACBSP is accountability in providing quality educational offerings. In addition, the development of leaders is certainly a focus within the program. The ACBSP accepted NCCC's business program Quality Assurance Report, submitted February, 2010. *ACBSP voted "best practices" in all areas.*

Quality Assurance Report Analyzed:

- Student Learning Results
- Student and Stakeholder Focused Results
- Budgetary, Financial and Market Results
- Faculty and Staff Focused Results
- Organizational Performance Results

Input is received regarding the industry expectations so that leaders in the field can be produced through NCCC's MGMK program. Communication with stakeholders is maintained through the Business and Technology Advisory Board. The Advisory Board meets each semester. The Advisory Board has approved the program emphasis sheets and program outcomes for all of the business programs, including the MGMK programs. Advisory Board members are listed in Table 1.

TABLE 1: 2010-2011 Business and Technology Advisory Board

<u>Name</u>	<u>Title</u>	<u>Business Affiliation</u>
***	Non-Traditional Student	NCCC
Tom Byler	Consultant	Kansas Small Business Development Center
Gail Cheney	Occupancy Specialist	Chanute Housing Authority
Heather Gardner	Personnel Administrator	Chanute Manufacturing
Marie Hawkins	Utility Office Manager	City of Chanute
Rebekah Heath	Accounting Professor	PSU
***	Non-Traditional Student	NCCC
Ken Lickteig Lesly	Senior Vice President	Bank of Commerce
Lock	Accountant	Jarred, Gillmore & Phillips
Susan Mitchell	Administrative Officer	Chanute SRS
Deshon Orr	Agent	American Family Insurance
Mike Page	President	Home State Bank, Erie
Charlene Riley	Owner	Farmers Insurance
Stevenson, Jill	Vocational/Technical Teacher	Chanute Public Schools
Rick Willis	IT Mgr.	City of Chanute
***	Traditional student	NCCC Student
Erica Mudd	Recruiting Specialist	NCCC
Suzanne Ellis		Kansas Works

The Advisory Board met during the Fall 2010 semester and completed a survey regarding the Market/Management Program. Results of the survey are as follows:

- Program Courses are appropriate, 100% strongly agreed/agreed respondents
- Marketing and Management Programs' outcomes are appropriate, 100% strongly agreed/agreed
- The Marketing and Management Programs are marketed effectively, 43% strongly agreed/agreed
- NCCC's business offerings are sufficient to provide training for the workforce in my sector, 71% strongly agreed/agreed
 - "[Talk] to businesses around town that will allow paid or un-paid internships."
 - "Technology. Customer service skills. I keep hoping customer service will return."

Additional comments:

- "Appreciate NCCC business department's willingness to work with local workforce and believe there are opportunities to build upon in this area."
- "The Business Department is the one department on NCCC's campus that I have never heard any complaints about. The instructors are very helpful, during school hours, and even after hours. The classes are tough, but they challenge you, and the instructors make what they are learning about interesting. Keep up the good work!"

NCCC Purpose 5:

meeting community needs through

- collaboration and innovation
- lifelong learning opportunities
- cultural enrichment, and
- the providing of an educated workforce.

As indicated above, the MGMK program is able to work in collaboration with business and industry representatives to provide training necessary for business program students to enter the workforce if that is the student's goal. This occurs in tandem with the Business and Technology Advisory Board which provides input into the program to ascertain that NCCC is meeting the needs of business and industry.

Section 2: Curriculum of Program and Outcomes Assessment

Program outcomes, courses in the program, assessment methods/results are presented on the pages that follow.

Management

Associate of Applied Science

The Associate of Applied Science in Management is a two-year degree for students who intend to seek immediate employment upon graduation. Career areas may include: administrative assistant, office manager, credit and collection manager, assistant personnel manager, sales manager, warehouse manager. Also, wholesale and retail sales, service manager, production supervisor, assistant purchasing agent, insurance agent, media specialist, and real estate salesperson.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and CSIS 100 Computer Concepts and Applications. Other general education electives may be required to meet degree requirements.

Program Core Courses

MGMK 101 Intro to Business
ACCT 108 College Accounting
CSIS 100 Computer Concepts and Applications
MGMK 147 Intro to Management
MGMK 136 Marketing

Program Elective Courses

Several electives are available in the MGMK, Accounting, Computer Science, and Office Technology areas. In some cases general education hours may be allowed as electives by the program coordinator.

Program Outcomes

1. Evaluate several theories of management.
2. Discuss different kinds of planning as related to different levels of management.
3. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
4. Evaluate elements of the organizing process.
5. Compare the informal organization to the formal organization.
6. Explain the role of managers and employees in creating an organizational culture.
7. Evaluate elements of the staffing function.
8. Contrast several theories of motivation.
9. Evaluate the benefits and costs of team-based management.
10. Analyze the main elements of a control process.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions. The student should consult with an advisor for information specific to their academic situation. Many courses are offered day and evening on both campuses.

Recommended Sequence of Courses

(Fall) Semester I Cr Hrs

MGMK 101 Intro to Business	3
MGMK 147 Intro to Management	3
ACCT 108 College Accounting	3
COMM 207 Fundamentals of Speech	3
CSIS 100 Computer Concepts/Applications	3
PSYC 100 First Year Seminar	1
Total	16

(Spring) Semester II

COMM 213 Interpersonal Communications or	
MGMK 135 Human Relations and Supervision	3
BUSI 118 Business Communications	3
ACCT 201 Financial Accounting I	3
MATH 113 College Algebra	3
Approved Business Program Electives	3
Total	15

(Fall) Semester III

MGMK 136 Marketing	3
MGMK 141 Mid-Management Field Study	2
CSIS 117 Intro to Web Page Design	1
ENGL 101 English Composition I	3
PSYC 155 General Psychology	3
Approved Business Program Electives	5
Total	17

(Spring) Semester IV

MGMK 105 Small Business Management	3
ACCT 202 Managerial Accounting	3
ECON 201 Macroeconomics	3
SOSC 101 Intro to Political Science	3
Approved Business Program Electives	4
Total	16

Total Program Credits

64

This curriculum is not designed for students who wish to transfer.

For more information contact:

Program advisor
Mark Watkins, 620-431-2820, ext. 284
mwatkins@neosho.edu

Marketing

Associate of Applied Science

The Associate of Applied Science in Marketing is a two-year degree for students who intend to seek immediate employment upon graduation. Career areas may include: administrative assistant, office manager, credit and collection manager, assistant personnel manager, sales manager, warehouse manager. Also, wholesale and retail sales, service manager, assistant purchasing agent, insurance agent, media specialist, and real estate salesperson.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and CSIS 100 Computer Concepts and Applications. Other general education electives may be required to meet degree requirements.

Program Core Courses

MGMK 101 Intro to Business
ACCT 108 College Accounting
CSIS 100 Computer Concepts and Applications
MGMK 132 Principles of Salesmanship
MGMK 136 Marketing

Program Elective Courses

Several electives are available in the MGMK, Accounting, Computer Science, and Office Technology areas. In some cases general education hours may be allowed as electives by the program coordinator.

Program Outcomes

1. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
2. Contrast differences that exist between consumer and organizational buying behavior.
3. Evaluate methods for identifying market segments and targets.
4. Explain the product life-cycle concept and relate a marketing strategy to each stage.
5. Discuss several pricing strategies.
6. Explain what is meant by a marketing channel of distribution.
7. Describe factors considered by marketing executives when selecting and managing a marketing channel.
8. Evaluate the unique characteristics of each promotional mix element.
9. Discuss the main elements of the personal selling process.
10. Explain the relationship of supply to demand as related to pricing.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions. The student should consult with an advisor for information specific to their academic situation. Many courses are offered day and evening on both campuses.

Recommended Sequence of Courses

(Fall) Semester I Cr Hrs

MGMK 101	Intro to Business	3
MGMK 132	Principles of Salesmanship	3
CSIS 100	Computer Concepts and Applications	3
ACCT 108	College Accounting	3
COMM 207	Fundamentals of Speech	3
PSYC 100	First Year Seminar	1
Total		16

(Spring) Semester II

COMM 213	Interpersonal Communications or	
MGMK 135	Human Relations and Supervision	3
BUSI 118	Business Communications	3
ACCT 201	Financial Accounting I	3
MATH 113	College Algebra	3
	Approved Business Program Electives	3
Total		15

(Fall) Semester III

MGMK 136	Marketing	3
MGMK 138	Marketing Education Field Study	2
CSIS 117	Intro to Web Page Design	1
ENGL 101	English Composition I	3
PSYC 155	General Psychology	3
	Approved Business Program Electives	5
Total		17

(Spring) Semester IV

MGMK 105	Small Business Management	3
ACCT 202	Managerial Accounting	3
ECON 201	Macroeconomics	3
SOSC 101	Intro to Political Science	3
	Approved Business program Electives	4
Total		16
Total Program Credits		64

This curriculum is not designed for students who wish to transfer.

For more information contact:

Program advisor
Mark Watkins, 620-431-2820, ext. 284
mwatkins@neosho.edu

Business – Level I Certificate

The Level I Business certificate is for students who intend to seek entry-level employment after completing a one-year program of study in business. Business program areas include accounting, computer information systems, management, marketing, and office technology.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to obtain a certificate in a business career area, a student's program of study may include certain general education courses. The student's program advisor will recommend appropriate general education courses based upon the student's background and career objectives.

Program Elective Courses

Program electives should be discussed with an advisor and may be selected to fit a student's specific goals and the requirements for his/her program area.

Program Outcomes

1. Display adequate human relations skills and recognize the relationship to customer service, employee relations, teamwork and productivity.
2. Recognize the importance of attendance and personal appearance in achieving organizational and career goals.
3. Demonstrate the proper use of different forms of electronic communications.
4. Display a set of personal and business standards/values that are socially acceptable in regard to family, work, and diverse cultural situations.
5. Demonstrate the use of basic accounting terminology, principles, and practices involving business situations.
6. Utilize computer application software.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I Cr Hrs

ACCT 108 College Accounting or equivalent 3
MGMK 101 Intro to Business or equivalent 3
CSIS 100/130 Computer Concepts and Applications or Intro to Computer Information Systems or equivalent 3
PSYC 100 First Year Seminar 1
Approved Business Program Course 3
Approved Business Program Course 3

Total 16

(Spring) Semester II

Approved Business Program Courses 14

Total Certificate Credits 30

Level I Business certificates in specific disciplines may require additional courses. The student must complete at least 9-12 credit hours in business, with 6 credit hours in the program area of study. See a business program advisor for specific requirements.

For more information contact:

Program advisors

Accounting: Linda Jones
620-431-2820, ext. 227
ljones@neosho.edu

Computer Information Systems: Charles Babb
620-431-2820, ext. 275
cbabb@neosho.edu

Management/Marketing: Mark Watkins
620-431-2820, ext. 284
mwatkins@neosho.edu

Business – Level II Certificate

The Level II Business certificate is for students who intend to seek entry-level employment in a business. Program areas of study may include accounting, computer information systems, management, marketing, and office technology.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to obtain a certificate in a business career area, a student's program of study may include certain general education courses. The student's program advisor will recommend appropriate general education courses based upon the student's background and career objectives.

Program Elective Courses

Program electives should be discussed with an advisor and may be selected to fit a student's specific goals and the requirements for his/her program area.

Program Outcomes

1. Display adequate human relations skills and recognize the relationship to customer service, employee relations, teamwork and productivity.
2. Recognize the importance of attendance and personal appearance in achieving organizational and career goals.
3. Demonstrate the proper use of different forms of electronic communications.
4. Display a set of personal and business standards/values that are socially acceptable in regard to family, work, and diverse cultural situations.
5. Demonstrate a basic knowledge of marketing.
6. Demonstrate the use of basic accounting terminology, principles, and practices involving business situations.
7. Prepare and evaluate basic external financial statements, including an income statement, balance sheet, and statement of cash flows.
8. Discuss the basic principles and problems of economics.
9. Describe the function of money, money development, and operations of the money and banking system.
10. Utilize computer application software.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I Cr Hrs

ACCT 108 College Accounting or equivalent 3
MGMK 101 Intro to Business or equivalent 3
CSIS 100/130 Computer Concepts and Applications or Intro to Computer Information Systems or equivalent 3
PSYC 100 First Year Seminar 1
Approved Business Program Courses 6

Total 16

(Spring) Semester II

COMM 207/213 Fundamentals of Speech and/or Interpersonal Communications 3
HPER 150 Lifetime Fitness 1
Approved Business Program Courses 11

Total 15

(Fall) Semester III

ENGL 101 English Composition I 3
Approved Business Program Courses 12

Total 15

Total Certificate Credits 46

Level II Business certificates in specific disciplines may require additional courses. The student must complete at least 18 credit hours in business, with 9 credit hours in the program area of study. See a business program advisor for specific requirements.

For more information contact:

Program advisors

Accounting: Linda Jones
620-431-2820, ext. 227
ljones@neosho.edu

Computer Information Systems: Charles Babb
620-431-2820, ext. 275
cbabb@neosho.edu

Management/Marketing: Mark Watkins
620-431-2820, ext. 284
mwatkins@neosho.edu

Program Assessment: 10-11

AAS MANAGEMENT PROGRAM OUTCOMES (Table 2)

1. Evaluate several theories of management.
2. Discuss different kinds of planning as related to different levels of management.
3. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
4. Evaluate elements of the organizing process.
5. Compare the informal organization to the formal organization.
6. Explain the role of managers and employees in creating an organizational culture.
7. Evaluate elements of the staffing function.
8. Contrast several theories of motivation.
9. Evaluate the benefits and costs of team-based management.
10. Analyze the main elements of a control process.

Table 2: AAS Management Program Outcomes

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8	Program Outcome 9	Program Outcome 10
MGMK101	Intro. To Business			CO3, CO5		CO3	CO3	CO4	CO4		CO6
MGMK147	Intro. To Management	CO1	CO2	CO2	CO3	CO3, CO4	CO4, CO5	CO4	CO4, CO5	CO5, CO6	CO6
MGMK135	Hum. Rel. and Super.	CO1				CO1	CO5		CO3	CO5	
MGMK136	Marketing			CO1							
MGMK141	Mid-Mgmt Field Study		CO1			CO1	CO1				
MGMK105	Sm. Bus. Management		CO6	CO3	CO3	CO3	CO6	CO6			

CO = Course Outcome Number

AAS MARKETING PROGRAM OUTCOMES (Table 3)

1. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
2. Contrast differences that exist between consumer and organizational buying behavior.
3. Evaluate methods for identifying market segments and targets.
4. Explain the product life-cycle concept and relate a marketing strategy to each stage.
5. Discuss several pricing strategies.
6. Explain what is meant by a marketing channel of distribution.
7. Describe factors considered by marketing executives when selecting and managing a marketing channel.
8. Evaluate the unique characteristics of each promotional mix element.
9. Discuss the main elements of personal selling.
10. Explain the relationship of supply to demand as related to pricing.

Table 3: AAS Marketing Program Outcomes

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8	Program Outcome 9	Program Outcome 10
MGMK101	Intro. To Business	CO3, CO5	CO5	CO5	CO5	CO5	CO5	CO5	CO5	CO5	CO5
MGMK132	Prin. Of Salesmanship	CO2	CO2	CO2	CO2				CO2	CO1	
MGMK135	Hum. Rel. and Super.		CO2								
MGMK136	Marketing	CO3	CO2	CO3	CO4	CO5	CO6	CO6	CO6	CO6	CO5
MGMK138	Marketing Ed. Field Study		CO1	CO1							
MGMK105	Small Bus. Management	CO1	CO3	CO3	CO3	CO5	CO5	CO5	CO5		CO5

CO = Course Outcome Number

Transferability of Program Courses

NCCC courses (Table 4) transfer to four-year universities differently and requires vigilant advising. Most courses will transfer without problems but may transfer as a business elective or require validation by taking a higher level course in the marketing or management area at the higher level institution. Four-year universities have a tendency to number management and marketing courses as 300 or 400 level courses which causes transfer issues. In addition, high schools may not offer marketing or management courses, which put business students at a disadvantage. Consequently, students need to develop an understanding of management and marketing in their first and second years of college.

Table 4: Transfer Equivalencies for AAS-MGMK Core Courses (As of 4.1.11)

NCCC	ESU	FHSU	KU	KSU	PSU	Washburn	WSU
ACCT 108	100T3 Acct Elective	Elective	College Accounting	Elective	Accounting Elective	Elective	ACCT 108 College Acct
ACCT 201	AC 223	ACCT 203	Financial Accounting I	ACCTG 231 and ACCTG 241	ACCTG 201	AC 224	ACCT 210
ACCT 202	AC 233	ACCT 204	Managerial Accounting		ACCTG 202	AC 225	ACCT 220
CSIS 100	IS 113 (Required for business majors)	CIS 101 (FHSU Gen. Ed. Course)	Microcomp Bus Applic	CIS 104	CSIS 101 (Business Elective)	Lower Division Elective	CSIS 100
CSIS 130	Business Elective	CIS 101 (FHSU Gen. Ed. Course)	DOES NOT TRANSFER	MANGT-1	CSIS 130 (Required for business majors)	101 Comp Competency & Internet	CSIS 130
ECON 200	BC 104	ECFI 201	ECON 142	ECON 120	ECON 200	EC 201	ECON 202
ECON 201	BC 103	ECFI 202	ECON 144	ECON 110	ECON 201	EC 200	ECON 201
MGMK 101	BU140A	MGT 101	Intro. to Business	GENBA 101 Business Orientation	MGMKT 101	BU 101	MGMK 101
MGMK105	100T3 Bus Elective	Elective	Small Business Management	Elective	Elective	Bus Startups & Ent	ENTR 160 Intro Entre
MGMK132	100T3 Marketing Elective	Elective	Principles of Salesmanship	Elective	Management/Marketing Elective	Elective	MGMK 132 Princ Salesmanship
MGMK135	100T3 Business Elective	Elective	Human Relations & Supervision	Management Elective	Management/Marketing Elective	Elective	MGMK135 Human Rel/Supervsn
MGMK136	100T3 Marketing Elective	Elective	Marketing	Elective	Management/Marketing Elective	Elective	MKT 300 Marketing
MGMK147	100T3 Management Elective	Elective	Introduction to Management	Management Elective	Management/Marketing Elective	Elective	MGMT 360 Mgmt & Org Behavr

ACCT108: College Accounting, ACCT201: Financial Accounting, ACCT202: Managerial Accounting, CSIS100: Computer Concepts & Applications, CSIS130: Introduction to Computer Information Systems, ECON200: Microeconomics, ECON201: Macroeconomics, MGMK101: Introduction to Business, MGMK105: Small Business Management, MGMK132: Principles of Salesmanship, MGMK135: Human Relations & Supervision, MGMK136: Marketing, MGMK147: Introduction to Management

Efforts to Stay Current in Curriculum

Several resources are available in efforts to stay current in the MGMK program. The Business and Technology Advisory Board provides input into the program in regard to the latest trends in business and industry. Board members report preferences and use of industry-standard software and technology, including Office 2003/2007 and QuickBooks.

Faculty members within the program take advantage of professional development opportunities in an effort to stay current.

Section 3: Data—Enrollment and Costs

Headcount/Course/Academic Year (Figure 1)	05-06	06-07	07-08	08-09	09-10	TOTALS	Ave
MGMK 101 - Introduction to Business	83	75	52	66	41	317	63
MGMK 105 - Small Business Management	33	18	17	24	0	92	18
MKGK 132 - Principles of Salesmanship	9	8	7	6	0	30	6
MGMK 135 - Human Relations and Supervision	21	24	9	7	0	61	12
MGMK 136 - Marketing	23	21	9	28	8	89	18
MGMK 138 - Marketing Education Field Study	12	8	5	1	1	27	5
MGMK 147 - Introduction to Management	19	16	25	17	11	88	18
TOTALS	200	170	124	149	61	704	141

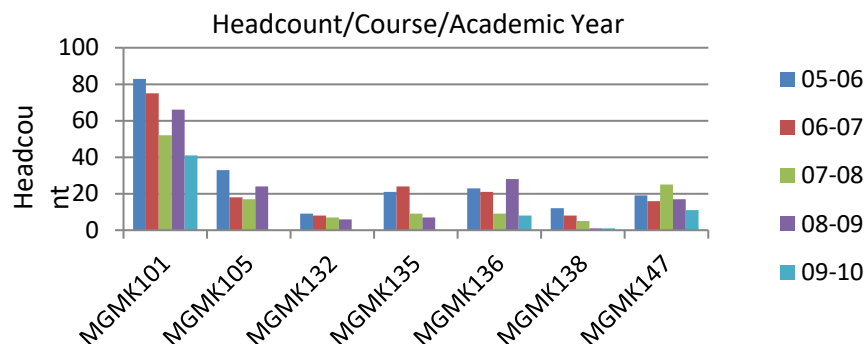


Figure 1. Headcount per course and year.

FTE/Course/Academic Year (Generated Hrs/30) (Figure 2)	05-06	06-07	07-08	08-09	09-10	TOTALS	Ave
MGMK 101 - Introduction to Business	8.3	7.5	5.2	6.6	4.1	31.7	6.3
MGMK 105 - Small Business Management	3.3	1.8	1.7	2.4	0.0	9.2	1.8
MKGK 132 - Principles of Salesmanship	0.9	0.8	0.7	0.6	0.0	3.0	0.6
MGMK 135 - Human Relations and Supervision	2.1	2.4	0.9	0.7	0.0	6.1	1.2
MGMK 136 - Marketing	2.3	2.1	0.9	2.8	0.8	8.9	1.8
MGMK 138 - Marketing Education Field Study	0.8	0.5	0.3	0.1	0.1	1.8	0.4
MGMK 147 - Introduction to Management	1.9	1.6	2.5	1.7	1.1	8.8	1.8
TOTALS	19.6	16.7	12.2	14.9	6.1	69.5	13.9

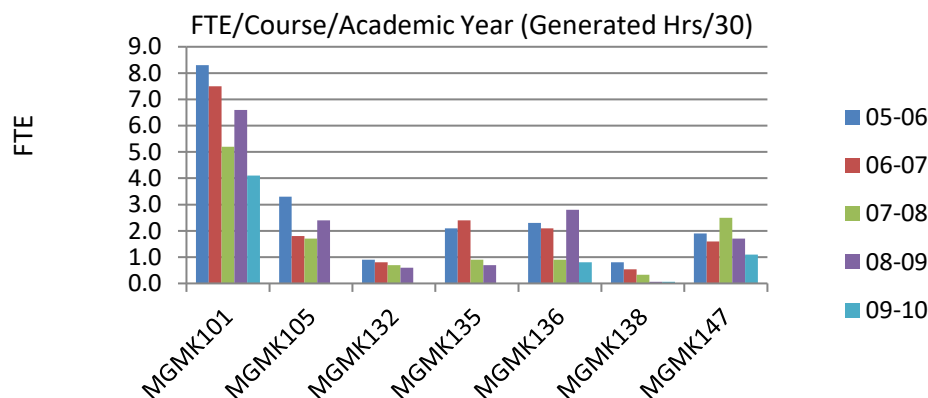


Figure 2. FTE per course and year.

The above data represents only core courses taught as part of the program. As general education requirements increase, decreases in MGMK courses must occur to maintain 64 credit hour requirements. Courses are offered on a rotation basis either online or on campus and made available every academic year. These include College Accounting, Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Small Business Management, Human Relations and Supervision, Introduction to Business, Business Math, Marketing, and Introduction to Management. Other courses such as Principles of Real Estate, Retailing, Principles of Salesmanship, and Advertising have been taught as demanded by the community.

Majors

The data (Table 5) reflects the number of degrees and certificates awarded annually. Students complete Occupational Intent forms declaring their majors and certification intentions. There are two levels of certifications included for Management and Marketing, Level 1 and Level 2. Level 1 certification requires 30 credit hours and Level 2 certification requires 46 credit hours. There were 5 AAS degrees and 72 certificates awarded. Transferring students are encouraged to complete the Associate of Science degree in Business Administration. Students were encouraged to complete the Associate of Science degree in Business Administration the last two academic years.

Level 1 Certification (Management or Marketing): 30 Credit Hours

Level 11 Certification (Management or Marketing): 46 Credit Hours

Associate of Applied Science Degree (Management or Marketing): 64 Credit Hours

Table 5: Degrees and Certificates Awarded Annually

DEGREE/CERTIFICATES	AAS	MGT1	MKG1	MGT2	MKG2	TOTAL
05-06	1	5	7	10	0	23
06-07	0	6	3	7	2	18
07-08	1	9	3	6	2	21
08-09	3	0	0	5	1	9
09-10	0	4	0	2	0	6
Total	5	24	13	30	5	77

Grade Distribution (Table 6)

Table 6: Grade Distribution by Course

MGMK 101 - Introduction to Business

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	14	13	11	9	7	54
B	27	22	19	17	13	98
C	22	22	8	22	12	86
D	8	3	6	9	4	30
F	4	5	2	4	4	19
I	0	0	0	0	0	0
W	4	3	2	3	1	13
WA	4	7	4	2	0	17
TOTALS	83	75	52	66	41	317
ENROLLMENT	83	75	52	66	41	317
WITHDRAWS	8	10	6	5	1	30
WITHDRAW%	10%	13%	12%	8%	2%	9%

MGMK 105 - Small Business Management

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	4	4	3	6	0	17
B	5	4	5	7	0	21
C	16	3	4	5	0	28
D	1	2	0	0	0	3
F	0	1	2	3	0	6
I	0	0	0	0	0	0
W	3	0	3	2	0	8
WA	4	4	0	1	0	9
TOTALS	33	18	17	24	0	92
ENROLLMENT	33	18	17	24	0	92
WITHDRAWS	7	4	3	3	0	17
WITHDRAW%	21%	22%	18%	13%	0%	18%

MGMK 132 - Principles of Salesmanship

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	2	2	4	2	0	10
B	0	1	1	2	0	4
C	4	3	1	2	0	10
D	1	0	1	0	0	2
F	2	1	0	0	0	3
I	0	0	0	0	0	0
W	0	1	0	0	0	1
WA	0	0	0	0	0	0
TOTALS	9	8	7	6	0	30
ENROLLMENT	9	8	7	6	0	30
WITHDRAWS	0	1	0	0	0	1
WITHDRAW%	0%	13%	0%	0%	0%	3%

MGMK 135 - Human Relations and Supervision

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	6	9	2	3	0	20
B	8	6	2	1	0	17
C	5	7	1	2	0	15
D	0	0	1	0	0	1
F	1	1	2	0	0	4
I	0	0	0	0	0	0
W	1	1	1	0	0	3
WA	0	0	0	1	0	1
TOTALS	21	24	9	7	0	61
ENROLLMENT	21	24	9	7	0	61
WITHDRAWS	1	1	1	1	0	4
WITHDRAW%	5%	4%	11%	14%	0%	7%

MGMK 136 - Marketing

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	3	8	1	6	1	19
B	5	7	7	8	3	30
C	9	4	1	5	1	20
D	3	1	0	2	0	6
F	2	0	0	2	2	6
I	0	0	0	0	0	0
W	1	1	0	2	1	5
WA	0	0	0	3	0	3
TOTALS	23	21	9	28	8	89

ENROLLMENT	23	21	9	28	8	89
WITHDRAWS	1	1	0	5	1	8
WITHDRAW%	4%	5%	0%	18%	13%	9%

MGMK 138 - Marketing Education Field Study

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	8	7	4	1	1	21
B	0	0	0	0	0	0
C	1	0	0	0	0	1
D	1	0	0	0	0	1
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	2	0	1	0	0	3
WA	0	1	0	0	0	1
TOTALS	12	8	5	1	1	27

ENROLLMENT	12	8	5	1	1	27
WITHDRAWS	2	1	1	0	0	4
WITHDRAW%	17%	13%	20%	0%	0%	15%

MGMK 147 - Introduction to Management

GRADE/YR	05-06	06-07	07-08	08-09	09-10	TOTALS
A	3	3	1	5	2	14
B	5	4	13	4	5	31
C	7	5	8	5	3	28
D	1	2	2	0	0	5
F	2	0	1	1	1	5
I	0	0	0	0	0	0
W	0	0	0	1	0	1
WA	1	2	0	1	0	4
TOTALS	19	16	25	17	11	88

ENROLLMENT	19	16	25	17	11	88
WITHDRAWS	1	2	0	2	0	5
WITHDRAW%	5%	13%	0%	12%	0%	6%

Credit Hours Generated by Site in Program Core Courses (Table 7)

Table 7: Credit Hours Generated by Site

<i>Site/Time/Hrs/Yr</i>	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>Total</i>
Chanute-Day	477	388	277	290	89	1521
Chanute-Night	0	0	0	0	0	0
Ottawa-Day	42	0	0	0	0	42
Ottawa-Night	69	57	36	0	0	162
Online	0	57	54	156	93	501
Total	588	502	367	446	182	2085

Headcount by Site in Program Core Courses (Table 8, Figure 3)

Table 8: Headcount Generated by Site

<i>Site/Time/Headcount/Yr</i>	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>Total</i>
Chanute-Day	163	132	94	97	30	516
Chanute-Night	0	0	0	0	0	0
Ottawa-Day	14	0	0	0	0	14
Ottawa-Night	23	19	12	0	0	54
Online	0	19	46	71	31	167
Total	200	170	152	168	61	751

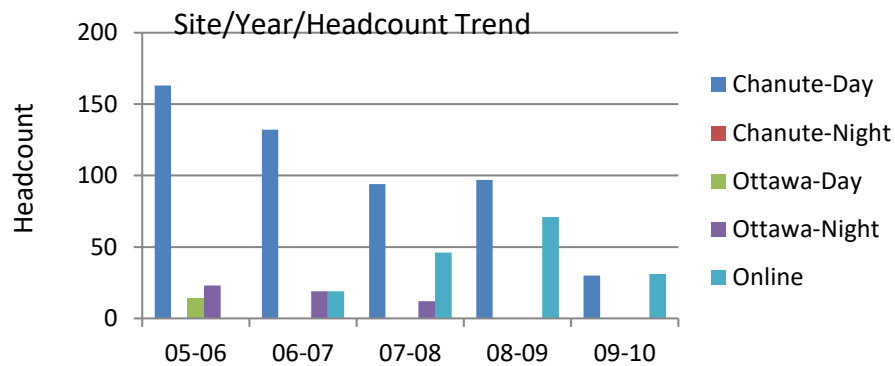


Figure 3. Headcount by site and year.

Cost Information: 05/06-09-10

The cost of the MGMK program emphasis was difficult to determine. Equipment and supplies were shared by other programs. Many of the core courses were utilized to fulfill requirements in programs other than MGMK, consequently, the cost of those courses was distributed throughout other programs. In other words, one student applied MGMK101: Introduction to Business credit hours for the MGMK program, whereas another student utilized the same class to satisfy Accounting program requirements, and yet another student took the course as an undeclared major. Consequently, the MGMK costs could not be relegated only to the MGMK program.

The cost data (Table 9, Figure 4) were approved by our national accrediting agency, Association of Collegiate Business Schools and Program, for consistency.

Table 9: Program Costs

Actual\$	04-05	05-06	06-07	07-08	08-09	09-10
Cost/Generated Hr	\$ 56	\$ 54	\$ 52	\$ 68	\$ 65	\$ 78
Cost/FTE	\$ 1,683	\$1,603	\$1,574	\$2,047	\$1,962	\$2,330

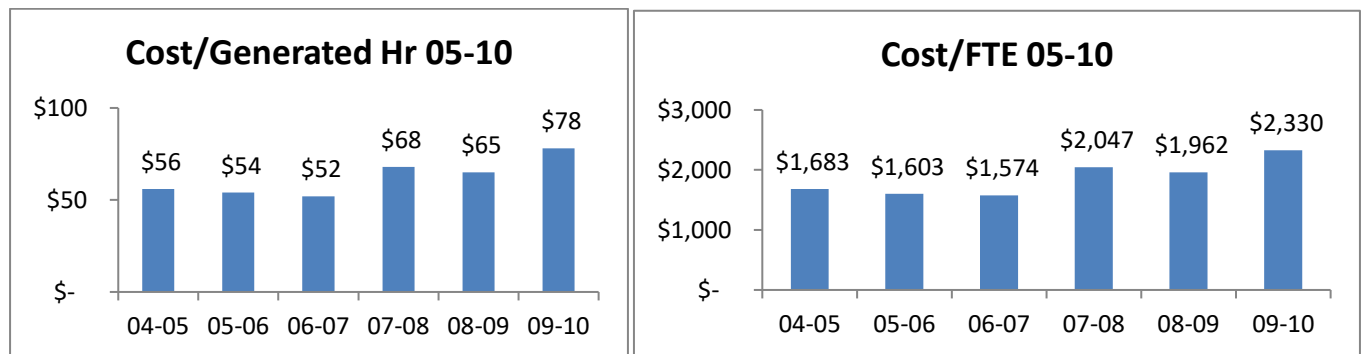


Figure 4. Cost generated by hours and cost generated by FTE.

Section 4: Faculty

Full-time faculty members who taught core courses within the MGMK program at some time during the review period included Mark Watkins and Dave Fewins. Dave Fewins retired in the Spring of 2009 and his position was filled by transferring Mr. Watkins to the Chanute campus. The full-time Ottawa business instructor position remains vacant. He remains current in the discipline by taking advantage of professional development opportunities and has exceeded institutional requirements. One part-time instructor taught one course in 05-06 and one course in 06-07.

Table 10: Program Core Courses Taught by Part-Time and Full-Time Faculty

	05-06	06-07	07-08	08-09	09-10	Total	Total%
Cr. Hrs/PT	21	30	0	0	0	51	2%
Cr. Hrs/FT	567	472	367	446	182	2034	98%
Total	588	502	367	446	182	2085	

Section 5: SWOT Analysis

Strengths

1. Accredited by the national accrediting agency Association of Collegiate Business Schools and Programs (ACBSP). One of seven community colleges in Kansas and the only community college accredited in southeast Kansas. **This continues to be a strength of the program.**
2. The mission statement of the MGMK program correlates with NCCC's mission statement in two aspects. Support local students and local community businesses. The MGMK program trains local them for local jobs. In addition, working with local business leaders supports their businesses. Supporting local businesses is an important element of the institutional mission. **This continues to be a strength of the program.**
3. The MGMK program contributes to all of the institution's publicly stated purposes. **This continues to be a strength of the program.**
4. Program outcomes are in place for the AAS-MGMK program and outcomes assessment has been implemented. **Since the last program review, assessment of program outcomes has been implemented and results of assessment are being used to improve student learning.**
5. Communication with separate Business and Technology Advisory Boards in Chanute and Ottawa is occurring in an effort to monitor new trends and developments in the field and communities. **This continues to be a strength of the program.**
6. Enrollments in core courses have been stable and are supported by other business programs. **This continues to be a strength of the program.**
7. Efforts are made to schedule courses at various times of the day in an attempt to meet the students' needs. **This continues to be a strength of the program.**
8. Small class sizes allow for greater student-teacher interaction. **This continues to be a strength of the program.**
9. Business program scholarships provide opportunities for Neosho County students to enroll in the program. **This continues to be a strength of the program.**
10. Courses within the program serve other programs as well. There are little additional costs involved in providing this program. **This continues to be a strength of the program.**
11. Facilities are adequate, with up-to-date computer labs and software available for use within the program. **This continues to be a strength of the program.**
12. Baker University and NCCC have a 2 + 2 cooperative program in place.

Weaknesses

1. There is no full-time MGMK instructor on the Ottawa campus. **This continues to be a weakness**
2. The lack of full-time MGMK instructor on the Ottawa campus weakens NCCC's position for ACBSP accreditation. **This continues to be a weakness**
3. The lack of full-time MGMK instructor diminishes the program's credibility and places the program at a disadvantage when attracting students. **This continues to be a weakness**
4. The lack of full-time MGMK instructor is a barrier to proper business student advising. While Ottawa administrators advise MGMK students, their depth of knowledge may be insufficient. **This continues to be a weakness**
5. Current full-time faculty may not be able to provide instructional support for continuing education and local industry needs should local unemployment numbers rise. **This continues to be a weakness.**
6. Lack of marketing of our quality program, including lack of promotion of our programs as ACBSP accredited. **This continues to be a weakness.**
7. The addition of an Ottawa member to the Business and Technology Advisory Board has an opportunity to better serve the needs of the Ottawa area businesses. However, without a full-time MGMK faculty in Ottawa, contact with the advisory board is tenuous, does not allow for dialogue and the development of relationships, and as a result, diminishes the program's credibility within the community. **An advisory board was created on the Ottawa campus and has met. The Ottawa Advisory Board will be continued.**

Opportunities

1. The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been popular. **Since the last review (Fall, 2006), access to the program has been increased with seven online courses developed. Development of additional online classes in the program continues to present opportunities for expansion.**
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs. **Flexible scheduling has been put in place and continues as an opportunity for growth within the program.**
3. Educational and training needs of business and industry could provide an excellent opportunity for growth. **Training for business and industry has occurred, and this continues as an opportunity.**
4. Articulation with Franklin University, Capella University, and OSU for on-line courses presents an opportunity for the program. **An articulation agreement/community college alliance was created with Franklin University. Articulation continues to represent an opportunity.**
5. One-year fast track programs. **A lack of faculty members is a barrier to implement. However, Level I (one year) certificates are available and Level II certificates could be an added opportunity.**
6. Collaboration with local high schools. **Articulation agreements have been created with Chanute High School and Manhattan High School for the Marketing Program. An agreement with Parsons High School is in process.**

Additions to Opportunities:

1. **Promotion of the program should be increased, including ACBSP accreditation, which makes it one of seven community colleges in Kansas with such distinction and the only accredited community college in southeast Kansas.**
2. **NCCC has an opportunity to be a leader in SEK, as other schools downsize their departments, i.e. Labette**
3. **There is an opportunity to attract students with the new facility in Ottawa.**
4. **Recruitment of non-traditional students could be increased**

Threats

1. Decreased funding of the program constitutes a threat. The program relies on Carl Perkins grant funding for some items. Elimination of the grant would be harmful to the program. **This continues to be a threat to the program.**
2. Competition from area community colleges, Friends University, which teaches business courses on the ICC, ACCC, and CCC, and from various virtual universities poses a continuous threat. **This continues to be a threat to the program.**

Section 6: Justification/Recommendations for Program

1. The AAS-MGMK program should be expanded by adding a full-time business instructor on the Ottawa campus to maintain quality business education, coordinate business program courses, establish a rapport with students and provide proper advising, act as a liaison with the Ottawa business community, and to add credibility to the institution. The Ottawa area is an opportunity for growth; Sperling's Best Places projects a 25% growth rate in the next 10 years (Sperling's Best Places, 2010). This would also help us fulfill NCCC's mission statement to "enrich our communities and our students' lives".
2. Continue to expand course offerings online.

MGMK Course Availability Online

1. ACCT 108 College Accounting
 2. ACCT 201 Financial Accounting I
 3. ACCT 202 Managerial Accounting
 4. BUSI 106 Business Mathematics
 5. ECON 200 Microeconomics
 6. ECON 201 Macroeconomics
 7. MGMK 101 Introduction to Business
 8. MGMK 105 Small Business Management
 9. MGMK 135 Human Relations and Supervision
 10. MGMK 136 Marketing
 11. MGMK 147 Introduction to Management
3. As indicated above, there are numerous strengths connected with the program. The MGMK program serves traditional and non-traditional students, as well as the business community.
 4. There are no additional resources that are required in order to offer this program. Facilities and equipment required for the program are already in place and required for other business programs, including Accounting, Computer Information Systems, and Computer Support Specialist. With the interconnectedness of the business programs, dedicated resources benefit all of the business program areas. As a whole, the business unit is an essential part of Neosho County Community College in terms of meeting students' needs and producing credit hours.
 5. The program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a national accrediting agency. ACBSP consultants worked with the full-time business faculty to structure the program in accordance with ACBSP standards. ACBSP accreditation verifies and authenticates that the AS-Business Administration degree program is a quality program.
 6. Members of the Business Advisory Board recommended an NCCC television commercial focusing on business programs to help raise awareness of the program quality. **We are currently working on this.**

References

Sperling's Best Places. (2010). Retrieved from <http://www.bestplaces.net/city/Ottawa-Kansas.aspx#> on April 6, 2010.

APPENDICES

08-09

07-08

06-07

05-06

Program Outcome # 1

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis:

The data available indicates that students are scoring 79% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome. No major change was made in the presentation of the material or the process and the difference in scores is thought to be normal variation among class composition. Introduction to Business students scored the lowest for this outcome at 73% (this could be caused by class size or simple normal class-to-class variation).

One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, on-line, and out-reach courses. According to trend analysis, students generally earn lower grades from online delivery/assessment methods compared to on-campus delivery/assessment methods of course material. Online courses continue to present engagement challenges.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor teaching this program outcome needs to be well versed in several topics including: business law, sociology, economics, and technology, as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #2

Contrast differences that exist between consumer and organizational buying behavior.

Analysis:

The data available indicates that students are scoring 74% compared to 79% in the previous academic year. The outcome goal for this outcome is 70%. Students mastered this outcome reasonably well. The class with the lowest percentage was the Small Business Management class scoring only 60% for this outcome. The Small Business Management class also must complete and turn in a draft of a business plan which is a large percentage of their final grade.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Qualified instructors teaching this program outcome will find it helpful to have sales and/or purchasing experience. Online courses continue to present engagement challenges.

Program outcomes #3

Evaluate methods for identifying market segments and targets.

Analysis:

The data available indicates that students are scoring 73% compared to 78% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the data. As noted in outcome 2 the Small Business Management students had the lowest score for this outcome at 60%.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor teaching this program outcome should be well schooled in several topics including, but not limited to: psychology, sociology, and technology, as well as their field of study. Online courses continue to present engagement challenges.

Program outcomes #4

Explain the product life-cycle concept and relate a marketing strategy to each stage.

Analysis:

The data available indicates that students are scoring 72% compared to 74% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the collected data. The Small Business Management and Marketing classes scored low and reduced the overall mean for this program outcome. This will be closely monitored in the future.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present engagement challenges.

Program outcomes #5

Discuss several pricing strategies.

Analysis:

The data available indicates that students are scoring 74% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in several topics including, but not limited to: accounting, sociology, psychology, and technology as well as their field of study. Online courses continue to present engagement challenges.

Program outcomes #6

Explain what is meant by a marketing channel of distribution.

Analysis:

The data available indicates that students are scoring 76% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present engagement challenges.

Program outcomes #7

Describe factors considered by marketing executives when selecting and managing a marketing channel.

Analysis:

The data available indicates that students are scoring 76% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the collected data.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present engagement challenges.

Program outcomes #8

Evaluate the unique characteristics of each promotional mix element.

Analysis:

The data available indicates that students are scoring 77% compared to 78% in the previous academic year. The outcome goal for this outcome

is 70%. Students are mastering this outcome as supported by the collected data.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: advertising, sales, sociology, and psychology as well as their field of study. Online courses continue to present engagement challenges.

Program outcomes #9

Discuss the main elements of the personal selling process.

Analysis:

The data available indicates that students are scoring 77% compared to 78% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor will find it very helpful to have had sales experience when teaching this program outcome. Online courses continue to present engagement challenges.

Program outcomes #10

Explain the relationship of supply to demand as related to pricing.

Analysis:

The data available indicates that students are scoring 74% compared to 78% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program should be well versed in several topics including but not limited to: accounting, economics, and technology as well as their field of study. Online courses continue to present engagement challenges.

SUMMARY

The data available indicates that students are scoring 76% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus.

Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of vocational education for the long-term growth of our communities.

Program Outcome # 1

Evaluate several theories of management.

Analysis:

The data available indicates that students are scoring 69% compared to 69% in the previous academic year. The outcome goal for this outcome is 70%. The results show no gains and no losses, but are still short of the goal. There are too many variables from which to isolate a specific cause for falling short of the goal. Indeed, there are probably several reasons for this occurrence. Material is delivered and received through communication between the instructor and the students. Student engagement is crucial and in many cases, a concern. Instructors could probably use additional training in pedagogy to continue to improve delivery methods, e.g. the inclusion of multiple intelligences considerations. Students have distractions making it difficult to retain the information. Class attendance continues to be a concern. Jobs and extracurricular activities continue to pull students away from attending classes regularly. Students may have a lack of interest in management theory.

One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, online, and outreach courses. According to trend analysis, students generally earn lower grades from online delivery/assessment methods compared to on-campus delivery/assessment methods of course material. Online courses continue to present engagement challenges.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: methods of assessment and technology as well as their field of study. In addition, online students would benefit if online tutors were available for

student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #2

Discuss different kinds of planning as related to different levels of management.

Analysis:

The data available indicates that students are scoring 83% compared to 81% in the previous academic year. The outcome goal for this outcome is 70%. Students achieved a higher level of mastery for this outcome. Perhaps this occurs because this program outcome is application-based. The course with the lowest score was Small Business Management. Students scored a slightly improved 80% achievement compared to 79% in the previous academic year.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #3

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis:

The available data indicates a mean student

mastery of 70% compared to 76% in the previous academic year. The outcome goal for this outcome is 70%. The lowest mean score was recorded by the Small Business Management class at 60%, an improvement from the previous academic year of 61%. Small Business Management requires students to complete a business plan which entails a great deal of time and attention. The lack of writing skills becomes more evident in this course and can have a detrimental effect on the final outcome of the required work.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: business law, sociology, technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #4

Evaluate elements of the organizing process.

Analysis:

The available data indicates a mean student mastery of 69% compared to 65% in the previous academic year. The outcome goal for this outcome is 70%. Students did have some difficulty in mastering this outcome possible because it is more conceptual compared to other program outcomes and required more knowledge of the entire business system. The scores from the Small Business Management class pulled the overall score down.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well

versed in topics including, but not limited to: human relations, communications, and technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #5

Compare the informal organization to the formal organization.

Analysis:

The available data indicates a mean student mastery of 69% compared to 70% in the previous academic year. The outcome goal for this outcome is 70%. More technology has been added in recent years to promote student accessibility and student learning. The scores from the Small Business Management pulled the overall score down.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #6

Explain the role of managers and employees in creating an organizational culture.

Analysis:

The available data indicates a mean student mastery of 73% compared to 72% in the previous academic year. The outcome goal for this outcome is 70%. The Introduction to Business students had the lowest score for this outcome by scoring a 65%; possibly because the course was the student's first exposure to the concept. The students seemed to understand the concept better when exposed to the outcome the second time in another related course.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #7

Evaluate elements of the staffing function.

Analysis:

The available data indicates a mean student mastery of 72% compared to 73% in the previous academic year. The outcome goal for this outcome is 70%. Students did have more success in mastering this program outcome in the Introduction to Management course when more time was allowed to cover the outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management and business law as

well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #8

Contrast several theories of motivation.

Analysis:

The available data indicates a mean student mastery of 72% compared to 72% in the previous academic year. The outcome goal for this outcome is 70%. The concept of motivation is one in which many students already have a fundamental understanding.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #9

Evaluate the benefits and costs of team-based management.

Analysis:

The available data indicates a mean student mastery of 80% compared to 78% in the previous academic year. The outcome goal for this outcome is 70%. Students are performing better for this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as management of different functional areas. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

Program outcomes #10

Analyze the main elements of a control process.

Analysis:

The available data indicates a mean student mastery of 71% compared to 74% in the previous academic year. The outcome goal for this outcome is 70%.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time

instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: accounting and technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support. The spring 2010 semester is the first time an online tutor is available for MGMK147: Introduction to Management, albeit only three hours per week. This will be monitored for changes in student outcome results.

SUMMARY

The Management Program Outcome data indicates an overall mean student mastery of 72% compared to 73% in the previous academic year. The outcome goal for this outcome is 70%. Students appeared to have mastered a majority of the outcomes for this program year. The class that consistently scored the lowest score on outcomes was the Small Business Management class. More technology is being used by way of online instruction; media enhancement equipment in the classroom is used to promote student accessibility and student learning. The main budgetary consideration is in locating qualified instructors that have the background needed to instruct in the various course arrangement to maintain the program. Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of funding vocational education for the long-term growth of our communities.

Program Outcome # 1

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis:

The data available indicates that students are scoring 77% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome. No major change was made in the presentation of the material or the process and the difference in scores is thought to be normal variation among class composition. Introduction to Business students scored the lowest for this outcome at 76% (this could be caused by class size or simple normal class-to-class variation).

One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, on-line, and out-reach courses. According to trend analysis, students generally earn lower grades from online delivery/assessment methods compared to on-campus delivery/assessment methods of course material. Online courses continue to present challenges to the engagement phenomenon.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor teaching this program outcome needs to be well versed in several topics including: business law, sociology, economics, and technology, as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #2

Contrast differences that exist between consumer and organizational buying behavior.

Analysis:

The data available indicates that students are scoring 79% compared to 80% in the previous academic year. The outcome goal for this outcome is 70%. Students mastered this outcome reasonably well. The class with the lowest percentage was the Small Business Management class scoring only 65 % for this outcome. The Small Business Management class also must complete and turn in a draft of a business plan which is a large percentage of their final grade.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Qualified instructors teaching this program outcome will find it helpful to have sales and/or purchasing experience. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #3

Evaluate methods for identifying market segments and targets.

Analysis:

The data available indicates that students are scoring 78% compared to 80% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the data. As noted in outcome 2 the Small Business Management students had the lowest score for this outcome at 65%.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor teaching this program outcome should be well schooled in several topics including, but not limited to: psychology, sociology, and technology, as well as their field of study. Online courses continue to present challenges to the engagement

phenomenon.

Program outcomes #4

Explain the product life-cycle concept and relate a marketing strategy to each stage.

Analysis:

The data available indicates that students are scoring 74% compared to 78% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the collected data. The Small Business Management and Marketing classes scored low and reduced the overall mean for this program outcome. This will be closely monitored in the future.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #5

Discuss several pricing strategies.

Analysis:

The data available indicates that students are scoring 77% compared to 80% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in several topics including, but not limited to: accounting, sociology, psychology, and technology as well as their field of study. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #6

Explain what is meant by a marketing channel of distribution.

Analysis:

The data available indicates that students are scoring 77% compared to 80% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #7

Describe factors considered by marketing executives when selecting and managing a marketing channel.

Analysis:

The data available indicates that students are scoring 77% compared to 79% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the collected data.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #8

Evaluate the unique characteristics of each

promotional mix element.

Analysis:

The data available indicates that students are scoring 78% compared to 80% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome as supported by the collected data.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: advertising, sales, sociology, and psychology as well as their field of study. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #9

Discuss the main elements of the personal selling process.

Analysis:

The data available indicates that students are scoring 78% compared to 81% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor will find it very helpful to have had sales experience when teaching this program outcome. Online courses continue to present challenges to the engagement phenomenon.

Program outcomes #10

Explain the relationship of supply to demand as related to pricing.

Analysis:

The data available indicates that students are scoring 78% compared to 81% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program should be well versed in several topics including but not limited to: accounting, economics, and technology as well as their field of study. Online courses continue to present challenges to the engagement phenomenon.

SUMMARY

The data available indicates that students are scoring 77% compared to 79% in the previous academic year. The outcome goal for this outcome is 70%. Students are mastering this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus.

Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of vocational education for the long-term growth of our communities.

Appendix 4: 07-08, AAS—Management Program Outcomes Assessment

Program Outcome # 1

Evaluate several theories of management.

Analysis:

The data available indicates that students are scoring 69% compared to 65% in the previous academic year. The outcome goal for this outcome is 70%. The results show an improvement, but are still short of the goal. There are too many variables from which to isolate a specific cause for falling short of the goal. Indeed, there are probably several reasons for this occurrence. Material is delivered and received through communication between the instructor and the students. Student engagement is crucial and in many cases, a concern. Instructors could probably use additional training in pedagogy to continue to improve delivery methods, e.g. the inclusion of multiple intelligences considerations. Students have distractions making it difficult to retain the information. Class attendance continues to be a concern. Jobs and extracurricular activities continue to pull students away from attending classes regularly. Students may have a lack of interest in management theory.

One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, on-line, and out-reach courses. According to trend analysis, students generally earn lower grades from online delivery/assessment methods compared to on-campus delivery/assessment methods of course material. Online courses continue to present challenges to the engagement phenomenon.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: methods of assessment and technology as well as their field of study. In addition, online students would benefit if online tutors were available for

student support.

Program outcomes #2

Discuss different kinds of planning as related to different levels of management.

Analysis:

The data available indicates that students are scoring 81% compared to 83% in the previous academic year. The outcome goal for this outcome is 70%. Students achieved a higher level of mastery for this outcome. Perhaps this occurs because this program outcome is application-based. The course with the lowest score was Small Business Management. Students scored a slightly improved 79% achievement compared to 78% in the previous academic year.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #3

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis:

The available data indicates a mean student mastery of 76% compared to 73% in the previous academic year. The outcome goal for this outcome is 70%. The lowest mean score was recorded by the Small Business Management class at 65%, an improvement from the previous academic year of 61%. Small Business Management requires students to complete a business plan which entails a great deal of time and attention. The lack of writing skills becomes more evident in this course and can have a detrimental effect on the final

outcome of the required work.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: business law, sociology, technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #4

Evaluate elements of the organizing process.

Analysis:

The available data indicates a mean student mastery of 69% compared to 65% in the previous academic year. The outcome goal for this outcome is 70%. Students did have some difficulty in mastering this outcome possible because it is more conceptual compared to other program outcomes and required more knowledge of the entire business system. The scores from the Small Business Management class pulled the overall score down.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, communications, and technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #5

Compare the informal organization to the formal organization.

Analysis:

The available data indicates a mean student mastery of 70% compared to 70% in the previous

academic year. The outcome goal for this outcome is 70%. More technology has been added in recent years to promote student accessibility and student learning. The scores from the Small Business Management and Human Relations and Supervision classes pulled the overall score down.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. In addition, online students would benefit if online tutors were available for student support. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #6

Explain the role of managers and employees in creating an organizational culture.

Analysis:

The available data indicates a mean student mastery of 72% compared to 74% in the previous academic year. The outcome goal for this outcome is 70%. The Introduction to Business students had the lowest score for this outcome by scoring a 68%; possibly because the course was the student's first exposure to the concept. The students seemed to understand the concept better when exposed to the outcome the second time in another related course.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #7

Evaluate elements of the staffing function.

Analysis:

The available data indicates a mean student mastery of 73% compared to 70% in the previous academic year. The outcome goal for this outcome is 70%. Students did have more success in mastering this program outcome in the Introduction to Management course when more time was allowed to cover the outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management and business law as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #8

Contrast several theories of motivation.

Analysis:

The available data indicates a mean student mastery of 72% compared to 73% in the previous academic year. The outcome goal for this outcome is 70%. The concept of motivation is one in which many students already have a fundamental understanding.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #9

Evaluate the benefits and costs of team-based management.

Analysis:

The available data indicates a mean student mastery of 78% compared to 72% in the previous academic year. The outcome goal for this outcome is 70%. Students are performing better for this outcome.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as management of different functional areas. In addition, online students would benefit if online tutors were available for student support.

Program outcomes #10

Analyze the main elements of a control process.

Analysis:

The available data indicates a mean student mastery of 74% compared to 77% in the previous academic year. The outcome goal for this outcome is 70%.

The main budgetary issue for this outcome concerns hiring and retaining stable full-time instruction. There is only one full-time instructor who is located only on the Chanute campus. An instructor for this program outcome should be well versed in topics including, but not limited to: accounting and technology as well as their field of study. In addition, online students would benefit if online tutors were available for student support.

SUMMARY

The Management Program Outcome data indicates an overall mean student mastery of 73% compared to 74% in the previous academic year. The outcome goal for this outcome is 70%.

Students appeared to have mastered a majority of the outcomes for this program year. The class that consistently scored the lowest score on outcomes was the Small Business Management class. More technology is being used by way of on-line instruction; media enhancement equipment in the classroom is used to promote student accessibility and student learning. The main budgetary

consideration is in locating qualified instructors that have the background needed to instruct in the various course arrangement to maintain the program. Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of funding vocational education for the long-term growth of our communities.

Program Outcome # 1

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 77% (overall) for this outcome compared to a goal of 70%. Students are mastering this outcome. In comparing last year's report it was noted that Marketing students had difficulty in mastering this outcome. The Marketing students in the 2006 year did much better by scoring 80%. No major change was made in the presentation of the material or the process and the difference in scores is thought to be normal variation among class composition. Introduction to Business students scored the lowest for this outcome at 70% (this could be caused by class size or simple normal class-to-class variation). More technology has been added in recent years to promote student accessibility and student learning, but students may not have used the technology in the proper way. For example, some students used technology so they would not have to attend class on a daily basis. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors. An instructor teaching this program outcome needs to be well versed in several topics including: business law, sociology, economics, and technology, as well as their field of study.

Program outcomes #2

Contrast differences that exist between consumer and organizational buying behavior.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 80% for this outcome compared to a goal of 70%. Students mastered this outcome reasonably well. The class with the lowest

percentage was the Small Business Management class scoring only 61 % for this outcome. Class composition is the most likely reason for the lower score in this class. While the final exam is 20% of the grade for most courses in the program, students may not have studied for the final exam and not made a good faith effort to get a good score. The Small Business Management class also must complete and turn in a draft of a business plan (10% of grade) by the time they take their final test and students may not have had the time to study for the final test and complete the business plan. Several students cared only enough to get an overall grade of C, this maintaining athletic eligibility or to get financial reimbursement. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors. Qualified instructors teaching this program outcome will find it helpful to have sales and/or purchasing experience.

Program outcomes #3

Evaluate methods for identifying market segments and targets.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 80% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data. As noted in outcome 2 the Small Business Management students had the lowest score for this outcome at 61%. The reasons for the lower score could be the same as given for results in outcome 2. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor teaching this program outcome should be well schooled in several topics including, but not limited to: psychology, sociology, and technology,

as well as their field of study.

Program outcomes #4

Explain the product life-cycle concept and relate a marketing strategy to each stage.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 78% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the collected data. The Small Business Management class again scored the lowest for this outcome at 61% which leads me to believe the lower score was more of a matter of class composition. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #5

Discuss several pricing strategies.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 80% for this outcome compared to a goal of 70%. Students are mastering this outcome. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in several topics including, but not limited to: accounting, sociology, psychology, and technology as well as their field of study.

Program outcomes #6

Explain what is meant by a marketing channel of distribution.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 79% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. As with the other outcomes the Small Business Management class demonstrated the lowest level of competency. More technology has been added in recent years (on-line classes as an example) to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #7

Describe factors considered by marketing executives when selecting and managing a marketing channel.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 79% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #8

Evaluate the unique characteristics of each promotional mix element.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 80% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and student learning. The main

budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: advertising, sales, sociology, and psychology as well as their field of study.

Program outcomes #9

Discuss the main elements of the personal selling process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 81% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor will find it very helpful to have had sales experience when teaching this program outcome.

Program outcomes #10

Explain the relationship of supply to demand as related to pricing.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 80% for this outcome compared to a goal

of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program should be well versed in several topics including but not limited to: accounting, economics, and technology as well as their field of study.

SUMMARY

The Marketing Program Outcomes average for all outcomes was at 79% as compared to the goal of 70%. Students appeared to have mastered a majority of outcomes for this program year. The class that consistently scored the lowest score on outcomes was the Small Business Management class. More technology is being used by way of on-line instruction and media enhancement equipment for the classroom to promote student accessibility and student learning. The main budgetary consideration is in locating qualified instructors that have the background needed to instruct in the various course arrangement to maintain the program. Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of vocational education for the long-term growth of our communities.

Program Outcome # 1

Evaluate several theories of management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 65% for this outcome compared to a goal of 70%. No specific reason for the lower score can be concluded when compared to the goal. Extracurricular activities continue to pull students away from attending classes regularly. One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, on-line, and out-reach courses. While this is a necessary goal, the different delivery methods and different site locations for classes has put a strain on the institution's limited human and financial resources. Another element that could have affected the results is the process itself. The data was mainly taken from the final exam and could have caused a problem with the outcome results if students did not take the final exams seriously. While the final exam is 20% of the grade for most courses in the program, students may not study for the final exam and not make a good faith effort to get a good score. Several students cared only enough to get an overall grade of C, thus maintaining athletic eligibility or financial reimbursement. It could be that students just do not have an interest in past theories of management and are only concerned about current theories that are affecting them personally. More technology has been added in recent years to promote student accessibility and student learning; however, not all students used the technology in the proper way. For example, some students used technology as a means to not attend class on a daily basis. The main budgetary consideration is in retaining and hiring qualified full-time and adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in several topics including: methods of assessment, technology, as well as their field of study.

Program outcomes #2

Discuss different kinds of planning as related to different levels of management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 83% for this outcome compared to a goal of 70%. Students mastered this outcome better than other program outcomes possible because it is more application related than theory related. The class that scored the lowest score was the Small Business Management group with a 78% rating. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring both qualified full and part-time instructors.

Program outcomes #3

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 73% for this outcome compared to a goal of 70%. Students are mastering this program outcome and scored the same as the previous year. The lowest score was recorded by the Small Business Management class with a score of 61%. The Small Business Management class as a whole scored lower on most outcomes and the lower scores were considered to be a problem of student composition rather than delivery methods. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in several topics including, but not

limited to: business law, sociology, and technology, as well as their field of study.

Program outcomes #4

Evaluate elements of the organizing process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 65% for this outcome compared to a goal of 70%. Students did have some difficulty in mastering this outcome possible because it is more conceptual compared to other program outcomes and required more knowledge of the entire business system. The scores from the Small Business Management class pulled the overall score down. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, communications, and technology as well as their field of study.

Program outcomes #5

Compare the informal organization to the formal organization.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. Students did master this outcome by achieving the goal. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #6

Explain the role of managers and employees in creating an organizational culture.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 74% for this outcome compared to a goal of 70%. Students did master the outcome as demonstrated by their scores. The Intro. to Business students had the lowest score for this outcome by scoring a 67%; possibly because the course was the student's first exposure to the concept. The students seemed to understand the concept better when exposed to the outcome the second time in another related course. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #7

Evaluate elements of the staffing function.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. Students did master this outcome. Students did have more success in mastering this program outcome in the Intro. to Management course when more time was allowed to cover the outcome. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including,

but not limited to: human resource management and business law as well as their field of study.

Program outcomes #8

Contrast several theories of motivation.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 73% for this outcome compared to a goal of 70%. Students mastered this outcome as demonstrated by the score. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as their field of study.

Program outcomes #9

Evaluate the benefits and costs of team-based management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 78% for this outcome compared to a goal of 70%. The students mastered this program outcome. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as management of different functional areas.

Program outcomes #10

Analyze the main elements of a control process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 77% for this outcome compared to a goal of 70%. The students mastered this program outcome. The average outcome score for this program year increased from 70% to 77% possibly because instructors were encouraging students to take more accounting courses. More technology has been added in recent years to promote student accessibility and student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: accounting and technology as well as their field of study.

SUMMARY

The Management Program Outcomes average for all outcomes was at 73% as compared to the goal of 70%. Students appeared to have mastered a majority of the outcomes for this program year. The class that consistently scored the lowest score on outcomes was the Small Business Management class. More technology is being used by way of on-line instruction; media enhancement equipment in the classroom is used to promote student accessibility and student learning. The main budgetary consideration is in locating qualified instructors that have the background needed to instruct in the various course arrangement to maintain the program. Vocational programming does require more one-on-one instruction when compared to other general education classes and thus is more costly to provide because of the smaller class sizes. As financing comes under pressure the challenge will be to educate administrators at local, state, and federal levels the importance of funding vocational education for the long-term growth of our communities.

Program Outcome # 1

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome. It was noted that students scored lower in Marketing courses for this outcome when compared to other courses. The outcome questions on the final exam for Marketing are typically written for more depth than in the entry level classes of Principles of Salesmanship and Introduction of Business. This may account for some of the difference in percentage scores. The data is mainly taken from final exams and this may cause problems with the outcome results if tested students did not take the final exams seriously. While the final exam is 20% of the grade for most courses in the program, students may not have studied for the final exam and not made a good faith effort to get a good score. Several students cared only enough to get an overall grade of C, this maintaining athletic eligibility or to get financial reimbursement. More technology has been added in recent years to promote student accessibility and to promote student learning, but students may not have used the technology in the proper way. For example, some students used technology so they would not have to attend class on a daily basis. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors. An instructor teaching this program outcome needs to be well versed in several topics including: business law, sociology, economics, and technology, as well as their field of study.

Program outcomes #2

Contrast differences that exist between consumer and organizational buying behavior.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 75% for this outcome compared to a goal of 70%. Students mastered this outcome reasonably well. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors. Qualified instructors teaching this program outcome will find it helpful to have sales and/or purchasing experience.

Program outcomes #3

Evaluate methods for identifying market segments and targets.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 75% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor teaching this program outcome should be well schooled in several topics including, but not limited to: psychology, sociology, and technology, as well as their field of study.

Program outcomes #4

Explain the product life-cycle concept and relate a marketing strategy to each stage.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 75% for this outcome compared to a goal

of 70%. Students are mastering this outcome as supported by the collected data. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #5

Discuss several pricing strategies.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in several topics including, but not limited to: accounting, sociology, psychology, and technology as well as their field of study.

Program outcomes #6

Explain what is meant by a marketing channel of distribution.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #7

Describe factors considered by marketing executives when selecting and managing a marketing channel.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors.

Program outcomes #8

Evaluate the unique characteristics of each promotional mix element.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: advertising, sales, sociology, and psychology as well as their field of study.

Program outcomes #9

Discuss the main elements of the personal selling process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 77% for this outcome compared to a goal

of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor will find it very helpful to have had sales experience when teaching this program outcome.

Program outcomes #10

Explain the relationship of supply to demand as related to pricing.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 76% for this outcome compared to a goal of 70%. Students are mastering this outcome as supported by the data collected. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program has to be well versed in several topics including but not limited to: accounting, economics, and technology as well as their field of study.

Program Outcome # 1

Evaluate several theories of management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 67% for this outcome compared to a goal of 70%. There are several possible reasons for the lower score when compared to the goal. Firstly, the main instructor at Ottawa died and his replacement was in his first year of teaching. Secondly, our program assessment program was in the early stages during the 2005 year and a learning curve most likely took place for instructors and administrators as to proper application of the program outcomes methodology. Thirdly, extracurricular activities continue to pull students away from attending classes regularly. One of the goals of the institution is to make courses more accessible for traditional and nontraditional students through the use of hybrid, on-line, and out-reach courses. While this is a necessary goal, the different delivery methods and different site locations for classes has put a strain on the institution's limited human and financial resources. The fourth element that could have affected the results is the process itself. The data is mainly taken from the final exam and this can cause a problem with the outcome results if students did not take the final exams seriously. While the final exam is 20% of the grade for most courses in the program, students may not study for the final exam and not make a good faith effort to get a good score. Several students cared only enough to get an overall grade of C, thus maintaining athletic eligibility or financial reimbursement. More technology has been added in recent years to promote student accessibility and to promote student learning, however, not all students used the technology in the proper way. For example, some students used technology as a means to not having to attend class on a daily basis. The main budgetary consideration is in retaining and hiring qualified full-time and adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in

several topics including: methods of assessment, technology, as well as their field of study.

Program outcomes #2

Discuss different kinds of planning as related to different levels of management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 75% for this outcome compared to a goal of 70%. Students mastered this outcome better than other program outcomes possible because it is more application related than theory related. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring both qualified full and part-time instructors.

Program outcomes #3

Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 73% for this outcome compared to a goal of 70%. Students are mastering this program outcome better than others possible because it is more application related than theory related. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and adjunct instructors particularly, adjunct instructors. An instructor for this program outcome should be well versed in several topics including, but not limited to: business law, sociology, and technology, as well as their field of study.

Program outcomes #4

Evaluate elements of the organizing process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 69% for this outcome compared to a goal of 70%. Students did have some difficulty in mastering this outcome possible because it is more conceptual compared to other program outcomes and required more knowledge of the entire business system. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, communications, and technology as well as their field of study.

Program outcomes #5

Compare the informal organization to the formal organization.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 69% for this outcome compared to a goal of 70%. Students did have some difficulty in mastering this outcome possible because the Intro. to Business class did not have the class time to go into the depth needed for this outcome when compared to Human Relations and Intro. to Management classes. The Intro. to Business course is the first exposure for most students to this program outcome and they may not have fully understood the concept until exposed to it the second time in another related course. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly

adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #6

Explain the role of managers and employees in creating an organizational culture.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 69% for this outcome compared to a goal of 70%. Students did have some difficulty in mastering the outcome in the Intro. to Business and the Intro. to Management courses possibly because the courses were the student's first exposure to the concept. The students seemed to understand the concept better when exposed to the outcome the second time in another related course. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human relations, sociology, psychology as well as their field of study.

Program outcomes #7

Evaluate elements of the staffing function.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. Students did have more success in mastering this program outcome in the Intro. to Management course when more time was allowed to cover the outcome. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors,

particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management and business law as well as their field of study.

Program outcomes #8

Contrast several theories of motivation.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. The students mastered this outcome; however, the students seemed to understand the concept better after the second exposure to the program outcome in another related course. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as their field of study.

Program outcomes #9

Evaluate the benefits and costs of team-based management.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. The students mastered this program outcome. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: human resource management, human relations, sociology, and psychology as well as management of different functional areas.

Program outcomes #10

Analyze the main elements of a control process.

Analysis: Method 2 (no method 1 data available)

The data available indicates that students are scoring 70% for this outcome compared to a goal of 70%. The students mastered this program outcome. More technology has been added in recent years to promote student accessibility and to promote student learning. The main budgetary consideration is in retaining and hiring qualified full-time and/or adjunct instructors, particularly adjunct instructors. An instructor for this program outcome should be well versed in topics including, but not limited to: accounting and technology as well as their field of study.