

PROGRAM REVIEW

February 7, 2011

UNIT Admin Syst Mangmnt DEPARTMENT Acct & Mgmt Info COLLEGE Harrison College of Business

GRADUATE X UNDERGRADUATE X

UNIT CONTACT PERSON _____

CHAIRPERSON SIGNATURE _____

DEAN SIGNATURE _____

EXECUTIVE SUMMARY UNDERGRADUATE

- Administrative Systems Management (ASM) and Business and Marketing Education (BME) are two majors with a very large set of common “core” courses.
- Enrollment in the ASM and BME majors decreased from 89 in AY 07 to 65 in AY09. The ASM/BME accounted for about 11 graduates per year in AY07-AY09.
- Most of the shift in the total number of students in the ASM/AA programs is explained by a downward movement in the BSBA in ASM, where enrollment has fallen from 30 in AY07 to 8 in AY08. On the positive side, there continues to be a relatively high number of minors and the number of students in the two-year program is growing.
- ASM/BME SCH ratio averages of 258 in AY07, 313 in AY08, and 417 in AY09 is now higher than the average for either the College of Business or University.
- Revenue for the ASM/BME majors is on an upward momentum, going from \$605,201 in AY07 to \$741,508 in AY09.
- The average net profit from ASM/BME courses has steadily increased from \$291,824 in AY07 to \$446,558 in AY09. In AY09, the ASM/BME major reported increased revenue while lowering cost per unit. Decisions regarding the viability of ASM/BME should consider the significant financial benefit generated by the program for the University.
- Funds from DESE to support the business teacher education program have totaled \$62,292 since 2004.
- The major source of service revenue associated with the ASM/BME program is the AD101 course. AD101 is designed to instruct Business student in MS Office Suite, requiring no programming or hardware/network knowledge. Coursework supports MS Certification conducted in the College.
- Plans to address the declining enrollment in ASM and BME should consider staffing needs. At present, the major is staffed by one tenure-track faculty member and a variety of part-time personnel. Directing other full-time faculty support to upper level courses in the ASM/BME would be a significant benefit to the profile of the major.
- Any changes to curriculum are constrained by the demands of NCATE and DESE.

- Secretaries and Administrative Assistants rank among those occupations with the largest number of job openings.
- There are numerous High School Business Education teachers in the region who are alumni.
- Department faculty have initiated a strategic review of the ASM /BME mission, course offerings, content, and labeling.
- Future plans must consider (a) uncertainty about the impact a new Community College would have on course offerings, (b) resources to staffing requirements for major, and (c) the ability to maintain other program support in a manner satisfactory to accrediting bodies.

EXECUTIVE SUMMARY GRADUATE

Program Review Final University Committee Chair Comments

I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

Administrative Systems Management (ASM) and Business and Marketing Education (BME) are two majors with a very large set of common “core” courses. These courses include:

- AD101 Introduction to Microcomputer Applications
- AD210 Business Computing Fundamentals
- AD222 Microcomputer Applications for Business
- AD331 Advanced Word Processing
- AD339 Network Support Systems
- AD341 Information Systems Procedures
- AD353 Administrative Systems Management

The BME coursework is required by the DESE for secondary school business education teaching certification. To obtain certification, BME students must also take:

- AD520 Cooperative Education Programs (Summer)
- AD526 Improvement of Curriculum & Instruction in Business and Marketing Education (Summer)
- AD527 Implementing Business and Marketing Education (Summer)

In addition, ASM and BME majors can take AD337.

Briefly describe the depth and breadth of your unit's offerings (Graduate).

N/A

SIZE and SCOPE DATA UNDERGRADUATE

Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	50	90	89	75	65		
Administrative Assistant [2YR ADM ASST/CERT2/ADGC]			9	12	11		
Administrative Systems Mangmnt [BSBA PREBUS/BSBA/ASMG]			9	11	14		
Administrative Systems Mangmnt [BSBA/BSBA/ASMG]			30	17	8		
Business & Marketing Education [BSE-HS/BSEHS/BMED]			9	9	9		
Business & Marketing Education [PRE EDUC/BSE/BMED]			16	18	18		
Business Education [BSE-HS/BSEHS/BUED]			10	6	4		
Business Education [PRE EDUC/BSE/BUED]			5	2	1		
Office Systems Management [BSBA/BSBA/OFSM]			1	0	0		
Minors UNIT Total			17	16	16		
Admin Systems Mgmt			10	16	16		

Admin Systems Mgmt (Minor)			7	0	0		
Completers UNIT Total	8	11	13	10	11		
Administrative Assistant [2YR ADM ASST/CERT2/ADGC]			1	3	3		
Administrative Systems Mangmnt [BSBA/BSBA/ASMG]			7	5	4		
Business & Marketing Education [BSE-HS/BSEHS/BMED]			0	0	2		
Business Education [BSE-HS/BSEHS/BUED]			5	2	2		
% Completion Rate 6 YR	31	52	50	38	86		
Unit - % Retention FS YR 1 -- F YR 2	53	53	44	29	50		
Unit - % Retention FS YR 3 -- F YR 4	48	79	40	50	62		
UNIV - % Retention FS YR 1 -- F YR 2			56	43	92		
UNIV - % Retention FS YR 3 -- F YR 4			67	73	75		
SCH On Campus FS			2,427	2,712	2,682		
SCH Off Campus FS			495	417	456		
SCH Total FS			2,922	3,129	3,138		
SCH Summer On and Off Campus			189	228	147		
SCHR (SCH ratios) On Campus Fall/Spring	240	300	292	316	522		
SCHR (SCH ratios) Off Campus Fall/Spring	240	300	165	298	351		
SCHR (SCH ratios) Total	300	300	258	313	417		
Delaware SCHR			267	256			
% of Sections with Enrollment < 10 (GR < 8)	5	2	12	2	16		

Area of Concern for Size and Scope Data (Undergraduate)

Majors and graduates. As shown in Exhibit 1, the combined enrollment in the ASM/BME majors decreased from 89 in AY 07 to 65 in AY09. The latter figure is less than the aspiration target of 90 and a figure that is less than the 2005 Program Review figure of 78.

As shown in Exhibit 1, the number of ASM and Administrative Assistant (AA) students has decreased from 48 in AY 07 to 33 in AY09. The latter figure is less than the aspiration target of 40. The 3 year average (40.3) represents a 24% decrease over the 2005 Program Review. The number of BME students has decreased from 41 in AY07 to 32 in AY09. The latter figure is less than the aspiration target of 35. The AY07-AY09 average (36) represents a 19% decrease over the 2005 Program Review.

Graduates of ASM/AA were 8, 8, and 7 in the AY07, AY08, and AY09, respectively. Graduates of the BME program were 5, 2, and 4 in AY07, AY08, and AY09, respectively.

The two programs combined (as they should be inasmuch as the curriculum is nearly identical) accounted for, on average in AY07-AY09, about 76 students and 11 graduates per year.

Exhibit 1. Enrollment/Graduates in ASM/AA/BME Majors, AY07 to AY09

Avg.					
	AY 00-AY03	AY07	AY08	AY09	Avg. AY07-AY09
Ad. Assist, ASM Prebus	53.2	48	40	33	40.3
Secondary Education, Business Ed.	44.5	41	35	32	36.0

Combined Enrollment 97.7 89 75 65 76.3
 Combined Completers 13 10 11 11.3

SIZE and SCOPE DATA GRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	2	3	3	1	1		
Secondary Education: Busn Educ [MA/MA/SEBG]			3	1	1		
Completers UNIT Total	0	0	1	0	1		
Secondary Education: Busn Educ [MA/MA/SEBG]			1	0	1		
UNIV - % Retention FS YR 1 -- F YR 2			0	0	0		
UNIV - % Retention FS YR3 -- F YR 4			0	0	0		
SCH On Campus FS			0	0	0		
SCH Off Campus FS			0	0	0		
SCH Total FS			0	0	0		
SCH Summer On and Off Campus			99	111	42		
SCHR (SCH ratios) On Campus Fall/Spring			0	0	0		
SCHR (SCH ratios) Off Campus Fall/Spring			0	0	0		
SCHR (SCH ratios) Total			0	0	0		
Delaware SCHR							
% of Sections with Enrollment < 10 (GR < 8)			0	0	0		

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	3.00	3.00	3.00	3.00	4.00		
Unit Full Time Faculty Adjusted for Release	3.00	3.00	3.00	3.00	3.50		
Unit Full Time Faculty UG FTE			6.13	5.79	5.13		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	0.00	0.00	7.00	11.00	10.00		
Other Teaching Personnel UG PTFTE	2.20	2.20	5.20	4.20	2.40		

Area of Concern for Teaching Personnel Data (Undergraduate)

During the three years of this program review, the ASM and BME majors had three full-time tenure-track faculty members (Professors Carolyn Rainey, James Stapleton, and Lisa Huang, a full-time instructor). The key service course responsibilities (AD101) are handled by Lisa Huang and part-time adjunct instructors,

including Anna Tripp, Debra Hoffman, Janet Ludwig, and Dorothy Heuring. Upper level ASM and BME courses have been shared by Professor Rainey and Stapleton and, on occasion, other faculty in the College of Business. Recently, Professor Stapleton's primary responsibilities have been shifted to the Entrepreneurship major.

The ASM/BME SCH ratio averages of 258 in AY07, 313 in AY08, and 417 in AY09 is now higher than the average for the College of Business (296) on campus and in total (292) and significantly higher than the average per University faculty member of on campus (257) and in total (250). The average for AY07-AY09 is 329.3. The large class size may affect student retention.

TEACHING PERSONNEL DATA GRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Regional Campus Faculty Number							

COMPARISONS UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	54.41	50.77	53.20	50.82	48.36	47.04				
Unit - % Retention FS YR 1 -- F YR 2	56.19	62.68	50.22	63.69	51.63	66.03				
Unit - % Retention FS YR 3 -- F YR 4	81.37	82.78	81.49	83.34	74.66	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	70.95	62.81	67.55	63.69	69.26	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	85.51	83.02	87.01	83.73	82.77	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	306.00	262.00	304.00	261.00	279.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	178.00	227.00	233.00	290.00	144.00	213.00				
SCHR (SCH ratios) Total	299.00	242.00	301.00	265.00	275.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	13.27	17.54	10.10	17.42	11.51	22.70				

COMPARISONS GRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
UNIV - % Retention FS YR 1 -- F YR 2	70.95	62.81	67.55	63.69	69.26	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	85.51	83.02	87.01	83.73	82.77	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	306.00	262.00	304.00	261.00	279.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	178.00	227.00	233.00	290.00	144.00	213.00				
SCHR (SCH ratios) Total	299.00	242.00	301.00	265.00	275.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	13.27	17.54	10.10	17.42	11.51	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	76.3	Needs Improvement	84.81	Declining
Administrative Assistant [2YR ADM ASST/CERT2/ADGC]	10.7			Irregular
Administrative Systems Mangmnt [BSBA PREBUS/BSBA/ASMG]	11.3			Improving
Administrative Systems Mangmnt [BSBA/BSBA/ASMG]	18.3			Declining
Business & Marketing Education [BSE-HS/BSEHS/BMED]	9.0			Static
Business & Marketing Education [PRE EDUC/BSE/BMED]	17.3			Irregular
Business Education [BSE-HS/BSEHS/BUED]	6.7			Declining
Business Education [PRE EDUC/BSE/BUED]	2.7			Declining
Office Systems Management [BSBA/BSBA/OFSM]	0.3			Irregular
Minors UNIT Total	16.3			Irregular
Admin Systems Mgmt	14.0			Irregular
Admin Systems Mgmt (Minor)	2.3			Irregular
Completers UNIT Total	11.3	Aspiration	103	Irregular
Administrative Assistant [2YR ADM ASST/CERT2/ADGC]	2.3			Irregular
Administrative Systems Mangmnt [BSBA/BSBA/ASMG]	5.3			Declining
Business & Marketing Education [BSE-HS/BSEHS/BMED]	0.7			Improving
Business Education [BSE-HS/BSEHS/BUED]	3.0			Irregular
% Completion Rate 6 YR	58.0	Aspiration	111.53	Irregular
Unit - % Retention FS YR 1 -- F YR 2	41.0	Red Flag	77.35	Irregular
Unit - % Retention FS YR 3 -- F YR 4	50.7	Needs Improvement	64.12	Improving
UNIV - % Retention FS YR 1 -- F YR 2	63.7			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	71.7			Improving
SCH On Campus FS	2,607.0			Irregular
SCH Off Campus FS	456.0			Irregular
SCH Total FS	3,063.0			Improving
SCH Summer On and Off Campus	188.0			Irregular
SCHR (SCH ratios) On Campus Fall/Spring	376.7	Aspiration	125.55	Improving
SCHR (SCH ratios) Off Campus Fall/Spring	271.3	Needs Improvement	90.44	Improving
SCHR (SCH ratios) Total	329.3	Aspiration	109.77	Improving
% of Sections with Enrollment < 10 (GR < 8)	10.0	Aspiration	500	Irregular

SIZE and SCOPE DATA SUMMARY GRADUATE

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	1.7	Red Flag	55.33	Irregular
Secondary Education: Busn Educ [MA/MA/SEBG]	1.7			Irregular
Completers UNIT Total	0.7	Aspiration	0	Irregular

Secondary Education: Busn Educ [MA/MA/SEBG]	0.7		Irregular
UNIV - % Retention FS YR 1 -- F YR 2	0.0		Static
UNIV - % Retention FS YR3 -- F YR 4	0.0		Static
SCH On Campus FS	0.0		Static
SCH Off Campus FS	0.0		Static
SCH Total FS	0.0		Static
SCH Summer On and Off Campus	84.0		Irregular
SCHR (SCH ratios) On Campus Fall/Spring	0.0		Static
SCHR (SCH ratios) Off Campus Fall/Spring	0.0		Static
SCHR (SCH ratios) Total	0.0		Static
% of Sections with Enrollment < 10 (GR < 8)	0.0		Static

UNDERGRADUATE

Brief Conclusion from Data

The 73% decline in enrollment in the BSBA ASM major in AY07-AY09 time frame is a subject of departmental evaluation. Faculty have begun the process of reviewing the curriculum and exploring a variety of interesting possibilities that we believe will capture student interest. Some of the preliminary conclusions will be described later in this report. Given the similarity of coursework, the BME major should also be positively affected by changes to the ASM major.

Additional Data or Comments

As shown in Exhibit 2, most of the change in the number of students in the Administrative Assistant/ASM program is explained by a downward movement in the BSBA in ASM. The exhibit indicates that BSBA has fallen from 30 students in AY07 to 8 students in AY08.

On the positive side, Exhibit 2 shows continued interest in a minor in Administrative Systems Management. Further, the number of students in the two-year program is growing. What appears attractive to students is the fact that the “software skills” taught in the two-year program are identical to the coursework in the four-year program. Thus, the major is attracting some non-business students (e.g., Bachelors in General Studies) who want the ASM minor because of the market value for the technical skills imparted in the major. Because of the market value assigned to the technical skill set and vocational rehabilitation/workforce development funding limitations, the major also loses some students after two years to the job market. The minor also attracts some students who cannot meet the admission requirements in to the College of Business, which includes a calculus course.

Exhibit 2. Enrollment in ASM/AA Major, AY07 to AY09

AY07AY08AY09

Majors

Admin Assistant (2 Yr.)&

Admin. Systems Mgt (Prebus) 182325

Admin. System Mgt (BSBA) 30178

Combined 484033

Minors

Admin. Systems Management 171616

Majors and Minors

Minors. The count of ASM/AA/BME minors has remained fairly constant, with 17 students in AY07, 16 in AY08 and 16 in AY09. This is up significantly from the average of 10 reported in the 2005 Program Review.

Student progress. The program retention rates for both YR1-2 and YR3-4 are higher than the retention rates of the university. The exact cause of the difference is unknown, though lower retention rates in business curriculum are commonplace given high demands placed on students. Unfortunately, the data does not allow us to identify differences that may be being experienced between ASM and BME programs.

The 6 year completion rate for AA/ASM/BME is highly volatile, going from 50%, 38%, to 86% in AY07, AY08, and AY09, respectively. The latter number is significantly higher than either the University or College norm (around 50%).

Class size. The percentage of courses with enrollments of 9 or less was 12% in AY07, 2% in AY08, and 16% in AY09. This is similar to College but below the University norms. These figures reflect the dual credit courses offered off campus, where enrollments have been low. The average students per section have ranged from 12.6 to 18 as revealed in the following table:

Undergraduate ASM/BME Courses
Average Students per Class AY07-AY09

AD210	18
AD222	14.2
AD331	15.7
AD339	12.6
AD341	15.0
AD353	16.0

Plan to Address

The fundamental plan to improve the ASM/BME curriculum is limited inasmuch as the BME courses must incorporate competencies as required by Missouri Department of Elementary and Secondary Education (DESE) standards. Notwithstanding, the Department has recently updated their syllabi and have begun a major review of the program offerings. Future changes in Southeast ASM/BME major may include a change in the name of the major and a revised course list to adjust for student interests and market demands in the software applications arena.

Any plan to address the declining enrollments in both ASM and BME must consider staffing resources to support those actions. At present, Professor Rainey as the only tenure-track faculty member responsible for the direction of both programs. However, it would be in the best interests of the student's education experience if another faculty who possesses the capabilities and knowledge required for graduate-level responsibilities could be utilized. Faculty assigned to the upper division courses should be expected to:

1. hold Master Certification in Microsoft applications,
2. administer Microsoft Certified Application Exams for the Microsoft approved Testing Center,
3. be familiar with and/or achieved CPS/CAP status,

4. serve as liaison to the local chapter of International Association of Administrative Professionals (IAAP)
5. oversee CPS/CAP Testing Center,
6. sponsor Phi Beta Lambda and serve as liaison to FBLA District 15 service region,
7. serve as liaison to DESE for state officers of PBL,
8. serve as liaison to FBLA-PBL, Inc. for national officers of PBL, and
9. sponsor internships throughout the Service Area.

In addition, faculty who can teach the 500 and 600-level courses need to be capable of:

1. direct masters' level research and graduate papers,
2. meet DESE expectations of teacher educators,
3. meet University expectations of Graduate Faculty status,
4. conduct graduate-level online courses, and
5. administer graduate comprehensive exams.

In conclusion, ASM and BME enrollments are down and the Department has initiated a major review of the curricula and student demand. The major is now staffed by one tenure-track faculty and a coterie of part-time personnel. To maintain accreditation, the program reports to and is held to standards of an outside constituency (NCATE and DESE). Support of the outside constituencies may require a greater commitment of full-time tenure track personnel. It appears that additional faculty with appropriate skills should be sought to support the ASM and BME majors.

Brief Follow Up on Outcomes of Plans to Address from Last Review

The course curriculum is continuously monitored and updated as needed to maintain alignment with standards required by National Council for Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE).

Program Review Final University Committee Chair Comments

GRADUATE

Brief Conclusion from Data

Additional Data or Comments

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	482,448.00	587,712.54	623,836.38		
Off Campus FS	75,431.22	61,440.30	73,420.68		
Summer On and Off Campus	39,260.97	52,004.76	35,911.02		
Subtotal Revenue SCH	597,140.19	701,157.60	733,168.08		
All Courses - Fees Revenue					
On Campus FS	6,500.00	7,230.00	7,020.00		
Off Campus FS	980.00	1,090.00	1,100.00		
Summer On and Off Campus	580.00	580.00	220.00		
Subtotal Revenue FeeS	8,060.00	8,900.00	8,340.00		
All Courses - Total SCH and Fees	605,200.19	710,057.60	741,508.08		
Univ Studies Crses - SCH Revenue					
On Campus FS	14,236.56	36,922.32	52,128.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	14,236.56	36,922.32	52,128.00		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	14,236.56	36,922.32	52,128.00		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	388,003.50	470,467.98	490,388.70		
Off Campus FS	75,431.22	61,440.30	73,420.68		
Summer On and Off Campus	36,145.02	39,745.08	16,207.44		
Subtotal Revenue SCH	499,579.74	571,653.36	580,016.82		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	6,500.00	7,230.00	7,020.00		
Off Campus FS	980.00	1,090.00	1,100.00		
Summer On and Off Campus	580.00	580.00	220.00		
Subtotal Revenue Fees	8,060.00	8,900.00	8,340.00		
SER/BC/ROM - Total SCH and Fees	507,639.74	580,553.36	588,356.82		
Major Courses - SCH Revenue					

On Campus FS	80,207.94	80,322.24	81,319.68		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	3,115.95	12,259.68	19,703.58		
Subtotal Revenue SCH	83,323.89	92,581.91	101,023.26		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	83,323.89	92,581.91	101,023.26		
Unit Revenue External Grants	0.00	25,000.00	36,835.00		

REVENUE DATA GRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	24,765.84	28,949.91	11,537.40		
Subtotal Revenue SCH	24,765.84	28,949.91	11,537.40		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
All Courses - Total SCH and Fees	24,765.84	28,949.91	11,537.40		
Major Courses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	24,765.84	28,949.91	11,537.40		
Subtotal Revenue SCH	24,765.84	28,949.91	11,537.40		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	24,765.84	28,949.91	11,537.40		
Unit Revenue External Grants	0.00	0.00	0.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	564,665.64	Improving
Off Campus FS	70,097.40	Irregular
Summer On and Off Campus	42,392.25	Irregular
Subtotal Revenue SCH	677,155.29	Improving
All Courses - Fees Revenue		
On Campus FS	6,916.67	Irregular
Off Campus FS	1,056.67	Improving
Summer On and Off Campus	460.00	Declining
Subtotal Revenue FeeS	8,433.33	Irregular
All Courses - Total SCH and Fees	685,588.62	Improving
Univ Studies Crses - SCH Revenue		
On Campus FS	34,428.96	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	34,428.96	Improving
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	34,428.96	Improving
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	449,620.06	Improving
Off Campus FS	70,097.40	Irregular
Summer On and Off Campus	30,699.18	Irregular
Subtotal Revenue SCH	550,416.64	Improving
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	6,916.67	Irregular
Off Campus FS	1,056.67	Improving
Summer On and Off Campus	460.00	Declining
Subtotal Revenue Fees	8,433.33	Irregular
SER/BC/ROM - Total SCH and Fees	558,849.97	Improving
Major Courses - SCH Revenue		
On Campus FS	80,616.62	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	11,693.07	Improving

Subtotal Revenue SCH	92,309.69	Improving
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	92,309.69	Improving
Unit Revenue External Grants	20,611.67	Improving

SUMMARY GRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	21,751.05	Irregular
Subtotal Revenue SCH	21,751.05	Irregular
All Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
All Courses - Total SCH and Fees	21,751.05	Irregular
Major Courses - SCH Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	21,751.05	Irregular
Subtotal Revenue SCH	21,751.05	Irregular
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	21,751.05	Irregular
Unit Revenue External Grants	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

Exhibit 1 summarizes the program revenue and cost data for all ASM and BME courses. The exhibit shows that:

Revenue. Total revenue is on an upward momentum, going from \$605,201 in AY07 to \$741,508 in AY09. The average revenue for all credit hours in AY07-AY09 is \$685,589. This is up 33% from 2002-2006 Review.

Cost. Unit costs for courses delivered fell from \$313,377 in AY07 to \$294,950 in AY09. The three year average unit cost for courses is \$314,173.

Net margin. The average net profit from ASM/BME courses has steadily increased from \$291,824 in AY07 to \$446,558 in AY09. In AY09, the ASM/BME major reported increased revenue while lowering cost per unit. Any decision regarding the viability of a smaller program such as ASM/BME should consider the significant financial benefit generated by the program for the University.

Exhibit 1. Cost and Revenue Associated with All ASM/BME Courses, AY07-AY09

All ASM/ Bus and Mkt. Ed Courses					
	AY07	A08	AY09	Avg.	
Unit Revenues	\$605,201	\$710,057	\$741,508	\$685,589	
Unit cost	\$313,377	\$334,191	\$294,950	\$314,173	
Net	\$291,824	\$375,866	\$446,558	\$371,416	
Additional data:					
Total SCH: all courses	3,091	3,325	3,270	3,229	
Revenue per SCH	\$196	\$214	\$227	\$212	
Cost per SCH	\$101	\$101	\$90	\$97	
Net	\$94	\$113	\$137	\$115	

Program Major Courses

Exhibit 2 summarizes the program review cost and revenue data from ASM and BME Program Major courses. As shown in the Exhibit, revenue from Program Major student credit hours has risen from \$83,324 in AY07 to \$101,023 in AY09. The average revenue for Program Student Credit Hours in AY07-AY09 is \$92,310. This figure represents a 7% decrease over the \$99,449 figure provided in the 2005 Program Review.

Exhibit 2 also shows that the costs associated with Program Major student credit hours were \$207,851 in AY07, \$235,119 in AY08, and \$180,872 in AY09. The average total unit cost for Program Major courses was \$207,947 in AY07-AY09 time frame. Cost per SCH of ASM/BME majors (\$117) is significantly below Delaware study costs (\$200+), University cost per SCH (\$200+), and College cost per SCH (\$200+). The number of Program SCHs has remained constant (around 1,750) for the past three years. Decreasing enrollment has raised the cost per major from \$2,335 in AY07 to \$2,783 in AY09. That figure is higher than the AY09 College (\$2,321) and University (\$2,083) cost per major (though, strangely, the College and University numbers were much higher in AY08—both over \$3,300).

Exhibit 2. Cost and Revenue Associated with ASM/Bus. & Mkt. Ed. Major Courses, AY07-AY09

ASM/Bus & Mkt. Ed Major Courses				
	AY07	A08	AY09	Avg.
Unit Revenues	\$83,324	\$92,582	\$101,023	\$92,310
Unit cost	\$207,851	\$235,119	\$180,872	\$207,947
Net	-\$124,527	-\$142,537	-\$79,849	-\$115,638
Additional data:				

Major course SCH	1,704	1,866	1,739	1,770
Revenue per SCH	\$49	\$50	\$58	\$52
Cost per SCH	\$122	\$126	\$104	\$117
Net per Major SCH	-\$73	-\$76	-\$46	-\$65
Majors	89	75	65	76
Cost per Major	\$2,335	\$3,135	\$2,783	\$2,751

Additional Data or Comments

Service Courses

Any evaluation of ASM/BME must consider the important role that service courses play in the mission of the College and University. The key service course is AD 101, describe below.

AD101. The major source of service revenue associated with the ASM/BME program is the AD101 course (Introduction to Microcomputer Applications). AD101 is a designed for Business majors. AD101 materials are largely connected to business examples and do not require programming activities (e.g., as with COBOL) or unique knowledge of hardware or networks. Further, several sections are taught by regional high school business teachers on a dual credit basis. Finally, AD101 and its successor courses form the foundation for “Microsoft Certification” in Office applications. That certification process is managed by ASM/BME faculty and department support by payment of a licensing fee.

Notwithstanding its unique business focus, other disciplines across campus encourage the course. At present, 50% of the students in AD101 are Business majors (though they account for only about 15% of the student body).

Exhibit 3 summarizes the program revenue and costs data for ASM/BME Service courses. Exhibit 3 shows that service course hours have been fairly constant (at around 1,330) between AY07 and AY09. Revenue from Service course credit hours has increased from \$507,640 in AY07 to \$588,357 in AY09. The average revenue for Service Credit Hours in AY07-AY09 is \$558,850. In AY07-AY09 service course revenue is 82% of total ASM/BME.

Exhibit 3 also shows that the costs associated with Service course student credit hours were \$90,790 in AY07, \$83,502 in AY08, and \$79,268 in AY09. Overall, the net profit from ASM/BME service courses has increased from \$416,850 in AY07 to \$508,729 in AY09.

Exhibit 3. Cost and Revenue Associated with ASM/Bus. & Mkt. Ed. Service Courses, AY07-AY09

	ASM/Bus & Mkt. Ed Service Courses			
	AY07	A08	AY09	Avg.
Unit Revenues	\$507,640	\$580,553	\$588,357	\$558,850
Unit cost	\$90,790	\$83,502	\$79,628	\$84,640
Net	\$416,850	\$497,051	\$508,729	\$474,210
Additional data:				
Service course SCH	1,316	1,369	1,305	1,330
Revenue per SCH	\$386	\$424	\$451	\$420
Cost per SCH	\$69	\$61	\$61	\$64
Net per Service SCH	\$317	\$363	\$390	\$1,129

University Studies

Exhibit 4 summarizes the program revenue and costs data for University service courses (including UI100 and UI305). Exhibit 3 shows that University course SCHs have risen from 72 in AY07 to 225 in AY09 and net contribution from -\$499 in AY07 to \$17,678 in AY09.

Exhibit 4. Cost and Revenue Associated with ASM/Bus. & Mkt. Ed. University Studies Courses, AY07-AY09

ASM/Bus & Mkt. Ed Univ. Studies Courses					
	AY07	A08	AY09	Avg.	
Unit Revenues	\$14,237	\$36,922	\$52,128	\$34,429	
Unit cost	\$14,736	\$15,570	\$34,450	\$21,585	
Net	-\$499	\$21,352	\$17,678	\$12,844	
Additional data:					
Service course SCH	72	90	225	129	
Revenue per SCH		\$198	\$410	\$232	\$267
Cost per SCH	\$205	\$173	\$153	\$167	
Net per Service SC		-\$7	\$237	\$79	\$48

Other Support

Funds from DESE to support the business teacher education program (shown below) have totaled \$62,292 since 2004.

Plan to Address

The major is (at present) small, but remains a profit generator. We need to build upon that strength.

Brief Follow Up on Outcomes of Plans to Address from Last Review

See Section 1 "brief follow up" from last review.

Program Review Final University Committee Chair Comments

GRADUATE

Brief Conclusion from Data

Additional Data or Comments

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	2,335.00	3,135.00	2,783.00		
Unit Costs per Major SCH - On campus FS	133.00	129.00	102.00		
Unit Costs per Major SCH - Off campus FS	52.00	73.00	57.00		
Unit Costs per Major SCH - Summer	135.00	171.00	221.00		
Unit Costs per Major SCH - Overall	122.00	126.00	104.00		
Unit Costs for Major Crses - On campus FS	181,192.00	196,974.00	142,649.00		
Unit Costs for Major Crses - Off campus FS	12,865.00	15,127.00	12,977.00		
Unit Costs for Major Crses - Summer	13,794.00	23,018.00	25,245.00		
Unit Costs for Major Crses - Overall	207,851.00	235,119.00	180,872.00		
Unit Costs per Univ Studies SCH - On campus FS	205.00	173.00	153.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Overall	205.00	173.00	153.00		
Unit Costs for Univ Studies Crses - On campus FS	14,736.00	15,570.00	34,450.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Overall	14,736.00	15,570.00	34,450.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	73.00	55.00	61.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	52.00	73.00	57.00		
Unit Costs per SER/BC/ROM SCH - Summer	81.00	102.00	70.00		
Unit Costs per SER/BC/ROM SCH - Overall	69.00	61.00	61.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	70,841.00	59,476.00	64,328.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	12,865.00	15,127.00	12,977.00		
Unit Costs for SER/BC/ROM Crses - Summer	7,084.00	8,898.00	2,323.00		
Unit Costs for SER/BC/ROM Crses - Overall	90,790.00	83,502.00	79,628.00		
Unit Costs per All SCH - On campus FS	111.00	101.00	90.00		
Unit Costs per All SCH - Off campus FS	52.00	73.00	57.00		
Unit Costs per All SCH - Summer	110.00	144.00	188.00		
Unit Costs per All SCH - Overall	101.00	100.00	90.00		
Unit Costs for All Crses - On campus FS	266,769.00	272,020.00	241,428.00		
Unit Costs for All Crses - Off campus FS	25,730.00	30,254.00	25,955.00		
Unit Costs for All Crses - Summer	20,877.00	31,917.00	27,568.00		
Unit Costs for All Crses - Overall	313,376.00	334,191.00	294,951.00		

COSTS DATA GRADUATE

	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	4,591.00	13,509.00	17,498.00		
Unit Costs per Major SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per Major SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Major SCH - Summer	139.00	122.00	417.00		
Unit Costs per Major SCH - Overall	139.00	122.00	417.00		
Unit Costs for Major Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for Major Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Major Crses - Summer	13,772.00	13,509.00	17,498.00		
Unit Costs for Major Crses - Overall	13,772.00	13,509.00	17,498.00		
Unit Costs per Univ Studies SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Overall	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Overall	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per All SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per All SCH - Summer	139.00	122.00	417.00		
Unit Costs per All SCH - Overall	139.00	122.00	417.00		
Unit Costs for All Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for All Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for All Crses - Summer	13,772.00	13,509.00	17,498.00		
Unit Costs for All Crses - Overall	13,772.00	13,509.00	17,498.00		

COSTS COMPARISONS UNDERGRADUATE

	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	3,981.00	4,018.00	2,321.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	199.00	212.00	0.00		
College Cost per Major SCHR	241.00	211.00	245.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	181.00	162.00	140.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	112.00	156.00	125.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	181.00	186.00	197.00		
University Cost per all SCHR	153.00	155.00	161.00		

COSTS COMPARISONS GRADUATE

	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	3,981.00	4,018.00	2,321.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	199.00	212.00	0.00		
College Cost per Major SCHR	241.00	211.00	245.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	181.00	162.00	140.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	112.00	156.00	125.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	181.00	186.00	197.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE

	Mean	Trend
Cost Per Major	2,751.00	Irregular
Unit Costs per Major SCH - On campus FS	121.33	Declining
Unit Costs per Major SCH - Off campus FS	60.66	Irregular
Unit Costs per Major SCH - Summer	175.66	Improving
Unit Costs per Major SCH - Overall	117.33	Irregular
Unit Costs for Major Crses - On campus FS	173,605.00	Irregular
Unit Costs for Major Crses - Off campus FS	13,656.33	Irregular
Unit Costs for Major Crses - Summer	20,685.66	Improving

Unit Costs for Major Crses - Overall	207,947.33	Irregular
Unit Costs per Univ Studies SCH - On campus FS	177.00	Declining
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Summer	0.00	Static
Unit Costs per Univ Studies SCH - Overall	177.00	Declining
Unit Costs for Univ Studies Crses - On campus FS	21,585.33	Improving
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	0.00	Static
Unit Costs for Univ Studies Crses - Overall	21,585.33	Improving
Unit Costs per SER/BC/ROM SCH - On campus FS	63.00	Irregular
Unit Costs per SER/BC/ROM SCH - Off campus FS	60.66	Irregular
Unit Costs per SER/BC/ROM SCH - Summer	84.33	Irregular
Unit Costs per SER/BC/ROM SCH - Overall	63.66	Irregular
Unit Costs for SER/BC/ROM Crses - On campus FS	64,881.66	Irregular
Unit Costs for SER/BC/ROM Crses - Off campus FS	13,656.33	Irregular
Unit Costs for SER/BC/ROM Crses - Summer	6,101.66	Irregular
Unit Costs for SER/BC/ROM Crses - Overall	84,640.00	Declining
Unit Costs per All SCH - On campus FS	100.66	Declining
Unit Costs per All SCH - Off campus FS	60.66	Irregular
Unit Costs per All SCH - Summer	147.33	Improving
Unit Costs per All SCH - Overall	97.00	Declining
Unit Costs for All Crses - On campus FS	260,072.33	Irregular
Unit Costs for All Crses - Off campus FS	27,313.00	Irregular
Unit Costs for All Crses - Summer	26,787.33	Irregular
Unit Costs for All Crses - Overall	314,172.66	Irregular

SUMMARY GRADUATE

	Mean	Trend
Cost Per Major	11,866.00	Improving
Unit Costs per Major SCH - On campus FS	0.00	Static
Unit Costs per Major SCH - Off campus FS	0.00	Static
Unit Costs per Major SCH - Summer	226.00	Irregular
Unit Costs per Major SCH - Overall	226.00	Irregular
Unit Costs for Major Crses - On campus FS	0.00	Static
Unit Costs for Major Crses - Off campus FS	0.00	Static
Unit Costs for Major Crses - Summer	14,926.33	Irregular
Unit Costs for Major Crses - Overall	14,926.33	Irregular
Unit Costs per Univ Studies SCH - On campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static

Unit Costs per Univ Studies SCH - Summer	0.00	Static
Unit Costs per Univ Studies SCH - Overall	0.00	Static
Unit Costs for Univ Studies Crses - On campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	0.00	Static
Unit Costs for Univ Studies Crses - Overall	0.00	Static
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	0.00	Static
Unit Costs per All SCH - Off campus FS	0.00	Static
Unit Costs per All SCH - Summer	226.00	Irregular
Unit Costs per All SCH - Overall	226.00	Irregular
Unit Costs for All Crses - On campus FS	0.00	Static
Unit Costs for All Crses - Off campus FS	0.00	Static
Unit Costs for All Crses - Summer	14,926.33	Irregular
Unit Costs for All Crses - Overall	14,926.33	Irregular

UNDERGRADUATE

Brief Conclusion from Data

Both revenue and cost data are discussed simultaneously in Section II.

Additional Data or Comments

Both revenue and cost data are discussed simultaneously in Section II.

Plan to Address

Both revenue and cost data are discussed simultaneously in Section II.

Brief Follow Up on Outcomes of Plans to Address from Last Review

Both revenue and cost data are discussed simultaneously in Section II.

Program Review Final University Committee Chair Comments

GRADUATE

Brief Conclusion from Data

See comments from Chair in Section II.

Additional Data or Comments

NA

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	72	171	225		
University Studies: Off Campus FS	0	0	0		
University Studies: Summer	0	0	0		
University Studies: Total	72	171	225		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	1,950	2,169	2,106		
ROM: Off Campus FS	495	417	456		
ROM: Summer	174	174	66		
ROM: Total	2,619	2,760	2,628		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	156.0	Improving
University Studies: Off Campus FS	0.0	Static
University Studies: Summer	0.0	Static
University Studies: Total	156.0	Improving
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	2,075.0	Irregular
ROM: Off Campus FS	456.0	Irregular
ROM: Summer	138.0	Declining
ROM: Total	2,669.0	Irregular
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

UNDERGRADUATE

Brief Conclusion from Data

ASM faculty teach one major service course (AD101) which is required of ASM/BEM, Business majors, and many other programs on campus (e.g., Agri-business, Historic Preservation, Dietetics, Human Environmental Studies, Hospitality Management, Political Science, etc.). In addition, ASM/BEM faculty have routinely taught 1-3 University Studies courses each year (e.g., UI 100 by Professor Rainey and UI305 by Professor Stapleton).

Additional Data or Comments

Based on the number of students and its impact on campus, AD101 is a valuable asset and key learning tool for Southeast students.

Plan to Address

NA

Brief Follow Up on Outcomes of Plans to Address from Last Review

NA

Program Review Final University Committee Chair Comments

V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
ACT DATA										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			167	20.01						
BOOKKEEPING/ACCT TECH [481]			22	21.50						
BUSINESS & OFFICE GEN [480]			102	20.20						
BUSINESS DP/COMPUTER OPER [482]			9	20.00						
BUSINESS EDUCATION [593]			3	21.30						
OFFICE SUPERVISION & MGMT [484]			11	19.20						
SECRETARIAL [485]			11	18.80						
TYPING & GENERAL OFFICE [486]			9	16.20						
WORD PROCESSING [487]			0	0.00						
No. of ACT Scores to Southeast										
UNIT Totals			25	19.55						
BOOKKEEPING/ACCT TECH [481]			5	19.20						
BUSINESS & OFFICE GEN [480]			12	19.40						
BUSINESS DP/COMPUTER OPER [482]			1	20.00						
BUSINESS EDUCATION [593]			1	24.00						
OFFICE SUPERVISION & MGMT [484]			3	22.30						
SECRETARIAL [485]			1	21.00						
TYPING & GENERAL OFFICE [486]			2	14.00						
WORD PROCESSING [487]			0	0.00						
Yield: No. Enrolled at Southeast										
UNIT Totals			5	21.24						
BOOKKEEPING/ACCT TECH [481]			0	0.00						
BUSINESS & OFFICE GEN [480]			4	20.30						
BUSINESS DP/COMPUTER OPER [482]			0	0.00						
BUSINESS EDUCATION [593]			0	0.00						
OFFICE SUPERVISION & MGMT [484]			1	25.00						
SECRETARIAL [485]			0	0.00						
TYPING & GENERAL OFFICE [486]			0	0.00						
WORD PROCESSING [487]			0	0.00						

SUMMARY UNDERGRADUATE

	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	21.2	
BOOKKEEPING/ACCT TECH [481]	0.0	
BUSINESS & OFFICE GEN [480]	20.3	
BUSINESS DP/COMPUTER OPER [482]	0.0	
BUSINESS EDUCATION [593]	0.0	
OFFICE SUPERVISION & MGMT [484]	25.0	
SECRETARIAL [485]	0.0	
TYPING & GENERAL OFFICE [486]	0.0	
WORD PROCESSING [487]	0.0	

Additional Data Available at http://www.missourieconomy.org/occupations/occ_proj.stm

UNDERGRADUATE

Brief Conclusion from Data

Southeast Data Points

According to Table V, 113 respondents identified “Business and Office Gen.” or “Office Supervision and Mgt” as a “planned major” in AY08. Of these, 5 students enrolled at Southeast. The average ACT score of the enrolled students was 20.3.

There are a variety of projections related to the Administrative Systems Management and Business and Marketing Education. Below is a summation of the relevant projections:

Administrative Systems Management

Information from the Occupational Outlook Handbook (2010-11 Edition excerpted in Exhibit 1 below and found at <http://www.bls.gov/oco/ocos151.htm#empty>) indicates the following regarding Secretaries and Administrative Assistants:

- This occupation ranks among those with the largest number of job openings.
- Opportunities should be best for applicants with extensive knowledge of computer software applications.
- Secretaries and administrative assistants are increasingly assuming responsibilities once reserved for managerial and professional staff.
- Employers of executive secretaries increasingly are seeking candidates with a college degree, as these secretaries work closely with top executives.

Exhibit 1. Projection Data from the National Employment Matrix

Occupational Title	2008 Employment	2018 Employment	Change	% Growth
Secretaries and adm assistants	4,348,100	4,819,700	471,600	11

Exec secretaries and ad assistants	1,594,400	1,798,800	204,400	13
Legal secretaries	262,600	311,000	48,400	18
Medical secretaries	471,100	596,600	125,500	27
Secretaries, except legal, medical, and executive	2,020,000	2,113,300	93,300	5

As shown in Exhibit 1 above, employment of secretaries and administrative assistants is expected to increase by 11 percent, which is similar to the average for all occupations, between 2008 and 2018. Projected employment varies by occupational specialty. Above average employment growth in the healthcare and social assistance industry should lead to much faster than the average growth for medical secretaries, while moderate growth in legal services is projected to lead to faster than average growth in employment of legal secretaries. Employment of executive secretaries and administrative assistants is projected to grow as fast as the average for all occupations.

Other projections are similar to that of the Occupational Handbook. According to an OfficeTeam report in late 2009, starting salaries in administrative are expected to remain flat in 2010. However, “the demand is steady for administrative candidates with broad expertise and the ability to multitask, especially within teams that have been stretched thin and have redistributed work among fewer employees.” The positions with the best prospects include medical records clerks, customer service representatives, and executive assistants.

Comments about the External Demand for Business and Marketing Education are shown in “Additional Data or Comments” below.

Additional Data or Comments

Business and Marketing Education

Databases kept by the department reveal a total of 227 BME program completers (undergraduate and graduate) from 1976 to 2008 have been employed as business/marketing teachers in southeast Missouri schools. These business and marketing teachers have excelled in going on for doctorates, to becoming the state director of business and marketing education (DESE), and to becoming the mayor of Jackson. One of Southeast’s BME graduates is the director of the Sikeston campus of Southeast.

At the national level, intense competition for good teachers is already under way among employers in many locations, with schools luring teaching from other States and districts with bonuses and higher pay. Teachers who are geographically mobile and who obtain licensure in more than one subject should have a distinct advantage in finding a job. Increasing enrollments of minorities, coupled with a shortage of minority teachers, should intensify efforts at recruitment.

Exhibit 2 shows the most recent data related to employment trends for secondary school teachers (found in <http://www.missourieconomy.org/pdfs/secondary.pdf>). The exhibit shows the number of secondary school teaching positions in Missouri grew by 21% between 1998 and 2008.

Exhibit 2. Missouri Employment Trends for Secondary School Teachers.

	1998 Employment	2008 Employment	Growth
Missouri:	30,080	36,670	21%

Plan to Address

NA

Brief Follow Up on Outcomes of Plans to Address from Last Review

NA

Program Review Final University Committee Chair Comments

VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	21.00	21.31	24.00		
Selected Merit Scholarships	2.00	0.00	1.00		
High School GPA	3.17	3.28	3.44		
CBASE Composite	283.00	250.40	317.00		
CBASE English	310.00	281.60	287.50		
CBASE Math	325.00	284.40	336.00		
CBASE Science	262.00	267.00	330.50		
CBASE Social Studies	234.00	221.40	312.00		
CBASE Writing	315.00	286.80	334.50		

GRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
GMAT Total	0.00	0.00	0.00		
GMAT Total Converted	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	22.16	22.24	21.10	21.80	22.38	21.20	21.96	22.59	21.10						
High School GPA	3.23	3.31		3.20	3.29		3.31	3.40							
CBASE Composite	283.00	283.42		250.40	289.02		317.00	304.82							
CBASE English	310.00	287.05		281.60	294.61		287.50	298.45							
CBASE Math	325.00	309.80		284.40	316.58		336.00	329.57							
CBASE Science	262.00	298.96		267.00	303.65		330.50	305.89							
CBASE Social Studies	234.00	268.80		221.40	269.96		312.00	292.36							
CBASE Writing	315.00	295.93		286.80	302.15		334.50	303.43							

COMPARISONS GRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
GMAT Total	0.00	0.00		0.00	0.00		0.00	0.00							
GMAT Total Converted	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	21.71	Improving
High School GPA	3.23	Improving
CBASE Composite	271.13	Irregular

SUMMARY GRADUATE		
Measure	Mean	Trend
GMAT Total	0.00	Static
GMAT Total Converted	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

The average ACT scores of ASM/BME students in AY 07 (21.0) and AY08 (21.3) are near to the national average (21.1). The AY09 average ACT score of ASM/BME students (24.0) is markedly higher than the University (22.2) and national average (21.1). The ASM/BME student average High School GPA of 3.23 is modestly lower than University (3.40) and College (3.3) norms. The CBase composite score in AY09 of ASM/BME students (317) is higher than the University norm (305).

Three Merit scholarships for incoming students were given in the AY07-AY09 time frame.

Additional Data or Comments

N/A

Plan to Address

N/A

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

GRADUATE

Brief Conclusion from Data

Additional Data or Comments

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	0	0.00	1	9.09	0	0.00				
8.0 - 9.0 (proficiency)	5	62.50	9	81.81	7	77.77				
7.0 - 7.5 (marginal pass)	2	25.00	1	9.09	1	11.11				
< 7.0 (fail)	1	12.50	0	0.00	1	11.11				
Unit First Time Pass Rate	7	87.50	10	90.90	9	100.00				
Unit Mean	8	7.93	11	8.36	9	7.88				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.21	8.31	8.30		
College Pass Rate	96.98	98.93	98.52		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

DISCIPLINE SPECIFIC UNDERGRADUATE						
		AY07	AY08	AY09	Year 4	Year 5
Praxis Tests (Majors Only)						
PX06: PRX Busn Educ 100-Total	Southeast	653.33	650.00	626.67		
	Comparison					
Praxis Tests (All Majors)						
PX06: PRX Busn Educ 100-Total	Southeast	667.27	653.33	627.78		
	Comparison					

WP003 SUMMARY UNDERGRADUATE		
Method	Mean	Trend
WP003 Mean	8.11	Irregular

DISCIPLINE SPECIFIC SUMMARY UNDERGRADUATE		
Method	Mean	Trend
Praxis Tests (Majors Only)		
PX06: PRX Busn Educ 100-Total	644.55	Declining
Praxis Tests (All Majors)		
PX06: PRX Busn Educ 100-Total	651.14	Declining

UNDERGRADUATE

Brief Conclusion from Data

On the WP003, 87%, 91%, and 100% passed on first time in AY07, AY08, and AY09, respectively. The College (97%+) and University (98%+) pass rates are higher than ASM/BEM in two of last three years. The mean score on the test is 7.9, 8.4, and 7.9 in AY07, AY08, and AY09, respectively. With the exception of AY08, these scores are .3 to .5 below the College and University norms. The Praxis Business Education test scores (Southeast students only) went from 667 in AY07 to 653 in AY08 to 628 in AY09.

Additional Data or Comments

SEMO ASM students also performed equal to or better than the typical University student on the California Test of Critical Thinking, scoring 15.0, 15.5, and 26.0 in 2006, 2007, and 2008, respectively. University students scored 15.5, 15.6, and 16.3 in the same time frame.

Major Field Achievement Tests are not understood to be well-suited to AMS majors. However, students taking the “Administrative Systems Management” component of the test scored in the 30th, 45th, and 10th percentile in 2006, 2007, and 2008.

Finally, all students who take AD101 are subject to computerized learning assessment modules and data about successful mastery of skills are maintained. At present, about 95% of students exhibit mastery of the computer skills about which they are trained in AD101.

Business and Marketing Education

Southeast has sent numerous students out to positions teaching business and marketing education throughout the Southeast Missouri region. Exhibit 1 provides a listing of the Southeast graduates sponsoring FBLA in District 15 area high schools (Charleston on the south to Jackson on the north.)

Exhibit 1. SEMO BME Graduate Teaching in Area High Schools

AdviserSchool
Theresa TaylorCape Central
Scott CrabtreeDelta High School
Tonya SkinnerJackson High School
Jeanette WachterChaffee High School
Pam ReynoldsWoodland High School
Carol GueckNotre Dame High School
Thresia BrinkleySikeston High School

Natalie RiesOran High School
Donna ConawayScott City High School
Debbie WrightKelly High School
Veronica HullCape Central
Tess SeilerCharleston High School
Sarah HansenOak Ridge High School

Plan to Address

The ASM and BME faculty have a long history of success in the region, being the source of many regional High School business faculty and office specialists.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

GRADUATE

Brief Conclusion from Data

Additional Data or Comments

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

VIII. CURRENCY OF CURRICULUM

UNDERGRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

Faculty updated ASM and BME course syllabi in Fall, 2009 and benchmarked the majors against other quality programs in Missouri, in particular that of the Office Information Systems major at Northwest Missouri State University. Based on that review and other information, faculty began a discussion to overhaul and revitalize the curriculum of both degrees in 2010. That process is expected to continue through Fall semester of 2010 and may include:

- a change in major title and description
- changes in coursework and course titles

This process will incorporate input from regional High School Business and Marketing education faculty, many of whom are Southeast graduates, and DESE standards.

Program Review Final University Committee Chair Comments

GRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

See above.

Program Review Final University Committee Chair Comments

IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION

UNDERGRADUATE

The ASM/BME program has had a significant impact in supporting the Southeast mission. We are engaged in preparing graduates for entry into challenging office and classroom environments. There are a significant number of High School Business Education teachers in the region who have benefitted from Southeast coursework and now are training the next generation. These teachers are a strategic asset, often recommending Southeast as a college of choice to high school business students. The teachers are loyal to Southeast because the department maintains very close ties with these teachers in three key areas by:

- offering dozens of teacher workshops (at minimal costs because of special funding through DESE or RPDC),
- facilitating connections to the Future Business Leaders of America (FBLA, a DESE mandated high school business student organization) through hosting leadership conferences, and
- serving in leadership positions of the Southeast Missouri Business Education Association.

At the coursework level, each course offered in the ASM/BME curriculum contributes to the Southeast mission in its own unique way. For example:

- AD 101 (Introduction to Microcomputer Applications) has been approved by the faculty of the College of Business to provide the students with basic microcomputer, Internet, and e-mail skills to be successful in business courses.
- AD222 (Microcomputer Applications for the Office) brings students to a level of proficiency recognized by Microsoft worldwide. Students are able to pass Microsoft Office Specialist exams. These certificates of proficiency are recognized as an integral part of their curriculum. Additionally, employers benefit from a competent workforce and increased productivity when employees possess high levels of proficiency in Office applications.
- AD323 introduces ASM and Business Education majors to information and decision support systems in organizations.
- AD 331 (Advanced Word Processing) is the only word processing course left in the major. Similar departments in the state have a sequence of beginning, intermediate, and advanced word processing. AD331 is an opportunity for ASM majors to invest time in building keying skills and voice recognition skills, and to discover levels of increased productivity through macros, templates, and AutoText thus preparing them for the job market. In addition, business education majors have a thorough review of keyboard skills in AD331, just before student teaching. This review is important since keyboarding/ computer applications courses are the most frequently offered high school business courses.
- AD 339 (Network Support Systems) provides students an opportunity to experience LAN management and LAN services, including appropriate commands and utilities to manage a Windows NT server, set up group and user accounts, and manage file systems and resources.

The ASM/BME program has had a significant impact in supporting the Southeast mission. We are engaged in preparing graduates for entry into challenging office and classroom environments. Of particular note is the high number of High School teachers in the region who have benefitted from their SEMO coursework and now are training the next generation.

Program Review Final University Committee Chair Comments

GRADUATE

Program Review Final University Committee Chair Comments

X. PLANNING FOR THE FUTURE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?

UNDERGRADUATE

Department faculty have initiated a strategic review of the ASM /BME mission, course offerings, content, and labeling. That review will also take into consideration how current Department personnel with deep “Management Information Systems” skills can support and improve the ASM/BME mission (note: the MIS program within the Department was discontinued this year and some more its more popular course will be eliminated in the wake of that decision).

The ASM/BME strategic review is cognizant of several key planning considerations, as follows:

1. There is uncertainty surrounding the impact that a new Community College will have on SEMO’s course offering, especially AD101 (from which 82% of program revenues emanate). If the Community College draws students away from Southeast, the reduced interaction with students at the sophomore level will reduce the Program’s ability to recruit students with an interest for the ASM/BME major.
2. One key faculty member is now re-assigned to Entrepreneurship, leaving the ASM/BME majors with one key faculty member (Professor Rainey). Arguably, this situation is unhealthy for both the program and its students. For the ASM/BME Program to move forward, Southeast should review the current level of staffing.
3. The ability to maintain levels of other program support that satisfy accrediting bodies such as NCATE and DESE.

Program Review Final University Committee Chair Comments

GRADUATE

Program Review Final University Committee Chair Comments

DEANS' COMMENTS

I do not support transferring responsibility for AD101 to the Department of Computer Science. AD101 is a computer applications course specifically designed to meet the needs of business students. Business students account for approximately fifty percent of the enrollment in AD101. The Harrison College of Business should retain accountability for the course content and its offering because it is specifically designed to meet business needs that change over time. For example the Harrison College of Business recently hosted two business practitioners as consultants to review and comment on the content of AD101. We are validating their recommendations by talking with other business practitioners. We likely will revise the content of AD101 to address issues raised through the consultation. Because

of the college's historic connections with our external secondary education community, the HCB is best positioned to staff and manage the dual enrollment sections of AD101 offered at regional high schools. Of course, non-business students may enroll in AD101 to develop skills with the Microsoft Office suite. The HCB culture understands this service role. We believe that any revisions deemed necessary to keep AD101 relevant to the business student will not diminish the general applicability of AD101. Moving AD101 to the Department of Computer Science would not reduce institutional costs.

In the past some sections of AD101 were taught by graduate business education students receiving graduate assistantships. This became impractical because of difficulties in filling the graduate assistantships - the graduate business education students were employed high school teachers. The graduate assistants were eliminated and funds were made available to hire retired business education teachers as adjuncts; a lower cost option. Generally, graduate assistants drawn from other areas do not have the necessary skill levels to teach AD101. It seems reasonable to evaluate self-paced online tutorials that could serve some students. However, the "success rate" in AD101 is high. The experience with the math lab suggests costs savings would be minimal since the lab is staffed to provide assistance to students completing the online tutorial.

In today's fiscal environment and given HCB programmatic priorities (rebuilding the faculty resource base in marketing (2 marketing positions were lost through previous budget cuts and one of these needs to be replaced), and new programming that has the potential for penetrating un-served markets, it is unlikely that additional faculty resources will be devoted to the ASM/BME degree programs. I do not anticipate significant increases in ASM degree program enrollments given existing market opportunities. The emergence of a community college presence raises issues with the 2-year certificate program. Enrollment in AD101 may be affected. The comparison of BME degree programs (Southeast compared with Northwest Missouri State University) suggests the number of computer applications credit hours in the Southeast BME program could be reduced significantly. This diminishes the overlap between the ASM and BME programs. If the BME degree program is retained in its current form, the incremental cost of the ASM major is relatively small.

Moving responsibility for the techniques/methods courses (e.g., SE314) to the College of Education could reduce costs if such courses are consolidated across the various secondary education content areas.

Final University Committee Chair Comments on Entire Document

The program review identified the Business and Marketing Education (BME) option as a "primary strength". But if you eliminate the Administrative Systems Management (ASM) major, the class offerings for BME (which are predominately the same as for ASM majors) will continue, but have only half as many students. It appears that significant others changes will also be necessitated for the proposed recommendations to work.

Provost's Decision