

PROGRAM NAME: BUSINESS MANAGEMENT
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GUIDELINES

Time Frames:

1. **Scope:**

The time frame of program review is five years, including the year of the review.
Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data
Years 2 & 4 – Analyze data and findings, Update Action Plan
Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

- a. **Sources:** This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
- b. **Examples of Evidence Statements:**
 1. Poor example: Core values are integrated into coursework. (Not verifiable)
 2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
 3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)
 - 4.

FOR MORE INFORMATION: Documentation can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.985.3714).

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the program and its context?

The goal of the Business Management program is to make students workforce ready to serve our business community. To do this it relies on the feedback of a diverse group of advisory committee members who are leaders in their respective industries. The Business Management Advisory Committee is composed of persons who broadly represent the demographics, including the ethnic and gender diversity of the institution's service area as well as the demographics of the occupational field. Committee members are knowledgeable about the skills used in the business management field. Members are drawn from both the private and public sectors with an emphasis on business, industry, and labor organizations.

Mission Statement: "To foster an innovative, engaged, scholarly community dedicated to academic excellence, providing practical skills and knowledge that prepares students for successful careers in management."

Purpose Statement: To meet the local workforce demands for well-trained, knowledgeable and diverse entry-level managers by offering students the highest quality courses and degree plans based on practical, theoretical, and technical knowledge needed to be successful in the business management and the human resource management profession. The Business Management department provides students with the skills and knowledge necessary: 1) to enhance individual management abilities and to help them to seek employment in a business management and human resource management positions; 2) to transfer and support success at a baccalaureate degree granting institution and 3) to increase professional job enhancement.

Program Overview: Students can select two different areas of concentration (tracks): Business Management and Human Resource Management. The Associate of Applied Science degree in Business Management and Human Resource Management includes 60 credit hours and the level one certificate in each specialization consisting of eighteen credit hours. Through transfer agreements, students may earn their Associate of Applied Science (AAS) degree and/or certificate in Business Management or Human Resource Management from Collin College (Collin) and transfer to numerous universities in Texas where courses may be applied toward Bachelor of Applied Arts and Sciences (BAAS) and Bachelor of Applied Technology (BAT) degrees, however the program is designed to prepare students for immediate entry into the workforce.

AAS - Business Management							CIP 52.0201
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
Technical Course 1	BMGT 1307	Team Building	3	0	0	48	3
Technical Course 2	BMGT 1327	Principles of Management	3	0	0	48	3
BMGT	1341	Business Ethics	3	0	0	48	3
BMGT	2303	Problem Solving and Decision Making	3	0	0	48	3
MATH	1342	Elementary Statistical Methods ¹	3	1	0	64	3
TOTAL HOURS			15	1	0	256	15
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BMGT	1305	Communications in Management	3	0	0	48	3
BMGT	1344	Negotiations and Conflict Management	3	0	0	48	3
Technical Course 3	BMGT 2309	Leadership	3	0	0	48	3
HRPO	2307	Organizational Behavior	3	0	0	48	3
MRKG	1311	Principles of Marketing	3	0	0	48	3
TOTAL HOURS			15	0	0	240	15
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BUSG	2309	Small Business Management / Entrepreneurship	3	0	0	48	3
ENGL	1301	-	3	1	0	64	3
HRPO		Human Resources Management	3	0	0	48	3
IBUS	2341	Intercultural Management	3	0	0	48	3
SPCH	1321	Business and Professional Communication ³	3	0	0	48	3
TOTAL HOURS			15	1	0	256	15
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
ACNT	1303	Introduction to Accounting I ³	2	2	0	64	3
BMGT	2311	Change Management	3	0	0	48	3
BMGT	2341	Strategic Management ⁴ (Capstone)	3	0	0	48	3
ECON	1301	Introduction to Economics ⁵	3	0	0	48	3
GEN ED	-	Select one Humanities / Fine Arts General Education course ⁶	3	0	0	48	3
TOTAL HOURS			14	2	0	256	15
GRAND TOTAL			59	4	0	1008	60
Business Management Track							
Technical Course 1	BMGT 1307 Team Building		3	0	0	48	3
Technical Course 2	BMGT 1327 Principles of Management		3	0	0	48	3
Technical Course 3	BMGT 2309 Leadership		3	0	0	48	3
1 May substitute MATH 1314, MATH 1316, MATH 1324, MATH 1325, MATH 1332, MATH 1350, MATH 1351, MATH 1414, MATH 2305, MATH 2318, MATH 2320, MATH 2412, MATH 2413, MATH 2414 or MATH 2415							
2 May substitute SPCH 1311 or SPCH 1315							
3 May substitute ACCT 2301							
4 May substitute BMGT 2382 with written approval of the discipline lead							
5 May substitute ECON 2301, ECON 2302 or PSYC 2301							

Certificate – Business Management							CIP 52.0201
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BMGT	1307	Team Building	3	0	0	48	3
BMGT	1327	Principles of Management	3	0	0	48	3
BMGT	1341	Business Ethics	3	0	0	48	3
TOTAL HOURS			9	0	0	144	9
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BMGT	2303	Problem Solving and Decision Making	3	0	0	48	3
BMGT	2309	Leadership	3	0	0	48	3
HRPO	2307	Organizational Behavior (Capstone)	3	0	0	48	3
TOTAL HOURS			9	0	0	144	9
GRAND TOTAL			9	0	0	288	18

Business Management Program Learning Outcomes. Degree recipients should possess the skills & abilities described below:

LO1: Identify contemporary management concepts, principles and practices- BMGT 1327: Principles of Management (CERT)

LO2: Demonstrate the interrelationship of the functional areas of business including management, marketing, organizational behavior, human resources, accounting, change management and strategic management – MRKG 1311: Principles of Marketing; HRPO 2301: Human Resource Management; ACNT: Introduction to Accounting; BMGT 2311: Change Management; BMGT 2341 – Strategic Management

LO3: Analyze the interrelationship of a business organization within the larger business environment, including international management – BUSG 2309: Small Business Management/ Entrepreneurship; IBUS 2341 Intercultural Management

LO4: Perform basic business calculations to demonstrate basic financial literacy – Math 1342

LO5 Apply problem solving and analysis skills to business research questions and demonstrate appropriate solutions – BMGT 2303 – Problem Solving and Decision Making (CERT)

LO6 Communicate business concepts effectively both in writing and orally in clear concise language appropriate to the audience –BMGT 1305: Communications in Management; BMGT 1344: Negotiations and Conflict Management

LO7 Work as an effective team member and leader to develop a business plan and reach specific business goals BMGT 1307 – Team Building (CERT)

LO8 Demonstrate an understanding of contemporary human relations/ organizational behavior in terms of concepts, processes, and models and the issues, advantages, and challenges related to diversity in business organizations – HRPO 2307: Organizational Behavior (CERT)

LO9 Identify the issues and challenges related to ethics in current business organization –BMGT 1341: Business Ethics (CERT)

LO10 Determine individual leadership styles, distinguish differences between leadership and management, explain the effects of leadership style on organizational environment; apply principles of leadership with individuals, groups and organizations - BMGT 2309: Leadership (CERT)

Business Management Program Competencies. Secretary’s Commission on the Acquisition of Necessary Skills (SCANS) - SCANS skills are a group of foundational skills and workplace competencies that the Secretary’s Commission on the Acquisition of Necessary Skills established as vitally important for workplace success in the 21st century. In the BMGT program, the SCANS skills are developed and reinforced throughout the curriculum to provide students with an opportunity to hone these skills/competencies in the context of their education. Over the course of an entire degree program, the successful student is expected to demonstrate all of the SCANS skills and competencies as part of their education.

COMPETENCY RATING

Resources: Identifies, organizes, plans, and allocates resources.

C1 Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

C2 Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

C3 Materials and Facilities: Acquires stores, allocates, and uses materials or space efficiently.

C4 Human Resources: Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.

Information: Acquires and uses information.

C5 Acquires and evaluates information.

C6 Organizes and maintains information.

C7 Interprets and communicates information.

C8 Uses computers to process information.

Interpersonal: Works with others.

C9 Participates as a member of a team: Contributes to group effort.

C10 Teaches others new skills.

C11 Serves Clients/Customers: Works to satisfy customers' expectations.

C12 Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C13 Negotiates: Works toward agreements involving exchange of resources; resolves divergent interests. C14 Works With Diversity: Works well with men and women from diverse backgrounds.

Systems: Understands complex interrelationships.

C15 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them.

C16 Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses system's performance, and corrects malfunctions.

C17 Improves or Designs Systems: Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technologies.

C18 Selects Technology: Chooses procedures, tools, or equipment, including computers and related technologies.

C19 Applies Technology to Task: Understands overall intent and proper procedures for setup and operation of equipment.

C20 Maintains and Troubleshoots Equipment: Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION RATING

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

F1 Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F2 Writing: Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc. F4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues. F6 Speaking: Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

F7 Creative Thinking: Generates new ideas.

F8 Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

F9 Problem Solving: Recognizes problems and devises and implements plan of action.

F10 Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects, and other information.

F11 Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.

F12 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

F13 Responsibility: Exerts a high level of effort and perseveres towards goal attainment.

F14 Self-Esteem: Believes in own self-worth and maintains a positive view of self.

F15 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

F16 Self-Management: Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

F17 Integrity/Honesty: Chooses ethical courses of action.

Human Resource Management Learning Outcomes. Degree recipients should possess the skills and abilities described below:

LO1 - Identify key legislation affecting the employment functions of human resource management; establish a recruitment plan, define job requisitions by matching skills to needed competencies; develop an employment policy related to recruitment and selection and create selection tools – HRPO 2303: Employment Practices (CERT)

LO2 Identify key legislation affecting the employee relations function of human resource management and define the role of employee relations as it relates to organizational effectiveness – HRPO 2304: Employee Relations (CERT)

LO3 Identify the issues and challenges related to ethics in current business organization – Business Ethics: BMGT 1341

LO4 Apply problem solving and analysis skills to business research questions and demonstrate appropriate solutions – BMGT 2303 – Problem Solving and Decision Making

LO5 Perform basic business calculations to demonstrate basic financial literacy – Math 1342

LO6 Communicate business concepts effectively both in writing and orally in clear concise language appropriate to the audience –BMGT 1305: Communications in Management BMGT 1344: Negotiations and Conflict Management (CERT)

LO7 Define a total compensation system; Identify objectives of an organization's compensation system; discuss factors that affect compensation programs; explain how a compensation system is linked to employee performance; identify the steps to establish a total compensation system and identify key legislation affecting the benefits function of human resource management – HRPO 2306: Benefits and Compensation (CERT)

LO8 Identify and explain the components of the Marketing Mix; explain the External Marketing Environments; identify and explain the Buyer Decision-Making Process; interpret market research data to forecast industry trends and meet customer demands and identify marketing concepts important for an understanding of marketing in general MRKG 1311: Principles of Marketing

LO9: Demonstrate the interrelationship of the functional areas of business including management, marketing, organizational behavior, accounting, change management and strategic management – MRKG 1311: Principles of Marketing; ACNT: Introduction to Accounting; BMGT 2311: Change Management; BMGT 2341 – Strategic Management

LO10: Explain organizational theory as it relates to management practices, employee relations, and structure of the organization to fit its environment and operation; analyze leadership styles and determine their effectiveness in employee situations; identify methods in resolving organizational problems; describe the impact of corporate culture on employee behavior; analyze team dynamics, team building strategies and cultural diversity HRPO 2307 – Organizational Behavior (CERT)

LO11: Describe and explain the development of human resources management; evaluate current methods of job analysis, recruitment, selection, training/development, performance management, promotion, and separation; discuss management’s ethical, social, and legal responsibilities; assess methods of compensation and benefits planning, analyze the role of strategic human resource planning in support of organizational mission and objectives HRPO 2301: Human Resource Management (CERT)

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COMPETENCY RATING

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C2 Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

C3 Materials and Facilities: Acquires stores, allocates, and uses materials or space efficiently.

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C19 Applies Technology to Task: Understands overall intent and proper procedures for setup and operation of equipment.

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F3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc. F4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues. F6 Speaking: Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

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F8 Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

F9 Problem Solving: Recognizes problems and devises and implements plan of action.

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F11 Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.

F12 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

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F15 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

F16 Self-Management: Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

F17 Integrity/Honesty: Chooses ethical courses of action.

AAS – Human Resource Management							CIP 52.0201
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
Technical Course 1	HRPO 2303	Employment Practices	3	0	0	48	3
Technical Course 2	HRPO 2304	Employee Relations	3	0	0	48	3
BMGT	1341	Business Ethics	3	0	0	48	3
BMGT	2303	Problem Solving and Decision Making	3	0	0	48	3
MATH	1342	Elementary Statistical Methods ¹	3	1	0	64	3
TOTAL HOURS			15	1	0	256	15
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BMGT	1305	Communications in Management	3	0	0	48	3
BMGT	1344	Negotiations and Conflict Management	3	0	0	48	3
Technical Course 3	HRPO 2306	Benefits & Compensation	3	0	0	48	3
HRPO	2307	Organizational Behavior	3	0	0	48	3
MRKG	1311	Principles of Marketing	3	0	0	48	3
TOTAL HOURS			15	0	0	240	15
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
BUSG	2309	Small Business Management / Entrepreneurship	3	0	0	48	3
ENGL	1301	-	3	1	0	64	3
HRPO		Human Resources Management	3	0	0	48	3
IBUS	2341	Intercultural Management	3	0	0	48	3
SPCH	1321	Business and Professional Communication ³	3	0	0	48	3
TOTAL HOURS			15	1	0	256	15
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
ACNT	1303	Introduction to Accounting I ³	2	2	0	64	3
BMGT	2311	Change Management	3	0	0	48	3
BMGT	2341	Strategic Management ⁴ (Capstone)	3	0	0	48	3
ECON	1301	Introduction to Economics ⁵	3	0	0	48	3
GEN ED	-	Select one Humanities / Fine Arts General Education course ⁶	3	0	0	48	3
TOTAL HOURS			14	2	0	256	15
GRAND TOTAL			59	4	0	1008	60
Human Resource Management Track							
Technical Course 1	HRPO 2304 Employee Relations		3	0	0	48	3
Technical Course 2	HRPO 2303 Employment Practices		3	0	0	48	3
Technical Course 3	HRPO 2306 Benefits & Compensation		3	0	0	48	3
1 May substitute MATH 1314, MATH 1316, MATH 1324, MATH 1325, MATH 1332, MATH 1350, MATH 1351, MATH 1414, MATH 2305, MATH 2318, MATH 2320, MATH 2412, MATH 2413, MATH 2414 or MATH 2415							
2 May substitute SPCH 1311 or SPCH 1315							
3 May substitute ACCT 2301							
4 May substitute BMGT 2382 with written approval of the discipline lead							
5 May substitute ECON 2301, ECON 2302 or PSYC 2301							

Certificate - Human Resources Management							CIP 52.0201
First Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
HRPO	2301	Human Resources Management	3	0	0	48	3
HRPO	2304	Employee Relations	3	0	0	48	3
BMGT	1344	Negotiation and Conflict Resolution	3	0	0	48	3
		TOTAL HOURS	9	0	0	144	9
Second Semester			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
HRPO	2303	Employment Practices	3	0	0	48	3
HRPO	2306	Benefits & Compensation	3	0	0	48	3
HRPO	2307	Organizational Behavior (Capstone)	3	0	0	48	3
		TOTAL HOURS	9	0	0	144	9
		<i>GRAND TOTAL</i>				288	18

Regulatory Standards: The Business Management program is regulated by the Federal Government (Title IV, etc.), Texas Higher Education Coordinating Board’s (THECB) Guidelines for Instructional Programs in Workforce Education (GIPWE) in accordance with the Principles of Accreditation adopted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Following are the requirements and evidence that workforce regulations are met:

Federal Regulations. The following federal regulations for Collin College are applicable to the Business Management program and it is the responsibility of the college to ensure these regulations are met (as a program of Collin College):

- US Department of Education (Higher Education Act)
 - An institution that offers distance or correspondence education documents each of the following: demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification; has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

- The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

https://www.uc.edu/content/dam/uc/registrar/docs/higher_education_opportunity_act_of_2008.pdf

- Title IV of the Higher Education Act

Collin County Community College
 Undergraduate certificate in Business Administration and Management, General
 Program Length: 32 weeks

Students graduating on time
 10% of Title IV students complete the program within 32 weeks¹

Program Costs*

- \$792 for in-state tuition and fees
- \$1,530 for out-of-state tuition and fees
- \$945 for books and supplies
- \$6,308 for off-campus room and board

Other Costs:
 No other costs provided.

Visit website for more program cost information: www.collin.edu/gettingstarted/bursar/tuition.aspx

*The amounts shown above include costs for the entire program, assuming normal time to completion.
 Note that this information is subject to change.

- **THECB Standard**

Measure: General Education Requirements

Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Business Management core requirements for general education courses are listed below:

Humanities/Fine Arts

__x__ Humanities

Social/Behavioral Science

Psychology

Sociology

Communication

Natural Science/Math

College-level Math (must be academic)

B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.

The Collin College Business Management Department Program Review is intended to provide a reflective, relevant assessment of the current program by providing evidence of actions that support the college mission, core values, and strategic plan. The department is committed to providing students current, experiential curriculum to prepare them for work in the industry or the successful completion of a BAAS in Business Management or Human Resource Management. The Collin College Business Management Department remains connected to students and the community at large, through the Advisory Committee, a website, posters, flyers, and professional networking.

The Business Management department unduplicated student enrollment has increased steadily each year justifying the addition of a third full-time Business Management Professor in 2017. Streamlining the course curriculum, developing all BMGT courses required for an AAS in Business Management in Canvas and offering courses at various times, term lengths, etc. has led to this increase. This increase in enrollment at all campuses is a sign that student demand is growing.

Separating the Business Management and the Marketing departments has led to increased efficiency in strategic planning and provided role clarity for each department's respective Advisory Committee. It has also allowed for prompt implementation of Advisory recommendations such as the addition of a AAS in Human Resource Management, as well as a certificate in HR Management. In addition, the development, diversity and engagement of the newly formed Advisory Committee will continue to be a focus for improvement.

The primary area of concern is while student enrollment is that while Business Management courses has increased, the number of total degrees awarded has decreased. This trend creates significant concern for Business Management faculty. It signifies systemic issues due to curriculum sequencing, course availability, scheduling, communication regarding declaring degree

intent and/or petitioning for graduation. As the State moves toward a funding formula based on student completion rates, if this trend continues, it would be extremely detrimental to the Business Management department and to the students we serve. Cost of hiring instructors to teach classes will increase and State funding will decrease.

The trend in low award completions prompted the faculty to develop the new Human Resource Management degree plans (AAS and CERT) that include specialized curriculum to prepare students for entry-level positions within the industry. Four new courses directly address the needs of growing Human Resource industry. Since the courses have been offered beginning in Fall 2017, all sections have been filled. The first group of certificate completers is scheduled to graduate in the Spring 2018 semester.

The HR curriculum is based on the Society for Human Resource Management (SHRM) core competency model. The competency model and the resources developed based on the model identify what it takes to be a successful HR professional—across the performance continuum, around the globe, from early to executive career level. They provide the foundation for talent management throughout the HR lifecycle. In addition, they help organizations ensure that HR professionals are proficient in the critical competencies necessary to solve today’s most pressing people issues and deliver highly effective HR strategies.



Source: <https://www.shrm.org/>

In addition, the following actions have been implemented to increase degree completion:

- the Discipline Lead analyzed data to determine how to intervene to remove any existing curriculum barriers by recommending an AAS capstone course (BMGT 2341 – Strategic Management) option be included as an option (meeting THECB requirements) in addition to the Co-Op learning experience. This served as barrier to completion because many students were not able to complete Co-Op because they were not employed, disabled veterans, etc.
- the administration and department faculty developed a consistent schedule district-wide of course offerings to assist student in creating an academic plan (creating roll-over two-year plan for completion of AAS degree at all campuses, offering weekend classes at PRC and block schedule classes at SCC, etc.).
- the Discipline Lead has analyzed data to create a communication plan that to identify “key courses” that serve as feeder courses to BMGT degrees (including certificates) to manage systematic communication interventions in the classroom such as distributing the forms/ recommending activities such as “meeting with a Career Coach,” “declaration of degree” and “petition to graduate” for both certificate and AAS degrees.

Full-time department faculty turnover has created a knowledge gap in curriculum, departmental responsibilities and collaborative duties. In 2016, a full-time faculty member with several years administrative departmental experience at Collin was replaced. In 2017, an additional full-time faculty member was hired to meet the student demand and to fulfill the recommendations from the previous program review and continued improvement plans. However, the faculty member hired in 2016 is now the Discipline Lead for the Supply Chain and Logistics department which leaves two full-time faculty focused on achieving department objectives specifically for the Business Management department- leading to wide learning curve for completing administrative duties within the Business Management department.

2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

Provide program-specific evidence of actions that document how the program supports the College's [mission statement](#): "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect." Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

1. Academic courses in the arts and sciences to transfer to senior institutions.
2. **Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.**
3. Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
4. Developmental education and literacy programs designed to improve the basic skills of students.
5. A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
6. **Workforce, economic, and community development initiatives designed to meet local and statewide needs.**
7. Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

Business Management Program Support of Collin College's Purpose Statement: In accordance with Collin's Purpose Statement (specifically #2 and #6), the Business Management program mission statement is to "***foster an innovative, engaged, scholarly community dedicated to academic excellence, providing practical skills and knowledge that prepares students for successful careers in business management.***"

The curriculum is comprehensive and up-to-date. It is based on identified competencies, has a capstone course, strives to be socially responsible, and addresses employer needs.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the College's [core values](#):** "We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."
- **Vision 20/20**

Strategic Priority 2: Increase Outreach and Create Streamlined Pathways from High School.

A. Strengthen partnerships with high schools in the service region. Increased course offerings to Harmony School, Farmersville High School, Allen ISD and collaborated with Frisco ISD to designed pathway for dual credit students taking Sports Management courses to receive Collin credit and transfer credit to UNT. To accomplish this goal, career clusters will be developed to expand

students’ choices leading to seamless transition from high school and postsecondary institutions. Partnerships will be established locally between business and the college through the BMGT advisory council. Educational institutions form meaningful partnerships. Identify and establish career cluster courses for the BMGT program at Collin. Currently, both the BMGT AAS degree and CERT requires the cluster foundation coursework and the Programs of Study (POS) Specific.

Cluster Overview: Encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Courses suggested by AchieveTexas for the Executive career cluster. Currently, the AAS BMGT curriculum includes 16 of the 21 Programs of Study (POS) Specific Courses suggested by AchieveTexas for the Executive Career Clusters

SUGGESTED COURSEWORK	
Associate Degree	CLUSTER FOUNDATION
	BMGT 1305 – COMMUNICATIONS IN MANAGEMENT; BMGT 1341 – BUSINESS ETHICS; ACNT 1303 – INTRODUCTION TO ACCOUNTING; BCIS 1305- BUSINESS COMPUTER APPLICATIONS; BMGT 1327 – PRINCIPLES OF MANAGEMENT; ITSC 2334 - ADVANCED SPREADSHEETS; BGMT 1301- SUPERVISION (SPECIAL TOPICS COURSE)
	POS SPECIFIC COURSES
	IBUS 2341 – INTERCULTURAL MANAGEMENT, HRPO 2303 – HUMAN RELATIONS; BMGT 1307 – TEAM BUILDING; BUSG 2309 -SMALL BUSINESS MANAGEMENT; BMGT 2309 – LEADERSHIP; BMGT 2311 – CHANGE MANAGEMENT; HRPO 2301 – HUMAN RESOURCE MANAGEMENT; BMGT 2303 – PROBLEM SOLVING AND DECISION-MAKING

College Goal: Serve over 6,100 students in dual credit by the end of fall 2020. To serve over 6,100 dual credit students by 2020, about 381 additional students will need to enroll in Collin College dual credit coursework every year for the next four years.

B. Increase Collin College’s presence in area high schools through embedded counselors, special events, and enhanced communications. Participate yearly in Baylor-Scott and White’s Frisco ISD Career Day hosted at the Conference Center at the Preston Ridge Campus. Collaborate with Raul Martinez and Don Weasenforth to work with high school career coaches to facilitate pathways for students to ensure a seamless pathway for students to transfer to Collin. Dr. Christine DeLaTorre, Discipline Lead, serves on McKinney ISD’s Community Action Network representing Rueben Johnson Elementary School and is an advocate for Collin.

Strategic Priority 3: Emphasize student achievement and streamline pathways to four-year colleges and universities.

A. Enhance strategies that position students for success. The Business Management faculty collaborate with Career Coaches whose primary responsibility is to assist students enrolled in workforce courses to develop an academic plan, provide resources to create pathways to efficient degree completion, and to serve as a communication liaison to students and to faculty.

B. Streamline pathways to four-year colleges and universities. The Business Management department has dedicated resources to partner with colleges and universities to create “seamless pathways” for students by collaborating with colleges and universities to accept workforce courses toward their College of Business requirements. Currently, the BMGT Discipline Lead currently serving on national grant funded by the Michael and Susan Dell Foundation to address broad barriers to degree completion focusing on ISDs (dual credit), Community College (AAS, specifically) and Universities to create a model to reduce the time and cost for degree completion). Department faculty continue to foster institutional partnerships with colleges and universities to promote reverse student transfer and BAAS agreements articulated by the institution.

C. Promote certificate and degree completion. The Discipline Lead and Associate Dean to develop a consistent schedule district-wide of course offerings to assist student in creating an academic plan (creating roll-over two-year plan for completion of AAS degree at all campuses, offering weekend classes at PRC and block schedule classes at SCC, etc.).

The BMGT faculty are developing 8-week curriculum for courses to increase options for students and have developed all BMGT courses required for all degrees in Canvas and have improved the department website to be more user-friendly, as well as informative.

The Discipline Lead has analyzed data to create a communication plan that to identify “key courses” that serve as feeder courses to BMGT degrees (including certificates) to manage systematic communication interventions in the classroom such as “meeting with a Career Coach”, “declaration of degree” and “petition to graduate” for both certificate and AAS degrees.

Strategic Priority 4: Expand Career and Technical Programs and Training Offerings in Alignment with current and future Regional Labor Market Demand and Become the Customized Training Provider of Choice for Additional Employers. In 2017, in response to market demand data provided by the Board of Trustees and at the request of the BMGT Advisory Committee, the Curriculum Advisory Board approved addition of a new 60-hour AAS in Human Resource Management and an 18-hour Level 1 certificate in Human Resource Management. BMGT faculty developed the HR courses in Canvas.

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

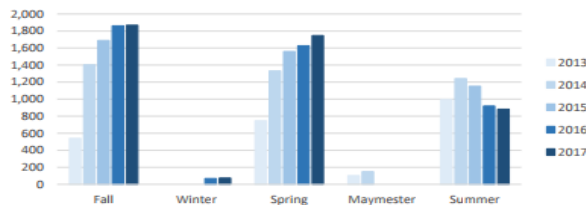
The consistent increase of unduplicated student enrollment in BMGT courses shows that students recognize the value of obtaining the targeted course specific skills in the workplace. Students are able to complete the degrees as 457 students graduated with a certificate and/or AAS in Business Management from 2013-2017 which exceeds the THECB completion requirements.

*Unduplicated Student Enrollment per Term
Program Review 2017-2018
FY2013 through FY2017*

Business Management

Term	Count of Unique Enrolled Students
FY2013	
Fall 2012	540
Spring 2013	745
Maymester 2013	103
Summer I 2013	591
Summer II 2013	403
FY2014	
Fall 2013	1,403
Spring 2014	1,331
Maymester 2014	150
Summer I 2014	741
Summer II 2014	500
FY2015	
Fall 2014	1,688
Spring 2015	1,559
Summer 2015	1,151
FY2016	
Fall 2015	1,860
Winter 2015	69
Spring 2016	1,628
Summer 2016	920
FY2017	
Fall 2016	1,868
Winter 2016	74
Spring 2017	1,746
Summer 2017	883

Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in Banner.



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Business Management							
Award Type	Major Code	2013	2014	2015	2016	2017	Grand Total
Degree	BMGT	13	16	7	3	6	45
	BUSM			7	23	18	48
Degree Total		13	16	14	26	24	93
Certificate	BMGT	23	24	51	58	24	180
	MDHR	1	1				2
Certificate Total		24	25	51	58	24	182
Business Management Total		37	41	65	84	48	275

Source:

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4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that employers need and hire the program’s graduates.

Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, O-Net, Career Coach, Tracer2

Requested points to address, but not limited to:

- *How many program-related, entry-level jobs are available in the DFW Metroplex for people with an associate’s **degree or certificate**? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What competing programs are in the area, and how does Collin compare?*
- *What proportion of the program’s graduates found related employment within six months of graduation?*
- *How do salaries of program completers compare to those for high school graduates and baccalaureate holders?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program’s strengths and weaknesses related to market demand.*
- *Analyze the evidence you provide. What does it show about the program?*

Program Demand. According to simplyhired.com, a website that searches 5,851,771 jobs from job boards, company sites and the web, in there are over 77,000 Human Resource Manager jobs accepting applications in the United States. Approximately, 1,500 of those positions located in

the Dallas/ Fort Worth area. Currently, there are 1,119,212 Manager positions available in the United States with over 74,000 of those positions located in Collin County.

Sample Positions available in Collin County:

Manager

AMC Theatres - Frisco, TX

Estimated: \$37,000 - \$49,000 a year

Restaurant General Manager and Assistant Restaurant Manager of KFC

AMPEX BRANDS - Plano, TX

\$30,000 - \$50,000 a year

Merchandise Manager

Frisco RoughRiders - Frisco, TX

Estimated: \$30,000 - \$44,000 a year

Human Resource Training Manager

North Texas Tollway Authority - Plano, TX

Estimated: \$60,000 - \$84,000 a year

Training and Development Manager

Luminator - Plano, TX

Estimated: \$72,000 - \$93,000 a year

Police Communication Center Supervisor

Collin College - Plano, TX

\$44,000 - \$48,000 a year

Facility Operations Manager

Life Time Fitness - Plano, TX

Estimated: \$39,000 - \$58,000 a year

Management Assistant

CarMax - McKinney, TX

Estimated: \$32,000 - \$40,000 a year

Assistant Manager

Wendy's - Plano, TX

Estimated: \$40,000 - \$52,000 a year

Source: <https://www.simplyhired.com/search?q=manager&l=Collin+County%2C+TX&job=c2c7RRf6Alm4wLLEzAYwqLI5JwZV0gLzPMvHa2QNP75ZtIhtEiMGw>

- **Gainful Employment:** Considering a conservative 2-3% turnover rate (retirement, etc.) in the previous data from simplyhired.com and Career Coach justifies the demand for the BMGT program at Collin.

CIP Code Title	CIP Code	Award Type	2012		2013		2014		2015		2016*	
			4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages
Business Administration and Management, General	52.0201	Assoc. Cert.	67%	\$8,966	80%	\$9,112	63%	\$8,564	77%	\$9,146	68%	\$4,998
			50%	\$11,355	74%	\$8,648	64%	\$9,964	68%	\$9,669	62%	\$10,090

Note: For purposes of this report, the word "completers" refers to students who completed degrees (Assoc.), certificates (Cert.), or occupational skills awards (OSA, formerly MSAA). Blank cells represent instances where the Texas Higher Education Coordinating Board (THECB) found no information available. Zero percent (0%) is shown in cases where there were no program completers obtained employment based on the available data. *Data for 2016 is the most recent data available from the THECB, the only source for this information.

Source: Percentage of Program Completers Employed in the Fourth Quarter of the Year Following Completion and Median Fourth Quarter Wages by CIP Code, Award Level, and Year Collin College Program Review 2017-2018 FY2012 through FY2016 (<http://inside.collin.edu/iro/programreview.html>) THECB Web Site, Gainful Employment - Placement Rate data (<http://www.txhighereddata.org/reports/performance/ctcasalf/gainful.cfm>) extracted on 9/28/2017

Section II. Are We Doing Things Right?

5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Award Type	Major Code	2013	2014	2015	2016	2017	Grand Total
Business Management							
Degree	BMGT	13	16	7	3	6	45
	BUSM			7	23	18	48
Degree Total		13	16	14	26	24	93
Certificate	BMGT	23	24	51	58	24	180
	MDHR	1	1				2
Certificate Total		24	25	51	58	24	182
Business Management Total		37	41	65	84	48	275

Source: J:\IRO\Program Review Data\FY2018\Files to Post\Measure2a_2013-2017_AllAwards_20171013.pdf

The data for the average class size per term for majority of BMGT classes either meets or exceeds the institutional average class size for workforce courses. Overall, the healthy class size denotes the number of course sections being offered is accurate and efficient use of classroom space. Specific course data is interpreted as follows: BMGT 2341 (Strategic Management) is the capstone course for the AAS in Business Management. The lower numbers on average reflect the declining completion rates for the AAS degree. But the average enrollment in the sections of BMGT 2311 (Change Management- a pre-requisite for BMGT 2341) being over 25 students may indicate students desire to complete their AAS degree. However, the increased average size for HRPO 2307 (Organizational Behavior) which serves as the capstone course for the BMGT certificate, it also is a required course for the HR Management AAS and Certificate. The data for ACNT 1303 (which both degrees accept alternative courses ACNT 2301 or ACNT 2302) would explain the lower enrollment for 2013-2014 and 2014-2015 but the increase average class size may reflect a potential barrier for students completing their AAS degree occurs between their enrollment in ACNT 1303 and prior to enrolling in BMGT 2341.

Students have a low success rate in ACNT 1303 Introduction to Accounting which may be a barrier to their completion of an AAS degree. This course is primarily offered on-line. The Business Management faculty will collaborate with ACNT faculty to offer face-to-face sections to improve student success rates.

B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance. All standards exceed.

- 1. Credit Hour Standard: There are no more than 60 credit hours in the program plan.**
Number of semester credit hours (SCH) in the program plan: 60
- 2. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers: 457 in last five years.
- 3. Licensure Standard: 90% of test takers pass licensure exams.**
If applicable, include the licensure pass rate: n/a
- 4. Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**
Include the retention rate: 94%
If the retention rate is below 78%, describe a plan for raising the course completion rate.

Course	Completion Rate	Success Rate
ACNT 1303	87%	48%
BMGT 1305	96%	74%
BMGT 1307	94%	79%
BMGT 1327	95%	76%
BMGT 1341	95%	74%
BMGT 1344	92%	75%
BMGT 2303	96%	73%
BMGT 2309	95%	76%
BMGT 2311	95%	81%
BMGT 2331	94%	67%
BMGT 2341	98%	79%
BMGT 2347	94%	73%
BUSG 2309	92%	68%
HRPO 2301	97%	84%
HRPO 2307	97%	84%
IBUS 2341	96%	80%
MRKG 1311	93%	71%
Average:	94%	74%

C. Make a case with evidence that the program curriculum is current.

Comparison curriculum from Pima Community College (Tucson, AZ) and San Jacinto Community College (Pasadena, TX). Note both are listed in the “custom comparison group” chosen by Collin County Community College District.

Source: IPEDS Data Feedback Report

PIMA COMMUNITY COLLEGE (PIMA)

PIMA offers an ASSOCIATE OF APPLIED SCIENCE in Business Administration with a specialization in marketing or management. This degree is not designed to transfer to a 4-year university, it may apply toward Bachelor of Applied Science (BAAS) or other programs. The degree is 60-64 credit hours includes general education courses in communication, critical thinking, computer fundamentals, humanities and writing. The courses offered for both the management and marketing

concentrations offer a broader understanding of general business compared to Collin’s AAS in Business Management. For example, the curriculum includes: Introduction to Business, Legal Environment of Business, Financial Accounting and Practical Accounting Principles, Micro or Macro Economics. However, the degree provides students increased flexibility as it offers 6 elective hours of general business courses. After reviewing the degree requirements, the faculty may consider including elective hours in to the AAS in Business Management degree.

Course #	Course Title
<u>BUS 100</u>	Introduction to Business
<u>BUS 151</u>	Mathematics of Business
<u>BUS 220</u>	Legal Environment of Business
<u>MGT 110</u>	Human Relations in Business and Industry
<u>ACC 100</u>	Practical Accounting Procedures
<u>ACC 211</u>	Financial Accounting
<u>CIS/CSA 104</u>	Computer Fundamentals
<u>ECN 201</u> or <u>ECN 202</u>	Microeconomic Principles or Macroeconomic Principles
<u>MGT 280</u>	Business Organization and Management
<u>MKT 111</u>	Principles of Marketing
<u>WRT 101</u> or <u>WRT 154</u>	English Composition or Career Communications
ELEC (6 hours)	Other Electives Select 6 credits from the following list: ACC, BUS, CIS, CSA, ECN, FIN, MGT, MKT
Concentration A - Management Specialty (Concentration Code: BUSM)	
<u>MGT 122</u>	Supervision
<u>MGT 124</u>	Small Business Management
<u>MGT 270</u>	Computer Applications for Managers
<u>MGT 276</u>	Human Resources
Concentration B - Marketing Specialty	
<u>DAR 120</u>	Applied Computer Graphics

<u>MKT 113</u>	Salesmanship
<u>MKT 125</u>	Advertising
<u>MKT 139</u>	Retailing
<u>MKT 196</u>	Independent Studies in Marketing and Business

SAN JACINTO COMMUNITY COLLEGE (SAN JACINTO)

San Jacinto offers an ASSOCIATE OF APPLIED SCIENCE and CERTIFICATE in Business Management. The degree is 60 credit hours includes general education courses in communication, critical thinking, computer fundamentals, humanities and writing. The certificate in Business Management is 18 hours and includes the following coursework: HRPO 1311 Human Relations; BMGT 1327 Principles of Management; MRKG 1311 Principles of Marketing; BCIS 1305 Business Computer Applications; ACCT 2301 Principles of Financial Accounting or ACNT 1303 Introduction to Accounting I and BUSI 2304 Business Communications. The certificate Capstone Experience is HRPO 1311.

The institution also offers a Management Specialty Certificate designed for students who desire to earn a credential after one year of study. All courses required for the certificate of technology apply toward an associate of Associate of Applied Science in Business Management degree. This certificate is unique because it includes BMGT 2368 Practicum (or Field Experience) - Business Administration and Management, General. The Business Management offers a level two certificate that is 45 credit hours that includes six (6) hours of Practicum (or Field Experience).

The Business Marketing Occupational Certificate includes the following courses and can be completed in one semester: BMGT 1301 Supervision; HRPO 1311 Human Relations; MRKG 1311 Principles of Marketing; MRKG 2333 Principles of Selling and MRKG 2312 e-Commerce Marketing.

In addition, San Jacinto offers a The Retail Management Certificate of Technology designed for students who desire to work in leadership roles in the retail industry that is cross-walked with the retail industry recognized retail management industry certification.

Business Management-Management Associate of Applied Science (AAS)

MRKG 1311 Principles of Marketing
BMGT 1327 Principles of Management
BCIS 1305 Business Computer Applications
HRPO 1311 Human Relations
ACNT 1303 Introduction to Accounting I or ACCT 2301 Principles of Financial Accounting
BMGT 1309 Information and Project Management
IBUS 2341 Intercultural Management
BUSI 2304 Business Communications
BMGT 2368 Practicum (or Field Experience) - Business Administration and Management, General
HRPO 2301 Human Resources Management
BMGT 2369 Practicum (or Field Experience) - Business Administration and Management, General
BUSI 2301 Business Law
BUSG 2309 Small Business Management
BMGT 2309 Leadership (CAPSTONE)
BMGT 1313 Principles of Purchasing
**MATH 1332 Contemporary Mathematics (Quantitative Reasoning) or MATH 1314 College Algebra or Higher
*Economics or Psychology or Sociology
ENGL 1301 Composition I
Speech
*Humanities or Fine Arts

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.

1. How many employers does your advisory committee have? 11
2. How many employers attended the last two meetings? 7

3. How has the advisory committee impacted the program over the last four years (including latest trends, directions, and insights into latest technologies)?

As internal department procedure, the Business Management Advisory Committee meets twice a year, during the fall and spring semesters. The Business Management program is constantly adapting to community needs so it is important that the Discipline Lead maintains contact with the Business Management Advisory Committee throughout the year via e-mail.

All meetings of the Business Management Advisory Committee are recorded in official minutes. The minutes include: identification of committee members (name, title, and affiliation); an indication of the committee members' presence or absence from the meeting; the names and titles of others present at the meeting; the signature of the recorder; and evidence that industry partners have taken an active role in making decisions that affect the program.

In 2016 to create a more efficient, effective Advisory Committee, it was determined the previously combined Business Management and Marketing Advisory Committee be separated. This change allowed committee members to focus on their specific knowledge and industry experience. As mentioned previous in this review, an area of improvement is to further develop the diversity and composition of the Business Management Advisory Committee. The Discipline Lead collaborates with Collin administration regarding focusing on targeted industries that would contribute to the relevancy of the Committee. Also, the Discipline Lead created a manual to recruit and retain members that explains the role, responsibilities and contribution for advisory committee members. For example, a recent trend has been to recruit members with human resource experience, professionals within the insurance industry, as well as other companies who have relocated to the area.

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last four years.

Following are the major curricular recommendations made by the Advisory Committee (both Business Management and Marketing and Business Management) over the last four years:

- Creating a set of “core” required classes for the AAS in Business Management and the AAS in Marketing
 - Removing BMGT 1305 – Business Communication from Business Management certificate (not included in BMGT AAS degree) and adding BMGT 1344 – Negotiation and Conflict Management (included in BMGT AAS degree)
 - Designing a BMGT capstone course that includes the all program outcomes to replace Co-Op only option for AAS degree
 - Offering all BMGT required courses in an on-line format

- Changing the AAS in Business degree requirements: removing BMGT 2331 – Quality Management; BMGT 2314 – Financial Management; adding BMGT 2303 – Critical Thinking and Problem Solving; BUSG 2309 – Small Business Management and BMGT 2341 – Strategic Management as AAS capstone to AAS degree
- Developing an AAS and Certificate in Human Resource Management; adding 4 new HRPO courses

Current Business Management Advisory Committee Membership (2017-2018)

Darrell Auterson, CEcD, EDFP
President/CEO - McKinney EDC
dauterson@mckinnevedc.com

Angela Barfield
General Manager-Hilton Garden Inn
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Kyle Bateman
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Michael Melcher
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Brad Shanklin, IOM

Executive Director
Dallas HR
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Mayuree White
Manager, Recruitment
Liberty Mutual
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Anthone Campbell
Founder
The Younity Group
anthone@theyounitygroup.com

- E. For any required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum. N/A
- F. Make the case with evidence that the required courses in the program are offered in an appropriate sequence and at appropriate intervals to enable students to complete “on time” for students enrolled full-time and following the degree plan.

G. Make a case with evidence that the program is well managed.

Requested points to address, but not limited to: (Definitions of data elements can be found on CougarWeb under Workplace>Institutional Effectiveness>Program Review>Institutional Research Files for Program Review [in the right-hand column].)

- The data for the average class size per term for majority of BMGT classes either meets or exceeds the institutional average class size for workforce courses. Overall, the healthy class size denotes the number of course sections being offered is accurate and efficient use of classroom space. Specific course data is interpreted as follows: BMGT 2341 (Strategic Management) is the capstone course for the AAS in Business Management. The lower numbers on average reflect the declining completion rates for the AAS degree. But the average enrollment in the sections of BMGT 2311 (Change Management- a pre-requisite for BMGT 2341) being over 25 students may indicate students desire to complete their AAS degree. However, the increased average size for HRPO 2307 (Organizational Behavior) which serves as the capstone course for the BMGT certificate, it also is a required course for the HR Management AAS and Certificate. The data for ACNT 1303 (which both degrees accept alternative courses ACNT 2301 or ACNT 2302) would explain the lower enrollment for 2013-2014 and 2014-2015 but the increase average class size may reflect a potential barrier for students completing their AAS degree occurs between their enrollment in ACNT 1303 and prior to enrolling in BMGT 2341.

WORKFORCE PROGRAM REVIEW

Average Credit Class Size (for Courses with Six or More Students) by Course Type
 Fall 2012 through Fall 2016
 Collin College

Term	Course type	No. of course sections	Enrollment	Average class size
Fall 2012	All courses	3,263	83,489	25.6
	Academic	2,847	75,064	26.4
	Workforce	416	8,425	20.3
Fall 2013	All courses	3,335	85,205	25.5
	Academic	2,865	75,887	26.5
	Workforce	470	9,318	19.8
Fall 2014	All courses	3,341	82,498	24.7
	Academic	2,844	72,977	25.7
	Workforce	497	9,521	19.2
Fall 2015	All courses	3,454	83,124	24.1
	Academic	2,945	73,752	25.0
	Workforce	509	9,372	18.4
Fall 2016	All courses	3,645	85,887	23.6
	Academic	3,130	76,957	24.6
	Workforce	515	8,930	17.3

Source: Data retrieved from Banner via Argos queries each fall. Fall 2016 query retrieved on 11/20/2016.
 (J:\IRO\Ahmad\ARGOS\NCCBP\2017 Administration\Form 16A\Average Section Size-10301-records_2.csv)

Average Class Size by Term
Collin College Program Review 2017-18
FY2013 through FY2017

Business Management																					
Courses	FY2013					FY2014					FY2015			FY2016				FY2017			
	Fall 2012	Spring 2013	Maymester 2013	Summer I 2013	Summer II 2013	Fall 2013	Spring 2014	Maymester 2014	Summer I 2014	Summer II 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2016	Spring 2017	Summer 2017
ACNT1303	7.8	10.4	-	-	-	13.7	10.7	-	-	-	18.3	14.3	-	21.3	-	19.7	-	20.7	-	19.3	-
BMGT1305	26	25.3	-	-	-	27	30	-	-	-	29.3	32	-	27.3	-	23.5	-	25.7	-	29	25
BMGT1307	26	28.3	-	26	-	24.5	31.3	-	23	-	31	29	-	23.7	-	23	-	29.5	-	21.6	-
BMGT1327	27.8	26.2	-	26	-	29	25	-	26	-	28	28.4	20.5	25	-	22.3	26	22.4	-	23.7	24
BMGT1341	23.5	27.5	-	20	-	26.4	29.5	-	-	19	26.3	24	17	26.2	-	24.3	21	26	-	20.8	17
BMGT1344	16	26.5	-	-	-	-	19	-	-	25	25	30	-	24	-	39	-	22	-	26.7	24
BMGT2303	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25.5	-	24.3	-
BMGT2309	24.3	23.5	-	-	24	25.5	23.7	-	-	-	30.5	26.3	-	20.3	-	14.3	-	29	-	23.5	-
BMGT2311	24	-	-	-	-	21.5	14	-	-	-	22.5	25	14	20	-	24	16	22.7	-	-	-
BMGT2331	-	-	-	-	22	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BMGT2341	-	21	-	-	-	12	5	-	-	-	19	24	-	14	-	13	5	12	-	14	-
BMGT2347	16	23.7	-	-	-	29.3	23.5	-	18	-	29	29.3	23	20.7	-	21.5	22	-	-	-	-
BUSG2309	28	26.5	-	18	-	27.5	22	-	-	15	28.5	25.3	17	26.7	-	22.2	20	27	-	25.7	23
HRPO2301	25	25	-	-	-	29	22	-	25	-	-	26	24	22	-	30	24	19.5	-	18	25
HRPO2307	30	-	-	-	-	21.5	20	-	-	-	17.5	14	18	11.3	-	10.5	15	17	-	18	-
IBUS2341	20	21	-	-	-	20	25	-	-	-	27	-	12	30	-	18	-	17.5	-	19.5	-
MRKG1311	24.8	26.3	-	44	29	26	28.2	-	42	-	26.8	26.2	24	27	-	25.2	23	24.8	-	20	24

Note: If present, values in blue text indicate terms in which the course was not included in this program's curriculum. The program course list is a composite from 2013-2017 academic catalogs. Core courses, co-op courses and private study courses may be excluded from section enrollment averages.

Number of Faculty Members by Division, Department, and Employment Status District-Wide Totals Collin College					
	Full-Time Faculty ¹		Part-Time Faculty		Total
	Number	%	Number	%	
Fall 2013					
Institutional Total	2,581,800	55%	2,147,240	45%	4,729,040
Management & Marketing	13,536	34%	26,064	66%	39,600
Fall 2014					
Institutional Total	2,608,604	55%	2,093,888	45%	4,702,492
Management & Marketing	14,880	37%	25,824	63%	40,704
Fall 2015					
Institutional Total	2,767,988	57%	2,090,344	43%	4,858,332
Management & Marketing	25,104	52%	23,616	48%	48,720
Fall 2016					
Institutional Total	2,717,504	54%	2,338,896	46%	5,056,400
Management & Marketing	21,888	40%	32,880	60%	54,768
Fall 2017					
Institutional Total	2,824,416	53%	2,486,872	47%	5,311,288
Management & Marketing	20,592	34%	40,032	66%	60,624

Grade Distribution Analysis. Students have a low success rate in ACNT 1303 Introduction to Accounting which may be a barrier to their completion of an AAS degree. This course is primarily offered on-line. The Business Management faculty will collaborate with ACNT faculty to offer face-to-face sections to improve student success rates.



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ACNT1303 Intro to Accounting I																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA **
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	70	11	8	5	0	0	34	12	15.7%	11.4%	7.1%	0.0%	0.0%	48.6%	17.1%	82.9%	34.3%	1.11
Spring 2013	83	18	9	3	3	0	39	11	21.7%	10.8%	3.6%	3.6%	0.0%	47.0%	13.3%	86.7%	36.1%	1.30
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	96	17	5	6	5	0	51	12	17.7%	5.2%	6.3%	5.2%	0.0%	53.1%	12.5%	87.5%	29.2%	1.04
Spring 2014	96	13	7	4	0	0	49	23	13.5%	7.3%	4.2%	0.0%	0.0%	51.0%	24.0%	76.0%	25.0%	0.84
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	73	11	8	5	4	0	29	16	15.1%	11.0%	6.8%	5.5%	0.0%	39.7%	21.9%	78.1%	32.9%	1.12
Maymester 2015	57	11	11	4	5	0	14	12	19.3%	19.3%	7.0%	8.8%	0.0%	24.6%	21.1%	78.9%	45.6%	1.58
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	64	43	9	4	2	0	5	1	67.2%	14.1%	6.3%	3.1%	0.0%	7.8%	1.6%	98.4%	87.5%	3.27
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	59	30	10	7	2	0	7	3	50.8%	16.9%	11.9%	3.4%	0.0%	11.9%	5.1%	94.9%	79.7%	2.81
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	62	25	8	6	1	0	21	1	40.3%	12.9%	9.7%	1.6%	0.0%	33.9%	1.6%	98.4%	62.9%	2.21
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	58	39	1	5	0	0	10	3	67.2%	1.7%	8.6%	0.0%	0.0%	17.2%	5.2%	94.8%	77.6%	2.91
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***		30.4%							10.6%	6.8%	3.1%	0.0%	36.1%	13.1%	86.9%	47.8%	-	

Note: The program's course list is a composite from 2013-2017 academic catalogs. If rows appear in blue text, this indicates terms in which ACNT1303 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P by the sums of A, B, C, D, P, F & W, using the definition consistent with the NCCBP (National Community College Benchmark Project).

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the counts of A, B, C, D, F and W. ***

Averages may not equal 100 percent due to rounding.



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BMGT1305 Communications in Management																			
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
Fall 2012	52	32	8	6	1	0	4	1	61.5%	15.4%	11.5%	1.9%	0.0%	7.7%	1.9%	98.1%	88.5%	3.17	
Spring 2013	76	41	12	8	5	0	8	2	53.9%	15.8%	10.5%	6.6%	0.0%	10.5%	2.6%	97.4%	80.3%	2.91	
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2013	54	11	18	8	8	0	7	2	20.4%	33.3%	14.8%	14.8%	0.0%	13.0%	3.7%	96.3%	68.5%	2.26	
Spring 2014	60	9	13	13	6	0	17	2	15.0%	21.7%	21.7%	10.0%	0.0%	28.3%	3.3%	96.7%	58.3%	1.78	
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2014	88	36	13	12	4	0	17	6	40.9%	14.8%	13.6%	4.5%	0.0%	19.3%	6.8%	93.2%	69.3%	2.40	
Spring 2015	32	2	7	11	2	0	9	1	6.3%	21.9%	34.4%	6.3%	0.0%	28.1%	3.1%	96.9%	62.5%	1.66	
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2015	82	23	20	19	3	0	14	3	28.0%	24.4%	23.2%	3.7%	0.0%	17.1%	3.7%	96.3%	75.6%	2.35	
Winter 2015	94	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2016	-	-	17	10	5	0	12	2	51.1%	18.1%	10.6%	5.3%	0.0%	12.8%	2.1%	97.9%	79.8%	2.85	
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2016	77	17	24	13	3	0	13	7	22.1%	31.2%	16.9%	3.9%	0.0%	16.9%	9.1%	90.9%	70.1%	2.19	
Winter 2016	29	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2017	25	13	6	3	1	0	4	2	44.8%	20.7%	10.3%	3.4%	0.0%	13.8%	6.9%	93.1%	75.9%	2.66	
Summer 2017	-	-	8	1	1	0	2	0	52.0%	32.0%	4.0%	4.0%	0.0%	8.0%	0.0%	100.0%	88.0%	3.16	
Averages***										21.8%	15.5%	5.8%	0.0%	16.0%	4.2%	95.8%	74.0%	-	
									36.6%										

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



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Note: The program's course list is a composite from 2013-2017 academic catalogs. If rows appear in blue text, this indicates terms in which BMGT1305 was not included in this program's curriculum.
 * Success Rate is calculated by dividing the sums of A, B, C and P by the sums of A, B, C, D, P, F & W, using the definition consistent with the NCCBP (National Community College Benchmark Project).
 ** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the counts of A, B, C, D, F and W. *** Averages may not equal 100 percent due to rounding.

BMGT1307 Team Building		Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	52	27	15	2	0	0	4	4	51.9%	28.8%	3.8%	0.0%	0.0%	7.7%	7.7%	92.3%	84.6%	3.02
Spring 2013	85	39	23	10	2	0	6	5	45.9%	27.1%	11.8%	2.4%	0.0%	7.1%	5.9%	94.1%	84.7%	2.91
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	26	16	4	3	0	0	1	2	61.5%	15.4%	11.5%	0.0%	0.0%	3.8%	7.7%	92.3%	88.5%	3.15
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	49	19	8	10	5	0	5	2	38.8%	16.3%	20.4%	10.2%	0.0%	10.2%	4.1%	95.9%	75.5%	2.55
Spring 2014	94	46	14	9	6	0	9	10	48.9%	14.9%	9.6%	6.4%	0.0%	9.6%	10.6%	89.4%	73.4%	2.66
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	23	9	3	4	2	0	3	2	39.1%	13.0%	17.4%	8.7%	0.0%	13.0%	8.7%	91.3%	69.6%	2.39
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	31	14	6	1	3	0	6	1	45.2%	19.4%	3.2%	9.7%	0.0%	19.4%	3.2%	96.8%	67.7%	2.55
Spring 2015	58	27	16	8	2	0	3	2	46.6%	27.6%	13.8%	3.4%	0.0%	5.2%	3.4%	96.6%	87.9%	3.00
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	71	38	9	1	3	0	18	2	53.5%	12.7%	1.4%	4.2%	0.0%	25.4%	2.8%	97.2%	67.6%	2.59
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	47	11	11	6	3	0	10	6	23.4%	23.4%	12.8%	6.4%	0.0%	21.3%	12.8%	87.2%	59.6%	1.96
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	59	47	4	5	0	0	3	0	79.7%	6.8%	8.5%	0.0%	0.0%	5.1%	0.0%	100.0%	94.9%	3.56
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	108	44	30	13	3	0	9	9	40.7%	27.8%	12.0%	2.8%	0.0%	8.3%	8.3%	91.7%	80.6%	2.73
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***										20.3%	10.2%	4.1%	0.0%	11.0%	6.4%	93.6%	78.5%	-
									47.9%									

BMGT1327 Principles of Management																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	139	58	41	16	2	0	10	12	41.7%	29.5%	11.5%	1.4%	0.0%	7.2%	8.6%	91.4%	82.7%	2.80
Spring 2013	157	70	42	14	3	0	22	6	44.6%	26.8%	8.9%	1.9%	0.0%	14.0%	3.8%	96.2%	80.3%	2.78
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	26	9	3	5	3	0	3	3	34.6%	11.5%	19.2%	11.5%	0.0%	11.5%	11.5%	88.5%	65.4%	2.23
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	145	59	30	15	8	0	24	9	40.7%	20.7%	10.3%	5.5%	0.0%	16.6%	6.2%	93.8%	71.7%	2.51
Spring 2014	125	34	44	18	1	0	25	3	27.2%	35.2%	14.4%	0.8%	0.0%	20.0%	2.4%	97.6%	76.8%	2.44
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	26	16	3	6	1	0	0	0	61.5%	11.5%	23.1%	3.8%	0.0%	0.0%	0.0%	100.0%	96.2%	3.31
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	140	60	19	14	5	0	28	14	42.9%	13.6%	10.0%	3.6%	0.0%	20.0%	10.0%	90.0%	66.4%	2.36
Spring 2015	142	60	31	10	6	0	28	7	42.3%	21.8%	7.0%	4.2%	0.0%	19.7%	4.9%	95.1%	71.1%	2.53
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	41	17	6	9	1	0	5	3	41.5%	14.6%	22.0%	2.4%	0.0%	12.2%	7.3%	92.7%	78.0%	2.56
Fall 2015	150	48	46	17	7	0	24	8	32.0%	30.7%	11.3%	4.7%	0.0%	16.0%	5.3%	94.7%	74.0%	2.47
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	157	56	39	27	4	0	22	9	35.7%	24.8%	17.2%	2.5%	0.0%	14.0%	5.7%	94.3%	77.7%	2.54
Summer 2016	26	6	7	4	3	0	3	3	23.1%	26.9%	15.4%	11.5%	0.0%	11.5%	11.5%	88.5%	65.4%	2.15
Fall 2016	202	70	63	24	13	0	25	7	34.7%	31.2%	11.9%	6.4%	0.0%	12.4%	3.5%	96.5%	77.7%	2.62
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	142	46	46	16	4	0	24	6	32.4%	32.4%	11.3%	2.8%	0.0%	16.9%	4.2%	95.8%	76.1%	2.52
Summer 2017	24	16	4	0	1	0	2	1	66.7%	16.7%	0.0%	4.2%	0.0%	8.3%	4.2%	95.8%	83.3%	3.21
Averages***.....										25.8%	11.9%	3.8%	0.0%	14.9%	5.5%	94.5%	75.8%	-
									38.1%									



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BMGT1341 Business Ethics																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	47	21	16	2	2	0	5	1	44.7%	34.0%	4.3%	4.3%	0.0%	10.6%	2.1%	97.9%	83.0%	2.94
Spring 2013	55	23	10	9	4	0	7	2	41.8%	18.2%	16.4%	7.3%	0.0%	12.7%	3.6%	96.4%	76.4%	2.62
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	20	10	7	2	0	0	1	0	50.0%	35.0%	10.0%	0.0%	0.0%	5.0%	0.0%	100.0%	95.0%	3.25
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	132	52	27	10	7	0	23	13	39.4%	20.5%	7.6%	5.3%	0.0%	17.4%	9.8%	90.2%	67.4%	2.39
Spring 2014	118	59	15	11	8	0	24	1	50.0%	12.7%	9.3%	6.8%	0.0%	20.3%	0.8%	99.2%	72.0%	2.64
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	19	14	3	0	0	0	2	0	73.7%	15.8%	0.0%	0.0%	0.0%	10.5%	0.0%	100.0%	89.5%	3.42
Fall 2014	105	47	20	15	6	0	14	3	44.8%	19.0%	14.3%	5.7%	0.0%	13.3%	2.9%	97.1%	78.1%	2.70
Spring 2015	72	33	20	5	3	0	10	1	45.8%	27.8%	6.9%	4.2%	0.0%	13.9%	1.4%	98.6%	80.6%	2.85
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	17	7	6	0	0	0	4	0	41.2%	35.3%	0.0%	0.0%	0.0%	23.5%	0.0%	100.0%	76.5%	2.71
Fall 2015	131	30	35	14	5	0	37	10	22.9%	26.7%	10.7%	3.8%	0.0%	28.2%	7.6%	92.4%	60.3%	1.97
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	73	26	15	8	5	0	13	6	35.6%	20.5%	11.0%	6.8%	0.0%	17.8%	8.2%	91.8%	67.1%	2.33
Summer 2016	21	6	11	2	0	0	1	1	28.6%	52.4%	9.5%	0.0%	0.0%	4.8%	4.8%	95.2%	90.5%	2.90
Fall 2016	52	16	19	3	0	0	11	3	30.8%	36.5%	5.8%	0.0%	0.0%	21.2%	5.8%	94.2%	73.1%	2.44
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	104	57	19	7	0	0	15	6	54.8%	18.3%	6.7%	0.0%	0.0%	14.4%	5.8%	94.2%	79.8%	2.88
Summer 2017	17	4	7	2	0	0	1	3	23.5%	41.2%	11.8%	0.0%	0.0%	5.9%	17.6%	82.4%	76.5%	2.41
Averages***									23.4%	9.2%	4.1%	0.0%	17.1%	5.1%	94.9%	73.8%	-	
41.2%																		

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

BMGT1344 Negotiations & Conflict Mgmt																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	16	5	6	1	0	0	3	1	31.3%	37.5%	6.3%	0.0%	0.0%	18.8%	6.3%	93.8%	75.0%	2.50
Spring 2013	53	36	7	1	1	0	5	3	67.9%	13.2%	1.9%	1.9%	0.0%	9.4%	5.7%	94.3%	83.0%	3.17
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2014	38	14	7	8	0	0	9	0	36.8%	18.4%	21.1%	0.0%	0.0%	23.7%	0.0%	100.0%	76.3%	2.45
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	25	13	4	2	0	0	2	4	52.0%	16.0%	8.0%	0.0%	0.0%	8.0%	16.0%	84.0%	76.0%	2.72
Fall 2014	25	3	5	3	4	0	7	3	12.0%	20.0%	12.0%	16.0%	0.0%	28.0%	12.0%	88.0%	44.0%	1.48
Spring 2015	30	15	6	5	1	0	3	0	50.0%	20.0%	16.7%	3.3%	0.0%	10.0%	0.0%	100.0%	86.7%	2.97
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	24	6	11	1	0	0	4	2	25.0%	45.8%	4.2%	0.0%	0.0%	16.7%	8.3%	91.7%	75.0%	2.46
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	78	22	21	10	7	0	8	10	28.2%	26.9%	12.8%	9.0%	0.0%	10.3%	12.8%	87.2%	67.9%	2.28
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	44	13	10	13	1	0	3	4	29.5%	22.7%	29.5%	2.3%	0.0%	6.8%	9.1%	90.9%	81.8%	2.48
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	80	39	18	5	1	0	13	4	48.8%	22.5%	6.3%	1.3%	0.0%	16.3%	5.0%	95.0%	77.5%	2.76
	24	10	5	2	0	0	5	2	41.7%	20.8%	8.3%	0.0%	0.0%	20.8%	8.3%	91.7%	70.8%	2.46
Averages***										22.9%	11.7%	3.4%	0.0%	14.2%	7.6%	92.4%	74.8%	-
									40.3%									



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

BMGT2303 Prob Solving-Decision Making																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2015	102	35	27	15	1	0	20	4	34.3%	26.5%	14.7%	1.0%	0.0%	19.6%	3.9%	96.1%	75.5%	2.47
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	97	49	15	5	5	0	18	5	50.5%	15.5%	5.2%	5.2%	0.0%	18.6%	5.2%	94.8%	71.1%	2.64
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***								42.2%	21.1%	10.1%	3.0%	0.0%	19.1%	4.5%	95.5%	73.4%	-	

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

BMGT2309 Leadership																			
Term	Enrollment	Grade Assigned							Grade Distribution						Completion Rate	Success Rate*	Course GPA**		
		A	B	C	D	P	F	W	A	B	C	D	P	F				W	
Fall 2012	73	36	15	5	2	0	11	4	49.3%	20.5%	6.8%	2.7%	0.0%	15.1%	5.5%	94.5%	76.7%	2.75	
Spring 2013	47	23	12	2	1	0	7	2	48.9%	25.5%	4.3%	2.1%	0.0%	14.9%	4.3%	95.7%	78.7%	2.83	
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2013	24	12	3	3	2	0	3	1	50.0%	12.5%	12.5%	8.3%	0.0%	12.5%	4.2%	95.8%	75.0%	2.71	
Fall 2013	51	19	7	9	3	0	11	2	37.3%	13.7%	17.6%	5.9%	0.0%	21.6%	3.9%	96.1%	68.6%	2.31	
Spring 2014	71	44	13	3	1	0	10	0	62.0%	18.3%	4.2%	1.4%	0.0%	14.1%	0.0%	100.0%	84.5%	3.13	
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2014	61	36	12	5	0	0	4	4	59.0%	19.7%	8.2%	0.0%	0.0%	6.6%	6.6%	93.4%	86.9%	3.11	
Spring 2015	105	41	15	7	3	0	31	8	39.0%	14.3%	6.7%	2.9%	0.0%	29.5%	7.6%	92.4%	60.0%	2.15	
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Winter 2015	61	16	16	10	4	0	14	1	26.2%	26.2%	16.4%	6.6%	0.0%	23.0%	1.6%	98.4%	68.9%	2.23	
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2016	43	29	4	2	3	0	4	1	67.4%	9.3%	4.7%	7.0%	0.0%	9.3%	2.3%	97.7%	81.4%	3.14	
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Winter 2016	58	22	25	0	0	0	6	5	37.9%	43.1%	0.0%	0.0%	0.0%	10.3%	8.6%	91.4%	81.0%	2.81	
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2017	94	50	21	6	3	0	6	8	53.2%	22.3%	6.4%	3.2%	0.0%	6.4%	8.5%	91.5%	81.9%	2.96	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages***										20.8%	7.6%	3.2%	0.0%	15.6%	5.2%	94.8%	76.0%	-	
									47.7%										

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

BMGT2311 Change Management																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	48	29	4	5	2	0	3	5	60.4%	8.3%	10.4%	4.2%	0.0%	6.3%	10.4%	89.6%	79.2%	2.92
Spring 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	43	25	2	2	5	0	5	4	58.1%	4.7%	4.7%	11.6%	0.0%	11.6%	9.3%	90.7%	67.4%	2.67
Spring 2014	14	5	5	2	0	0	2	0	35.7%	35.7%	14.3%	0.0%	0.0%	14.3%	0.0%	100.0%	85.7%	2.79
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	45	12	20	8	1	0	2	2	26.7%	44.4%	17.8%	2.2%	0.0%	4.4%	4.4%	95.6%	88.9%	2.78
Spring 2015	25	13	3	1	0	0	7	1	52.0%	12.0%	4.0%	0.0%	0.0%	28.0%	4.0%	96.0%	68.0%	2.52
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	14	11	3	0	0	0	0	0	78.6%	21.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.79
Winter 2015	20	13	4	2	0	0	1	0	65.0%	20.0%	10.0%	0.0%	0.0%	5.0%	0.0%	100.0%	95.0%	3.40
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	24	12	4	2	0	0	4	2	50.0%	16.7%	8.3%	0.0%	0.0%	16.7%	8.3%	91.7%	75.0%	2.67
Fall 2016	16	12	3	1	0	0	0	0	75.0%	18.8%	6.3%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.69
Winter 2016	68	28	17	8	3	0	9	3	41.2%	25.0%	11.8%	4.4%	0.0%	13.2%	4.4%	95.6%	77.9%	2.68
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***		50.5%							20.5%	9.8%	3.5%	0.0%	10.4%	5.4%	94.6%	80.8%	-	

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

BMGT2331Principles of Quality Mgmt – NO LONGER REQUIRED FOR AAS DEGREE																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	22	14	3	2	1	0	2	0	63.6%	13.6%	9.1%	4.5%	0.0%	9.1%	0.0%	100.0%	86.4%	3.18
Fall 2013	24	0	9	3	4	0	5	3	0.0%	37.5%	12.5%	16.7%	0.0%	20.8%	12.5%	87.5%	50.0%	1.54
Spring 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									26.1%	10.9%	10.9%	0.0%	15.2%	6.5%	93.5%	67.4%	-	
30.4%																		

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

BMGT2341 Strategic Management																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2013	21	2	7	9	1	0	2	0	9.5%	33.3%	42.9%	4.8%	0.0%	9.5%	0.0%	100.0%	85.7%	2.29
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	12	7	3	0	0	0	2	0	58.3%	25.0%	0.0%	0.0%	0.0%	16.7%	0.0%	100.0%	83.3%	3.08
Spring 2014	5	4	0	0	0	0	1	0	80.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	100.0%	80.0%	3.20
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	19	4	13	2	0	0	0	0	21.1%	68.4%	10.5%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.11
Spring 2015	24	12	4	1	0	0	6	1	50.0%	16.7%	4.2%	0.0%	0.0%	25.0%	4.2%	95.8%	70.8%	2.58
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	28	10	9	2	3	0	3	1	35.7%	32.1%	7.1%	10.7%	0.0%	10.7%	3.6%	96.4%	75.0%	2.64
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	13	5	5	1	1	0	1	0	38.5%	38.5%	7.7%	7.7%	0.0%	7.7%	0.0%	100.0%	84.6%	2.92
Fall 2016	5	2	0	1	0	0	2	0	40.0%	0.0%	20.0%	0.0%	0.0%	40.0%	0.0%	100.0%	60.0%	2.00
Winter 2016	24	11	5	1	0	0	5	2	45.8%	20.8%	4.2%	0.0%	0.0%	20.8%	8.3%	91.7%	70.8%	2.54
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	14	5	6	0	2	0	1	0	35.7%	42.9%	0.0%	14.3%	0.0%	7.1%	0.0%	100.0%	78.6%	2.86
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***		37.6%							31.5%	10.3%	4.2%	0.0%	13.9%	2.4%	97.6%	79.4%	-	

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



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BMGT2347 Critical Thinking & Prob Solv																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	16	3	7	3	1	0	1	1	18.8%	43.8%	18.8%	6.3%	0.0%	6.3%	6.3%	93.8%	81.3%	2.50
Spring 2013	71	34	13	9	2	0	7	6	47.9%	18.3%	12.7%	2.8%	0.0%	9.9%	8.5%	91.5%	78.9%	2.75
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	88	33	20	5	6	0	17	7	37.5%	22.7%	5.7%	6.8%	0.0%	19.3%	8.0%	92.0%	65.9%	2.36
Spring 2014	94	35	20	6	7	0	20	6	37.2%	21.3%	6.4%	7.4%	0.0%	21.3%	6.4%	93.6%	64.9%	2.33
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	18	6	4	4	1	0	2	1	33.3%	22.2%	22.2%	5.6%	0.0%	11.1%	5.6%	94.4%	77.8%	2.50
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	58	21	12	11	4	0	8	2	36.2%	20.7%	19.0%	6.9%	0.0%	13.8%	3.4%	96.6%	75.9%	2.52
Spring 2015	88	36	15	15	8	0	12	2	40.9%	17.0%	17.0%	9.1%	0.0%	13.6%	2.3%	97.7%	75.0%	2.58
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	23	9	3	1	2	0	4	4	39.1%	13.0%	4.3%	8.7%	0.0%	17.4%	17.4%	82.6%	56.5%	2.13
Fall 2015	62	31	9	6	2	0	12	2	50.0%	14.5%	9.7%	3.2%	0.0%	19.4%	3.2%	96.8%	74.2%	2.66
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	86	35	24	12	3	0	8	4	40.7%	27.9%	14.0%	3.5%	0.0%	9.3%	4.7%	95.3%	82.6%	2.78
Summer 2016	22	6	6	1	0	0	8	1	27.3%	27.3%	4.5%	0.0%	0.0%	36.4%	4.5%	95.5%	59.1%	2.00
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***																94.2%	72.7%	-
39.8%																		

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



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BUSG2309 Sm Bus Mgmt/Entreprnrshp																			
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
Fall 2012	84	19	27	14	4	0	15	5	22.6%	32.1%	16.7%	4.8%	0.0%	17.9%	6.0%	94.0%	71.4%	2.25	
Spring 2013	53	16	13	7	4	0	7	6	30.2%	24.5%	13.2%	7.5%	0.0%	13.2%	11.3%	88.7%	67.9%	2.28	
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2013	18	14	2	1	0	0	0	1	77.8%	11.1%	5.6%	0.0%	0.0%	0.0%	5.6%	94.4%	94.4%	3.56	
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2013	55	22	11	3	2	0	12	5	40.0%	20.0%	5.5%	3.6%	0.0%	21.8%	9.1%	90.9%	65.5%	2.35	
Spring 2014	44	12	12	4	6	0	9	1	27.3%	27.3%	9.1%	13.6%	0.0%	20.5%	2.3%	97.7%	63.6%	2.23	
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer II 2014	15	5	5	3	0	0	2	0	33.3%	33.3%	20.0%	0.0%	0.0%	13.3%	0.0%	100.0%	86.7%	2.73	
Fall 2014	57	13	15	7	9	0	10	3	22.8%	26.3%	12.3%	15.8%	0.0%	17.5%	5.3%	94.7%	61.4%	2.11	
Spring 2015	76	48	8	3	3	0	9	5	63.2%	10.5%	3.9%	3.9%	0.0%	11.8%	6.6%	93.4%	77.6%	2.96	
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2015	17	3	6	7	0	0	0	1	17.6%	35.3%	41.2%	0.0%	0.0%	0.0%	5.9%	94.1%	94.1%	2.59	
Fall 2015	80	35	8	7	0	0	20	10	43.8%	10.0%	8.8%	0.0%	0.0%	25.0%	12.5%	87.5%	62.5%	2.23	
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2016	111	48	22	10	5	0	19	7	43.2%	19.8%	9.0%	4.5%	0.0%	17.1%	6.3%	93.7%	72.1%	2.55	
Fall 2016	20	6	1	2	1	0	8	2	30.0%	5.0%	10.0%	5.0%	0.0%	40.0%	10.0%	90.0%	45.0%	1.60	
Winter 2016	54	9	17	13	5	0	7	3	16.7%	31.5%	24.1%	9.3%	0.0%	13.0%	5.6%	94.4%	72.2%	2.19	
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2017	77	15	19	9	4	0	18	12	19.5%	24.7%	11.7%	5.2%	0.0%	23.4%	15.6%	84.4%	55.8%	1.81	
	23	4	8	1	1	0	6	3	17.4%	34.8%	4.3%	4.3%	0.0%	26.1%	13.0%	87.0%	56.5%	1.87	
Averages***										22.2%	11.6%	5.6%	0.0%	18.1%	8.2%	91.8%	68.1%	-	
									34.3%										

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

HRPO2301 Human Resources Management																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	25	8	11	2	0	0	1	3	32.0%	44.0%	8.0%	0.0%	0.0%	4.0%	12.0%	88.0%	84.0%	2.76
Spring 2013	25	5	16	3	0	0	0	1	20.0%	64.0%	12.0%	0.0%	0.0%	0.0%	4.0%	96.0%	96.0%	2.96
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	29	17	3	2	2	0	4	1	58.6%	10.3%	6.9%	6.9%	0.0%	13.8%	3.4%	96.6%	75.9%	2.86
Spring 2014	44	19	9	7	1	0	8	0	43.2%	20.5%	15.9%	2.3%	0.0%	18.2%	0.0%	100.0%	79.5%	2.68
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	25	11	7	1	0	0	4	2	44.0%	28.0%	4.0%	0.0%	0.0%	16.0%	8.0%	92.0%	76.0%	2.68
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	26	17	3	3	1	0	2	0	65.4%	11.5%	11.5%	3.8%	0.0%	7.7%	0.0%	100.0%	88.5%	3.23
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	24	8	3	6	2	0	4	1	33.3%	12.5%	25.0%	8.3%	0.0%	16.7%	4.2%	95.8%	70.8%	2.29
Fall 2015	22	17	0	0	2	0	2	1	77.3%	0.0%	0.0%	9.1%	0.0%	9.1%	4.5%	95.5%	77.3%	3.18
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	30	6	18	2	0	0	4	0	20.0%	60.0%	6.7%	0.0%	0.0%	13.3%	0.0%	100.0%	86.7%	2.73
Fall 2016	24	11	7	2	2	0	2	0	45.8%	29.2%	8.3%	8.3%	0.0%	8.3%	0.0%	100.0%	83.3%	2.96
Winter 2016	39	23	6	4	1	0	3	2	59.0%	15.4%	10.3%	2.6%	0.0%	7.7%	5.1%	94.9%	84.6%	3.05
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	18	16	0	1	0	0	1	0	88.9%	0.0%	5.6%	0.0%	0.0%	5.6%	0.0%	100.0%	94.4%	3.67
	25	15	8	2	0	0	0	0	60.0%	32.0%	8.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.52
Averages***										25.6%	9.8%	3.1%	0.0%	9.8%	3.1%	96.9%	84.0%	-
									48.6%									

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



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HRPO2307 Organizational Behavior																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	30	12	11	0	0	0	3	4	40.0%	36.7%	0.0%	0.0%	0.0%	10.0%	13.3%	86.7%	76.7%	2.70
Spring 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	43	12	18	4	3	0	5	1	27.9%	41.9%	9.3%	7.0%	0.0%	11.6%	2.3%	97.7%	79.1%	2.63
Fall 2013	40	13	16	3	1	0	6	1	32.5%	40.0%	7.5%	2.5%	0.0%	15.0%	2.5%	97.5%	80.0%	2.68
Spring 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	35	23	8	2	1	0	0	1	65.7%	22.9%	5.7%	2.9%	0.0%	0.0%	2.9%	97.1%	94.3%	3.46
Fall 2014	28	22	4	0	1	0	1	0	78.6%	14.3%	0.0%	3.6%	0.0%	3.6%	0.0%	100.0%	92.9%	3.61
Spring 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester	18	11	3	2	0	0	1	1	61.1%	16.7%	11.1%	0.0%	0.0%	5.6%	5.6%	94.4%	88.9%	3.17
2015	34	18	8	3	0	0	4	1	52.9%	23.5%	8.8%	0.0%	0.0%	11.8%	2.9%	97.1%	85.3%	3.00
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	42	26	6	1	5	0	3	1	61.9%	14.3%	2.4%	11.9%	0.0%	7.1%	2.4%	97.6%	78.6%	3.07
Winter 2015	15	7	4	3	0	0	1	0	46.7%	26.7%	20.0%	0.0%	0.0%	6.7%	0.0%	100.0%	93.3%	3.07
Spring 2016	34	21	4	1	1	0	5	2	61.8%	11.8%	2.9%	2.9%	0.0%	14.7%	5.9%	94.1%	76.5%	2.91
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	36	25	5	2	1	0	3	0	69.4%	13.9%	5.6%	2.8%	0.0%	8.3%	0.0%	100.0%	88.9%	3.33
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									53.5%	24.5%	5.9%	3.7%	0.0%	9.0%	3.4%	96.6%	83.9%	-

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



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Note: The program's course list is a composite from 2013-2017 academic catalogs. If rows appear in blue text, this indicates terms in which IBUS2341 was not included in this program's curriculum.

BUS2341 Intercultural Management																								
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**						
		A	B	C	D	P	F	W	A	B	C	D	P	F	W									
Fall 2012	20	12	6	1	0	0	1	0	60.0%	30.0%	5.0%	0.0%	0.0%	5.0%	0.0%	100.0%	95.0%	3.40						
Spring 2013	21	5	5	5	0	0	3	3	23.8%	23.8%	23.8%	0.0%	0.0%	14.3%	14.3%	85.7%	71.4%	2.14						
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Fall 2013	20	6	4	2	5	0	2	1	30.0%	20.0%	10.0%	25.0%	0.0%	10.0%	5.0%	95.0%	60.0%	2.25						
Spring 2014	25	6	10	3	2	0	4	0	24.0%	40.0%	12.0%	8.0%	0.0%	16.0%	0.0%	100.0%	76.0%	2.48						
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Fall 2014	27	22	1	0	0	0	3	1	81.5%	3.7%	0.0%	0.0%	0.0%	11.1%	3.7%	96.3%	85.2%	3.37						
Spring 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Fall 2015	12	11	1	0	0	0	0	0	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.92						
Winter 2015	30	22	3	1	0	0	4	0	73.3%	10.0%	3.3%	0.0%	0.0%	13.3%	0.0%	100.0%	86.7%	3.30						
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer 2016	36	9	15	4	1	0	6	1	25.0%	41.7%	11.1%	2.8%	0.0%	16.7%	2.8%	97.2%	77.8%	2.50						
Fall 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Winter 2016	35	19	5	2	0	0	6	3	54.3%	14.3%	5.7%	0.0%	0.0%	17.1%	8.6%	91.4%	74.3%	2.71						
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Summer 2017	39	20	5	7	0	0	4	3	51.3%	12.8%	17.9%	0.0%	0.0%	10.3%	7.7%	92.3%	82.1%	2.79						
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Averages***									49.8%							20.8%	9.4%	3.0%	0.0%	12.5%	4.5%	95.5%	80.0%	-

* Success Rate is calculated by dividing the sums of A, B, C and P by the sums of A, B, C, D, P, F & W, using the definition consistent with the NCCBP (National Community College Benchmark Project).

MATH1342 Elementary Statistical Methods																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	971	250	208	147	56	0	179	131	25.7%	21.4%	15.1%	5.8%	0.0%	18.4%	13.5%	86.5%	62.3%	2.03
Spring 2013	944	275	218	162	52	0	137	100	29.1%	23.1%	17.2%	5.5%	0.0%	14.5%	10.6%	89.4%	69.4%	2.26
Maymester	108	53	31	14	3	0	3	4	49.1%	28.7%	13.0%	2.8%	0.0%	2.8%	3.7%	96.3%	90.7%	3.11
2013	255	88	58	47	7	0	25	30	34.5%	22.7%	18.4%	2.7%	0.0%	9.8%	11.8%	88.2%	75.7%	2.46
Summer I 2013	184	59	44	32	12	0	25	12	32.1%	23.9%	17.4%	6.5%	0.0%	13.6%	6.5%	93.5%	73.4%	2.41
Summer II	961	217	218	164	91	0	169	102	22.6%	22.7%	17.1%	9.5%	0.0%	17.6%	10.6%	89.4%	62.3%	2.02
2013	1008	254	221	159	59	0	200	115	25.2%	21.9%	15.8%	5.9%	0.0%	19.8%	11.4%	88.6%	62.9%	2.04
Fall 2013	106	60	19	17	4	0	5	1	56.6%	17.9%	16.0%	3.8%	0.0%	4.7%	0.9%	99.1%	90.6%	3.16
Spring 2014	257	86	70	29	13	0	32	27	33.5%	27.2%	11.3%	5.1%	0.0%	12.5%	10.5%	89.5%	72.0%	2.43
Maymester	192	54	50	30	10	0	34	14	28.1%	26.0%	15.6%	5.2%	0.0%	17.7%	7.3%	92.7%	69.8%	2.27
2014	1090	220	202	204	84	0	256	124	20.2%	18.5%	18.7%	7.7%	0.0%	23.5%	11.4%	88.6%	57.4%	1.81
Summer I 2014	1126	288	242	211	84	0	195	106	25.6%	21.5%	18.7%	7.5%	0.0%	17.3%	9.4%	90.6%	65.8%	2.12
Summer II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2014	550	199	125	94	18	0	57	57	36.2%	22.7%	17.1%	3.3%	0.0%	10.4%	10.4%	89.6%	76.0%	2.50
Fall 2014	1034	252	185	177	91	0	222	107	24.4%	17.9%	17.1%	8.8%	0.0%	21.5%	10.3%	89.7%	59.4%	1.94
Spring 2015	31	17	8	4	0	0	2	0	54.8%	25.8%	12.9%	0.0%	0.0%	6.5%	0.0%	100.0%	93.5%	3.23
Maymester	1094	275	247	195	84	0	188	105	25.1%	22.6%	17.8%	7.7%	0.0%	17.2%	9.6%	90.4%	65.5%	2.12
2015	603	204	135	97	28	0	69	70	33.8%	22.4%	16.1%	4.6%	0.0%	11.4%	11.6%	88.4%	72.3%	2.39
Summer 2015	1162	210	236	215	124	0	256	121	18.1%	20.3%	18.5%	10.7%	0.0%	22.0%	10.4%	89.6%	56.9%	1.81
Fall 2015	40	13	8	5	3	0	8	3	32.5%	20.0%	12.5%	7.5%	0.0%	20.0%	7.5%	92.5%	65.0%	2.23
Winter 2015	1288	253	278	258	130	0	237	132	19.6%	21.6%	20.0%	10.1%	0.0%	18.4%	10.2%	89.8%	61.3%	1.93
Spring 2016	605	171	171	100	36	0	54	73	28.3%	28.3%	16.5%	6.0%	0.0%	8.9%	12.1%	87.9%	73.1%	2.37
Summer 2016																		
Fall 2016																		
Winter 2016																		
Spring 2017																		
Summer 2017																		



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MRKG1311 Principles of Marketing																			
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
Fall 2012	99	32	22	12	3	0	19	11	32.3%	22.2%	12.1%	3.0%	0.0%	19.2%	11.1%	88.9%	66.7%	2.23	
Spring 2013	105	19	29	18	6	0	20	13	18.1%	27.6%	17.1%	5.7%	0.0%	19.0%	12.4%	87.6%	62.9%	1.95	
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2013	44	16	6	0	0	0	20	2	36.4%	13.6%	0.0%	0.0%	0.0%	45.5%	4.5%	95.5%	50.0%	1.86	
Summer II 2013	29	18	5	1	0	0	4	1	62.1%	17.2%	3.4%	0.0%	0.0%	13.8%	3.4%	96.6%	82.8%	3.07	
Fall 2013	78	40	21	6	1	0	8	2	51.3%	26.9%	7.7%	1.3%	0.0%	10.3%	2.6%	97.4%	85.9%	3.03	
Spring 2014	141	53	33	16	7	0	22	10	37.6%	23.4%	11.3%	5.0%	0.0%	15.6%	7.1%	92.9%	72.3%	2.48	
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer I 2014	42	12	5	5	0	0	15	5	28.6%	11.9%	11.9%	0.0%	0.0%	35.7%	11.9%	88.1%	52.4%	1.74	
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2014	134	34	35	18	5	0	28	14	25.4%	26.1%	13.4%	3.7%	0.0%	20.9%	10.4%	89.6%	64.9%	2.10	
Spring 2015	131	34	33	21	10	0	26	7	26.0%	25.2%	16.0%	7.6%	0.0%	19.8%	5.3%	94.7%	67.2%	2.19	
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer 2015	24	12	6	1	3	0	2	0	50.0%	25.0%	4.2%	12.5%	0.0%	8.3%	0.0%	100.0%	79.2%	2.96	
Fall 2015	108	44	20	8	2	0	25	9	40.7%	18.5%	7.4%	1.9%	0.0%	23.1%	8.3%	91.7%	66.7%	2.35	
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2016	126	48	28	17	6	0	24	3	38.1%	22.2%	13.5%	4.8%	0.0%	19.0%	2.4%	97.6%	73.8%	2.51	
Summer 2016	23	9	4	0	2	0	7	1	39.1%	17.4%	0.0%	8.7%	0.0%	30.4%	4.3%	95.7%	56.5%	2.17	
Fall 2016	124	42	43	16	4	0	9	10	33.9%	34.7%	12.9%	3.2%	0.0%	7.3%	8.1%	91.9%	81.5%	2.69	
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2017	140	55	49	11	5	0	11	9	39.3%	35.0%	7.9%	3.6%	0.0%	7.9%	6.4%	93.6%	82.1%	2.81	
Summer 2017	24	9	6	1	1	0	4	3	37.5%	25.0%	4.2%	4.2%	0.0%	16.7%	12.5%	87.5%	66.7%	2.38	
Averages***																			
										25.1%	11.0%	4.0%	0.0%	17.8%	7.3%	92.7%	70.9%	-	
									34.8%										

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

SPCH1321 Business & Prof Comm																		
Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	332	120	102	21	14	0	42	33	36.1%	30.7%	6.3%	4.2%	0.0%	12.7%	9.9%	90.1%	73.2%	2.54
Spring 2013	402	171	91	48	15	0	44	33	42.5%	22.6%	11.9%	3.7%	0.0%	10.9%	8.2%	91.8%	77.1%	2.66
Maymester	27	24	0	3	0	0	0	0	88.9%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.78
2013	23	10	8	3	0	0	0	2	43.5%	34.8%	13.0%	0.0%	0.0%	0.0%	8.7%	91.3%	91.3%	3.04
Summer I 2013	38	22	8	5	0	0	2	1	57.9%	21.1%	13.2%	0.0%	0.0%	5.3%	2.6%	97.4%	92.1%	3.21
Summer II	358	150	88	39	12	0	40	29	41.9%	24.6%	10.9%	3.4%	0.0%	11.2%	8.1%	91.9%	77.4%	2.66
2013	384	131	115	59	19	0	33	27	34.1%	29.9%	15.4%	4.9%	0.0%	8.6%	7.0%	93.0%	79.4%	2.62
Fall 2013	12	9	2	1	0	0	0	0	75.0%	16.7%	8.3%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.67
Spring 2014	47	28	13	0	2	0	3	1	59.6%	27.7%	0.0%	4.3%	0.0%	6.4%	2.1%	97.9%	87.2%	3.26
Maymester	38	18	9	2	1	0	4	4	47.4%	23.7%	5.3%	2.6%	0.0%	10.5%	10.5%	89.5%	76.3%	2.74
2014	327	125	98	34	13	0	32	25	38.2%	30.0%	10.4%	4.0%	0.0%	9.8%	7.6%	92.4%	78.6%	2.68
Summer I 2014	349	149	99	35	13	0	32	21	42.7%	28.4%	10.0%	3.7%	0.0%	9.2%	6.0%	94.0%	81.1%	2.80
Summer II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2014	108	68	20	8	1	0	7	4	63.0%	18.5%	7.4%	0.9%	0.0%	6.5%	3.7%	96.3%	88.9%	3.23
Fall 2014	316	140	91	27	11	0	31	16	44.3%	28.8%	8.5%	3.5%	0.0%	9.8%	5.1%	94.9%	81.6%	2.84
Spring 2015	12	7	3	0	1	0	0	1	58.3%	25.0%	0.0%	8.3%	0.0%	0.0%	8.3%	91.7%	83.3%	3.17
Maymester	366	158	107	25	15	0	37	24	43.2%	29.2%	6.8%	4.1%	0.0%	10.1%	6.6%	93.4%	79.2%	2.78
2015	115	51	38	14	3	0	6	3	44.3%	33.0%	12.2%	2.6%	0.0%	5.2%	2.6%	97.4%	89.6%	3.03
Summer 2015	420	166	108	48	18	0	53	27	39.5%	25.7%	11.4%	4.3%	0.0%	12.6%	6.4%	93.6%	76.7%	2.62
Fall 2015	25	13	9	3	0	0	0	0	52.0%	36.0%	12.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.40
Winter 2015	402	154	105	51	17	0	39	36	38.3%	26.1%	12.7%	4.2%	0.0%	9.7%	9.0%	91.0%	77.1%	2.61
Spring 2016	115	67	28	8	4	0	4	4	58.3%	24.3%	7.0%	3.5%	0.0%	3.5%	3.5%	96.5%	89.6%	3.23
Summer 2016																		
Fall 2016																		
Winter 2016																		
Spring 2017																		
Summer 2017																		
Averages***										27.1%	10.3%	3.8%	0.0%	9.7%	6.9%	93.1%	79.6%	-
									42.2%									

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Programs with Workforce Clusters (GE) http://www.collin.edu/academics/programs/GainfulEmployment2017/Business%20Admin%20Mgmt.pdf	URL	01/17/2018	✓ Current ✓ Accurate ✓ Relevant ✓ Available	kmurph@collin.edu
Business Management Degree Plan http://www.collin.edu/academics/programs/pdf/busmanagement.pdf http://www.collin.edu/academics/programs/index.html	URL	09/14/2017	✓ Current ✓ Accurate ✓ Relevant ✓ Available	
Business Management/Marketing Department Home Page http://www.collin.edu/department/business/	URL	06/09/2017	X Current X Accurate ✓ Relevant ✓ Available	jzimmerman@collin.edu

A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.

The program literature and electronic sites are current. However, this is an area of improvement noted in the CIP.

7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

A. Make a case that the program enlists business, industry, government, college, university, community, and/or consultant partnerships to advance the program outcomes.

As discussed previously in the review, the Business Management department works with the advisory committee, municipal economic departments and institutional administration to build networks and partnerships to ensure curriculum relevancy and workplace demand for marketable skills.

B. Complete the Partnership Resources Table, below.

Partnership Resources Table

Transferability analysis for instructional programs. According to Collin’s Transfer U website, the following colleges and universities offer BAAS degrees for Collin BMGT students:

Program	Modifications	Exceptions	Transfer Universities
BAAS	Website notes it will accept all BMGT, HRPO, MRKG, IBUS, and BUSI courses, as well as core courses (up to 90 hours)	30 hours of coursework must be completed at UNT	The University of North Texas
BAAS	36 hours of vocational tech hours in career field	36 additional hours of professional development courses must be completed at Texas A&M Commerce – but all courses available on-line	Texas A&M – Commerce
BAAS	36 – 48 hours will be transferred in-block coursework obtained in earning an AAS degree	The AAS must have at least 36 hours of "Technical" coursework	Sam Houston State University

BAAS	Not specifically stated as having a transfer agreement in BMGT	Listed as Occupational Education degree	Texas State University
BAAS	Occupational Specialty area requires 24-36 hours	BAAS students are limited to not more than twenty-five percent of their total semester credit hours in courses transferable to a program in a school of business and not more than fifteen semester credit hours in business school courses completed at Midwestern State University. ; students may select a minor in Business Administration with the approval of the Dean of the College of Business.	Midwestern State University
BS/BA	Offered in Interdisciplinary Studies; Texas Two Step	A minimum of 36 hours of Upper level course work must be represented in entire degree plan; Minimum of 18 hours; 36 hours of upper level course work in concentration; Maximum of 30 hours from the College of Business Administration outside the general core requirements can be taken.	The University of Texas at Arlington
BAAS	Offers Professional Development in Management; may accept up to 24-36 transfer hours in designated area	120 hour degree that requires a minimum of 42 semester hours in residence at SFASU, at least 36 of which must be advanced level courses; at least 9 of the 120 hours must be designated as writing enhanced at SFASU. Students may not earn more than 30 hours of academic credit from the College of Business.	Stephen F. Austin University
BAAS	Offers BAAS in Business; will give credit for work experience on a case-by-case basis; no detailed transfer hours noted	Program offered only on-line	Tarleton State University

List all university/business and industry partnerships and describe them.

Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
Texas A&M Commerce	University	BAAS
Telmar Network Technology	Business	Advisory Committee
Slay Industries, Inc.	Business	Advisory Committee
Lone Star High School - Frisco ISD	ISD	Career Cluster/Advisory Committee
Xerox Business Service, LLC	Business	Advisory Committee
Plano West Senior High School	ISD	Career Cluster/Advisory Committee
ESRD Network of Texas, Inc.	Business	Advisory Committee
Glazer's Wholesale	Business	Advisory Committee
TX Manufacturing Assist. Center	Business	Advisory Committee
Nebraska Furniture Mart	Business	Advisory Committee
State Farm	Business	Mentoring Program
NTEX Marketing, Inc.	Business	Advisory Committee
The University of North Texas	University	BAAS Program Advising/Curriculum Development

8. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT?

Make a case with evidence that faculty are qualified, keep current, and advance the program and the College. List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Dr. Christine Delatorre (FT)	Discipline Lead Full-time Faculty	University of Texas, Dallas - PhD Philosophy & Public Affairs Amberton University - MS Human Relations & Business University of Texas, Austin - BA Business & Marketing	Attended Enterprise Learning Innovation Summit 2013: Translating Learning to Business Value: Flexible Strategies to Integrate New Learning Innovations and Strategies within an Enterprise Performance Framework, Spring 2013 Attended The University of North Texas' University Forum on Teaching & Learning (UFTL) 2015- Measuring the Pulse: Learning Analytics, Fall 2013 Attended "Yes! You Do Have a Crystal Ball: HR in 2020 and Beyond", Spring 2014 "Hidden Traps of Virtual Teams" webinar Harvard Business Review, Fall 2014 Attended Enterprise Learning! Summit 2015: Best Practices for Recruiting and Retaining Top Performers, Spring 2015 Attended "Making Learning Visible" Forum on Teaching and Learning, The University of North Texas, Spring 2016

			<p>Attended “Harnessing Brain Potential in the Classroom: Applying Neuroscience not NeuroMyths to Teaching,” Faculty Development Conference, Fall 2016</p> <p>Attended “Get in Sync With Your Students: Engage. Motivate. Celebrate.” Forum on Teaching and Learning, The University of North Texas, Spring 2017</p> <p>Attended “Games, Gamification and the Quest for Student Engagement,” Faculty Professional Development Conference, Fall 2017</p> <p>Member, Society for Human Resource Management</p>
<p>Dr. Jack Zimmerman (FT)</p>	<p>Full-time Faculty *Note Supply Chain Management Discipline Lead</p>	<p>Pepperdine University – PhD Organizational Leadership Xavier University – MBA Business Ohio State University – BA Business Administration</p>	<p>Paper Accepted by American Journal of Business Education and presented at their October 2017 conference in Las Vegas.</p> <p>Completed Collin College Service Learning Seminar, Spring 2017.</p> <p>Completed Collin College Training for Search Committee participation, Spring 2018.</p> <p>Conducted Entrepreneurship Seminar for Small Business Association (SBA), Spring 2017.</p> <p>Serve as volunteer consultant for SBA, advising 32 clients, Fall 2016 to Spring 2018</p> <p>Developed three online courses, Spring 2017 to Spring 2018</p> <p>Developed two MBA courses, Risk Management and Career Planning, for</p>

			<p>ISEG, a European business school</p> <p>Established and chair Executive Compensation Committee for Chinese private company, Fall 2017 to Spring 2018</p> <p>Member APICS North Dallas Chapter (Supply Chain Professional Organization)</p> <p>Member NCMA North Dallas Chapter (Supply Chain Professional Organization)</p> <p>Note Hired Fall 2016</p>
James Gilbert (FT)	Full-time Faculty	<p>Dallas Baptist University – MBA</p> <p>Dallas Baptist University – BA Business Administration</p>	<p>Fall 2017, Provided Managerial and Financial mentorship to three separate businesses in Carrollton, McKinney, and Prosper</p> <p>Fall 2017, Completed three of the Collin College Service Learning Seminars</p> <p>Spring 2018, Presented a Leadership presentation to the Superintendent, Principals, Vice Principals, and Human Resource Director for Community Independent School District in Nevada, Texas.</p> <p>Spring 2018, Provided Business Plan critiques to 9 inmates at the Sanderson Estes Unit in Venus, Texas</p> <p>Spring 2018, Completed Collin College Training for Search Committee Participation</p> <p>Note: Hired Full-Time Fall 2017</p>
Abraham Akech (PT)	Associate Faculty	LeTourneau University - MBA	
Jan Carrell (PT)	Associate Faculty	Colorado Technical University – PhD	

		Management Trinity University – MA Healthcare Administration Stephen F. Austin – BS Nursing	
Greg Carter (PT)	Associate Faculty	University of Texas, Dallas – MA International Management Studies	
Harold Cole (PT)	Associate Faculty	University of Phoenix - MBA	
Erica Funderburk (PT)	Associate Faculty	Texas Woman’s University – MBA University of Texas, Arlington – BA Psychology	
Richard Glew (PT)	Associate Faculty	University of Toronto – MBA University of Toronto – BS Engineering, Mechanical Engineering	
Annie Hall (PT)	Associate Faculty	Baylor University – MBA Baylor University – BS Business	
Jeffery Johnson (PT)	Associate Faculty	California State University – MBA California State University – BS Business Administration	
Stacy Kuenn (PT)	Associate Faculty	Texas Woman’s University – MBA Midwestern State University – BS Respiratory Care	
Fred Kuglin (PT)	Associate Faculty	Indiana University – MBA & Finance	
Arthur Lacy (PT)	Associate Faculty	Texas A&M Commerce – MS,	

		Counseling & Human Services Texas A&M Commerce – BS, Sociology	
Carey McKinney (PT)	Associate Faculty	University of Dallas, MBA	
Preston Rich (PT)	Associate Faculty	Capella University – PhD Organizational Management Amberton University – MBA, Strategic Leadership Amberton University – BA, Management	
Kirk Ritzman (PT)	Associate Faculty	Southern Illinois University – MBA Southern Illinois University – BA, Political Science	
Victor Sotny (PT)	Associate Faculty	Cleveland State University – MBA Cleveland State University – BA, Business	

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success. As part of your response, complete the resources tables, below, to support your narrative.

Classroom Utilization Table

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N)		Analysis of Classroom Utilization
		Current	For Next 5 Years	
Lecture: variety of rooms used at CPC, SCC, and PRC	Podium with AV set up	met		Classrooms assigned by the administrative assistant are of adequate size. Many classes are scheduled back-to-back.

Equipment/Technology Table

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
N/A				

Office Space Table

Office Location	Description	Meets Needs (Y or N):		Analysis of Office Utilization
		Current	For Next 5 Years	
Full-time Faculty: PRC J 214, CPC LA 229 and SCC J 230	All faculty have private offices. Associate faculty share a common office space which does not allow for private consultation with students	No	Better office space for Associate Faculty	Full-time faculty utilize their office space for a minimum of 6 office hours per week

Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
	Current	For Next 5 Years		
The program is fully funded to cover salaries, benefits, professional development, and local travel	Yes	Yes		

Section III. Continuous Improvement Plan (CIP)

10. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?



- Increased unduplicated student enrollment in Business Management courses
- Completion rates exceed THECB requirements
- Curriculum offered in various formats (degrees can be obtained 100% on-line)
- Diverse professional experience of AF
- Program curriculum
- Strong overall course success rates



- Student completion rate lower than student enrollment growth
- FT/ AF teaching ratio
- Lack of FT faculty resources/ training to fulfill departmental responsibilities (specifically implementing CIP)
- Newly formed Advisory Committee
- Low student success rates in ACNT 1303
- Lack of formal communication plan between students, faculty and Career Coach
- Electronic resources and marketing materials
- Communication plan for e-Collin students



- Partnerships with industries
- Prior Learning Assessment awards
- Collaboration/ Articulation with universities to increase reverse transfer
- Increased transferability of BMGT courses to BBA degrees



- Turnover of FT faculty
- Lower curriculum standards due to State funding by completion rates
- Univeristy satellite campuses offering BMGT courses

11. HOW WILL WE EVALUATE OUR SUCCESS?

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year program review cycle. As part of the fifth year program review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of the first two-year CIP cycle by developing another two-year action plan for the second CIP cycle to help the program accomplish the expected outcomes established in its CIP.

Complete the Continuous Improvement Plan (CIP) tables that follow.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one student learning outcome, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

CIP Outcomes, Measures & Targets Table

A. Expected Outcome(s) Results expected in this program/department	B. Measure(s) Instrument(s)/process(es) used to measure	C. Target(s) Level of success expected
Improve success rate of ACNT 1303	Grade distribution analysis	Consistent with overall program success rate
Increase degree completion	Completion rate analysis	50%
Increase the number of students in BMGT courses and programs	Unduplicated Student Enrollment Analysis	by 25% (consistent with Collin’s Vision 20/20 strategic plan)
Review Prior Learning Assessment Models	IPED Institutional Models	

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

CIP Cycle 1 Table

<p>Outcomes (From Outcomes, Measures & Targets Table)</p> <p>Results expected in this program/department</p>	<p>Action Plan (Review Cycle Year 5) Based on analysis, identify action(s) to be taken to accomplish outcome.</p>	<p>Implement Action Plan (Review Cycle Year 1) Implement action plan and collect data.</p>	<p>Results Summary (Review Cycle Year 2) Summarize collected data.</p>	<p>Findings (Review Cycle Year 2) What does data say about outcome(s)?</p>
<p>Improve success rate of ACNT 1303</p>	<ul style="list-style-type: none"> • Begin an early intervention strategy for at-risk students • Identify SLOs that have shown poor success via assessment • Implement new pedagogical strategies and assessment to address the poor performing SLOs • Implement additional instructional assistance to students 			
<p>Increase degree completion</p>	<ul style="list-style-type: none"> • Streamline focused advising • Streamline career coach involvement and increase communication 360 degrees • Information sessions; Advisory committee presentations to class on the benefits of degree completion 			

Outcomes (From Outcomes, Measures & Targets Table)	Action Plan (Review Cycle Year 5) Based on analysis, identify action(s) to be taken to accomplish outcome.	Implement Action Plan (Review Cycle Year 1) Implement action plan and collect data.	Results Summary (Review Cycle Year 2) Summarize collected data.	Findings (Review Cycle Year 2) What does data say about outcome(s)?
Results expected in this program/department				
Increase the number of students in BMGT courses and programs	<ul style="list-style-type: none"> • Develop better promotional materials • Conduct promotional events • Streamline curriculum with stackable credentials 			
Review Prior Learning Assessment Models	<ul style="list-style-type: none"> • Align with institutional process for PLA • Develop a PLA plan for the program 			

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP Cycle 1 and implantation will begin during the third year of the program review cycle.

CIP Cycle 2 Table

Outcomes (May come from CIP Cycle 1 Table or from the Outcomes, Measures & Targets Table if it includes any expected outcomes that were not address during CIP Cycle 1) Results expected in this program/department	Adapt Action Plan (Review Cycle Year 2) Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.	Implement Action Plan (Review Cycle Year 3) Implement new or adapted action plan and collect data	Results Summary (Review cycle Year 4) Summarize collected data.	Findings (Review Cycle Year 4) What does data say about outcome?

12. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. What additional funding beyond the program's base budget is needed to implement your Continuous Improvement Plan?

Briefly describe steps your department will take to secure these funds.

B. With these additional funds, please explain how funds will be used to improve student learning or other program outcomes.

See possible examples below:

- *Increase and retain enrollment*
- *Increase completers*
- *Develop resources*
- *Update facilities*
- *Expand curricular opportunities*
- *Partner to increase post-graduation employment opportunities*
- *Increase transfers to related baccalaureate institutions*
- *Increase effectiveness and/or efficiency*
- *Improve student performance levels*
- *Expand or transform services*
- *Anything else? Briefly describe.*

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;
- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

B. Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.

C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.

