



**Cycle:** 2018-21

**ASSOCIATE DEGREE IN APPLIED SCIENCE WITH A MAJOR IN MANAGEMENT**

**Program Mission Statement:**

This program focuses on business management. Students are taught planning, staffing, organizing, directing, teamwork, analytical skills, leadership and techniques of evaluation and measurement.

**Division:** Technical and General

**AVP:** Dan Averette

**Department Chair:** Pete Gioldasis

**Director:** Pete Gioldasis

**SACSCOC Standard:** 8.2A

**Accrediting Agency:**  Yes  No

**Name:** N/A

**Certification Exam(s):**  Yes  No

**Agency Name:** N/A

**Credential:** N/A

Program Student Learning Outcome	Monitoring Year
1. At the completion of the Management degree program, students will be able to prepare financial statements and reports in accordance with Generally Accepted Accounting Principles.	2018-2019
2. At the completion of the Management degree program, students will be able to communicate effectively using best practices prevailing in the business environment.	2019-2020
3. At the completion of the Management degree program, students will be able to evaluate and interpret information about business organizations to support decision making.	2019-2020
4. At the completion of the Management degree program, students will be able to analyze and prepare business information using appropriate software.	2020-2021
5. At the completion of the Management degree program, students will be able to analyze, implement, and integrate the management functions within the business environment.	2020-2021

## STUDENT LEARNING OUTCOMES FOR AAS.MGT – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed.	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program?
At the completion of the Management degree program, students will be able to prepare financial statements and reports in accordance with Generally Accepted Accounting Principles.	ACC 111 - Organizational Accounting	Practice Set Test to demonstrate the ability to prepare financial statements and reports.	70% of students will achieve 70% or more on the Practice Set Test.	Spring 2019	78% of students (32 out of 41) achieved 70% or more on the Practice Set Test.  The lowest score for this artifact was 0% and the highest was 100%. The cohort average for this event was 83%.	The expected level of learning was met.  Plan for continuous improvement:  Continue to utilize Pearson's MyAccountingLab for immediate feedback to illustrate and master concepts.  Continue to spend class time on the ACC 111 Practice Set to monitor individual progress and provide instructional support.

## STUDENT LEARNING OUTCOMES FOR AAS.MGT – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed.	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program?
At the completion of the Management degree program, students will be able to communicate effectively using best practices prevailing in the business environment.	MGT 101- Principles of Management	Chapter 15 has a Communications Assignment. This assignment is to evaluate the student's ability to demonstrate effective communication.	70% of students will demonstrate effective writing communication by achieving 70% of in the writeup of a news article.	Spring 2020	100% of students (32 out of 32) made a 70% or more on the Managing Communications assignment. The lowest score for this artifact was 70% and the highest was 88%. The cohort average for this event was 80%.	The expected level of learning was met.  Plan for continuous improvement:  Since all the students met the threshold, the assignment will be made more challenging. The students will be required to find three articles about the same management issue and discuss the similarities and differences between them.

## STUDENT LEARNING OUTCOMES FOR AAS.MGT – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed.	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program?
At the completion of the Management degree program, students will be able to evaluate and interpret information about business organizations to support decision making.	MGT 240 - Management Decision Making	Final Exam to demonstrate evaluation and interpretation of information about business organizations to support decision making.	71% of the students will achieve a grade of 70% or higher for this learning outcome.	Spring 2020	85% of the students (29 out of 34) achieved a grade of 70% or higher on the Final Exam.  The lowest score for this artifact was 77.5% and the highest was 100%. The cohort average for this event was 92%.	The expected level of learning was met.  Plan for continuous improvement:  The faculty will review the Final Exam and consider increasing the rigor of some exam questions.

## STUDENT LEARNING OUTCOMES FOR AAS.MGT – 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed.	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program?
At the completion of the Management degree program, students will be able to analyze and prepare business information using the appropriate software.	MGT 206 - Management Spreadsheets	Capstone Excel Project to demonstrate the ability to analyze and prepare business information using the appropriate software.	70% of the MGT 206 students during the fall semester will successfully complete the capstone excel project that demonstrates the ability to analyze and prepare business information using the appropriate software with a grade of 70% or higher.	Fall 2020	81% of students (13 out of 16) made 70% or more on the Excel Capstone Project.  The lowest score for this artifact was 0% and the highest was 100%. The cohort average for this event was 71%.	The expected level of learning was met.  Plan for continuous improvement:  Continue to utilize Cengage's SAM intermediate and advanced excel step by step projects that provide immediate feedback to help master concepts.  Continue to use Cengage's SAM training videos to show individual steps that help provide students mastery of excel functions.

## STUDENT LEARNING OUTCOMES FOR AAS.MGT – 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed.	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program?
At the completion of the Management degree program, students will be able to analyze, implement, and integrate the management functions within the business environment.	MGT 280 - Executive Development	Self-Reflection Assignment to demonstrate the ability to analyze, implement, and integrate the management functions within the business environment.	75% of the MGT 280 students during the spring semester will successfully complete the management reflection case study that demonstrates the ability to communicate effectively using best practices prevailing in the business environment with a 70% or higher.	Spring 2021	94.8% of students (37 out of 39) made 70% or more on the Management Reflection Case Study.  The lowest score for this artifact was 0% and the highest was 100%. The cohort average for this event was 87%	The expected level of learning was met. Plan for continuous improvement:  Continue to assign the resume/self-reflection assignment for students. Assignment provides feedback and strategies for improvement to help students develop a well written and organized resume.  Continue to assign weekly business communication discussion questions that relate to scenarios and situations that students can use in the workplace. This encourages exposure to certain items that may be faced in a business environment.

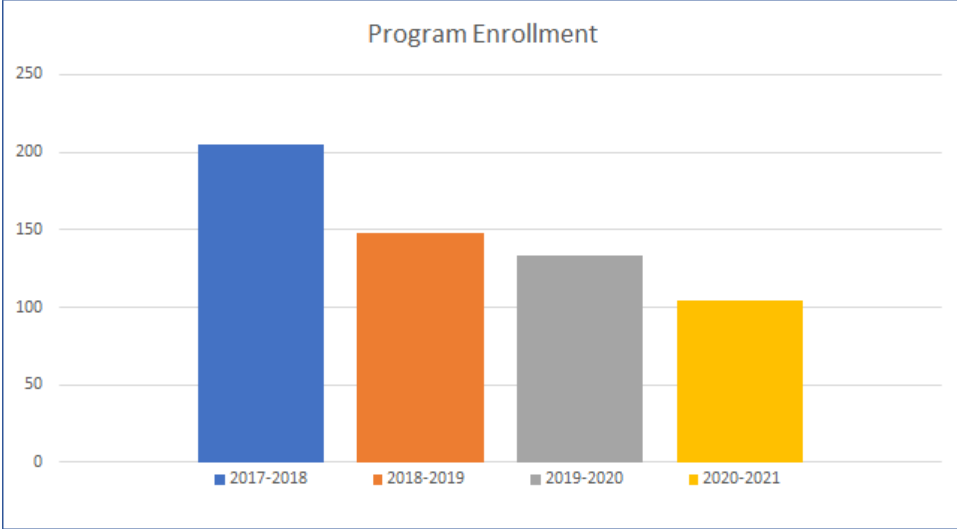
## **CONTINUOUS STUDENT IMPROVEMENT**

From 2018 to 2021 faculty worked on continuous improvement goals established by the department and approved by the College. All five of the PSLOs met the threshold set by the College and we are excited to work hard during the 2021-2024 years in order to improve the same goals set up the department and the College. Because of COVID-19, we had to modify the modalities of our teaching to more virtual/online environments instead of traditional ones. We have learned a lot of new information and how to improve during these circumstances and we anticipate that the five already met goals will remain high in the new three years.

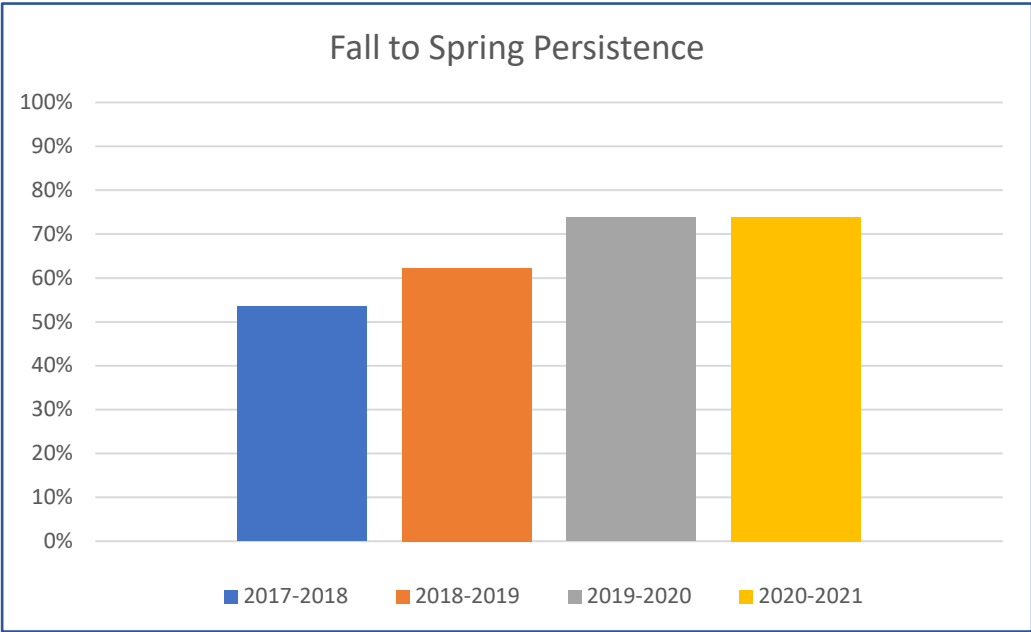
In order to improve the effectiveness of the teaching of the ACC 111 and ACC 112, the instructor uses the homework assignments to identify students' weaknesses. By having a better understanding where students need help, the instructor has been more effective in preparing the students for their Practice Set. The Practice Set is a cumulative test for the course.

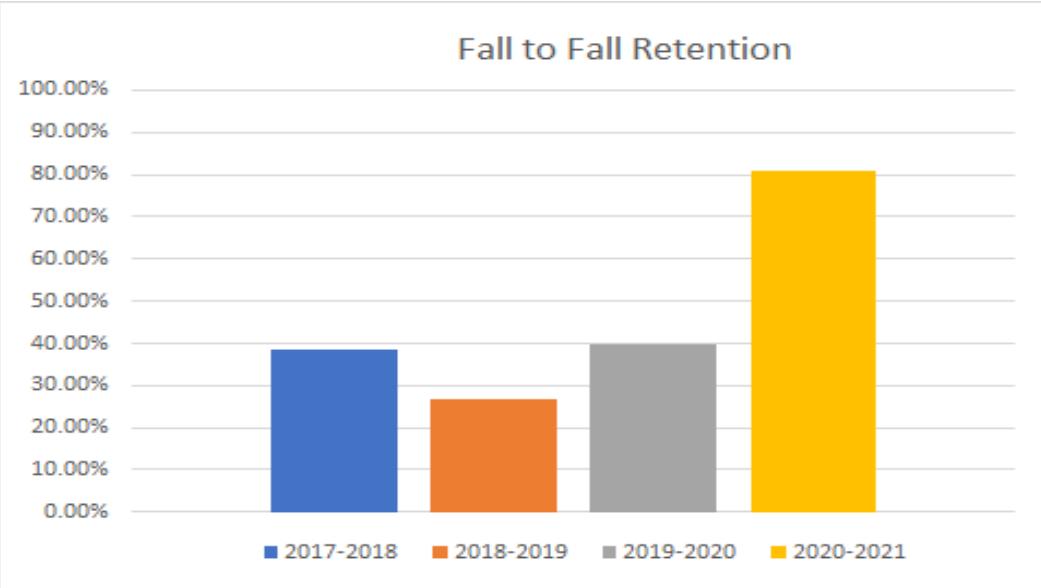
During these past three years, the department has made a few changes to streamline and enhanced this degree for higher success rates. We have partnered with 4 four-year universities through articulation agreements where our classes can now transfer. We also have put in place semester layouts including the summer where classes are now offered when they are scheduled only. We have added more transfer courses in this Degree such as BUS 101 (Introduction to Business), CPT 170 (Micro Computer Applications), ACC 101 (Accounting Principles I) and ACC 102 (Accounting Principles II). We also have added the BUS 250 class (International Business) and MGT 255 (Organization Behavior). We took the recommendation of our Advisory and DACUM committees and added more Excel into our program with the addition of the MGT 206 (Managing Spreadsheets) class.

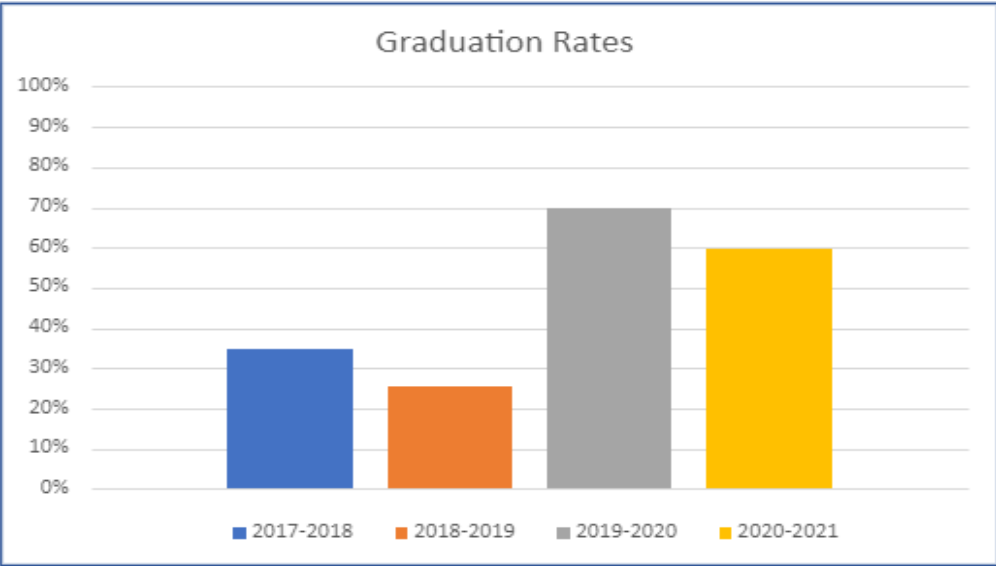
## PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
 <p style="text-align: center;">Program Enrollment</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>205</td> </tr> <tr> <td>2018-2019</td> <td>145</td> </tr> <tr> <td>2019-2020</td> <td>130</td> </tr> <tr> <td>2020-2021</td> <td>105</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	205	2018-2019	145	2019-2020	130	2020-2021	105	<p>First semester enrollment in the Management degree program has followed national and regional trends. For the 2017-21 period, the decline in enrollment is less than the national decline for 2-year colleges as reported by NSCRC.</p> <p>Per:  <a href="https://nscresearchcenter.org/current-term-enrollment-estimates/">https://nscresearchcenter.org/current-term-enrollment-estimates/</a></p>	<p>The department now has introduced semester layouts and articulation agreements with 4-year colleges. Also, the faculty are pushing for more internship opportunities for our students. The faculty will also focus more high school recruitment.</p>
Year	Enrollment											
2017-2018	205											
2018-2019	145											
2019-2020	130											
2020-2021	105											



Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Fall to Spring Persistence</b></p>  <table border="1" data-bbox="184 183 1209 810"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Academic Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>54%</td> </tr> <tr> <td>2018-2019</td> <td>62%</td> </tr> <tr> <td>2019-2020</td> <td>74%</td> </tr> <tr> <td>2020-2021</td> <td>74%</td> </tr> </tbody> </table>	Academic Year	Persistence Rate	2017-2018	54%	2018-2019	62%	2019-2020	74%	2020-2021	74%	<p>According to this chart, fall to spring persistence has been going up the last three of the last four years due to appreciative advising.</p>	<p>Faculty will continue to advise and register students during the semesters.</p>
Academic Year	Persistence Rate											
2017-2018	54%											
2018-2019	62%											
2019-2020	74%											
2020-2021	74%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Fall to Fall Retention</b></p>  <table border="1" data-bbox="180 159 1215 743"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>38.00%</td> </tr> <tr> <td>2018-2019</td> <td>26.00%</td> </tr> <tr> <td>2019-2020</td> <td>40.00%</td> </tr> <tr> <td>2020-2021</td> <td>80.00%</td> </tr> </tbody> </table>	Year	Retention Percentage	2017-2018	38.00%	2018-2019	26.00%	2019-2020	40.00%	2020-2021	80.00%	<p>Retention for year 2020-21 increased in comparison to the low numbers during the previous three years.</p>	<p>Faculty will continue to advise students during the semesters. More virtual and online classes will be offered to give students flexibility in order to stay on track with the degree.</p>
Year	Retention Percentage											
2017-2018	38.00%											
2018-2019	26.00%											
2019-2020	40.00%											
2020-2021	80.00%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Graduation Rates</b></p>  <table border="1" data-bbox="113 175 1102 737"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>34%</td> </tr> <tr> <td>2018-2019</td> <td>25%</td> </tr> <tr> <td>2019-2020</td> <td>69%</td> </tr> <tr> <td>2020-2021</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	Graduation Rate (%)	2017-2018	34%	2018-2019	25%	2019-2020	69%	2020-2021	60%	<p>Graduation rates for the Management degree are high despite lower retention between fall to spring and fall to fall because many students on this program will finish this degree in 3-4 years instead of 2 and that is because they work full time, and they attend college part time.</p>	<p>The department has working closely with local businesses in order to create more internship opportunities where they will end up resulting in full time jobs, but overall, our graduation rates the last couple years have been higher than the first two years.</p>
Academic Year	Graduation Rate (%)											
2017-2018	34%											
2018-2019	25%											
2019-2020	69%											
2020-2021	60%											

Indicator	Trend Analysis	Action Plans										
<div data-bbox="153 191 1121 786" data-label="Figure"> <p><b>Job Placement Rates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>95%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>90%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table> </div>	Year	Rate (%)	2017-2018	95%	2018-2019	100%	2019-2020	90%	2020-2021	0%	<p>The job placement rates for the Management Degree are high due to the fact that our graduates are very marketable in our area.</p>	<p>The department will continue to be in communication with industry through Advisory and DACUM committees so we can keep providing graduates into the job market pipeline.</p>
Year	Rate (%)											
2017-2018	95%											
2018-2019	100%											
2019-2020	90%											
2020-2021	0%											

\*Values and formulas used to generate program vital statistics and charts provided by Gary Ancheta.