

**1. OFF-SITE DELIVERY PROPOSAL  
FORM OS**

**OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM**

**Sponsoring Institution(s):** Moberly Area Community College

**Program Title:** Marketing/Management

**Degree/Certificate:** Associate of Applied Science, Certificate

**Institution Granting Degree:** Moberly Area Community College

**Receiving Institution:**

**Delivery Site:**

MACC – Hannibal Area Higher Education Center  
141 Communications Drive  
Hannibal, MO 63401

MACC – Columbia Higher Education Center  
601 Business Loop 70 West  
Columbia, MO 65203

MACC – Kirksville Higher Education Center  
2105 East Normal  
Kirksville, MO 63501

Advanced Technology Center  
2900 Doreli Lane  
Mexico, MO 65265

**Mode of Program Delivery:** On-site instruction, ITV, web-synchronous systems, and on-line

**CIP Classification:** 52.1401

**Implementation Date:** Fall 2011

**Cooperative Partners:**

**AUTHORIZATION**

Dr. Jeff Lashley, Vice President for Instruction

**Name/Title of Institutional Officer**

Ms. Deanne Fessler

**Person to Contact for More Information**

660-263-4100, x11208

**Telephone**

**(Attached is a Complete Proposal)**

## MARKETING/MANAGEMENT EXPANSION COMPLETE PROPOSAL

### 2. NEED

#### A. Student Demand

Form SE included below projects enrollment for the next five years in the proposed Marketing/Management degree program expansion to be offered at MACC's off-campus sites in Hannibal, Columbia, Kirksville and Mexico. These projections are based on enrollment activity since MACC began offering courses at these locations. Additionally, projected growth is based on the number of Marketing/Management majors who attend MACC's main campus from throughout the service region and the number of A+ students expected to impact enrollment at each site. The high schools located in communities where MACC has sites have gained A+ designation and MACC is the only postsecondary institution in the northeast Missouri region where students can use their A+ benefits.

Student demand for classes in the Marketing/Management program has been increasing over the last five years and continues to grow. Students regularly request that additional courses in the Marketing/Management sequence be offered in their communities, but MACC is limited to those Marketing/Management courses that are required for the AA degree since the Marketing/Management Program is not yet approved at these sites. Currently, students must commute to the Moberly campus to complete their Marketing/Management degrees. Considering the cost of fuel and the over 100 mile round trip distance for students in Hannibal and Kirksville, the expense of traveling to another campus three to five times per week can be prohibitive. Delivering the complete degree program at additional MACC sites will be a great service to students in the MACC service region. No limits to enrollment in the program are anticipated.

#### FORM SE

##### Student Enrollment Projections (Hannibal)

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6

##### Student Enrollment Projections (Columbia)

Year	1	2	3	4	5
Full-time	5	6	7	8	10
Part-time	5	6	8	10	12
Total	10	12	15	18	22

### Student Enrollment Projections (Kirksville)

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6

### Student Enrollment Projections (Mexico)

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6

#### B. Market Demand

Employment growth in the marketing and management field is expected to grow “faster than average” through 2016 according to the Bureau of Labor Statistics. The *2010-11 Occupational Outlook Handbook* published by the Bureau of Labor Statistics projects that job opportunities in retail sales will grow by 8% by 2018. Retail trade has been identified by the Missouri Research and Information Center, (MERIC) as a “Cheetah” industry subsector in Missouri. This designates the field as one of the state’s fastest growing business sectors. Cheetah firms are characterized by extremely rapid increases in job growth, averaging 250% over the last five years. There are currently 151 Cheetah firms in Missouri specializing in retail sales, providing many job opportunities for MACC graduates. According to a 2008 MERIC report, Missouri’s Cheetahs cited having and hiring skilled workers as vital to their current and continued success, thereby making the development and adjustment of programs to prepare Missourians for the jobs of the 21<sup>st</sup> century critical.

According to MERIC research, sales representatives and related services are classified as a grade “A” career, meaning that the number of openings in the field is projected to increase by 11.4% (approximately 3,200 jobs) in the next 10 years; this is over triple the state’s average growth rate of 3.3%. Average annual wages for workers with an associate’s degrees in grade A fields are \$57,791 which is well over the \$50,885 average wage for all other careers. Additional MERIC data from 2010 lists retail sales as the second highest employing occupation in the state with over 79,000 workers currently employed in the field.

Legislation involving A+ Schools is an additional compelling factor in market demand at the community college level in the state. Graduates from A+ designated schools could more easily take advantage of the opportunity to earn a college degree free of charge if community college services and programs were more readily accessible in Adair, Audrain, Boone and Marion counties. The high schools in Hannibal, Kirksville, Mexico and Columbia are designated as A+ schools. Other schools in close proximity to these communities are also designated as A+, including the districts in Ashland, Hallsville, Centralia, Brashear, Novinger, Laddonia, Milan, Monroe City, Paris, Shelbina, Santa Fe and Palmyra.

## C. Societal Need

*Imperatives for Change: A Coordinated Plan for the Missouri Department of Higher Education* envisions a system of postsecondary education that is of the highest quality, distinguished by a coordinated, balanced, and cost-effective system. That system will also include a range of vocational, academic, and professional programs that are affordable and accessible to all citizens and differentiated by institutional missions. MACC and the state's community colleges are in a good position to assist the state in its Imperatives for Change goals.

Efforts to expand services to the Columbia, Kirksville, Mexico and Hannibal areas will assist in meeting the Imperatives for Change objectives of increasing the percentage of Missouri residents who possess a postsecondary credential and increasing college attendance rates of both traditional and non-traditional students.

MACC represents the only open-admission public institution in the Columbia, Mexico, Kirksville and Hannibal areas. John Wood Community College (JWCC) in Quincy, Illinois and Indian Hills Community College (IHCC) in Ottumwa, Iowa are geographically accessible to students in the Hannibal and Kirksville areas and have policies of open admissions; however, Missouri students must pay out-of-state tuition. JWCC offers AAS degrees in Management and in Marketing and Sales; IHCC does not offer a program.

The expansion of the program to include these off-campus sites will address the needs not only of recent high school graduates interested in the profession, but the working adult who seeks further credentials to maintain employment or those who seek new employment opportunities due to current negative economic conditions. Offering the full Marketing/Management degree program at additional MACC sites will also provide increased community-wide economic benefits. A 2004 study conducted by CCBenefits, Inc. found that as many as 68% of MACC graduates stay in the region initially after graduation and become contributors to the local economy. Considering that the average MACC graduate spends approximately 40 years in the workforce and earns approximately \$350,000 more over the course of their career than someone with only a high school diploma or GED, the potential economic impact of MACC graduates throughout the service region is significant.

The improved access to higher education, both geographically and financially, achieved through MACC's active presence at off-campus sites is responsive to the state and national priority for accessibility to higher education for all citizens. Combined with the economic benefits that MACC graduates bring to their communities, it is appropriate to increase MACC's current presence at off-campus sites by offering additional degree programs. The addition of courses toward the granting of the Associate of Applied Science degree is a natural progression from the current state of providing selected courses in the degree program.

## D. Methodology

The following resources provided information and data used to determine market demand and societal need.

- Bureau of Labor Statistics, *Occupational Outlook Handbook 2010-2011*
- Missouri Research and Information Center, *Missouri Hot Jobs 2008-2018*
- Missouri Research and Information Center, *Chasing Cheetahs: Lessons from Missouri's Fastest Growing Companies (2008)*
- Missouri Research and Information Center, *Education & Training Needs for Missouri's Workforce 2014*
- Office of Social and Economic Data Analysis, *Census of Population and Housing*
- CC Benefits, Inc., *The Socioeconomic Benefits Generated by Moberly Area Community College, Fact Sheet (2004)*

### **3. DUPLICATION AND COLLABORATION**

As the designated community college service provider for 16 northeast Missouri counties including Adair, Boone, Marion and Audrain, the AAS degree in Marketing/Management is not currently available through any other institution in the area. Thus, there would be no duplication of programming or related services.

MACC's articulation agreements with other colleges and universities throughout the service region allow students transfer opportunities to four-year institutions. Currently, some but not all Marketing/Management program courses transfer to four-year institutions. Recent revisions to the curriculum create greater transfer opportunities in this area. MACC continues to collaborate with universities regarding articulation opportunities toward a baccalaureate degree.

### **4. FINANCIAL PROJECTIONS**

Forms FP attached to this document project expenditures and revenues for the Associate of Applied Science degree program in Marketing/Management at the Columbia, Kirksville, Mexico and Hannibal sites for a five-year period beginning FY 2012.

### **5. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

#### **A. Student Preparation**

The open-door admission policy at Moberly Area Community College allows students admission in college programs based on aptitude, interest, abilities, and specific program entrance requirements. No special preparation or qualifications which exceed regular college admissions policies will be required for entry into the Marketing/Management Program. It is anticipated that the program will serve both traditional and non-traditional college students who reside in the Columbia, Mexico, Kirksville and Hannibal areas.

#### **B. Faculty Characteristics**

MACC employs faculty that have earned, from accredited institutions, the degrees appropriate to the level of instruction offered by the institution and program. All faculty who teach in the Marketing/Management program are required to hold a bachelor's or higher degree. MACC requires the same educational credentials of off-campus faculty as those who teach on campus. These same standards apply to full-time and part-time faculty.

All full-time faculty teaching at the Columbia, Kirksville, Mexico and Hannibal sites will have the same professional growth opportunities as those teaching on the main campus. These opportunities include membership in professional associations, travel to state and national conferences, participation in the MACC staff development program, and attendance at orientation/topical workshops at the beginning of each semester. Faculty teaching at off-campus sites will maintain coordination with the lead instructor in the on-campus Marketing/Management program to ensure the integrity and alignment of the curriculum.

A combination of traditional delivery methods, online, and web-synchronous classroom instructional methodologies are incorporated in delivering the courses in this program. In the web-synchronous courses, students have the option to travel to campus and join in the face-to-face classroom or join the same class virtually in a real-time, web-synchronous instructional environment. These teaching methodologies and pedagogies have been utilized with this program during the last four semesters with great success. These technologies are also being utilized in portions of other AAS and AA programs. It is the success of this delivery method that has partially prompted the need for expansion of this program at these additional sites. All instructors delivering classes via web-synchronous technology are required to attend three

technology-oriented training sessions and one instructional methodology training session prior to teaching in this environment. Faculty and students have many additional resources available to them including on-line help documentation, additional live and recorded training sessions, an on-line and live help-desk, and traditional face-to-face assistance and services. This real-time delivery method in conjunction with additional college service resources provides equivalent educational opportunities to those students joining class at a distance as those students joining in the face-to-face environment.

Full-time faculty maintain a minimum of ten office hours per week. Part-time faculty who teach nine or more hours maintain a minimum of three office hours per week. To increase accessibility, students may meet with instructors in either their physical offices at each campus site or in their virtual offices via Elluminate. Students also have access to the campus e-mail system and an intranet portal, which allow additional means of communication with faculty. Currently, about 22% of all instruction for Marketing/Management courses is delivered by full-time faculty.

### C. Enrollment and Graduation Projections

When the Missouri Department of Higher Education conducted its Existing Academic Program Review several months ago, MACC's Marketing/Management Program was identified as underperforming and required the submission of additional productivity information, follow-up information and justifications. In this additional information, MACC's plan to expand the Marketing/Management Program to off-campus locations was discussed. The submission of this proposal is one of the steps MACC is taking to increase program capacity and, therefore, productivity. As discussed in the productivity information and justifications submitted to MDHE, many of the Marketing/Management courses are already being offered at off-campus locations for the AA degree. Second-year courses can be offered in the web synchronous system linking multiple campus locations while enrollment in the program is growing, thereby eliminating the need to run courses with less than full enrollment. The projected aggregate graduation numbers produced by expansion of this program will be more than sufficient to allow the program to return to productive status.

It is anticipated that the Marketing/Management AAS degree program will enroll three FTEs per year by the end of five years at the Hannibal, Mexico, and Kirksville sites and 10 FTEs per year by the end of five years at the Columbia site. Since this program involves a 64-credit degree, full-time students can graduate within 4 semesters. Part-time students may graduate in five or more semesters. Thus, the number of graduates roughly equals the number of full-time students in a program in a given year. With an estimated 80% graduation rate, the following table shows the number of expected graduates based on projected student enrollment for each of MACC's off-campus sites.

#### Hannibal Student Enrollment Projections

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6
FTE (PT students =.5)	1.5	2	3	3.5	4.5
Graduates	1	2	2	3	4

### Columbia Student Enrollment Projections

Year	1	2	3	4	5
Full-time	5	6	7	8	10
Part-time	5	6	8	10	12
Total	10	12	15	18	22
FTE (PT students = .5)	7.5	9	11	13	16
Graduates	6	7	9	10	13

### Kirksville Student Enrollment Projections

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6
FTE (PT students = .5)	1.5	2	3	3.5	4.5
Graduates	1	2	2	3	4

### Mexico Student Enrollment Projections

Year	1	2	3	4	5
Full-time	1	1	2	2	3
Part-time	1	2	2	3	3
Total	2	3	4	5	6
FTE (PT students = .5)	1.5	2	3	3.5	4.5
Graduates	1	2	2	3	4

Based on enrollment projections, it is estimated that two students in Hannibal, Mexico, and Kirksville and nine students in Columbia will earn the AAS degree in the third year of implementation. It is anticipated that in the fifth year after implementation, that four students in Hannibal, Kirksville, and Mexico and 13 students in Columbia will earn the AAS degree at these sites. These estimates are based on a 80 percent average completion rate for full-time students and reflect average completion rates for full-time students enrolled in course work on the main campus. Based on the significant enrollment growth currently experienced at MACC's off-campus sites, it is anticipated that the number of AAS completers will increase each year.

#### **D. Student and Program Outcomes**

At the present time, MACC administers the WorkKeys examination to AAS completers. According to ACT, the WorkKeys is a job skills assessment system measuring real-world skills. Marketing/Management graduates take the Applied Math and Reading for Information subtests. In May 2010, 100 percent of Marketing/Management completers met the career standard identified within the WorkKeys test. It is anticipated that the performance of students at MACC's off-campus sites will not differ significantly from the performance of students who are enrolled on the main campus.

Students are also assessed on the achievement of competencies specific to program competencies and industry-desired traits. Program Essential Skills, developed by MACC Marketing/Management faculty with input from the program advisory committee and business and industry representatives, are evaluated of all program graduates. It is the goal of the program that completers master not less than 80% of the essential skills designated for the Marketing/Management program. In May 2010, all program completers achieved this standard. In addition, 80 percent of Marketing/Management completers are expected to earn at least a "C" grade on their cumulating capstone project. This objective was met by all graduates in May 2010.

Graduates of MACC career and technical programs are highly successful in finding employment. The most recent annual placement report indicates 100% of Marketing/Management graduates were employed in related occupations or were continuing education in a related field. Students at the MACC off-campus sites will be provided the same services by the MACC Career and Placement Services Office. It is expected that placement rates for these graduates will be very similar to the rates produced by students attending at the Moberly campus.

The most recent placement survey of Marketing/Management graduates indicated that MACC graduates earn an average starting wage of \$15.00/hour; this is over twice the current minimum wage in Missouri and, after nursing and allied health programs, is one of the highest average starting wages for all of MACC's Career and Technical Education Programs. Statewide starting salaries for graduates in marketing and management fields, including those fields requiring a baccalaureate, range from approximately \$20,000 to \$38,000.

#### **E. Program Accreditation**

Moberly Area Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

#### **F. Alumni and Employer Survey**

The MACC placement office conducts follow-up surveys of all vocational completers. The survey is designed to gauge graduates' level of satisfaction with MACC services and level of preparation for the workplace. The survey can be completed online or mailed to the main campus. The same process has been implemented for graduates of AAS degree programs at all MACC sites. In the most recent survey, graduates rated the quality of their instructional experience 4.0 on a 4-point scale. MACC has participated in alumni and employer surveys sponsored by the CBHE. As these surveys are implemented in the future, students at off-campus sites and employers of graduates will be included. As additional survey strategies are developed, students at these sites will be included.

## 6. QUALITY ASSURANCE FOR OFF-SITE PROGRAM

### A. General Oversight

Key administrators responsible for oversight of AAS degree programs are listed below.

Greg Mosier	Dean of Career and Technical Education
Michele McCall	Dean of Off-Campus Programs/Instructional Technology
Amy Frey	Director, MACC - Columbia Higher Education Center
Wendy Johnson	Director, MACC – Hannibal Area Higher Education Center
Artie Fowler	Director, MACC – Kirksville Higher Education Center
Caroline Groves	Director, Advanced Technology Center

Marketing/Management course offerings and schedules are generated by Dean Mosier and Dean McCall. Course enrollment, registration, and placement testing are managed by Dean McCall with assistance from the site directors. Faculty employment, supervision, and evaluation are the responsibility of Dean Mosier. Daily operation and oversight of the program are the responsibilities of site directors. Dean Mosier and Dean McCall are chiefly responsible for reporting to the Vice President for Instruction and the President of MACC regarding the status of off-campus programs.

### B. Faculty Qualifications

All staff engaged in the delivery of instructional services at MACC's off-campus sites will be subject to MACC's customary hiring, orientation, evaluation, and development standards.

The qualifications required of faculty teaching at these sites are identical to those required of faculty who teach at the main campus. All faculty who teach in the Marketing/Management program are required to hold a bachelor's or higher degree. Additionally, instructors teaching web-synchronous, virtual classes must first complete an intensive training program preparing them to address challenges and dynamics found in the virtual classroom. Ongoing instructional technology training is provided to faculty and staff at all MACC sites to stay abreast of current technological advances.

### C. Support Services

Just as care is taken to ensure the quality of instruction, MACC provides support services to off-campus students equal to those available at the main campus to the extent possible. The following positions provide direct support services at the MACC's off-campus sites:

- Site Director
- Assistant Director/Evening Supervisor
- Resource Center/Technical Support Staff
- Clerical Support Staff
- Financial Aid/Business Office Specialist

These personnel administer placement testing, conduct registration and enrollment, collect fees, provide faculty support and bookstore services, deliver financial aid counseling and academic advisement, assist with transfers and job placement, and disseminate informational materials.

Computer labs are installed and equipped with the appropriate hardware, software, peripherals and instructional aids to accommodate the computer information technology curriculum at all sites. A Resource Center holds basic library references and is equipped for Internet access to enable electronic information search and retrieval. Such access enables students to search the library resources of colleges and universities on the Internet, to

communicate through e-mail with the librarian and other personnel at MACC, and to access the MACC library database. MACC also subscribes to MOBIUS, permitting access to all academic library holdings at public two-year and four-year educational institutions in the state.

MACC has worked to develop systems to provide timely delivery of borrowed materials from the main campus library to off-campus sites. A courier is responsible for delivering materials to off-campus sites. MACC strives to provide students with avenues of information that are up-to-date and easily accessible.

Improvement of support services is an ongoing priority at MACC and input is solicited annually through the graduate placement survey administered by the Director of Career and Placement Services. Marketing/Management graduates have reported in increasing numbers that they are satisfied with support services offered by the college and in recent years satisfaction scores have increased significantly, rising to 3.55 for 2009-2010 graduates from a score of 2.49 in 2006. Satisfaction scores will continue to be monitored by the college and program adjustments made as necessary based on student feedback.

