



Instructional Program Review Summary 2004-05

Instructional Area: **Austin Community College**

Department: **Business Studiess**

Discipline: **International Business**

January 11, 2005

Instructional Program Review Summary

Contents

1. Executive Summary
2. Self-Study Team Participants
3. Program Description
4. Strengths, Weaknesses, Opportunities, Threats
5. Analysis
 - [a] Relevance of the program to College mission and desired ends
 - [b] Responsiveness to community needs and satisfaction of community demand
 - [c] Accessibility to students with identification of unnecessary barriers
 - [d] Student outcomes including participation and successful-completion rates
 - [e] Measures of program quality and educational value added
 - [f] Adequacy of program resources and efficiency of resource use
 - [g] Comparison of program performance, price, and enrollment with that of alternate local suppliers
 - [h] Direct and indirect program-related revenues and costs to the College
6. Area-specific Analysis (Workforce or Transfer)
7. Conclusions
8. Program Vision
9. Recommendations
10. Additional Comments
11. References

NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The International Business Program provides college courses for students and conducts seminars and training for the Central Texas business community to expand and develop the knowledge and skills to conduct business worldwide.

Overview of how the program review was conducted. A SWOT study was conducted under the direction of Ziv Shaffir. Also, questionnaires were emailed to over 25 current and former ACC international business students..

Summary of findings:

Progress on previous program review recommendations. New courses in logistics and supply chain management have been added to the WECM course listings and are now part of the IBI certificate and proposed degree program.

Program strengths. Knowledgeable faculty with with real-world experience, teaching small classes, with multicultural students.

Areas for improvement. Improve the marketing of the program, create an AAS degree in international business which will in turn increase the number of enrollments, improve quality of online courses, increase communication with other college departments, and ensure consistency in teaching among faculty.

Key planning issues. Improve the IBI Web site to make it more professional and eye catching, expand the program by offering an IB 2-year degree to ensure that new and existing courses meet enrollment requirements, and position & market the IBI program to various groups not aware of the uniqueness of the program

Conclusions: What are the major conclusions regarding the present state of the program?

The IBI meets a unique need within the Austin community by providing practical, real-world international business training. Most universities focus more on theory and less on relevant real-world knowledge. The program should focus on streamlining its certificate program so it can be completed in 1 year and

implementing a degree program so that it can reach a broader audience of students who need a degree to advance their careers.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The program should continue to expand its enrollment by marketing the uniqueness of the program to a broad audience. In addition, by offering an AAS degree in international business, ACC can meet more of the needs of area businesses, such as Dell Inc.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Jan Smith ACC Faculty Industry Representative
Student

Name Chip Peters ACC Faculty Industry Representative
Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Ziv Shaffir ACC Faculty Industry Representative
 Student

Name Jan Smith ACC Faculty Industry Representative
 Student

Name Mortada Mohammed ACC Faculty Industry
Representative Student

Name Chip Peters ACC Faculty Industry Representative
 Student

Name Walt Atkinson ACC Faculty Industry Representative
 Student

Name Ricardo Dortignac ACC Faculty Industry Representative
 Student

Name Syed Ahad ACC Faculty Industry Representative
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

Instructors with real world experience

Small class size

Scheduling of classes

Excellent faculty, knowledgeable

Facilities – technology (projector, videos, streaming video, etc.)

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Limited local awareness of the vast economic opportunities in International Business

Inconsistent number of students (to date)

Diverse student needs – int'l, adult learners, etc.

No training of faculty teaching techniques

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

Need to improve the IBI Web site, have it done professionally

Expand the marketing of courses

Better outreach to international students (better marketing)

Reach out to non-traditional entities

Use college services for outreach

Threats: What are the external factors that could negatively impact your program's future?

Competition from other schools – course offering, etc.

Lack of exposure at ACC among other departments

Required courses take away from International Business concentration

Discuss changes from the program's previous SWOT analysis.

I believe this is the first SWOT conducted for this program

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

The IBI program draws both college credit and continuing education students. In addition, a partnership program has been put in place to offer IBI courses at the Dell facility

In what ways does the program demonstrate an open, responsible exchange of ideas?

Almost all courses involve having guest speakers from the Austin business community talk about the international business experience in the jobs they perform.

In what ways does the program provide an open door to educational potential?

Unlike many international programs at four-year institutions, the IBI program at ACC is focused on practical skills and knowledge that can be readily implemented in the workplace.

In what ways does the program take targeted action to address internal needs within available resources?

The IBI program leverages the use of Internet resources in instructing students. For this discipline, understanding what information is available on the Internet and how to use it is critical since conducting business around the world often requires using email and Web-based resources.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

Faculty members from other departments and students taking courses in int'l business have commented on the enthusiasm and strong work experience of the faculty in the IBI program.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Efforts are made to arrange internships for students so they can apply their skills and also assist local area businesses in need of specific international expertise.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

The IBI program is being designed to prepare students to take the NASBITE certification exam. The US Customs regulations course prepares students to take the Customs Broker exam.

Describe the results of the program's most recent assessment of community need.

Over 25 survey questions were given to members of the local District Export Council regarding their views on the importance of a 2-year international business degree. 21 members responded; all 21 said there was the need for this type of program and 14 members expressed an interest in having a Student Intern.

How do the program's five-year enrollment trends compare with those of the College overall?

The program is only 4 years old, so the number of enrollments is still relatively low compared to more established programs. In addition, International Business, while important, is still a niche program. On a percentage basis, enrollments have grown ten-fold since 2000. This rapid growth has seen enrollment expand from 24 to 207 which is much higher than the ACC average (and which doesn't include students taking courses at the Dell facility).

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

For the Spring 2005 term, Int'l Business and Int'l Business Law will be taught online, 2 sections each (16 & 12 week.) There is also 1 traditional Int'l Business course taught mornings at the RGC campus and evenings at the HBC campus. The remaining 4 courses (Importing, Exporting, Customs Regulations, and Int'l Practice Firm) are all taught evenings at the HBC campus.

List the number of sections taught (by location).

4 online

1 at RGC
5 at HBC

List the number of sections closed or canceled per course.

Varies from term to term. In fall of 2004, 1 section of the Export Course did not make, nor did the International Business Practice Firm course.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

In talking with other faculty, there tends to be a much greater ethnic diversity among students taking IBI courses. In turn, many of the continuing education students work full time, and vary widely in age and experience.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

No unnecessary barriers. But before taking an international business course, it helps to first have studied general business. Work experience is also helpful.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

The completion rates are consistent with college norms. The rate for distance learning courses is higher, but again consistent with other distance learning courses.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Currently, we only offer a Certificate in International Business. Twelve students have earned their certificate so far.

How do withdrawal rates for courses compare to College norms?

Consistent with college norms.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The average student is highly motivated. Typically students who take the classes do so because they are interested in the topic rather than being simply concerned with meeting a requirement.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

Faculty must meet appropriate Southern Association of Colleges and Schools (SACS) qualifications and have international business experience. Course syllabi must meet ACC standards.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

Students and business leaders have been asked survey questions in terms of courses and information they feel are most relevant for graduates entering international business

- Are learning outcomes defined for courses and the program? Yes No
- Are course texts up-to-date?. Yes No
- Are course and program listings in the ACC Catalog up-to-date? Yes No
- Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library). The international business facility has small but effective selection of reference books and videos available to both faculty and students. As faculty come across other resources that are considered beneficial to the program, these are evaluated in terms of cost and long-term benefit, and if deemed appropriate, are purchased.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. Faculty and students leverage use of the computers and Internet access. Many instructors also use PowerPoint slides to streamline their presentations.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements. As much as possible, the material covered includes "hands-on" skill development. In many cases, that means researching information at a government sponsored Web site just as a typical professional in international business would do. Instructors also use case studies as much as possible so that the students can actively learn the information covered.

List below the current discipline-specific courses within the program and the date of the latest review.

Course Not applicable	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review

Course
Course

Date of Last Review
Date of Last Review

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

One native Spanish speaker and one native Arabic speaker. In general, recruit a diverse faculty given the nature of the concentration.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

They participate in professional development activities. More importantly, they periodically meet informally to share ideas in terms of material taught and teaching strategies.

What recognition has been given to faculty within the last year?

One faculty member was nominated for the NISOD teaching excellence award in fall 2004, which will be awarded in spring 2005.

Describe professional development activities in which program faculty participate.

Faculty have participated in a number of activities, from using Blackboard to teaching strategies.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%.

Describe the types of discipline-related professional development activities offered.

The IBI program sponsors a career night for students interested in international business. Other programs include the Export Fellows program. Throughout the year, the Int'l Business Institute offers joint programs with the US Dept. of Commerce and Texas A&M CIBER.

What percent of sections do full-time faculty teach?

No full-time faculty

What percent of contact hours do full-time faculty teach?

Not applicable.

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?
Two sections of two courses are currently offered online each semester.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The IBI has done an effective job of marshalling resources that can be used in effectively teaching the material. It would be very difficult to teach this course if students didn't have access to the Internet or to an in-class projector.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

0/6

How up-to-date is the equipment used by the program? The computers, projectors, and software are all up to date.

Identify possibilities for improving the efficiency of the program's use of resources.

To expand enrollment within the program, more courses can be offered online.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

The international program at ACC is one of the most cost effective in the area. If students were to cover similar material at the International Trade Center in San Antonio for example, it would cost over \$170 for a single one-day seminar.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

A variety of revenue generating seminars are conducted throughout the year with the Dept. of Commerce and CIBER Texas A&M. IBI has also been successfully awarded 3 separate BIE grants over the past several years.

Compare program costs to those of other ACC programs.
Depends on how this is measured. On average have been higher.

Compare the program's actual expenditures to the approved program budget for the previous two years.
Consistent with college norms.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit
Faculty passed all SACS requirements.

When was the most recent program revision?

A proposal to add a 2-year degree in International Business is currently being undertaken. In addition, a proposal is being created in terms of revising the Certificate Level 1 program so it can be completed within 2 years.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

The IBI program has not yet been in place for 6 years.

Average number of semesters it takes for students to gain degree/credential.

Currently, 4 semesters for a Certificate, but that is expected to change with the new Certificate Level 1 program

Number of graduates within the last three years

10

Demographics of graduates

The courses have an above average percentage of international students as well as a number of mid-career working adults.

Percent of graduates who are employed within one year of graduation.

Many students taking the course already work in the field, so that question doesn't apply well to the IBI program.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Many students taking the course already work in the field, so that question doesn't apply well to the IBI program

Percent of employers indicating satisfaction with graduates.

No percentages are available, but Dell Inc. continues to show strong support for continuing this program.

Discuss the most recent results of Focus Group or internal survey of employers.
In general, they are very enthusiastic about the program because of the quality of teach on the diversity of students in the class.

Number of employers indicating need for more graduates
In the last survey of 25 companies, 14 stated a need for new graduates.

Provide evidence of SCANS competency integration into course syllabi and programs.
SCANS are included in each syllabus. In addition, a recent ACAP analysis was done of the proposed IB degree that focused on integration with SCANS.

How often does the program's advisory committee meet to discuss curriculum issues?
Semi-annualyy.

When and where are advisory committee minutes maintained and posted?
They are kept on file and that is maintained by the IBI staff and posted on the ACC Web site.

Evidence of recent review of curriculum by external advisory committee.
A survey was sent out to the Advisory Committee to gather their input on the shape of the proposed IB degree. The advisory committee is also active in participating in the ACC International Careers Night and in teaching the Export Fellows seminar in conjunction with the Department of Commerce.

Advisory committee validation of entry level skills
The Advisory Committee is polled for their feedback on relevant skills and needs in the marketplace.

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

█

Number of articulation agreements with universities and colleges

█

Number of courses that transfer

█

Number of student complaints about problems with course transfer

█

Discuss the results of the most recent Survey/focus group of transfer institutions.

Discuss data from transfer institutions if available.

Number of students transferring successfully.

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form. The program is currently meeting expectations and will focus on expanding to include a 2-year AAS degree.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency. To establish the ACC International Business program as the benchmark for successful international business education at a 2-year college.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

- Offer a 2-year degree
- Enhance the IBI Web site.
- Increase number of courses offered via distance learning
- Expand on finding instructors with appropriate skills and experience and assist in preparing them to teach.

ADDITIONAL COMMENTS

Since a high number of students taking the course are International Students, it is very important for the IBI program that a 2-year Degree be offered in addition to the Certificate Program. In order for International Students to retain a visa to stay in the U.S., they need to be enrolled in a "Degree Program" and simply not a Certificate Program.

APPENDIX

List all documents that you used in your report:

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan for *International Business Program*

Date Completed: January 7, 2005

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	Offer a 2-year International Business Degree
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2005
Action/Task	Create a New Degree Proposal and Present to ACC Curriculum Committee by Jan '05.
Measure of Success/ Desired Outcome	Approval granted and increase in number of international students (who need to be enrolled in a degree program to retain their visas.)
Estimated Cost(s)	Covered under BIE grant.
Consequence if not funded	Grant already made.
Who is responsible?	Jan Smith is Grant Director

Recommendation #	2
Recommendation:	Improve IBI Website
Planned Implementation date:	Spring Semester '05
Estimated Completion date:	April 1, 2005
Action/Task	Locate Web Master to create professional site
Measure of Success/ Desired Outcome	Attracts more students interested in IBI program
Estimated Cost(s)	\$300
Consequence if not funded	Will need to search for alternatives
Who is responsible?	Jan Smith

Recommendation #	3
Recommendation:	Increase Courses Offered Via Distance Learning
Planned Implementation date:	Spring Semester 2005
Estimated Completion date:	December 2005
Action/Task	Revise existing course material so it can be offered online.
Measure of Success/ Desired Outcome	Increase online IBI courses and expand enrollment.
Estimated Cost(s)	Covered under BIE grant
Consequence if not funded	Already in place.
Who is responsible?	Chip Peters

Recommendation #	4
Recommendation:	Selection and Training of IBI Faculty
Planned Implementation date:	Fall 2005
Estimated Completion date:	Ongoing
Action/Task	Determine eligible instructors with appropriate experience and degrees. Develop a plan to train new instructors on teaching skills to ensure high teaching standards maintained.
Measure of Success/ Desired Outcome	Effective teaching skills and satisfaction of students.
Estimated Cost(s)	Done in-house
Consequence if not funded	--
Who is responsible?	Jan Smith

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	