

**PROGRAM NAME:** BUSINESS MANAGEMENT PROGRAM REVIEW **CONTACT:** JIM GILBERT  
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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 15<sup>th</sup> – Program Review Document due to Department Dean for review  
February 1<sup>st</sup> – 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](mailto: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](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](mailto:effectiveness@collin.edu), 972.985.3714).

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

### 1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

**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 knowledge, skills and abilities 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.

**Career Paths:** Business Management - From major corporations to independent businesses, every operation needs skilled managers in order to succeed. Many top business executives will get their start working in office administration or in hospitality, retail, sales or operations management.

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AAS - Business Management Track - 60 credit hours

FIRST YEAR

First Semester

BMGT	1307	Team Building
BMGT	1327	Principles of Management
BMGT	1341	Business Ethics
BMGT	2303	Problem Solving and Decision
<u>MATH</u>	<u>1342</u>	Elementary Statistical Methods <a href="#">(See Mathematics options)</a>

Second Semester

BMGT	1305	Communications in Management
BMGT	1344	Negotiations and Conflict Management
BMGT	2309	Leadership
HRPO	2307	Organizational Behavior
MRKG	1311	Principles of Marketing

SECOND YEAR

First Semester

BUSG	2309	Small Business Management / Entrepreneurship
<u>ENGL</u>	<u>1301</u>	Composition I
HRPO	2301	Human Resources Management



## WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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IBUS 2341 Intercultural Management  
SPCH 1321 Business and Professional Communication  
(See Speech options)

### Second Semester

ACNT 1303 Introduction to Accounting I <sup>1</sup>  
BMGT 2311 Change Management  
BMGT 2341 Strategic Management (Capstone) <sup>2</sup>  
ECON 1301 Introduction to Economics<sup>3</sup>  
GEN ED Humanities / Fine Arts course

1. May substitute ACCT 2301
2. May substitute BMGT 2382 with written approval of the Associate Dean
3. May substitute ECON 2301, ECON 2302 or PSYC 2301

### **Certificate Level 1 - Business Management - 18 credit hours**

#### FIRST YEAR

##### First Semester

BMGT 1307 Team Building  
BMGT 1327 Principles of Management  
BMGT 1341 Business Ethics

##### Second Semester

BMGT 2303 Problem Solving and Decision Making  
BMGT 2309 Leadership  
HRPO 2307 Organizational Behavior (Capstone)

**Career Paths: Human Resources Management** - Human resources managers plan, direct, and coordinate the administrative functions of an organization. They oversee the recruiting, interviewing, and hiring of new staff; consult with top executives on strategic planning; and serve as a link between an organization's management and its employees.

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**AAS - Human Resources Management - 60 credit hours**

**FIRST YEAR**

**First Semester**

- BMGT 1341 Business Ethics
- BMGT 2303 Problem Solving and Decision Making
- HRPO 2303 Employment Practices
- HRPO 2304 Employee Relations
- MATH 1342 Elementary Statistical Methods  
(See Mathematics options)

**Second Semester**

- BMGT 1305 Communications in Management
- BMGT 1344 Negotiations and Conflict Management
- HRPO 2306 Benefits and Compensation
- HRPO 2307 Organizational Behavior
- MRKG 1311 Principles of Marketing

**SECOND YEAR**

**First Semester**

- BUSG 2309 Small Business Management / Entrepreneurship
- ENGL 1301 Composition I
- HRPO 2301 Human Resources Management
- IBUS 2341 Intercultural Management
- SPCH 1321 Business and Professional Communication  
(See Speech options)

**Second Semester**



ACNT 1303 Introduction to Accounting I 1  
BMGT 2311 Change Management  
BMGT 2341 Strategic Management (Capstone) 2  
ECON 1301 Introduction to Economics3  
GEN ED Humanities / Fine Arts course

1. May substitute ACCT 2301
2. May substitute BMGT 2382 with written approval of the Associate Dean
3. May substitute ECON 2301, ECON 2302 or PSYC 2301

## **Certificate Level 1 - Human Resources Management - 18 credit hours**

### FIRST YEAR

#### First Semester

BMGT 1344 Negotiation and Conflict Management  
HRPO 2301 Human Resources Management  
HRPO 2304 Employee Relations

#### Second Semester

HRPO 2303 Employment Practices  
HRPO 2306 Benefits & Compensation  
HRPO 2307 Organizational Behavior (Capstone)

## **BUSINESS MANAGEMENT DEGREE**

LEARNING OUTCOMES. Degree recipients should possess the knowledge, skills and abilities described below:

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

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

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

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

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

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

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.

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, 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.
- 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, politeness in group settings.
  - F16 Self-Management: Assesses self accurately, sets personal goals, monitors progress, exhibits self-control.
  - F17 Integrity/Honesty: Chooses ethical courses of action.
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# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

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
<u>MATH</u>	<u>1342</u>	<u>Elementary Statistical Methods</u> <sup>1</sup>	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
<u>ENGL</u>	<u>1301</u>	-	3	1	0	64	3
HRPO		Human Resources Management	3	0	0	48	3
IBUS	2341	Intercultural Management	3	0	0	48	3
<u>SPCH</u>	<u>1321</u>	<u>Business and Professional Communication</u> <sup>3</sup>	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 <sup>3</sup>	2	2	0	64	3
BMGT	2311	Change Management	3	0	0	48	3
BMGT	2341	Strategic Management <sup>4</sup> (Capstone)	3	0	0	48	3
<u>ECON</u>	<u>1301</u>	<u>Introduction to Economics</u> <sup>5</sup>	3	0	0	48	3
<u>GEN ED</u>	-	Select one <u>Humanities</u> / <u>Fine Arts</u> General Education course <sup>6</sup>	3	0	0	48	3
TOTAL HOURS			14	2	0	256	15
GRAND TOTAL			59	4	0	1008	60
<b>Business Management Track</b>							
Technical Course 1	BMGT 1307 Team Building		3	0	0	48	3

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



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REV. 1/22/2019

Technical Course 2	BMGT 1327 Principles of Management	3	0	0	48	3
Technical Course 3	BMGT 2309 Leadership	3	0	0	48	3

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	
		<b>GRAND TOTAL</b>	9	0	0	288	18	
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								

**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)

**Human Resource 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.

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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, 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.

<b>AAS – Human Resource Management</b>			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>CIP 52.0201</u>
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	<u>1342</u>	<u>Elementary Statistical Methods</u> <sup>1</sup>	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	<u>1301</u>	-	3	1	0	64	3
HRPO		Human Resources Management	3	0	0	48	3
IBUS	2341	Intercultural Management	3	0	0	48	3
SPCH	<u>1321</u>	<u>Business and Professional Communication</u> <sup>3</sup>	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 <sup>3</sup>	2	2	0	64	3
BMGT	2311	Change Management	3	0	0	48	3
BMGT	2341	Strategic Management <sup>4</sup> (Capstone)	3	0	0	48	3
ECON	<u>1301</u>	<u>Introduction to Economics</u> <sup>5</sup>	3	0	0	48	3
GEN ED	-	Select one Humanities / Fine Arts General Education course <sup>6</sup>	3	0	0	48	3
TOTAL HOURS			14	2	0	256	15
<b>GRAND TOTAL</b>			<b>59</b>	<b>4</b>	<b>0</b>	<b>1008</b>	<b>60</b>
<b>Human Resource Management Track</b>							
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 passcode, (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 Business Management program enforces these regulations by ensuring all students use the Canvas Learning platform, the textbooks selected for on-line course offerings clearly address the program outcomes and seeks to integrate new technologies adopted by the institution. Both the Business Management and Human Resources Management degrees are offered 100% on-line which allows students to complete the degree without traveling to a brick and mortar campus.

- 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](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 weeks<sup>1</sup>

### 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](http://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**

Humanities

#### **Social/Behavioral Science**

Psychology

Sociology

Communication

#### **Natural Science/Math**

College-level Math (must be academic)

**Executive Summary.** 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 student enrollment has increased Business Management courses the number of total number of degrees awarded as a percentage of enrollment growth 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.

This has 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 sector. 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.

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

**Mission Statement.** “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.” The Business Management program utilizes faculty with relevant, current workforce skills and academic credentials to offer innovative curriculum based to meet the needs in a professional environment. The curriculum provides both theoretical and practical application to develop student’s critical thinking and problem-solving skills to ensure success in the competitive workplace.

### **Core Values.**

- We have a passion for:
  - Learning: The program is ideal for students new to both supervisory or managerial roles, as well as tenured professionals looking to improve their skills, the business management program offers students the practical skills development they need to be proficient in community.
  - Service: 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. Service learning is encouraged in many courses including BMGT 2309 (Leadership) and the capstone courses.
  - Involvement: The advisory committee comprised of diverse business representatives partnered with College resources creates career pathways for our students.
  - Creativity and Innovation: The flexible course scheduling (online, weekend, 8-week semesters, etc.), the ability to respond to community workforce needs, superior faculty and innovative, community-service based curriculum ensure students with the foundation a successful career in management and in life.
  - Academic Excellence: A solid foundation in business management is essential at every organizational level, no matter how long individuals have been in the workforce. 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.

- Dignity, Respect and Integrity: The practical application of theories that involve critical thinking, problem-solving, ethical case studies, cultural business practices encourage students to challenge existing biases and not only learn theories, but also focus on the character development needed for professional success.

**Strategic Plan (Vision 20/20).** The Business Management program is part of the College’s innovative technical (workforce) programs leading to associate degrees or certificates, designed to develop marketable skills to promote economic success, as well as responds to economic, and community development initiatives to meet local and statewide needs. Demonstrated in the following ways:

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

- Strengthen partnerships with high schools in the service region. The BMGT program 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 committee. 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	
<b>Associate Degree</b>	<b>CLUSTER FOUNDATION</b>
	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)
	<b>POS SPECIFIC COURSES</b>
	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

- 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.

- 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.
- 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 is 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. For example, faculty maintain relationships by networking with faculty at UNT that teach at the Collin Higher Education Center to encourage students to complete their AAS degree, as well as their BAAS.
- Promote certificate and degree completion. The Discipline Lead and Associate Dean 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 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 identifies "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. 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/>

### **HUMAN RESOURCES DEGREE.**

LEARNING OUTCOMES. Degree recipients should possess the skills & 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

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

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

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

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

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

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 Human Resources Degree, 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.

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.

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.

<b>AAS – Human Resource Management</b>			<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>CIP 52.0201</u>
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 <sup>1</sup>	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 <sup>3</sup>	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 <sup>3</sup>	2	2	0	64	3
BMGT	2311	Change Management	3	0	0	48	3
BMGT	2341	Strategic Management <sup>4</sup> (Capstone)	3	0	0	48	3
ECON	1301	Introduction to Economics <sup>5</sup>	3	0	0	48	3
GEN ED	-	Select one Humanities / Fine Arts General Education course <sup>6</sup>	3	0	0	48	3
TOTAL HOURS			14	2	0	256	15
<b>GRAND TOTAL</b>			<b>59</b>	<b>4</b>	<b>0</b>	<b>1008</b>	<b>60</b>
<b>Human Resource Management Track</b>							
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



# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

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

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

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. However, identifying students who intend to graduate (in contrast to updating skills) is an area addressed in the CIP. It is difficult to measure without declaration of intent. The conclusion that student demand for degree completion is at this time inferred due to the assumption in the correlation of course enrollment increase. However, this assumption must be quantified and is a noted flaw in the rationale.

<b>Business Management</b>							
<b>Award Type</b>	<b>Major Code</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Grand Total</b>
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
<b>Total Degrees Awarded</b>							<b>457</b>

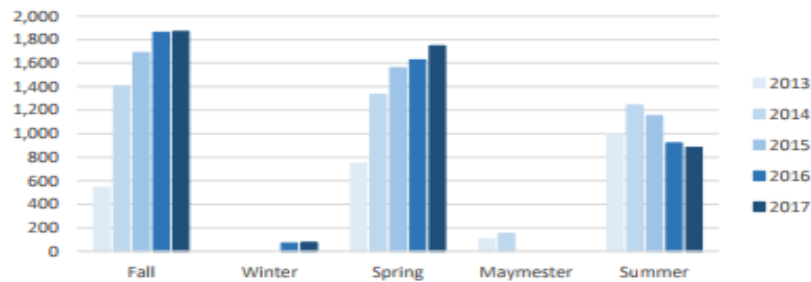


*Unduplicated Student Enrollment per Term  
Program Review 2017-2018  
FY2013 through FY2017*

**Business Management**

Term	Count of Unique Enrolled Students
<b>FY2013</b>	
Fall 2012	540
Spring 2013	745
Maymester 2013	103
Summer I 2013	591
Summer II 2013	403
<b>FY2014</b>	
Fall 2013	1,403
Spring 2014	1,331
Maymester 2014	150
Summer I 2014	741
Summer II 2014	500
<b>FY2015</b>	
Fall 2014	1,688
Spring 2015	1,559
Summer 2015	1,151
<b>FY2016</b>	
Fall 2015	1,860
Winter 2015	69
Spring 2016	1,628
Summer 2016	920
<b>FY2017</b>	
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.*



Primary self-study questions were

; 2008.

*Source: J:\IRO\Program Review Data\FY2018\Files to Post\Measure2a\_2013-2017\_AllAwards\_20171013.pdf*

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

**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



## WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

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=c2c7RRf6Alm4wLLEzAYwqLI5JwZV0gLzPMvHa2QNP75ZtltEiMGw>

According to the Bureau of Labor Statistics' Occupational Employment and Wages Report, data collected from employers in all industry sectors in the Dallas-Plano-Irving, TX Metropolitan Division, the growth for management positions is steadily increasing. The report defines the following description for general management occupations: Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services.

Occupation (SOC code)	Employment <sup>(1)</sup>	Hourly mean wage
Management Occupations(110000)	111490	65.16
General and Operations Managers(111021)	37280	70.03
Administrative Services Managers(113011)	4450	59.49
Purchasing Managers(113061)	1620	62.38
Compensation and Benefits Managers(113111)	210	63.98
Human Resources Managers(113121)	2010	68.57
Training and Development Managers(113131)	520	66.17
Social and Community Service Managers(119151)	550	44.56
Managers, All Other(119199)	4680	65.95

**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.

		2012			2013		2014		2015		2016*	
		Award	4th Qtr	Median 4th	4th Qtr	Median 4th	4th Qtr	Median 4th	4th Qtr	Median 4th	4th Qtr	Median 4th
CIP Code Title	CIP Code	Type	Empl. Rate	Qtr Wages	Empl. Rate	Qtr Wages	Empl. Rate	Qtr Wages	Empl. Rate	Qtr Wages	Empl. Rate	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

## *Section II. Are We Doing Things Right?*

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

According to the Perkins Collaborative Resource Network, the following skills are required for employability, the business management program curriculum addresses each of those skills as described in Part I of the program review. Successful careers are built on solid personal and interpersonal skills: Rigorous college and career readiness standards should:

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (e.g., academic, communication, and problem-solving skills), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized technical standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.

Source: <https://cte.ed.gov/initiatives/employability-skills-framework>

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 and Human Resources 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 ACCT 1303 (which both degrees accept alternative courses ACCT 2301 or ACCT 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.

Award Type	Major Code	2013	2014	2015	2016	2017	Grand Total
<b>Business Management</b>							
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
<b>TOTAL DEGREES AWARDED</b>							<b>457</b>

Source: J:\IRO\Program Review Data\FY2018\Files to Post\Measure2a\_2013-2017\_AllAwards\_20171013.pdf

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%

ACNT 1303: Upon review of the curriculum for ACNT 1303, faculty and administration recognized the course was offered primarily on-line. This could serve as a hinderance to student completion of the Business Management and Human Resource Management degree because there is not a Math assessment requirement to enter the program. Faculty are collaborating to find innovative ways to address the course delivery and to determine if the mastery of the skills required in accounting are relevant to the students seeking this degree.

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%
<b>Average:</b>	<b>94%</b>	<b>74%</b>

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





# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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<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
<b>Concentration A - Management Specialty (Concentration Code: BUSM)</b>	
<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
<b>Concentration B - Marketing Specialty</b>	
<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

1. How many employers does your advisory committee have? 9
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 that allows students to gain the common skills needed for both industries and to assist in course enrollment throughout the district.
  - 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@mckinneyedc.com](mailto:dauterson@mckinneyedc.com)

Angela Barfield  
General Manager-Hilton Garden Inn  
[angela.barfield@hilton.com](mailto:angela.barfield@hilton.com)

Bob Barrese  
VP, Recruiting/Outreach - SCORE  
[Bob.barrese@scorevolunteer.org](mailto:Bob.barrese@scorevolunteer.org)



## WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

Tom Barton  
HR Director-Kids Care Therapy  
[tbarton@kidscaretherapy.com](mailto:tbarton@kidscaretherapy.com)

Greg Deiter, Acting Chair  
Retired VP, Boeing  
Faith Based Consulting, LLC  
[gdeiter@icloud.com](mailto:gdeiter@icloud.com)

Edward Lipsett  
Store Director-Nebraska Furniture Mart  
[Ed.lipsett@nfm.com](mailto:Ed.lipsett@nfm.com)

Michael Melcher  
Founder/Owner- BuyHawaii.com  
[buyhawaii@gmail.com](mailto:buyhawaii@gmail.com)

Brad Shanklin, IOM  
Executive Director  
Dallas HR  
[brad@dallashr.org](mailto:brad@dallashr.org)

Mayuree White  
Manager, Recruitment  
Liberty Mutual  
[mayuree.white@libertymutual.co](mailto:mayuree.white@libertymutual.co)

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

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

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)

# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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Average Class Size by Term

Collin College Program Review 2017-18

FY2013 through FY2017

<b>Business Management</b>																					
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.

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





# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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**ACNT1303 Intro to Accounting I - This course has the lowest success rate (47.8%) in the Business Management program. This may be attributed to the lack of a math component required for students, as well as the course being offered primarily through eCollin. To address this issue, BMGT faculty and ACNT faculty are collaborating to provide alternative course formats to track student success rates if the course is offered face-to-face. In addition, the advisory committee is review the relevancy of basic accounting skills for an entry-level manager.**

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	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
Spring 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
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 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
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Averages***</b>		30.4%							10.6% 6.8% 3.1% 0.0% 36.1% 13.1%							86.9%	47.8%	-

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

**BMGT1307 Team Building – This course is challenging to students as it requires a team project. The ability to work with others to create innovative solutions to problems has been identified as a relevant workplace skill. The data suggests success rates for the course drop when offered face-to-face during 5 week summer terms, so faculty are tracking data to see if success rates will rise if students take the course in 8 week or 16 week terms.**

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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Averages*** .....	20.3%	10.2%	4.1%	0.0%	11.0%	6.4%	93.6%	78.5%	-
47.9%									

**BMGT1327 Principles of Management – This course is identified as the “feeder” course for both the certificate and AAS in BMGT. The success rate of this course is fair (75.8), but faculty are exploring the use of supplementary learning platforms to assist in learning key outcomes, as well as meeting with a career coach to help students maintain focus in this course, as well developing a plan for completion their 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	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
	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

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



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Summer 2017					
Averages***	38.1%	25.8%	11.9%	3.8%	0.0%
		14.9%	5.5%	94.5%	75.8%
				-	

**BMGT1341 Business Ethics – The introduction of mandatory case analysis implemented in 2016 has helped to increase the overall success rate of the course.**

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2016	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

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



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Spring 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
Summer 2017																		
Averages*** .....									23.4%	9.2%	4.1%	0.0%	17.1%	5.1%	94.9%	73.8%	-	
									41.2%									

**BMGT1344 Negotiations & Conflict Mgmt – This course is required for the certificate and AAS degree in Business Management. Currently, faculty are researching additional ways to enhance learning outside of the textbook materials (which are lacking across all publishers) to increase the success rate of this course.**

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
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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



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Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 2017	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***	40.3%								22.9%	11.7%	3.4%	0.0%	14.2%	7.6%	92.4%	74.8%	-	

**BMGT2303 Prob Solving-Decision Making – This course was added to the curriculum upon the advisory committee’s recommendation that students need higher level critical thinking skills in the workforce. Faculty continue to focus on increasing the success rate of this course by balancing rigor and key skill development. Note course number change to BMGT 2347 per WECM.**

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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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%	-	

**BMGT2309 Leadership – The data indicated a marked increase in the success rate for this course over the past two years. This may be due to curricular decisions to include a service learning component in the course. The success rate of 76% reflects data prior to this change.**

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																		
Spring 2015	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
Maymester 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
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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



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Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Spring 2016	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
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	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
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***	47.7%								20.8%	7.6%	3.2%	0.0%	15.6%	5.2%	94.8%	76.0%	-	

**BMGT2311 Change Management – The success rate of the course (80.1%) is encouraging because it is an identified “key course” that indicates students who plan to complete an AAS in Business Management. It is the pre-requisite for the capstone course (BMGT 2341) for the 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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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





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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	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
Fall 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
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 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
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***	50.5%								20.5%	9.8%	3.5%	0.0%	10.4%	5.4%	94.6%	80.8%	-	

**BMGT2331 Principles of Quality Mgmt – NO LONGER REQUIRED FOR AAS DEGREE – As of Summer 2013, the Advisory Committee no longer found the requirements for this course relevant for an entry level manager**

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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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%									

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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



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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	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
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 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
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***	37.6%								31.5%	10.3%	4.2%	0.0%	13.9%	2.4%	97.6%	79.4%	-	

**BMGT2347 Critical Thinking & Prob Solv – This course was added to the curriculum because the advisory committee recognized a need for graduates to have higher order critical thinking and problem solving skills in the workplace. It was difficult to maintain consistency for faculty teaching this course because there was no academic textbook developed that targeted business students (logic based). In 2017, the faculty have adopted a textbook that meets these issues and will track the change in success rates in the CIP.**



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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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 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
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***		39.8%							21.2%	11.7%	5.8%	0.0%	15.8%	5.8%	94.2%	72.7%	-	

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**BUSG2309Sm Bus Mgmt/Entreprnrshp – This course is the capstone course for the Marketing certificate. The low success rate (68.1) may be attributed to the large number of BMGT students required to take this course and the marketing emphasis embedded into the curriculum. Currently, BMGT faculty are collaborating with MRKG faculty to determine if this course should be offered separately for BMGT students only.**

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
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 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
Fall 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
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 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
Summer 2017	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***		34.3%							22.2%	11.6%	5.6%	0.0%	18.1%	8.2%	91.8%	68.1%	-	

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



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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.



# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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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.



# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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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		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	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).





# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

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																		

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



# WORKFORCE PROGRAM REVIEW 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

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**MRKG1311 Principles of Marketing – This introductory course is required for both Business Management and Marketing students. Based on the peer institution review conducted for this program assessment, the advisory committee and faculty will review if this course needed.**

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 2017-2018 REVISIONS BASED ON COMMITTEE FEEDBACK

REV. 1/22/2019

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 2013	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
Fall 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
Spring 2014	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
Maymester	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
2014	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
Summer I 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 II 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
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	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
Maymester	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
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
Summer 2015	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
Fall 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
Winter 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
Spring 2016	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
Summer 2016	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
Fall 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
Winter 2016	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
Spring 2017	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
Summer 2017	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
Averages***										27.1%	10.3%	3.8%	0.0%	9.7%	6.9%	93.1%	79.6%	-

42.2%

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

The primary communication plan for the Business Management department comprises designated programs with workforce clusters, the department website, the general resources available on the Collin College website (catalog, schedule, etc.) and faculty involvement in professional organizations. This area is identified as an area of improvement in the CIP. Currently, faculty are exploring innovative ways to communicate our degrees to businesses by partnering with the Corporate College to increase marketing and communication efforts.

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

			✓ Available	
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**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 builds networks and partnerships to ensure curriculum relevancy and workplace demand for marketable skills. For example:
  - Creating a set of “core” required classes for the AAS in Business Management and the AAS in Marketing that allows students to gain the common skills needed for both industries and to assist in course enrollment throughout the district.
  - 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

**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	The University of Texas at Arlington

		outside the general core requirements can be taken.	
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)	Full-time Faculty	University of Texas, Dallas - PhD Philosophy & Public Affairs Amberton University - MS Human Relations & Business	Attended Enterprise Learning Innovation Summit 2013: Translating Learning to Business Value: Flexible Strategies to Integrate New Learning Innovations and Strategies within an



		<p>University of Texas, Austin - BA Business &amp; Marketing</p>	<p>Enterprise Performance Framework, Spring 2013</p> <p>Attended The University of North Texas' University Forum on Teaching &amp; Learning (UFTL) 2015- Measuring the Pulse: Learning Analytics, Fall 2013</p> <p>Attended "Yes! You Do Have a Crystal Ball: HR in 2020 and Beyond", Spring 2014</p> <p>"Hidden Traps of Virtual Teams" webinar Harvard Business Review, Fall 2014</p> <p>Attended Enterprise Learning! Summit 2015: Best Practices for Recruiting and Retaining Top Performers, Spring 2015</p> <p>Attended "Making Learning Visible" Forum on Teaching and Learning, The University of North Texas, Spring 2016</p> <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>
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			<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>
Dr. Jack Zimmerman (FT)	<p>Full-time Faculty</p> <p>*Note Supply Chain Management Discipline Lead as of Spring 2017</p>	<p>Pepperdine University – PhD Organizational Leadership</p> <p>Xavier University – MBA Business</p> <p>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 ISEG, a European business school</p> <p>Established and chair Executive Compensation Committee for Chinese</p>

			<p>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)	<p>Full-time Faculty</p> <p>*Discipline lead as of Fall 2018</p>	<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	
Ericka 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 Years	For Next 5		
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

The following actions have been implemented to address weaknesses:

- 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.

### 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**

<b>A. Expected Outcome(s)</b> Results expected in this program/department	<b>B. Measure(s)</b> Instrument(s)/process(es) used to measure	<b>C. Target(s)</b> 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**

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

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

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**

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

### 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?

No additional funds are being requested.

#### 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 1<sup>st</sup> 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.

