**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**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?*

**The jump in the completion numbers in FY 11-12 can be attributed to the switch to semesters. Every effort was made to get students through their programs and certificates prior to the change. This effort, in essence, “drained the pipeline”, and we are now slowly starting to fill it again. With the improving economic conditions in the region, we expect the next few years to remain relatively flat as well. We have added several new certificates, including two certificates in the prisons, and a supervision certificate. We are also in the beginning stages of developing an offering (either a certificate or a program) in the area of digital marketing. These should provide some future growth in completers over the next few years.**

**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.

**The overall department success rates have remained a little above those rates for the division, and the college, for the last six years. Although our results are higher than some, there is still room for improvement. As we presented in our Program Review back in April 2013, we are continuing to look at the data for our program outcomes, especially in the high enrollment courses. Each term we are gathering the assessment data and looking for ways to improve student success.**

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.

|  |  |  |
| --- | --- | --- |
| **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 [x] Completed [ ] No longer applicable [ ]  | **The department is still working on this goal. We met with the Dean and the department chairs from Wright State University during the spring semester and everyone was in agreement with the concept of pursuing this effort. Wright State will be hosting the next meeting where the discussion will continue and hopefully lead to an implementation plan being put in place. Discussions are also taking place with Write State to offer a marketing course at the Courseview Campus in the next year.** |
| 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 [x] Completed [ ] No longer applicable [ ]  | **Courses within the Supply Chain certificate and program have been offered at Courseview with limited success. Enrollment has not been sufficient in most cases to justify the class. Hopefully, with additional marking and some targeted outreach activities, we will begin to see the enrollment grow in the area of supply chain management. The addition of video equipment in 2014 will enable us to include CVCC students in courses being run form the other learning centers, where we have also had issues with low enrollment classes. Finally, with the growing number of distribution centers in the region, and the work being done with the NSF grant, it makes sense to continue this effort.** |

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.

|  |  |  |
| --- | --- | --- |
| **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 [x] Completed [ ] No longer applicable [ ]  | **The department was able to hire Chrissann Ruehle – Assistant Professor of Marketing at the beginning of fall semester 2013. Chrissann and Dennis Brode are meeting regularly to develop a plan to first look at the feasibility of a program/certificate, and then to develop and implement one if it is feasible. A focus group is currently being assembled to help guide us through this process. We anticipate the focus group meeting to occur in mid-November.** |
| 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 [x] Completed [ ] No longer applicable [ ]  | **The department has decided to limit the scope of this recommendation to the Marketing program/certificate to begin with. Working with the focus group referenced above, we will obtain feedback on the requirement of internships in the program. If the feedback is positive, we will include a required internship in the marketing program/certificate. Currently, the most sought after interns are in the area of marketing, with knowledge of social media and digital marketing.** |
| 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 [x] Completed [ ] No longer applicable [ ]  | **The department has met several times and discussed the structure and membership of the advisory board. Currently, a revamped advisory board is being assembled and we are in the process if formally inviting the desired individuals to participate. We anticipate an advisory board meeting to take place in late November.** |
| 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 [x] 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 [x] Completed [ ] No longer applicable [ ]  | **Work has not yet begun in this area, but this will be an agenda item for the department work day on November 27. During that time, we will develop some strategies to address this item.** |
| 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 [x] Completed [ ] No longer applicable [ ]  | **See comments above re: development of a marketing certificate/program.** |

**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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Critical Thinking/Problem Solving | All programs | **2012-2013** | **As the GBM.S.AAS Capstone Course, the MAN 279/MAN 2279 impacts all program outcomes. Although program outcomes 3, 4 and 5 reflect the foundations of the Management discipline, the various outcomes associated with general education are critical elements of the manager’s “toolbox” and will also be analyzed. The MAN 279 course was redesigned and activated during the Spring of 2011 and ran throughout the 2011-2012 academic year. It was then converted to the semester format (MAN 2279) and ran Fall of 2012 and Spring of 2013. The various written student exercises were assessed and the data suggested one general education area for improvement:** **1) Based on program outcome 1 and 2, the written communication supplied by the various teams often does not meet the expectations associated with graduating students and this may have a negative impact on assessing critical thinking and problem solving.**  | **As the 2012-2013 academic year was the first full year of for the current format of the MAN 2279, the time was spent collecting assessment data to understand the current status of the students’ learning. Based on this data, a new written communication rubric will be added to the Spring 2014 course to better help the students understand what is expected of their writing submissions and to better assess their writing and their critical thinking skills. Additionally, the general education critical thinking/problem solving rubric will also be employed to help the faculty better assess this critical general education outcome.** **How will you determine whether those changes had an Impact?****With the use of these two rubrics, we will then be able to better track changes in student learning and compare progress throughout the students’ coursework. These rubrics will be implemented during the Spring 2014 semester.**  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
| Oral Communication | All programs | **2016-2017** |  |  |
| Written Communication | All programs | **2016-2017** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | 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  | 2012-13 | **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 course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2012-13, 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 improvement for general management question but slight decrease for isolationism question. However, the percent correct well exceeds the 70% outcome threshold.** |
| 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  | 2012-13 | **Test questions were developed to measure student knowledge in these areas. These test questions are embedded in every section of the course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2012-13, 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 decrease in improvement was witnessed. Negative reinforcement, in particular, is still not 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  | 2012-13 | **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 course.** | **In 2011-12, the questions used to measure these areas were randomly selected, and over 200 students were tested; for 2012-13, 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) an improvement or no change was found. Planning and organizing remain well above the outcome threshold and control is making significant progress toward the other categories.**  |
| 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  | 2012-13 | **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. I plan to also incorporate 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. I 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.** | Metropolitan University (Case Study)Inventory and Forecast Calculations (Quantitative)PMI (Purchasing Manager’s Index) Analysis (Research and Report) |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

**As the 2012-2013 academic year was the first full year of for the current format of the MAN 2279, the time was spent collecting assessment data to understand the current status of the students’ learning. Based on this data, a new written communication rubric will be added to the Spring 2014 course to better help the students understand what is expected of their writing submissions and to better assess their writing and their critical thinking skills. Additionally, the general education critical thinking/problem solving rubric will also be employed to help the faculty better assess this critical general education outcome.**

1. How will you determine whether those changes had an impact?

**Through the use of the rubric.**

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

**No changes are planned as a result of the assessment of program outcomes at this time.**

1. How will you determine whether those changes had an impact?

**N/A**

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

**MAN 2150 was first run during Fall 2012 and was developed, for the semester conversion. It was converted from the MAN 250 course which was a combination of MAN 205 and MAN 225. As such, this is a foundational course for the Management program and will be assessed relative to GBM.S.AAS program outcome #5. The department faculty determined that the results of selected quiz questions, as answered by students, would be analyzed for assessment purposes. There are five main topic areas associated with MAN 2150 course including the history/definition of management, planning, organizing, influencing and controlling. Two quiz questions were selected for each topic (10 questions total) and the results from randomly sampled sections of MAN 2150 (Fall 2012, Spring 2013, Summer 2013) were analyzed (see attached Excel spreadsheet). In all, 15 separate sections were analyzed comprising 16 week, 12 week, and 8 week sections. Since the same 10 questions were administered during the MAN 250 course (Fall 2011 – Summer 2012) and the new MAN 2150 course, comparisons can be made between the two years.**

**For the previous MAN 250 course, of the ten questions, students, on average, answered six correctly at an 80% or higher rate. The four questions answered at a lower rate included one question in the Planning topic area (associated with the stages of planning,) one in the Influencing topic area (associated with negative reinforcement) and both questions from the Control topic area.**

**RESULTS: For the Planning question: with the implemented changes, an improvement from the 2011-2012 to 2012-2013 was witnessed. The average correct score increased from 77.67% to 83.11%.**

**For the influencing question: a decrease in average percent correct was found. The average correct score decreased from 70.33% to 68.03%.**

**For the controlling questions: improvements were seen in both questions. Question 1 had an increase from 70.8% to 78.7% and question 2 saw an increase from 71.6% to 79.4%.**

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

**There are no other improvement efforts of any significance that have not been discussed.**

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

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| BPS | 0421 | Management & Marketing | BM.CRT | 34 | 51 | 51 | 48 | 61 | 43 |
| BPS | 0421 | Management & Marketing | BM.S.CRT | . | . | . | . | . | 3 |
| BPS | 0421 | Management & Marketing | BUS.BWSU.02.AS | 3 | . | . | . | . | 1 |
| BPS | 0421 | Management & Marketing | BUS.BWSU.03.AS | . | . | 1 | . | . | . |
| 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 | 33 |
| BPS | 0421 | Management & Marketing | GBM.S.AAS | . | . | . | . | . | 15 |
| BPS | 0421 | Management & Marketing | HRMT.S.STC | . | . | . | . | . | 4 |
| BPS | 0421 | Management & Marketing | HRMT.STC | 35 | 26 | 18 | 13 | 17 | 11 |
| BPS | 0421 | Management & Marketing | SCM.AAS | . | 1 | 3 | 4 | 6 | 6 |
| BPS | 0421 | Management & Marketing | SCM.S.AAS | . | . | . | . | . | 1 |
| BPS | 0421 | Management & Marketing | SCMC.CRT | . | 3 | 6 | 2 | 8 | 6 |
| BPS | 0421 | Management & Marketing | SCMS.STC | . | 3 | 15 | 4 | 3 | 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** |
| 0421 | Management & Marketing | BUS-270 | 50.0% | 100.0% | . | . | . | . |
| 0421 | Management & Marketing | ENT-2140 | . | . | . | . | . | 81.9% |
| 0421 | Management & Marketing | ENT-2160 | . | . | . | . | . | 100.0% |
| 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% |
| 0421 | Management & Marketing | MAN-1107 | . | . | . | . | . | 62.4% |
| 0421 | Management & Marketing | MAN-1110 | . | . | . | . | . | 65.8% |
| 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% |
| 0421 | Management & Marketing | MAN-2110 | . | . | . | . | . | 81.8% |
| 0421 | Management & Marketing | MAN-2140 | . | . | . | . | . | 83.3% |
| 0421 | Management & Marketing | MAN-2144 | . | . | . | . | . | 82.1% |
| 0421 | Management & Marketing | MAN-2150 | . | . | . | . | . | 72.5% |
| 0421 | Management & Marketing | MAN-2155 | . | . | . | . | . | 76.8% |
| 0421 | Management & Marketing | MAN-2159 | . | . | . | . | . | 81.1% |
| 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% |
| 0421 | Management & Marketing | MAN-2279 | . | . | . | . | . | 91.7% |
| 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% |
| 0421 | Management & Marketing | MRK-2102 | . | . | . | . | . | 60.0% |
| 0421 | Management & Marketing | MRK-2135 | . | . | . | . | . | 87.5% |
| 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% |
| 0421 | Management & Marketing | MRK-2225 | . | . | . | . | . | 82.4% |
| 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% | . | . | . | . | . |