Program Review Worksheet (Step 3)

Program: Business Management, Marketing and Sales AAS
Campuses: Moorhead, Detroit Lakes, eCampus
Program Faculty: Bryan Christenson, Michelle Ebsen, Marla Field, Shelley Lundborg, Lynn Kaiser, Sherrie Holmquist
Academic Dean(s): Steve Erickson
Review Committee Members: Brooks Pederson, Loren Haagenson, Scott Ripplinger, Heidi Anderson, Eric Daeuber, Pam Cummings, Karen Buboltz, Marc Madigan
Date of Review: February 25, 2016 @ 2:00 PM in C121

AAS Student Enrollment and Success Measures

Enrollment

In reviewing the data provided by Institutional Research for the Moorhead campus Business: Management, Marketing and Sales AAS program the median age is 24. Fifty-seven percent (57%) of our students have transfer credits and 45% have attended another college or university. The total students enrolled has remained consistent for the past five years with an average of 137.8 students. The percentage of full-time students ranged from 65% to 75%. The worker shortage is the most recent trend impacting student course load; the workplace is a tough competitor.

There is no data available for Detroit Lakes campus to show any trends for the new program on the Detroit Lakes campus. If the program is compared to the old Marketing AAS enrollment it is growing. The full time equivalent (FTE) in the new program is 11. When I (Bryan) started teaching at the college the FTE was around 2 for the old program.

According to information provided by Institutional Research the enrollment in the eCampus program increased approximately 40% from Fall 2012 to Fall 2015. This is not necessarily all new students. It appears that more and more Moorhead campus-based students are selecting online classes for a variety of reasons. Enrollment was strongest the first year of the online program, and declined in the second year.
Retention, Graduation, and Transfer

Retention Rates

In the past five years the Moorhead Business, Management, Marketing and Sales Program had two name changes and two significant curriculum changes. The most recent change was to comply with the 60/120 mandate. Our newest AAS degree began Fall 2014; it has 66 credits. Prior to the state mandate, Moorhead offered a 70 credit Business: Sales, Marketing, and Management degree. The 70 credit degree offered students more options by having both a Marketing and Sales track and a Management track. In May of 2016 the Moorhead campus will graduate its first batch of students enrolled in the newest program. Based on the number of credits completed, some students that were enrolled in the 70 credit program switched to the “NEW” 66 credit program.

Persistence measures for the Moorhead campus Business: Management, Marketing and Sales AAS program ranged from 42 to 46 percent from Fall/Fall for total students. Students new to the program demonstrated slightly higher persistence, ranging from 55 to 60 percent. The Fall/Spring “new to the major students” ranged 73 to 77 percent and the Fall/Spring total students persistence ranged 66 to 72 percent.

There is no data available on persistence measures for the Detroit Lakes campus. There have been approximately 4 students that have completed either an AAS, Diploma, or Certificate. It is too early to gauge the success. I (Bryan) was able to show a persistence for Fall to Spring for all total students enrolled of 60%. The ones that have graduated all have jobs. I (Bryan) am currently utilizing classroom capture in all of my classes to help retain students that may need more time with the curriculum while expanding access.

Graduation Rates – Moorhead AAS

<table>
<thead>
<tr>
<th>Terms</th>
<th># of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall2010</td>
<td>34</td>
</tr>
<tr>
<td>Spring 2011</td>
<td></td>
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<tr>
<td>Fall2011</td>
<td>33</td>
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<td>Spring 2012</td>
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<td>Fall2012</td>
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<td>Spring 2013</td>
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<td>Fall2013</td>
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<td>Spring 2014</td>
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<tr>
<td>Fall2014</td>
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</tr>
<tr>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>Fall2015</td>
<td>17</td>
</tr>
</tbody>
</table>
Articulation Agreements

The AAS degree has an articulation agreement with MSUM for a Bachelor’s of Science in Project Management and the University of Minnesota Crookston for Bachelor’s of Science in Marketing.

Program Efficiencies

The Moorhead campus Business: Management, Marketing and Sales AAS program is not currently identified as one needing to improve efficiencies. The costs are combined with the other programs. Students from both the AAS and diploma are together in classes. Equipment is not a large expense as it is in many other technical / trade programs. In the Fall of 2015 The Business: Management, Marketing and Sales on the Moorhead campus sold 1,981 credits amounting to $349,176.00 in revenue. Six hundred and fifty-four (654) students were served by the Moorhead faculty during Fall semester 2015.

The FTE for the Detroit Lakes campus Business: Management, Marketing and Sales AAS program is getting closer to meeting the college minimum of students per class. The program should be making money since it is paying for only one part-time faculty member and little equipment costs.

The eCampus Business: Management, Marketing and Sales AAS program has not been identified as a program needing to initiate steps to improve efficiencies. Class enrollment is reviewed on a semester by semester basis with most classes meeting a minimum 18 person enrollment. Course capacity ranges from 25 – 30 students for all courses except one, which is capped at 40. (Global Business)

Curriculum

The current 66 Curriculum (AAS)

To be in compliance with the legislative directive of 60/120, during Spring 13 the Moorhead faculty conducted a curriculum comparison of six AAS programs within the CIP Code 52:180101. The six included:

1. NTC Bemidji (The only 60 degree program)
2. Northland-EGF
3. MSCTC-Moorhead
4. Alexandria Community and Technical College
5. Ridgewater (Hutchinson)
6. Ridgewater (Willmar)
The analysis indicated there was strong similarity between five of the six programs. Based on student learning, the faculty submitted a waiver for 66 credits. We requested a waiver based on established differentials among similar programs in the system, to be in compliance with the Program Advisory Board’s recommendation to meet industry demands for employability and to align with MnSCU’s Strategic Plan 2010-14. Our Advisory Board approved our curriculum (66 credits) recommendations on March 23, 2013. New students started enrolling Fall 2014. At the same time we reduced the 70 credit diploma to its current 33 credits. During that process, some courses were removed and different courses were substituted. Technical electives are no longer offered. This resulted in limited choices for students and lessening student’s ability to explore another business program. The “NEW” 66 credit AAS has 22 courses and may be achieved in four semesters if students complete two semesters of 15 credits and two semesters of 18 credits. Many students take a fifth semester.

**Detroit Lakes:** This is the first comprehensive review completed for the program. The program curriculum meets the expectations by the advisory board members. The program will transfer to Moorhead State, University of Minnesota Crookston, Southwest State, Mayville State and University of Mary seamlessly.

**Ecampus:** Since the last program review, the program has added the online option. The program was reduced from 70 credits to 66, and now requires an internship. Ecampus delivery is discussed bi-annually with the Business: Management, Marketing, and Sales advisory board to ensure current curriculum. Since a majority of the same instructors that teach the Moorhead campus curriculum also teach the same courses online, many applied projects and assignments are part of the curriculum. Curriculum addresses the need for business students to be comfortable with technology. Project-based curriculum helps students practice concepts prior to entering the workforce. Two different internships, a Supervised Occupational Experience for the less experienced student, and a Management Internship for the more experienced student have been established as part of the program.

**Considerations for Curriculum in the Future:**

**Moorhead AAS Curriculum Considerations**

The *current AAS curriculum doesn’t allow* for any technical electives. This impacts students’ ability to explore other business function areas such as human resources, accounting, and graphics arts. Graduates of our program will need a *broad mix of skills* to be successful in marketing, management and sales positions. Skills include: interpersonal skills, good oral and written communication, numeracy (financial literacy) and analytical abilities, creativity and imagination, teamwork, IT skills and business acumen. The above skillsets have measureable outcomes and assessments in the current curriculum.

The **new skills require for today’s marketplace** include: content marketing, customer relationship management (CRM), mobile, email marketing, social media marketing, productivity tools, search engine optimization (SEO), image and design, video production, data
science, data visualization, HTML and other coding language and consumer behavior. The Moorhead faculty believe new curriculum is needed to meet the workforce needs.

**Detroit Lakes AAS Curriculum Considerations**

To update and review the program outcomes. Streamline all of the classes so the students can seamlessly move from the diploma to AAS. An example is Retail Management with the wrong course number and the pre requirements. The program will either need to change the order in which classes are offered or remove the pre req.

Try to fix the sequencing so no matter when a student enrolls they can be done with the program in 4 semesters. If students enrolls in the spring it can be a challenge to complete the program in 4 semesters. Most of those students will not come back for a 5th semester.

Look into the business core and any changes from the system office addressing Charting the Future initiatives and Pathways.

**eCampus AAS Curriculum Considerations**

After interviewing Dr. Jill Abbott, we learned that online students need to feel that the classroom and the program are “their home,” just as campus-based students adopt a feeling of identity and community. In national studies, common online student concerns are that instructors make an assumption that students can “come to us,” but the bigger question being asked is, “how can instructors reach out to online students to build a sense of community in all of their academic interactions?” Students may feel less committed to finishing a degree when they feel more like a number, and are not part of a collegiate community. Campus students have a better understanding of expectations and “where to go for help.” While instructor style and course management may vary from instructor to instructor, campus students have the ability to both visually and orally, clear up questions and concerns. Since online students are not typically exposed to this type of clarity, he/she has a more difficult time grasping the expectations and differences from instructor to instructor.

Considerations: (may be additions or enhancements to current curriculum)

1. **Synchronous or real-time videoconferencing and interaction with students.** Studies have shown by allowing students in an online environment to role play, strategize, and determine the “how to” aspect of a task, they are much better prepared to execute when beginning an internship, or joining the workforce.

2. **Gamification** – This is defined as game-like modules which are designed to take advantage of students’ ambition. When a student is both business focused and competitive (as most gamers are), it infuses competitive elements and rewards to help students retain the knowledge much stronger.

3. **Project Based** – This is slightly different than a traditional project-based assignment in that the student must demonstrate specific skills and competencies, which may be revised to a customized level. The student must master each competency before they
move on to the next competency within the project. This increases overall student knowledge, persistence, and success, and is acceptable to a variety of learning styles and abilities.

Curriculum Coring

Moorhead
The following courses are also used by other programs, either as required or elective courses:
1. MKTG2234/CPTR1104/CSCI1155 computer application courses,
2. MKTG1110 Customer Service
3. BUS2206 Principles of Marketing
4. ACCT1012 Principles of Bookkeeping
5. ACCT1108 Business Math/Calculators
6. BUS2204 Principles of Management
7. HRES1122 Human Resource Management
8. General Education courses

Detroit Lakes Technical and general education courses
1. Principles of Marketing (Entrepreneurship)
2. Principles of Management (Entrepreneurship)
3. Financial Accounting (Entrepreneurship and Accounting)
4. Customer Service (Entrepreneurship)
5. Opportunity Analysis (Entrepreneurship)
6. Intro to Computer Tech (Entrepreneurship and other college programs)
7. Business Math and Calculators (Entrepreneurship, Accounting)
8. Introduction to Entrepreneurship (Entrepreneurship)
9. College Writing
10. Macro or Microeconomics
11. Introduction to Public Speaking

Curriculum Delivery

Moorhead Faculty teach 50 percent of the teaching load on campus, and 50 percent eCampus.

The Detroit Lakes program delivers content using the flexible classroom capture modality. This allows for students to attend class on campus, watch live, or view a recording. This is great for accessibility and allowing students to review lectures.
Student Learning

AAS Program Outcomes

1. Apply communication strategies for various audiences and contexts.
2. Select and apply technology to meet business objectives.
3. Apply fundamental sales techniques.
4. Demonstrate essential elements of business management.
5. Apply fundamental marketing techniques.
6. Demonstrate professional appearance and behavior in a business environment.
7. Demonstrate interpersonal skills.
8. Apply bookkeeping and mathematical processes.
9. Apply critical thinking in a business environment.
10. Understand the economic, financial, social, legal and cultural forces affecting the business environment.

The Program Capstone Course

The capstone can be daunting for students but once it’s completed the capstone project becomes one of the most rewarding and valuable learning experiences in our program. The capstone experience is a culminating experience in which our students are expected to integrate knowledge from the entire curriculum. The capstone project is a collaborative efforts (teamwork) applying skills and abilities with a real world marketing plan. The capstone encourages inquiry and analysis, problem solving, critical thinking, written and oral communication from a broader perspective.

<table>
<thead>
<tr>
<th>The Capstone Learning Activity</th>
<th>Program Outcome</th>
<th>Course Outcome</th>
<th>Core</th>
<th>Value Rubrics</th>
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<tr>
<td>Situational Analysis</td>
<td>P10</td>
<td>C1,2</td>
<td>B1,2</td>
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<td>SWOT</td>
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<td>C1,4</td>
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<td>C5</td>
<td>B1,2</td>
<td>Critical Thinking</td>
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<td>TM Analysis</td>
<td>P5</td>
<td>C3</td>
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<td>C6,7</td>
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<td>P5</td>
<td>C8</td>
<td>B1,2</td>
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<tr>
<td>Distribution Strategy</td>
<td>P5</td>
<td>C9</td>
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<td>C10,11</td>
<td>B1,2</td>
<td>Critical Thinking</td>
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<td>Inquiry and Analysis, Critical Thinking, Quantitative Literacy</td>
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<td>C12</td>
<td>B3</td>
<td>Problem Solving</td>
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<td>P1</td>
<td>C13</td>
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<tr>
<td>Oral Communication</td>
<td>P1</td>
<td>C14</td>
<td>A2</td>
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<td>Teamwork</td>
<td></td>
<td>C13</td>
<td>D1,2,3,5</td>
<td>Teamwork</td>
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</table>
Resources

The Moorhead students use Microsoft Office 2013 or Office 365. While students have been able, for several years, to purchase Microsoft Office through the bookstore at a very reasonable price, they are now able to download this software at no cost.

The following electronic learning solutions are used by the Moorhead faculty to enhance student learning.
2. SAM simulated computer projects.
3. Bookkeeping software.
4. Google+
5. WebEx. (There is a license fee for faculty)
6. MNSCU Media Space.
7. LinkedIn.

The following electronic learning solutions are used by the Detroit Lakes faculty
1. Adobe Connect
2. eBooks and eReaders
3. Mimio

Research Database Used by the Program Faculty

IBISWorld Database

The IBISWorld is the world’s largest database of industry-based research. Students in the Business: Marketing, Management and Sales AAS program and the Business AS program are required to use IBIS to conduct research for completion of assignments. The following courses have assignments and assessment pieces directly tied to the use of the IBIS database:

1. Principles of Marketing
2. Professional Selling
3. Advanced Professional Selling
4. Principles of Management
5. Global Business
6. Retail Management
7. Small Business Management
8. Marketing Management (the capstone)
9. Advertising and Promotion
10. Marketing Research
The Importance of IBISWorld

The information culled by students from the IBIS reports is used for student projects and assignments such as competitive analysis, industry analysis, marketing plans, business plans, and sales proposals. The capstone course requires a situational analysis (most of the information is found in IBIS). The situational analysis is 27% of the project grade. Student ability to analyze industries has changed dramatically with IBIS. There were 398 IBIS hits in January 2016 with a retail value of $49,643.

Assessment: Application, Analysis, Evaluation and Synthesis

Standard Rate and Data Sheets

The lifestyle information pulled from this database is all about the target market. It’s used primarily for advertising and promotions. Assignments and projects include: promotional plans, digital marketing, trend forecasting, value propositions, sales pitches and demonstrations.

Assessment: Application, Analysis, Evaluation and Synthesis

No equipment or software purchases have been needed for eCampus… however, the program faculty may look into the $500 mini-grant opportunities to build in additional hardware/software to support an interactive environment.

Promotion and Recruitment

Moorhead

This program is included in listings of M State programs. Information is available through www.minnesota.edu and the MNSCU website. It is promoted at various community and high school events by enrollment staff most often. Our faculty participate as they are able and needed. Moorhead faculty are always present at the campus Open House. We occasionally work Business After-hours events. Someone from the department is present for the summer events.

Detroit Lakes

- Bryan works with local businesses and organizations when we do projects in the classroom.
- Bring in guest speakers.
- Keep businesses aware of the program when I am working in my role as the Director of the Business and Entrepreneurial Services.
- M State Open House
- Business after Hours events.
- Guest lecturing at area high schools.
- High school advisory boards I serve on
Advisory Committee

The Moorhead campus advisory committee meets twice a year. Meeting topics include updates regarding program changes, input from the members regarding industry changes and workforce needs. Several advisory board members have been career day speakers. We always seek input from the members for significant curriculum changes such as 60/120.

Advising

**Moorhead:** We spend a significant amount of time on individual advising sessions for the Moorhead and eCampus students. We use large group events to promote class registration. Each faculty member has a minimum of 50 advisees. In an attempt to be more efficient Lynn, Sherrie, & Marla advise the AAS for the Moorhead campus, Shelley is responsible for the campus Business AS and Michelle is responsible for the AAS online program. Penny Brynildson is the Advising Center business liaison; Joni Massie assists with advising the online students.

**Detroit Lakes:** I (Bryan) advise all of my students on an individual basis. I do this two times a year. I often meet more with students that have special circumstances such as taking summer classes. Advising is one of the ways that I am able to provide exceptional service to my students.

Past Initiatives Aimed at Program Improvement

Our prior 70-credit AAS went through Program Review several years ago but the committee review and final documents were not shared with us. The original sales and marketing diploma (120 credits) program started in 1976. The program evolved and grew to a 72-credit AAS. Throughout it all, this department has been a viable part of the college. It has grown and succeeded. Graduates have attained careers and advanced with their businesses. Several Alumni are community leaders and represent the M State brand very well.

In 2009 the Moorhead faculty created a Sales & Marketing and Management track with the intent of offering students more course offering to enhance skills, abilities and knowledge. The objective was to provide curriculum that would create more entry level specialists and fewer overall generalists. The degree with tracks was closed when we created the current curriculum.

In 2010 we launched Supervisory Leadership 18 and 30 credit certificates and a 60 credit AAS (Schwan’s) degree. The target market included: businesses in Fargo/Moorhead, displaced workers, individuals looking to enhance current skill sets, businesses with tuition reimbursement programs and human resource managers. The program was suspended after two semesters of the official launch.
Future Directions

From this messy process the Moorhead faculty have created three visions and plan to turn them into actionable goals.

1. **Be recognized as the Community & Technical College business program of choice for the following stakeholders: prospective students, FM employers and selected University Partners.**

   **Possible strategies:**
   1. Identify skills needed by employers today and review and update curriculum
   2. Build relationships with employers
   3. Revise program outcomes
   4. Create partnerships with more employers for internships and supervised occupational experiences
   5. Build more relationships with educational institutions (K12 and colleges)
   6. Update facilities (designated business classrooms)
   7. Create a promotional plan

2. **Be known in the FM area as the business program that educates and prepares New Americans for the Fargo Moorhead workplace.**

   **Possible strategies:**
   1. Work with ELL instructors
   2. Build relationships with community organizations involved with New Americans
   3. Create a different first semester

3. **Improve the retention rates with campus and eCampus students.**

   **Possible strategies:**
   1. More offerings of summer technical courses
   2. Pre business first semester
   3. Student orientation
   4. Intervention process
   5. More training to help faculty identify life issues

**Detroit Lakes:** The program is going to continue to use flexible classroom capture technology to deliver curriculum to the students. This will be part of the overall academic plan for the Detroit Lakes campus. I foresee my numbers increasing as we should be able to reach more students. Including the ones that had accessibility issues such as having to work during class. It will also help with student retention. More smart rooms will be needed (see the Detroit Lakes academic plan for cost/benefit analysis).
Summary of Program Review Committee Meeting (Step 7)

Program: Business: Management, Marketing, and Sales  
Campuses: MHD, DL, eCampus  
Program Faculty: Marla F, Lynn K., Sherrie H., Michelle E., Shelley L., Bryan C.  
Academic Dean(s): Steve Erickson  
Review Committee Members in Attendance: Scott Riplinger, Loren Haagenson, Keith Johnson, Marc Madigan, Heidi Anderson, Eric Daeuber.  
Dates of Review: 2/25/16

A. Identify participants:

See above

B. Summary of comments and suggestions:

See Step 8
Review Committee Recommendations (Step 8)

Program: Business: Management, Marketing, and Sales
Campuses: MHD, DL, eCampus
Program Faculty: Marla F, Lynn K., Sherrie H., Michelle E., Shelley L., Bryan C.
Academic Dean(s): Steve Erickson
Review Committee Members in Attendance: Scott Riplinger, Loren Haagenson, Keith Johnson, Marc Madigan, Heidi Anderson, Eric Daeuber.
Dates of Review: 2/25/16

A. Identify strengths for this program.
   • Careful thought and articulation of future directions through the program’s program review document.
   • Enthused faculty – willingness to extend themselves in professional development and for themselves.
   • Successful alumni – alumni are proud to be grads.
   • Internship comment from employers: students asking good, appropriate, and timely questions.
   • Campus students are connected to students
   • Alumni are connected to faculty
   • Open to new ideas and willingness to try new things
   • Transferability pathways
   • DL program has had recent, solid growing

B. Identify areas for improvement.
   • Potentially add digital marketing content
   • Soft skills/Professionalism – potential need of assessments from faculty, internship sites, and students themselves
   • Higher level thinking skills / critical thinking assessments
   • Potentially develop a student conduct / code of ethics that is program or division specific.
   • Online retention –
     o Online orientation (college level)
     o Program orientation
     o Connecting with students: WebEx sessions, presentations via WebEx.
     o Marc – master’s program 5 of 7 conferences required, watch the others.
   • Examine summer courses for spring starts
   • Intro course with a paired ELL course. (EAP courses) - EXPLORE
• RECOMMENDATION: Examine advisory committees in consideration of the following:
  o Determine need for multiple committees to address content areas within the program
  o Diversify committee to include emerging FM businesses
  o DL and MHD attend each other’s committees
  o Consider incorporation of New American advisory committee members
• Handling of “unsure” prospects: guidelines for enrollment – update the document previously used
• Enrollment: students see AS degree as a “safer” option to pursue due to the general nature of the degree.

C. Provide any specific recommendations for consideration by the faculty or the college.

College
• Complete mandatory online orientation
• Improve curriculum improvement process to include resources and support for program faculty to strengthen curriculum.

Program
• Follow the “Future Directions” portion of your program report by setting goals and assessments for each goal. Regular follow-up will be important in ensuring that you meet those goals.
• Update program – program outcomes, curriculum
• Continue to invest in recruiting events and enrollment
• Continue to participate in outreach and prospecting: preview days, etc.
• Consider a program handbook / student code

4-22-13
Revised 10-23-13
Revised 11-1-13
Revised 1-28-14
A. Identify one to three projects for the next three years aimed at program improvement. Identify who is responsible, the timetable for implementation, and any required resources.

**Short Term Goal:** Develop a student conduct/code of ethics for program to be shared with division for possible business division implementation.

**Lead:** Shelley Lundborg with input and final approval from above listed program faculty

**Implementation:** Spring 2017

**Resources:** To be determined as project is completed

**Long Term Goal:** Update program outcomes and curriculum

To accomplish this goal program faculty will complete the following categories:

<table>
<thead>
<tr>
<th>Research</th>
<th>Analysis</th>
<th>Creative/Innovation</th>
<th>Make Decision</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure capstone course aligns with program outcomes</td>
<td></td>
<td></td>
<td>1) Determine capstone course</td>
<td>1) Academic Dean</td>
</tr>
<tr>
<td>a. Determine if any outcomes are missing</td>
<td>2) Make final recommendations on program outcomes</td>
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<td>2) Make final recommendations on program outcomes</td>
<td>2) Program Advisory Boards</td>
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<tr>
<td>b. Determine if outcomes need to be updated</td>
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<td></td>
<td>3) Peer review through CARP and Academic Affairs and Standards Council</td>
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<tr>
<td>c. Determine if outcomes need to be added</td>
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<td>Assure course learning outcomes align with program outcomes</td>
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<tr>
<td>d. Determine if any outcomes are missing</td>
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<td>e. Determine if outcomes need to be updated</td>
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<tr>
<td>f. Determine if outcomes need to be added</td>
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<table>
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<td>Spring 2017</td>
<td>Fall 2017</td>
<td>Fall 2017</td>
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</table>
2017 – 2018 Academic Year – Implementation/Execution
Create signature work to align with capstone for each related course
Decide on authentic assessment tools

**Delegation of Duties** – to be determined by program faculty

**Resources** – Administrative Assistance

**Long-term Goal (2016 - 2019) – Student Retention**
Over the next three years: year over year improvement in fall to fall persistence with a three year improvement of 7%; improvement in graduation rate by 5%.

**Delegation of Duties** – to be determined by program faculty

**Resources** – Administrative Assistance

Dean and Faculty Signatures: ________________________________________________________

____________________________________________________________________________

Date: ________________________

Please submit to CAO.

4-22-13
Revised 10-23-13
Revised 11-1-13
Revised 1-28-14