

**MIDLANDS TECHNICAL COLLEGE**  
**Assessment of Majors or Concentrations**  
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**Summary Statement of 2002-2003 Assessment Study**

Midlands Technical College (MTC) assesses specific majors on a three-to-five year cycle that is designed to coincide with the reaffirmation visit from external accreditation agencies. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills and attitudes leading to employment in the field or discipline and/or success in transfer to a senior-level program.

The program review process, which generates the assessment of majors, includes an analysis of the specific data elements identified to evaluate the effectiveness and efficiency of the academic programs offered at MTC. The effectiveness component of the process focuses on the learning outcomes, clients' satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the programs' cost, space utilization rate, and average size of course section taught.

In 2001-2002 the Accounting (ACC), Management (MGT), Marketing (MKT), Surgical Technology (SUR), and Legal Assisting/Paralegal (LEG) completed the program assessment process and developed recommendations for program improvement. In 2002-2003, these programs completed the following actions:

- The Surgical Technology (SUR) program completed a curriculum review that resulted in the curriculum being in compliance with the *5<sup>th</sup> Edition Core Curriculum for Surgical Technology* and meeting the CAAHEP Standards and Guidelines for an Accredited Education Program in Surgical Technology.
- The Computer Graphics program was assessed to determine which courses were meeting current industry needs and what new courses were needed. The program deleted CGC 230-Equipment Maintenance and Repair and OST 105-Keyboarding and added CGC 240 -Senior Project (New Capstone Course), CGC 135-Commercial Graphics Operations, and BAF 101-Personal Finance to the curriculum.
- The Computer Graphics program purchased two new single color presses; a new paper cutter, upgraded all software to the newest versions reflecting current industry standards, and initiated a space study of the current CGC lab to investigate alternative floor layouts for the lab.
- A departmental-wide system has been instituted in the Marketing department and a "Master" syllabi for all courses was developed by full-time instructors. Both full-time and adjunct instructors are obliged to submit their current class syllabus for review against the approved master syllabus. A Marketing Curriculum Development Committee has been established which, will maintain oversight of these activities.
- To promote the development of good communication skills, the Legal Assisting faculty, encouraged students to enroll in Legal Writing in Fall 2003. The program has continued its emphasis on developing good communication skills by: (1) requiring students to make an in-class

presentation for Criminal Law, (2) requiring students to write two memos in Legal Bibliography and (3) by reviewing three courses (Introduction to Law, Legal Bibliography and Law Office Management) to ensure they emphasize good grammar and writing skills.

- The Legal Assisting program added two minority adjunct faculty members in the Fall, 2003 and the 2003 Spring faculty consisted of 20% minority faculty members and 40% female faculty members. Adjunct instructors are offered instructional methodology training sessions at the beginning of the Fall and Spring semesters.
- The Legal Assisting programs provided students more opportunity to develop technical skills through an expanded computer lab and access to multiple databases.
- The Accounting faculty developed a brochure to help in student recruiting and became actively engaged on several high school Business Advisory Committees.
- An Accounting Curriculum committee was created to provide a systematic process for continuous assessment of the Accounting curriculum.
- The Accounting program expanded the Accounting Principles core from two courses to three to improve student success.

The 2003-2004 action plan objectives for assessing majors or concentrations at Midlands Technical College consists of the following two objectives: (1) determine the feasibility of developing a “Desk Top Audit” interim program review process that will provide identified key data elements to individual programs and (2) continue to monitor the progress of program recommendations from completed program reviews.

### **Description of Assessment of the Major**

Assessment of the majors or concentrations in credit courses, through a complete program review process, is closely tied to the institutional effectiveness process at MTC. The program review outcomes are evaluated for consistency with the stated institutional mission and the results of the measures are used in conjunction with other institutional effectiveness measures to identify areas for institutional improvement. The assessment of the majors or concentrations in credit courses activity is significant in that it evaluates and measures outcomes of the educational process, which in turn, helps those involved identify areas in need of institutional improvement and provides a basis for the development of strategic and annual planning initiatives.

The program review process includes the analysis of identified measures that indicate the effectiveness and efficiency of MTC’s academic programs. These include: student goal achievement; mastery of capstone competencies; course progression; mastery of general education core competencies; success at senior institutions; current student, alumni (graduate) and employer satisfaction; employment in field of study; annual unduplicated program/major headcount and FTE; advisory committee participation; program full-time/part-time faculty; faculty credentials; number of graduates; student retention in program; annual program cost; space utilization; and average section size. The Education Division has developed appropriate standards for each of these measures. The program faculty coordinated with the Assessment, Research and Planning Department to develop data for these measures and any other measures deemed appropriate for the individual program being reviewed. The

product of this comprehensive assessment is the identification of areas for improvement and development of strategies to improve them.

Although the program review process evaluates data that represents the perspectives of students, graduates, advisory committee members, faculty members, and administrators at MTC to obtain the most complete picture of the institution, the major focus of the process is the analysis of students' learning outcomes and successes. The weighty evaluation of students' outcomes and successes reflects the mission of MTC as a teaching institution and the importance that the faculty, staff, and administration place on teaching excellence. The capstone competencies and the general education core components are representative of the data that indicates students' learning outcomes and successes.

Capstone competencies are defined as stated expectation(s) of knowledge and skills in both occupational/technical and general education areas that a student demonstrates at the successful completion of a program. Capstone competencies serve as a major indicator of student outcomes, combining technical and general education knowledge and skills. Program faculty has typically selected one of the following methods of assessing capstone competencies: a capstone course, a capstone project, an internship, or a licensure examination and/or simulated licensure examination.

Mastery of the general education core component, evaluated in a separate report, indicates the degree of academic success experienced by associate degree students in the general education core course work. A variety of data is gathered on students' academic success in course work that represents a specific competency within each stated general education value. Student performance that does not meet the stated success criterion leads to an evaluation of the process, seeking explanation that might indicate a revision in the course(s) to better represent the specific competency.

In the program review process, data for a three-year period are reviewed to determine trends and make recommendations for program improvement. The program recommendations derived from the findings are tied to the institution's annual plan in terms of budget, equipment, facilities, and personnel. The tracking of program recommendations and follow-up action taken to ensure academic program improvement demonstrate the accountability built into the program review process at MTC. Through this annual activity of the assessment of majors or concentrations for specific programs and the generation of this report, the continued emphasis on institutional effectiveness through assessment is reinforced.

A formal presentation of the data, findings and recommendations is made to the Academic Vice-Presidents. Feedback from this presentation maybe incorporated into the final findings and recommendations.

### **Achievement of 2001-2002 Action Plan Objectives**

Midlands Technical College evaluated and reported on the institutional effectiveness component of the assessment of majors to the Commission on Higher Education (CHE) in August 2002. The 2002-2003 action plan had two objectives related to institutional effectiveness. The following section identifies those objectives and the achievement status for each.

**Objective 1: Continue the assessment of the Program Review process, practices and data elements to better match program and college needs.** The data elements required for each program review were assessed in collaboration with the two academic divisions to develop measures that are more meaningful for the reviewed departments. This resulted in the revision of several of the program review components. Programs were developed to provide the needed quantitative data from the new computer system.

**Objective 2: Continue to monitor the progress of program recommendations from completed program reviews.** The progress on the recommendations for the programs reviewed was monitored by the Department Chair for each reporting program. Each program provided written documentation of the progress made on accomplishing each priority recommendation. Progress reports on Program Review recommendations are also included in the MTC Report Card which is distributed college-wide.

### **2003-2004 Action Plan Objectives**

The 2003-2004 action plan objectives for assessing majors or concentrations at Midlands Technical College consists of the following two objectives.

**Objective 1: Determine the feasibility of developing a “Desk Top Audit” interim program review process that will provide identified key data elements to individual programs.**

**Objective 2: Continue to monitor the progress of program recommendations from completed program reviews.**

## **EXECUTIVE SUMMARY FOR SURGICAL TECHNOLOGY (SUR)**

### **Description of Program/Background Information:**

Surgical Technologists are integral members of the operating room team. They work in cooperation with surgeons and registered nurses to deliver safe, direct patient care during all phases of surgery. Technologists prepare and sterilize instruments and surgical supplies, assist physicians during surgical procedures, ensure necessary equipment is properly maintained and available when needed, handle surgical specimens, maintain a sterile atmosphere in the operating room environment and complete necessary paperwork related to surgical procedures.

The comprehensive Surgical Technology program offers students the opportunity to prepare for entry-level positions as Surgical Technologists. The three-semester curriculum gives the students a balanced set of experiences in the classroom, laboratory and clinical setting. Students are trained in procedures, aseptic (sterile) techniques, medical equipment nomenclature, human anatomy and physiology and pharmacology for the operating room. Graduates of the program may be employed in a variety of areas such as the operating room, labor and delivery, physicians' offices, and outpatient surgery centers.

The Surgical Technology program is an accredited program by the Commission on Accreditation of Allied Health Education Programs in cooperation with the Accreditation Review Committee on Education in Surgical Technology. Graduates of the program are eligible to take the National Certification Examination for Surgical Technologists.

### **Important Findings**

#### **Strengths:**

1. Retention and graduation rates remain consistently above the national and state rates.
2. The program's ability to adapt to meet the changing needs of the health care community in the education of surgical technologists.
3. The expanded classroom and lab space provide a more realistic atmosphere of learning as well as capabilities for expanding incoming class sizes.
4. The health care community, students, and graduates continue to provide high approval levels concerning the quality of the program and its graduates entering the job market.
5. Dedicated, qualified faculty in both the classroom and clinical environment. All instructors are involved in professional activities that promote learning and role modeling.
6. Faculty members who support students in all educational endeavors and who actively promote the profession and the program to the public and health care community.

### **Strengths (cont'd)**

7. Active support from the professional community with donations of equipment, supplies, staff, and clinical opportunities.
8. Expansion of computer labs and technology providing students with valuable multimedia resources.

### **Weaknesses:**

1. Graduates need more assertiveness training and skills.
2. Lack of full-time faculty to meet the enrollment growth of the program and continued and expanding need to provide more surgical technologists to the local health care community.
3. Further curriculum revisions will be needed with the distribution of new Core Curriculum requirements from the accrediting body.

### **Priority Recommendations and Progress Achieved:**

1. Review new Core Curriculum for Surgical Technology and make changes to current curriculum to maintain accreditation.

**A curriculum review and revision have been completed and resulted in the curriculum is being in compliance with the 5<sup>th</sup> Edition Core Curriculum for Surgical Technology and meeting the CAAHEP Standards and Guidelines for an Accredited Education Program in Surgical Technology.**

2. Seek new faculty position for expanding program.

**Due to current state budgetary constraints, new faculty positions are unavailable at this time.**

3. Expand assertiveness training opportunities within the curriculum.

**The Assertiveness training expansion is in progress. The program is seeking guest speakers and working with counseling services to provide more opportunities to incoming classes.**

## **EXECUTIVE SUMMARY FOR ACCOUNTING (ACC)**

### **Description of Program/Background Information:**

In business, managers at all levels must have updated financial information in order to make decisions that ensure the success of their firms. Accountants and auditors prepare, analyze and verify financial reports and data that furnish this essential information to their companies.

The Accounting program is designed to help develop the skills necessary for the highly technical and rapidly changing business environment. The Association of Collegiate Business Schools and Programs (ACBSP) accredit the Accounting Program.

Students must earn a grade of “C” or better in all of the courses offered within the Business and Information Systems Technology departments for the grade to be counted toward graduation. Specifically, these include courses with the following prefixes: ACC, BAF, BUS, CPT, CRP, IST, LEG, MGT, MKT and OST.

### **Important Findings**

#### **Strengths:**

1. Based on the results of the surveys, the quality of the Accounting faculty is rated excellent.
2. All accounting courses are accepted by the South Carolina Association of CPA's as satisfying the course requirement to sit for the CPA Exam.
3. The placement rate for Accounting graduates is 100%.
4. All faculty meet SACS requirements.
5. Recent survey data indicate that current students, alumni, and employers are all strongly positive toward the Accounting program and Accounting graduates.
6. Revenue generated by the program exceeds the cost of the program.

#### **Weaknesses:**

1. There has been a decline in program enrollment figures.
2. There is generally poor student performance on the ACC 111/101 departmental exam.

### **Priority Recommendation and Progress Achieved:**

1. Determine the underlying cause of declining Accounting program enrollment and if corrective action is necessary.

**The declining Accounting program enrollment is an ongoing issue for the Accounting program. Accounting faculty has developed a brochure to use in marketing the program. Accounting faculty also identified the targeting of high school business departments as a priority and are addressing this issue by obtaining membership on several of the high school Business Advisory Committees. The newly organized Accounting Curriculum committee was created to provide a systematic, continuous mechanism to assess the Accounting program. This committee is currently assessing the role “the difficulty of the Accounting Principles’ courses” (evidenced by the low pass rates on the departmental final exam) has in deterring students from the Accounting major.**

2. Conduct a review of the changes made to the Accounting program following the DACUM to assess if the desired outcomes were achieved.

**In Fall 2001, Accounting Principles was increased from two courses to three, while covering the same amount of material. The program has revised the program exam for the beginning Accounting course (now ACC 111) and will use the results to determine if the success rate for the initial Accounting Principles course has improved. The Accounting Curriculum committee is collecting grade and final exam data for both ACC 101 and ACC 111 to determine if the distributions have changed. These assessments will require several semesters of data before any conclusions can be developed.**

3. Study the feasibility of adding/substituting more computer-based courses to the program.

**The accounting faculty as a whole and the Accounting Curriculum committee have reviewed this issue and made no recommendations for changes. The committee is exploring the feasibility of offering a bookkeeping course as a transition to Accounting. The Bookkeeping course would incorporate 10 key skills. In the most recent program review of the Accounting Program, 80 percent of employers rated MTC Accounting graduates’ computer expertise as above average and the remaining 20 percent rated it as average. In the same review, 94.5 percent of alumni believe the level of computer training provided by the program was adequate. However, this remains an ongoing action item for the Accounting Curriculum committee who will continue to assess the computer related need of the business community and revise courses material as needed.**

4. Study the feasibility of offering unique accounting courses to non-majors required to take one or two accounting courses.

**The expansion of Accounting Principles from two to three accounting courses has met the immediate needs of this recommendation. The initial course, entitled Accounting Concepts, taken alone, or coupled with the second course, Organizational Accounting, provides non-majors with a good overview of accounting. The Accounting curriculum committee is addressing this issue on an ongoing basis, and will require the concurrence of other departments with programs requiring accounting courses for any additional changes.**

## **EXECUTIVE SUMMARY FOR COMMERCIAL GRAPHICS (CGC)**

### **Description of Program/Background Information:**

Commercial Graphics technicians provide critical support for the printing industry. This highly technical industry involves the production of forms, newspapers, packages, books, magazines, pamphlets and other print-related materials.

Commercial Graphics is accredited by the Printing Industries of America through the PrintEd Accreditation program. Students are encouraged to participate in this industry-supported certification process.

In response to the growing specialization within the industry, the college offers an associate degree and two separate certificate programs: Electronic Publishing and Offset Pre-Press Techniques.

### **Important Findings**

#### **Strengths:**

1. Overall, academic courses are fulfilling the needs of the industry.
2. Teaching traditional aspects of the industry as a foundation for moving into digital workflow.
3. Commercial Graphics Advisory Committee supports the departmental goals and mission of the college.

#### **Weaknesses:**

1. The program needs updated equipment.
4. Teaching too much of the traditional aspects of the industry due to lack of digital equipment and workspace.
5. Perceived lack of first time/full-time positive graduation percentages.

### **Priority Recommendations and Progress Achieved:**

1. Revise curriculum to reflect current industry needs as indicated in recent DACUM.

**The program was assessed to determine which courses were meeting current industry needs and what new courses were needed. The program deleted CGC 230-Equipment Maintenance and Repair and OST 105-Keyboarding and added CGC 240 -Senior Project (New Capstone Course), CGC 135-Commercial Graphics Operations, and BAF 101-Personal Finance to the curriculum.**

2. Acquire the necessary equipment and evaluate current lab space to implement the DACUM recommendations.

**The Computer Graphics program purchased two new single color presses; a new paper cutter, up graded all software to the newest versions reflecting current industry standards, and initiated a space study of the current CGC lab to investigate alternative floor layouts for the lab.**

## **EXECUTIVE SUMMARY FOR MARKETING (MKT)**

### **Description of Program/Background Information:**

Marketing is concerned with the distribution of goods and services from the producer to the consumer. The field of marketing has emerged as a dominant factor in the economy of the country.

Marketing graduates develop skills in sales, advertising, marketing research and techniques for acquiring marketing information. Graduates may be eligible for positions in product planning and merchandising, advertising, sales and sales promotion, and marketing.

This program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Students must earn a grade of "C" or better in all of the courses offered within the Business and Information Systems Technology departments for the grade to be counted toward graduation. Specifically, these include courses with the following prefixes: ACC, BAF, BUS, CPT, CRP, IST, LEG, MGT, MKT and OST.

### **Important Findings**

#### **Strengths:**

1. The program has a high number of graduates and the Vitality Study data indicates a significant percentage of program graduates (100%) are being placed into jobs.
2. The program has strong emphasis of sales skills that provide graduates with additional entry-level opportunities.
3. The surveys indicate a student satisfaction level with the program (Current Students-94.4%, Alumni-100%), exceeding the MTC benchmark (90%).

#### **Weaknesses:**

1. Advisory Committee participation has improved since the last program review; however, the lack of timely feedback as to the needs of the community and local business is apparent.
2. Major courses taught by adjunct instructors do not have an adequate number of writing and speaking assignments.

### **Priority Recommendations and Progress Achieved:**

1. Re-evaluate the Business Advisory Committee input and seek methods/procedures that encourage more timely feedback of community and local business requirements.

**A concerted effort has been made to solicit more timely and meaningful information in the way of feedback as to the needs of the Columbia and Midlands business community. Additionally, rising-graduates are asked to complete a questionnaire prior to graduation to help with the assessment of needs of the community. The membership of the Advisory Committee is actively participating in this overall effort.**

2. Monitor more closely the syllabi of adjunct instructors to ensure adequate writing and speaking assignments.

**A departmental-wide system has been instituted and a “Master” syllabi for all courses was developed by full-time instructors and have been placed on file in the Business Department Office. Consequently, both full-time and adjunct instructors are obliged to submit their current class syllabus for review against the approved master syllabus.**

**A Marketing Curriculum Development Committee has been established which, in addition to other responsibilities, will maintain current oversight of these activities.**

## **EXECUTIVE SUMMARY FOR LEGAL ASSISTING/PARALEGAL (LEG)**

### **Description of Program/Background Information:**

The Legal Assistant/Paralegal program prepares students to assist lawyers in carrying out their professional responsibilities. Working under the direct supervision of the attorney, legal assistants/paralegals must be mindful of prohibitions against lay persons practicing law. The legal assistant does research, prepares documents and interviews clients. Employment opportunities are also available in such diverse areas as insurance, real estate and mortgage companies, government agencies, courts and banks.

This program is approved by the American Bar Association.

### **Important Findings**

#### **Strengths:**

1. The most recent Employer Survey shows a 96% satisfaction rate based on legal training and a 95% satisfaction rate based on general education skills. The program has been approved by the American Bar Association for more than 20 years and has an excellent reputation, both statewide and regionally.
2. The most recent Alumni Survey reveals a satisfaction rate of 94% with excellent numbers in job placement and goal achievement.
3. The most recent Student Survey shows a 94% satisfaction rate.
4. Enrollment continues to remain strong and has increased from 217 to 244 for the Fall 2002 Semester.

#### **Weaknesses:**

1. Greater diversity needed in adjunct faculty.
2. Limited instruction in teaching methodology for adjunct faculty.
3. Website development needed.
4. Additional support staff (or extra release time for ABA compliance) needed.

### **Priority Recommendations and Progress Achieved:**

1. Review program goals and objectives for expansion of subject matter in established fields and addition of courses in emerging fields for paralegal practice.

**The Legal Assisting/Paralegal Advisory Committee met several times and addressed this issue. Consideration at this time is given to incorporating new areas of law into existing courses (example: intellectual property rights covered in Torts). The program coordinator is working with the computer department to determine the feasibility of incorporating more relevant technology into the CPT courses Legal Assisting students take.**

2. Recommend additional administrative assistance and other support to fulfill ABA Guideline requirements regarding surveys, placement, and assessment.

**A process has been implemented to ensure that specific administrative needs for the Paralegal Program will be addressed on an "as needed" basis with the Department Chair and will be covered with the use of temporary help.**

3. Aggressively recruit more paralegal faculty from the minority legal community.

**In the 2003 Spring semester, the program added two minority adjunct faculty members and anticipates adding another in the Fall, 2003 semester. The 2003 Spring faculty consisted of 20% minority faculty members and 40% female faculty members.**

4. Take necessary steps to ensure that all program students are required to demonstrate strong written and verbal communication skills.

**To promote the development of good communication skills, the Legal Assisting faculty, encouraged students to enroll in Legal Writing in Fall 2003. The program has continued its emphasis on written and verbal communication by: (1) requiring students to make an in-class presentation for Criminal Law, (2) requiring students to write two memos in Legal Bibliography and (3) by reviewing three courses (Introduction to Law, Legal Bibliography and Law Office Management) to ensure they emphasize good grammar and writing skills.**

5. Make concerted efforts to provide opportunities for students to develop more technical skills in substantive practice areas.

**Using the thirteen new computers that were recently installed in the Paralegal computer lab, students have extensive exposure to several legal databases such as Lexus-Nexus. Additionally, the department maintains a subscription to Westlaw for the students. The department has developed a forms bank for the Family Law class. This forms bank is available to all students and is the only place anyone can obtain Family Court forms without going to the Family Court.**

6. Provide more regular and structured instruction in teaching methodology to adjunct faculty.

**Adjunct instructors are offered insightful training sessions at the beginning of the Fall and Spring semesters through the college.**

7. The College should continue its support of the Program Director's involvement in and attendance at workshops designed for paralegal educators.

**In the 2002-03 academic year, the Program Coordinator attended the National and Regional Paralegal Educator's conferences. It is anticipated that attendance of these conferences will become a normal part of the program coordinators annual professional development.**

8. Include links to the national paralegal associations' (National Association of Legal Assistants, Inc and National Federation of Paralegal Associations) and to the local paralegal association's (Palmetto Paralegal Association) websites in addition to the current links to lawyer associations on the College's websites.

**Links to the Palmetto Paralegal Association, NFPA and NALA websites (the two national paralegal organizations) under the heading "Professional Associations" on the job listings page of the website have been added and the Palmetto Paralegal Association's application form has been converted into Adobe format so students can fill it out on-line and print it anywhere they have Internet access.**

## **EXECUTIVE SUMMARY FOR MANAGEMENT (MGT)**

### **Description of Program/Background Information:**

Success in the business world requires knowledge of business technology and the techniques of management. To meet this need, the Management curriculum requires courses in problem solving, human relations and critical thinking.

Graduates will be prepared for positions in marketing, finance, accounting, fire service, human resource management, banking and small business administration.

This program is accredited by the Association of Collegiate Business Schools and Programs.

Students must earn a grade of “C” or better in all of the courses offered within the Business and Information Systems Technology departments for the grade to be counted toward graduation. Specifically, these include courses with the following prefixes: ACC, BAF, BUS, CPT, CRP, IST, LEG, MGT, MKT and OST.

### **Important Findings**

#### **Strengths:**

1. The program has a high number of graduates.
2. The Vitality Study indicates a very high percentage of graduates (97.5%) are being placed into jobs.
3. The Student and Alumni Surveys indicate a very high level of satisfaction with the program (95.3%), exceeding the MTC benchmark (90%).

#### **Weaknesses:**

1. Advisory Committee participation has improved since the last Study. However, the lack of timely feedback as to the needs of the community and local business is apparent.
2. A recently added required course, BUS 210, Introduction to Electronic Commerce, has not drawn adequate student enrollment.
3. The college’s new emphasis on meeting the needs of local manufacturers along with the need to develop courses that are more suited to the change occurring in the South Carolina business climate will result in the need to add additional courses to the curriculum; such as “Operations Management”.

### **Priority Recommendations and Progress Achieved:**

1. Re-evaluate the Business Advisory Committee input and seek methods/procedures that encourage more timely feedback of community and local business requirements.

**A concerted effort has been made to solicit more timely and meaningful information in the way of feedback as to the needs of the Columbia and Midlands business community. Additionally, rising-graduates are asked to complete a questionnaire prior to graduation to help with the assessment of needs of the community.**

2. Specifically evaluate the necessity for the continuation of BUS 210, Introduction to Electronic Commerce, as most of the courses now in the curriculum have a strong electronic commerce content.

**The Management Curriculum Development Committee was established but has not yet reached final determination of the continuation of the BUS 210 course.**

3. Consider the addition of a course to the curriculum addressing “Operations Management.” This course would more closely fulfill the needs of the business community as well as compliment the new movement on the Industrial Park Campus towards automation and manufacturing.

**The Management Curriculum Development Committee was established but has not yet reached a final recommendation of the need to develop an “Operations Management” course. If a favorable recommendation is developed, it will be at least a year before the course would be implemented.**