**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0421 – Management & Marketing

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

**As we reported last year, we expected the number of completions to remain relatively flat for this year. However, the addition of the new certificates, specifically the two certificates for the prison population , have helped increase these numbers. Going forward, we would expect to see the number of completers show some improvement next year as well since we have added two certificates in the area of digital marketing, and we have made some revisions in curriculum to decrease the hours in degree programs to 65 or less. However, it is currently not clear if the changes in hours will be incorporated before fall 2016.**

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

**While the department success rates have remained above the rates for the college, and the division, there is still work to be done. Faculty are continuing to review the section level data for course success, and looking for ways to improve. We believe some of the collaborative efforts that we have begun this year of bringing different classes together to share learning experiences and team teaching will pay dividends in this area. We have also identified some improvements we can make in the area of supporting and developing adjuncts that we will be working on implementing in the coming year.**

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| There are a couple of areas worthy of note in this area. First, the department has recently begun discussion with Wright State to have Wright State teach a 3000 level management or marketing course at Sinclair to students considering transfer to Wright State. This offer is made in hopes that students will experience a university course while still in a familiar Sinclair setting, thus easing the transition to Wright State or another four-year institution. | In progress ⌧    Completed ☐  No longer applicable ☐ | **During the year, we worked with Wright States Roj Soin College of Business and offered a WSU marketing course at Sinclair's main campus, and another course at Courseview. The course offering at Courseview can be considered successful, but the offering at the main campus only enrolled WSU students. After three weeks, the course was moved back to WSU at the request of students.**  **We are also working with Dr. Shu Shiller, Chair Information Systems and SCM from WSU to identify Sinclair courses in the supply chain management curriculum that could transfer to WSU's SCM program. The outcome of the first meeting was very positive, and Dr. Shiller is working with her faculty to get several courses approved. This would enable students to experience a much smoother transition from Sinclair to WSU Raj Soin School of Business.** |
| The second area the department has been working on is the expansion of its Supply Chain Management program to the Courseview campus. While there has been limited success to date, there has not been much in the area of marketing of the offerings to help drive enrollment. | In progress ☐  Completed **⌧**  No longer applicable ☐ | **We have worked with Courseview over the last year to define what their program needs are. IT has become clear that the need is more closely aligned with the work that is going on with the NSF Supply Chain Technology Education. As a result, Courseview is working closely with the engineering technology department and offering classes in industrial maintenance.** |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The discussion with the review team regarding the deactivation of the marketing program and the department’s contemplation of development of a digital marketing program was very enlightening. The implementation of the prerequisite on the TAG marketing course by the state has had an adverse effect on enrollment statewide, and was directly responsible for the deactivation of the program. Considerations of a new digital marketing program will need to include plans for overcoming this barrier. The department has discussed development of a non-TAG marketing course get around this obstacle, and that is a possible approach, although there may be some benefits to working with the state to remove the troublesome TAG prerequisite. However the department chooses to address this challenge, the review team recommends careful consideration and thought regarding the need for a digital marketing program, and if the decision is made to pursue it, careful attention to the development of this program. Transfer possibilities and employment prospects for graduates should be among the major factors taken into consideration as the department explores this opportunity. The department should formalize an approach to making the determination regarding whether this program should be developed. | In progress ☐  Completed ⌧  No longer applicable ☐ | **A new digital marketing program and two certificates was developed and approved by the curriculum committee. Three new courses were also developed, including a non-TAG Intro to Marketing course. This course, MRK 2100 does not require ECO 2180 as a prerequisite. This was done to allow students that are not planning on transferring to a 4-year state school to be better able to complete. As a result, we would expect to see the number of completers increase.** |
| The department should also formalize an approach for deciding whether or not to require internships for all of its students. This possibility is presently at the discussion stage in the department, and the department should develop a clear and explicit rationale for deciding whether or not to implement this idea. The department should be very clear about how this will be decided. | In progress ☐    Completed ⌧  No longer applicable ☐ | **The feedback from the Digital Marketing Focus Group was indeed supportive of the internship requirement. As a result, the new digital marketing program requires an internship as a core piece of the curriculum.** |
| An approach for making improvements to the Advisory Board should also be formalized – the department should state explicitly why improvements are needed, what the goals of the improvements are, and what the strategies for achieving those goals should be. As part of the rationale for the improvements, the department should specify how the Advisory Board will function differently than it has in the past, should specify how the structure will differ from what it has been in the past, and a timeline should be developed that will guide the department’s efforts to strengthen its Advisory Board. | In progress ⌧    Completed ☐  No longer applicable ☐ | **The department is continuing to revise the membership of the advisory board to meet our needs. We have also started working on a way to get the advisory board more involved with the students. Beginning in the fall semester, we plan on having the advisory board develop a scenario based case for a cross disciplinary group of students (MAN 1107, MAN 2150, MAN 1110, MAN 2155, and MRK 2101). The classes are being scheduled in the same time block, and three times during the term, the advisory board will meet with the classes and facilitate a session. Each class will then approach the problem from the perspective of the discipline of their class.** |
| The department has demonstrated an exemplary level of commitment to the collection and use of data, and has worked hard in this area. The review team has the sense that these data collection efforts could be made more efficient and less onerous through the use of some of the resources offered by other departments. For example, RAR may be able to extract data from multiple sections in Angel more easily than the department can with its current processes. When collection of data becomes resource-intensive, the department is strongly encouraged to consult with RAR, the Provost’s Office, and other areas on campus to see if there aren’t more effective and efficient ways to obtain the data the department needs. It may be appropriate to invite a representative from RAR to a department meeting to discuss some of the services that they can provide. | In progress ⌧  Completed ☐  No longer applicable ☐ | **Work in this area will be on-going. As we have needs to access/extract assessment data from Angel, we will continue to reach out to RAR and others to look for ways to streamline the process.** |
| .  The department has shown a great deal of concern about students knowing the difference between the Business Administration transfer degree and the General Business Management Applied Associate of Science degree. Despite this concern, there appears to still be some confusion among students and others regarding how these degrees differ in terms of post-graduation outcomes and opportunities. The review team recommends that the department find ways to communicate more effectively with students regarding the differences between these degrees. One option may be to have something on the department website that makes the differences between these degrees more clear and explicit. Other efforts at outreach to students and others who may be unclear on the differences may be warranted, especially to Enrollment Services and Academic Advising. The department should come up with a plan with specific actions that are designed to decrease confusion regarding these two distinct degree pathways. | In progress □  Completed ⌧  No longer applicable ☐ | **The department has worked closely with the academic advisors, as well as developing detailed program sheets for each degree. The advisors are making a point to stress the difference with students as they meet with them. During our outreach events we are also emphasizing the differences as well. Finally, we have developed better relationships with schools like Franklin University and Ohio University and have articulation agreements in place so that students that have completed an AAS degree can still transfer and receive credit for the coursework they have completed in their degree program.** |
| Since the department is seriously considering a digital marketing degree, an increased use of social media and other digital platforms may be warranted. Use of these tools by the department may both increase its capacity for educating students in these areas and allow the department to demonstrate to its students the potential for these approaches. | In progress ⌧  Completed ☐  No longer applicable ☐ | **See comments above re: development of a marketing certificate/program. Also, Dennis Brode and Chrissann Ruehle will be doing a presentation at the ACBSP Annual Conference in Philadelphia on the topic of digital marketing/social media in the classroom. Additionally, we are continuing to look for ways to increase the use in more subtle ways. For example, Dennis Brode has been piloting the use of REMIND.COM for his face-to-face classes since fall 2014 with very positive results.** |

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| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_Reaffirmed in 2008 with a QA Report every two years  **OR**  ☐ Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** | There were none that were specific to our programs. |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** | N/A |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2014-2015** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

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| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Apply contemporary approaches to management and organizational success within the framework of the classroom and written assignments. | ACC-1220  ECO-2160 ECO-2180 LAW-1101 MAN-1107 MAN-1110 MAN-2150 MAN-2279 MAT-1460 MAT-2170 MRK-2101 | 2014 | **Test questions were developed to measure student knowledge in two primary areas – isolationism and general management. These test questions are embedded in every section of the MAN 2150 course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2014, the questions were placed in a separate folder, and every student received these questions. For analysis purposes, we pulled data from five course sections (three f-2-f and two on-line). The data represents over 300 students. Results indicate a decline in both area, but we are still well above the goal of 70%. Starting in fall 2015, we will place more emphasis in these areas in both on-line and face-to-face classes.** |
| Apply principles of organizational behavior and human relations, including methods used to create, maintain and improve a positive and diverse work environment. | MAN-1107 MAN-2150 MAN-2279 | 2014 | **Test questions were developed to measure student knowledge in these areas. These test questions are embedded in every section of the MAN 2150 course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2014, the questions were placed in a separate folder, and every student received these questions. For analysis purposes, we pulled data from five course sections (three f-2-f and two on-line). The data represents over 300 students.**  **For both questions, a slight increase in improvement was witnessed. At this point we are achieving the minimum outcome threshold of 70%.** |
| **Apply proper oral and written communication, quantitative methods, critical thinking, research, ethics, computer literacy, and global citizenship skills.** | BIS-1120 COM-2211 ENG-1101 ENG-1131 ENG-1201 | 2016-17 |  |  |
| Demonstrate methods of planning, leading, organizing and controlling within organizational systems and strategy development, particularly in the context of mission, values, goals and objectives. | MAN-1107 MAN-1110 MAN-2101 MAN-2150 MAN-2155 MAN-2270 MAN-2279 MRK-2101 | 2014 | **Test questions were developed to measure student knowledge in the areas of planning, organizing, and control. These test questions are embedded in every section of the MAN 2150 course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2014, the questions were placed in a separate folder, and every student received these questions. For analysis purposes, we pulled data from five course sections (three f-2-f and two on-line). The data represents over 300 students. For each of the three question types (planning, organizing, controlling) a decline in student understanding was found. For the next year, a renewed emphasis will be placed on these areas in all sections of the course.** |
| Demonstrate synthesis of general education concepts into the required management and business application. | BIS-1120 COM-2211 ENG-1101 ENG-1131 ENG-1201 | 2015-16 |  |  |
| Explain the functions of supply chains, their purpose, marketing and sales impact, use and management in a global context and their impact on customer service and profitability. | MAN-1106 MAN-2110 MAN-2144 MAN-2155 MAN-2159 OPT-2251 | 2014 | **Three different assignments are being used to assess this outcome. The first is the Metropolitan University (Case Study), the second is the Inventory and Forecast Calculations (Quantitative), and the third is the PMI (Purchasing Manager’s Index) Analysis (Research and Report).**  **Quantitative problems have proven to be difficult for students. Inventory and forecasting calculations are critical for successful SC planning and execution. Due to the lower scores in Fall ’11 and Winter ’12, I added online Angel lessons to better explain the calculations. Students can view a problem set-up, calculate the answer, and then click an *Answer* icon to view the solution. Simply providing more online examples (in addition to problems in the text) has helped to improve students’ understanding and success rates. We have also incorporated LectureScribe White Board narrated presentations into the course. Viewing and listening to the instructor solve a problem should also increase student learning and success.**  **The Purchasing Manager Index (PMI) is an economic indicator issued monthly by the Institute for Supply Management (Professional Organization important in the SC community). There are reports for both manufacturing and service industries and the information can be found regionally, nationally, and globally. The report is rather lengthy and can be confusing. The students are asked to play the role of SC manager and analyze how the information in this report would affect their buying decisions. We found that this assignment was too broad and students lost focus. Students are now assigned a specific commodity or industry (narrows the focus) to research and report on specific areas such as: 1.New orders, 2.Inventory levels, 3.Production, 4.Supplier deliveries, and 5.Employment environment – as these are major sections in the report. Student understanding and application of this data was notably improved this semester. The increase in the number of students was due to the addition of the MAN 2159 course into the prison program.** | Metropolitan University (Case Study)  Inventory and Forecast Calculations (Quantitative)  PMI (Purchasing Manager’s Index) Analysis (Research and Report) |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | At this point in time, there are no significant changes planned as a result of the assessment of program outcomes. |
| **How will you determine whether those changes had an impact?** |  |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| BPS | 0421 | Management & Marketing | BM.CRT | 34 | 51 | 51 | 48 | 61 | 43 | 33 |
| BPS | 0421 | Management & Marketing | BM.S.CRT | . | . | . | . | . | 4 | 13 |
| BPS | 0421 | Management & Marketing | BSP.S.STC | . | . | . | . | . | . | 42 |
| BPS | 0421 | Management & Marketing | BUS.BWSU.02.AS | 3 | . | . | . | . | 1 | . |
| BPS | 0421 | Management & Marketing | BUS.BWSU.03.AS | . | . | 1 | . | . | . | . |
| BPS | 0421 | Management & Marketing | BUS.S.STC | . | . | . | . | . | . | 43 |
| BPS | 0421 | Management & Marketing | BUS.WSU.AS | 1 | . | . | . | . | . | . |
| BPS | 0421 | Management & Marketing | BUS.WSU.MIS.AS | 1 | . | . | . | . | . | . |
| BPS | 0421 | Management & Marketing | GBM.AAS | 34 | 49 | 52 | 51 | 69 | 34 | 5 |
| BPS | 0421 | Management & Marketing | GBM.S.AAS | . | . | . | . | . | 16 | 36 |
| BPS | 0421 | Management & Marketing | HRMT.S.STC | . | . | . | . | . | 4 | 14 |
| BPS | 0421 | Management & Marketing | HRMT.STC | 35 | 26 | 18 | 13 | 17 | 11 | 3 |
| BPS | 0421 | Management & Marketing | SCM.AAS | . | 1 | 3 | 4 | 6 | 6 | 1 |
| BPS | 0421 | Management & Marketing | SCM.S.AAS | . | . | . | . | . | 1 | 1 |
| BPS | 0421 | Management & Marketing | SCMC.CRT | . | 3 | 6 | 2 | 8 | 6 | 3 |
| BPS | 0421 | Management & Marketing | SCMC.S.CRT | . | . | . | . | . | . | 1 |
| BPS | 0421 | Management & Marketing | SCMS.STC | . | 3 | 15 | 4 | 3 | 2 | 2 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0421 | Management & Marketing | BUS-270 |  | 50.0% | 100.0% | . | . | . | . | . |
| 0421 | Management & Marketing | ENT-2140 |  | . | . | . | . | . | 81.9% | 80.2% |
| 0421 | Management & Marketing | ENT-2160 |  | . | . | . | . | . | 100.0% | 76.6% |
| 0421 | Management & Marketing | ENT-240 |  | 75.0% | 59.4% | 70.6% | 71.8% | 71.1% | . | . |
| 0421 | Management & Marketing | ENT-260 |  | . | . | 100.0% | 91.7% | 76.9% | . | . |
| 0421 | Management & Marketing | MAN-105 |  | 70.8% | 69.2% | 67.3% | 69.6% | 70.8% | . | . |
| 0421 | Management & Marketing | MAN-106 |  | . | . | . | 100.0% | 74.5% | . | . |
| 0421 | Management & Marketing | MAN-107 |  | . | . | . | . | 69.2% | 70.8% | . |
| 0421 | Management & Marketing | MAN-110 |  | 79.2% | 78.0% | 71.0% | 67.5% | 72.4% | 66.7% | . |
| 0421 | Management & Marketing | MAN-1106 |  | . | . | . | . | . | 74.3% | 83.7% |
| 0421 | Management & Marketing | MAN-1107 |  | . | . | . | . | . | 62.4% | 61.4% |
| 0421 | Management & Marketing | MAN-1110 |  | . | . | . | . | . | 65.8% | 64.9% |
| 0421 | Management & Marketing | MAN-1157 |  | . | . | . | . | . | 100.0% | . |
| 0421 | Management & Marketing | MAN-157 |  | . | . | . | 100.0% | 100.0% | . | . |
| 0421 | Management & Marketing | MAN-201 |  | 77.8% | 80.9% | 77.4% | 76.3% | 74.5% | 73.3% | . |
| 0421 | Management & Marketing | MAN-205 |  | 69.2% | 70.1% | 70.8% | 72.8% | . | . | . |
| 0421 | Management & Marketing | MAN-207 |  | 71.2% | 75.6% | 81.5% | 86.9% | . | . | . |
| 0421 | Management & Marketing | MAN-210 |  | 86.2% | 91.9% | 88.6% | 83.6% | 88.2% | 84.7% | . |
| 0421 | Management & Marketing | MAN-2101 |  | . | . | . | . | . | 68.2% | 72.7% |
| 0421 | Management & Marketing | MAN-2110 |  | . | . | . | . | . | 81.8% | 75.9% |
| 0421 | Management & Marketing | MAN-2140 |  | . | . | . | . | . | 83.3% | 78.0% |
| 0421 | Management & Marketing | MAN-2144 |  | . | . | . | . | . | 82.1% | 84.8% |
| 0421 | Management & Marketing | MAN-2150 |  | . | . | . | . | . | 72.5% | 72.5% |
| 0421 | Management & Marketing | MAN-2155 |  | . | . | . | . | . | 76.8% | 70.9% |
| 0421 | Management & Marketing | MAN-2159 |  | . | . | . | . | . | 81.1% | 89.2% |
| 0421 | Management & Marketing | MAN-216 |  | 72.0% | 57.5% | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-2247 |  | . | . | . | . | . | 71.4% | . |
| 0421 | Management & Marketing | MAN-225 |  | 84.7% | 88.7% | 86.2% | 83.7% | 83.1% | . | . |
| 0421 | Management & Marketing | MAN-226 |  | 84.6% | . | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-2270 |  | . | . | . | . | . | 100.0% | 78.9% |
| 0421 | Management & Marketing | MAN-2279 |  | . | . | . | . | . | 91.7% | 97.1% |
| 0421 | Management & Marketing | MAN-237 |  | 92.4% | 97.1% | 97.0% | . | . | . | . |
| 0421 | Management & Marketing | MAN-238 |  | 95.0% | 95.9% | 100.0% | . | . | . | . |
| 0421 | Management & Marketing | MAN-240 |  | . | . | 80.0% | 82.5% | 84.9% | 88.2% | . |
| 0421 | Management & Marketing | MAN-241 |  | 85.0% | 76.3% | 72.7% | 83.8% | . | . | . |
| 0421 | Management & Marketing | MAN-242 |  | 100.0% | 100.0% | 94.7% | 100.0% | 100.0% | . | . |
| 0421 | Management & Marketing | MAN-243 |  | . | 100.0% | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-244 |  | . | 100.0% | 88.2% | 86.7% | 89.7% | . | . |
| 0421 | Management & Marketing | MAN-247 |  | 100.0% | 100.0% | 100.0% | 75.0% | 93.8% | . | . |
| 0421 | Management & Marketing | MAN-248 |  | . | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0421 | Management & Marketing | MAN-250 |  | . | . | . | . | 76.9% | 79.1% | . |
| 0421 | Management & Marketing | MAN-251 |  | 83.3% | 95.2% | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-255 |  | 89.7% | 93.0% | 91.8% | 84.7% | 88.1% | 94.4% | . |
| 0421 | Management & Marketing | MAN-259 |  | . | . | . | . | 93.8% | 92.9% | . |
| 0421 | Management & Marketing | MAN-270 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0421 | Management & Marketing | MAN-278 |  | 100.0% | 96.3% | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-279 |  | . | . | 97.8% | 98.0% | 94.4% | 100.0% | . |
| 0421 | Management & Marketing | MAN-295 |  | 81.8% | 86.6% | . | . | . | . | . |
| 0421 | Management & Marketing | MAN-297 |  | . | 100.0% | . | . | . | . | . |
| 0421 | Management & Marketing | MRK-201 |  | 77.4% | 80.2% | 85.2% | 88.3% | 87.7% | 84.4% | . |
| 0421 | Management & Marketing | MRK-202 |  | 77.5% | 86.4% | 89.6% | 84.3% | 86.7% | 98.3% | . |
| 0421 | Management & Marketing | MRK-2101 |  | . | . | . | . | . | 83.3% | 79.7% |
| 0421 | Management & Marketing | MRK-2102 |  | . | . | . | . | . | 60.0% | 84.7% |
| 0421 | Management & Marketing | MRK-2135 |  | . | . | . | . | . | 87.5% | 75.9% |
| 0421 | Management & Marketing | MRK-2145 |  | . | . | . | . | . | . | 90.9% |
| 0421 | Management & Marketing | MRK-215 |  | 87.5% | 77.8% | 76.7% | 70.4% | 84.2% | . | . |
| 0421 | Management & Marketing | MRK-220 |  | . | 92.3% | 81.5% | 95.0% | 80.0% | . | . |
| 0421 | Management & Marketing | MRK-2220 |  | . | . | . | . | . | 64.3% | 74.2% |
| 0421 | Management & Marketing | MRK-2225 |  | . | . | . | . | . | 82.4% | 89.5% |
| 0421 | Management & Marketing | MRK-225 |  | 85.7% | 96.3% | 78.6% | 76.7% | 85.2% | . | . |
| 0421 | Management & Marketing | MRK-245 |  | 83.9% | 95.2% | 95.0% | 100.0% | 83.3% | . | . |
| 0421 | Management & Marketing | MRK-270 |  | 100.0% | 66.7% | . | . | . | . | . |
| 0421 | Management & Marketing | MRK-295 |  | 100.0% | 91.7% | 92.3% | . | . | . | . |
| 0421 | Management & Marketing | MRK-297 |  | 100.0% | 100.0% | . | 100.0% | . | . | . |
| 0421 | Management & Marketing | PUR-201 |  | 80.0% | . | . | . | . | . | . |