



Instructional Program Review Summary 2003-2004

Instructional Area: **Workforce Education**

Department: **Management**

Discipline: **█**

February 3, 2004

Instructional Program Review Summary

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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 primary goal of the Management department is to provide the Austin area with accessible, high-quality, affordable, and practical business education. The AAS in Management degree plan is a general business degree that gives students a broad body of knowledge in business. The department strives to maintain a modern curriculum that meets the needs of local employers and those planning to start their own business. Traditional and distance learning course delivery formats give students flexibility in obtaining their degree, or when taking a single course to satisfy personal goals.

Overview of how the program review was conducted. This program review was conducted by a committee that was assembled to be flexible, knowledgeable, and easy to meet with. Committee members were chosen because of the multiple roles in which they could serve. The two student representatives also have significant employment at local industry. As a result, they can also provide input from an employer's (practical) perspective. The faculty member from another discipline has also been a student in the Management department, and she operates her own business, so multiple perspectives were available from her as well. The ability of the committee members to provide multiple perspectives allowed us to keep the size of the committee manageable. The committee met formally to participate in the SWOT analysis and to review the results of the analysis along with information assembled by the committee chair and full-time faculty representative. Ideas for program improvement were also discussed at this meeting. The analysis of internal reports and associated verbiage was conducted by the committee chair and full-time faculty representative.

Summary of findings:

Progress on previous program review recommendations.

Recommendation 1: Develop a closer relationship with the Austin Business Community. The department still must do a better job of this. This will be a recommendation of the current program review as well.

Recommendation 2: Improve the communication of degree plans and certificate options to students. The department has greatly improved in this area. Faculty advise their classes on the different options at the beginning of each semester. The department web site has a clear description of each degree and certificate offering and their respective requirements.

Recommendation 3: Acquire a business simulation lab. This recommendation is no longer valid. The primary purpose of such a lab was to teach a particular International Business course. International Business has since become an independent department.

Recommendation 4: Develop a two to three year rotating schedule for upper-level management courses and effectively communicate this schedule to students. This recommendation was accomplished with some success. The various scheduling guidelines in place during the past few years have led to mixed results since we have had little control over the times and days that classes were scheduled. The rotating schedule (for all programs) was published in the college catalog one year.

Recommendation 5: effectively promote the Management program to inform potential students about the latest course and certificate offerings, and increase enrollment. The department has participated in an increased number of information sessions/college days at local high schools and businesses. The enrollment in the program has increased 5%.

Program strengths. The Management department maintains a modern curriculum that is reviewed annually for quality, relevance, and student demand. Full-time and adjunct faculty are dedicated and experienced. All faculty have experience in industry as well as the classroom. The department offers the most popular courses in traditional and distance learning formats to better meet the needs of non-traditional students.

Areas for improvement. The primary area of improvement is the development of closer ties with local industry. This was a recommendation from the previous program review and is still viewed as a weakness of the program. The department also needs to participate in more discipline-specific professional development activities.

Key planning issues. The Management department needs to determine ways to develop closer ties to industry. Some efforts at doing this in the past were not wholly supported by specific departments within the college. The department needs to brainstorm new ways to develop these ties. During this fiscal year Management faculty have participated in some unique discipline-specific professional development activities. Efforts in this area need to be continued.

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

The Management program continues to be very healthy. A modest growth in enrollment, a favorable SWOT analysis, an improved mix of full-time to adjunct faculty, and a revised curriculum allow the program to continue to meet the goals and objectives listed above.

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 main recommendation resulting from the review is to improve the department's ties with local industry. This was seen as an important step in maintaining a valid curriculum and better meeting the needs of students through internships, field trips, and guest speakers. The department should also pursue course offerings at local business and government facilities. Such off-site instruction was once commonplace for the department, and provides more scheduling options for non-traditional students.

The department should increase its internal and external marketing efforts. Many local business and government organizations, as well as ACC programs are not aware of our course offerings. The Management department can offer highly cost-effective training to local industry either on or off site. Other ACC programs may benefit their students by requiring/encouraging them to enroll in Management courses.

Another recommendation is to increase the amount of discipline specific professional development opportunities. This recommendation is already being implemented. Management faculty have participated in discipline-specific professional development activities in Ireland and France. Another trip is currently being planned for Japan. This trip offers numerous professional development activities. Discipline-specific activities at the local level still need to be pursued more aggressively.

The final recommendation is that Management faculty need to increase technology utilization in the classroom. Many professors have made efforts in this are, but became frustrated by the procedures and lack of general support for doing so. This issue is discussed further in the Resources section of this report.

SELF-STUDY TEAM PARTICIPANTS

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

Name **Charles Quinn** ACC Faculty Industry Representative
 Student

Name **Joyce Guillory** ACC Faculty Industry Representative
 Student

Name **Dick Turek** ACC Faculty Industry Representative
Student

Name **Kathryn Watts-Martinez** ACC Faculty Industry
Representative Student

Name **Andray Davis** ACC Faculty Industry Representative
Student

Name **Amela Huskic** ACC Faculty Industry Representative
 Student

Name **Roy Rushing** ACC Faculty Industry Representative
Student

Name **Val Cantu** 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).

Austin Community College has had a Management department since its founding. The enrollment in the program grew with that of the college and reached a peak enrollment in the mid 1990's of around 1400 students per semester. Within the past several years the Mid-Management department was absorbed into Management and a new department, International Business, grew out of the Management department. The department currently employs five full-time faculty and one administrative assistant. As many as nine full-time faculty have worked for the department in the past.

Management offers courses at all six of ACC's campuses. A majority of our offerings are at the Northridge and Riverside campuses. The Rio Grande campus was once the most popular campus among Management students, but

enrollment has declined because of parking issues. In the past courses were taught on-site at local businesses and government offices. Changes in the procedures for offering such classes has made it extremely difficult to do so during the past six years.

The Management curriculum has evolved with changes in management theory and practice. The curriculum is reviewed each year to determine the demand for existing courses and new ones. While the study of management is not as dynamic as some disciplines, the Management department has revised the curriculum on a regular basis to ensure that students get the latest information, and a mix of courses that are in demand.

There has been a change in the experience of Management faculty over the years. Early faculty were largely retired military officers with little industry experience. Today, all full-time faculty and most adjunct faculty have significant industry experience in addition to teaching experience.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

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

Name **Charles Quinn** ACC Faculty Industry Representative
 Student

Name **Joyce Guillory** ACC Faculty Industry Representative
 Student

Name **Dick Turek** ACC Faculty Industry Representative
 Student

Name **Amela Huskic** ACC Faculty Industry Representative
 Student

Name **Kathryn Watts-Martinez** ACC Faculty Industry
Representative Student

Name **Andray Davis** ACC Faculty Industry Representative
 Student

Name 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?

Instructional

- Real world examples related to course materials
- Ethics, non-class setting
- Interesting course material
- Lecturing better than book

Faculty

- Diverse faculty
- Faculty
- Experienced adjunct faculty
- Adjunct faculty
- Faculty focused on teaching
- Faculty industry experience

Certificates and Programs

- Degree and certificate offerings
- Certificate programs that help people who are interested in business but not seeking a degree
- Certificate programs
- Management program
- Grant most degrees and certificates in business studies

Communication

- Interactions and communication within the department
- Program website
- Good communication (email)
- Ways to communicate with in the class
- Faculty email
- Web pages for projects and course materials
- Faculty accessibility to students

Delivery Options

- Course offerings and locations
- Distance learning course offerings (VCT)
- Delivery options, online, print, traditional, PMC, VCT, ITV
- Variety of distance learning
- Computer/internet access (on campus)

Curriculum Structures

- Practical business information
- Flow from course to course
- Variety of courses
- Resources, course related materials
- Well-organized course structure

Growing Enrollment

- Growing enrollment
- Business finance due to the change in markets and economy high interest is being shown in this area
- Business ethics, course now mandatory to take the CPA exam

Students

- Student participation
- Students

Flexibility

- Willingness of the department to adopt new courses and delivery methods

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

Industry Ties

- Field Trips (practical)
- Student internships
- No on-site course offerings at local businesses
- Weak industry ties

Technology

- Faculty technology utilization (improving)
- Improvement in equipment
- Need for information on calculator uses
- Lab improvement for management classes
- Size of additional viewing materials
- Technology equipped classrooms
- Faculty needs updated computers

Marketing and Advertising

- Need for more information on ACC programs be given out (i.e., dual credit program certificates).
- Marketing strategies
- Advancement from certificate to BA degree info needed
- Businesses needing to know what we are offering
- Inadequate program/course promotion
- Lack of internal promotion
- Advertise to ACC employees
- Faculty should attend more conferences as a group

Faculty Development

- Enhanced faculty development options
- Lack of 100% interest and commitment of management instruction

Classroom Management

- Student interruptions

Facilities

- Child size seating

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

Ties with Local Businesses

- Field Trips
- Internships
- Getting industry to promote department and programs
- Tie-ins with local businesses
- Internships with local businesses

Faculty Development

- Improve team building
- Faculty organized professional development
- Faculty Ex-ternships

Delivery Options

- Off site course offerings
- Complete course offering via distance learning

Student Organizations

- Business student organization
- Professional organization for students and faculty
- Teacher student group for field learning or development

Articulation Agreements

- Continue articulation agreements

Scheduling

- Proper scheduling of times and campus to meet student need. Survey students

Resources for Instruction

- Additional computer monitors for teacher instruction
- Student input during class orientation
- Student participation, sharing experiences

Marketing

- Promotion within the college to faculty and staff
- Courses directed at personal finance, business management

Resources for Students

- Student awareness to local business and organization links to website
- Links to business resources on management website
- Links to other bookstores

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

Course / Class Availability

- Courses Available
- Limit course/section offerings
- Class size
- Current course scheduling process
- Course times

Competition

- Tuition getting higher
- New business colleges in the area
- Increased popularity of the internet-based instruction (competition from other schools)
- Other educational institutions existing and new
- UT night classes schedule (coming)
- New college in Austin
- Competing educational institutions

Curriculum Currency

- Stagnation of information taught, keep it current and teach real world
- Course material to grow or change with local growth and business change

ACC Administration

- Changing administration
- Not solving problems (parking etc.)
- Canceled class process

Economy

- Transitional state of Austin economy
- Changing economy

Textbook Availability

- Textbook availability

Lack of Graduates

- Not enough completed awards: AA degrees and certificates
- Graduation numbers for SACS

Funding

- Funding

Governmental limits

Discuss changes from the program's previous SWOT analysis. Strengths are largely unchanged from the previous SWOT analysis. Weaknesses have changed. Course scheduling, too many courses, and lack of student understanding of degree plans are no longer weaknesses. Weak industry ties was a weakness during the last analysis as well as the current one. A new weakness is the faculty's inadequate utilization of technology. With regard to opportunities, the previous analysis listed a demand for more courses in small business management, international business, and human resource management. These opportunities have been realized. Opportunities for better ties with the business community carry over to the latest analysis. Discipline-specific faculty development was not on the previous list of opportunities. Course scheduling continues to be a threat (but not listed as a weakness) as does competition from institutions with flexible delivery options. One threat that has subsided is the frequent curriculum changes that were imposed by WECM and other state mandates.

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:

The purpose of the Management department is to provide the highest quality courses and degree plans to give students the practical, theoretical, and technical knowledge needed to be successful in the management profession. Our curriculum is comprehensive and up-to-date. It is based on identified competencies, has a Capstone experience, and strives to be socially responsible as well as addressing employer needs. We are committed to:

Providing students in the business management program the knowledge and skills necessary to enhance management abilities and help them secure employment in a management position.

Providing students in the Business Administration degree plan the knowledge and skills necessary for transfer and success at a baccalaureate degree-granting institution.

Providing students in workforce areas the knowledge and skills necessary for job enhancement.

Providing employers in our community a well-trained and diverse workforce.

Providing all students with academic and career advising from a qualified, dedicated, and accessible faculty.

Helping students from other ACC programs fulfill the management requirements for their degree plans.

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?”

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

The Management department holds department meetings to discuss all issues facing the department. The department must collectively agree on textbook adoptions and curriculum changes. Adjunct faculty serve on the Management task force as full voting members.

All full-time Management faculty serve on a variety of college-wide committees in support of shared governance. Committees on which Management faculty have served during the past few years include:

Faculty Senate
Senate Officers
Budget Committee
Policy and Procedures Committee
Stipend/Release Time Committee
Faculty Evaluation Committee
Professional Development Committee
Hybrid Course Committee
International Advisory Committee
Audit and Elections Committee
VP Selection Committee
College Admissions Committee
Information Literacy Committee
Mediation Poll Committee

Management faculty have also presented at conferences and local events:

NISOD Conference
Retail Management Association
Houston Tillotson College
Austin Urban League
TCCTA Conference

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

The Management department accepts all students who wish to enroll. There are no prerequisites or restrictive academic standards that students must meet before enrolling. Developmental students are not barred from taking Management courses. The department's extensive distance learning offerings benefit students with various time constraints or physical disabilities. Two internship courses allow students to earn credit for work experience.

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

The resource needs of the Management department are quite modest. 97% of the department's budget is devoted to personnel costs. The retirement of four full-time faculty since the previous program review has led to a more efficient mix of full-time to adjunct faculty.

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

Management faculty hold students to high, but achievable, standards in all courses. Annual curriculum reviews and frequent revisions ensure that students follow a modern curriculum. The latest editions of textbooks are used to ensure coverage of the latest concepts and real-world examples. Management faculty also insist on student integrity and personal responsibility. Both of which are valuable in the business world. Good attendance, homework and exam deadlines, and well-defined grading policies are all enforced by Management faculty. All Management faculty meet or exceed SACS and THECB standards. Almost all have significant industry experience as well.

Management faculty regularly participate in formal textbook reviews. Professional organization membership includes:

TCCTA
Austin Human Resource Management
Society for Human Resource Management
National and State REAL Boards

Faculty have also been involved with the local community through the following organizations:

Volunteer Orchestra Manager - Austin Symphony
Board Member - St. Michael's Development Board
Member - Friends of LBJ Library
Houston Tillotson College International Alumni Member
Houston Tillotson College Austin Chapter Alumni Member
Austin Board of Realtors

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

The Management department has been careful to ensure that certain key decisions such as textbook selection and curriculum revisions are agreed upon by the department as a whole. This insures that there is some buy-in from faculty on such issues. The department has learned from experience that such buy-in is vital to the success of individual courses and the program as a whole. This also promotes some standardization of instruction between professors.

[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?

In response to the changing environment and college request for greater efficiency, the Management department cut the following four (4) courses out of the curriculum in 2000: Total Quality Management, High Performance Work Teams, Strategic Management and Operations/Production Management. These courses had consistently low enrollments and were frequently cancelled for lack of enrollment.

Business Statistics was added to our course inventory two years ago. This course has transfer equivalency at local universities.

Our highly successful International Business course grew and broke off into its own department, now headed by Jan Smith.

We have two new certificates in our program: An enhanced certificate in leadership, and a new improved version of our basic certificate in small business management. We have worked to meet the needs of other departments like Commercial Music Management, Marketing, Finance, etc. in the development of these new certificates. The Leadership certificate was created for those nontraditional students who would like to further their knowledge of management and receive official certification of their efforts. Those who pursue this certificate

often do so to increase their pay, or achieve a promotion in their current job. By earning a certificate instead of simply taking several management courses students improve their chances of earning a raise or promotion.

The number of hours required to earn a small business certificate was reduced to better meet the demands of students. Few students were interested in taking 36 hours of classes since they wanted to start a business as soon as possible. By reducing the hours to a more realistic level, students still gain a basic understanding of small business management, but do so in less time.

We have added new courses to our distance learning offerings including Business Ethics, Human Resource Management, Business Statistics and Organizational Behavior. We continue to offer Principles of Management, Intro to Business, Business Law, and Small Business Management in distance learning formats.

We have participated in recruiting efforts for our classes/curriculum by speaking at High School visitation tours, local employers, etc.

We have continually offered weekend college classes to meet the demands of students in that market. We have worked diligently in our scheduling efforts to rotate offerings of our courses to various campuses, so that students can complete their degree plans more quickly. In response to an executive decision, we have increased course offerings at the Cypress Creek campus to cover increased demand in that part of the community.

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

The department has not conducted a formal survey of community need since the last program review. This needs to be done soon.

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

Enrollment growth in the Management Department lags that of the college as a whole (see enrollment table on next page). Enrollment growth in the Management department between Fall FY00-Fall FY04 was 5.0%. Enrollment growth during the same period for the college was 9.3%. Figures are from preliminary enrollment reports.

A majority of the college's enrollment growth during this period occurred in FY03. For the most recent figures from Fall of FY04, college enrollment was down 1.7% from the previous year, while Management Department enrollment was up 2.0%.

Revising the Small Business certificate and adding the Leadership certificate should attract more students during the next few years. The department continues to see enrollment increases in Business Statistics and Business

Ethics. Both courses are required for students in various majors, and are required for various professional certifications. The transferability of Business Statistics to The University of Texas makes it a popular course for the university's business students. We have begun offering an additional Business Ethics course each semester to meet student demand.

[c] Accessibility to students and identification of unnecessary barriers

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

List the number of sections taught (by location).

A large percentage of Management courses are offered at the Northridge and Riverside campuses. Northridge consistently offers the most sections as a result of a large number of Commercial Music Management and Photography students who are required to take Management courses. Northridge is also located near a number of large businesses such as Dell and IBM. Many of our non-traditional students are employed by these businesses. Riverside is located in an area of town with a large number of apartments popular among college students. When Del Valle is brought into ACC's taxing district there should be an increase in enrollment at Riverside as a result of lower tuition for students living nearby.

Rio Grande, Cypress Creek, Eastview, and Pinnacle attract fewer students than Northridge and Riverside. None of these campuses is near an area with a high student population, and none are near the concentration of large businesses that benefits Northridge. (An exception is Rio Grande.) However, the Management department does offer courses at these campuses. Most courses offered are high demand courses such as Introduction to Business. We have learned from experience that demand for upper-level courses on these campuses is almost non-existent.

Even though the Rio Grande campus is near The University of Texas and downtown Austin, enrollment is not as high as one might expect. A mix of Management courses has been experimented with at Rio Grande in an effort to increase enrollment to no avail. The severe parking shortage at Rio Grande is, no-doubt, a problem. The planned parking improvements may increase enrollment at this campus.

The Management Department has begun offering more courses via distance learning to satisfy the demand. During the last few years Business Ethics, Organizational Behavior, Business Statistics, and Human Resource Management have been added to distance learning offerings.

List the number of sections closed or canceled per course.

The table on the following pages highlights the courses that have been cancelled since Fall 1999. The following courses that appear on the report have been

deleted from the course inventory: BMGT 1307 High Performance Work Teams, BMGT 2331 Total Quality Management, BUSG 1392 Special Topics in Small Business, and HRPO 2391 Special Topics in Human Resources.

BUSG 2371 Business Statistics was added to the curriculum in Summer 2000. The Accounting department had previously offered this course. While the course historically had high demand, the move to the Management department caused a temporary drop in enrollment until students learned that the course had been moved.

Of the remaining courses on the report, none has a high rate of being cancelled on a regular basis. Some of the cancellations can be attributed to normal fluctuations in enrollment at various course times, and others can be attributed to "experimenting" with course times and locations.

It should be noted that ACC's course scheduling procedures during the duration of this report frequently changed. Traditionally, the Management department scheduled courses according to experience and expressed student demand. This led to a consistently low rate of course cancellations. The various scheduling procedures mandated during the duration of the report often lead to an increase in course cancellations as decisions about course times and locations were made by a central authority instead of those with a direct knowledge of student demand.

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.)

The mix of student ethnicity in the Management department has changed somewhat over the past five years. The proportion of Black, Hispanic, and Asian American students has remained stable, while the proportion of White students has declined slightly. There has been a noticeable increase in the proportion of non-resident alien students. The college as a whole has seen similar trends. The Management department has a slightly higher proportion of Black and international students than the college as a whole. The growth in the proportion of international students in the Management department has been greater than that of the college. The proportion of Hispanic students in the Management department is just slightly lower than that of the college as a whole.

The proportion of male and female students has remained stable at close to 50/50. Some semesters have a higher male enrollment while others have a higher female enrollment. There is no discernable trend in this data. The proportion of females and males for the college has been approximately 55%/45% respectively.

The average age of Management students hasn't changed appreciably. The average age is approximately 25 with slight (normal) variations each semester.

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

The Management department practices an open admissions policy. There are no academic barriers to taking Management courses other than those mandated by state law such as TASP or THEA. Business Statistics is the only course that has a true academic prerequisite, but it has not proven to be a barrier for students.

There are no physical barriers to attending Management courses either. Courses are generally offered on most campuses and via distance learning. Physical disabilities of almost any kind can, and have been, accommodated.

[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?

Non-transfer (grades of D or F), Withdrawal (grade of W), and non-mastery (grade of D, F, or W) rates for Management students remained relatively constant from 1999-2003. On average, 12% of Management students earned non-transfer grades during this period. The withdrawal rate during the same period averaged approximately 19%. The non-mastery rate was approximately 31% on average.

The department's non-mastery rate compares favorably with that of the college as a whole. The department's non-transfer rate is higher than the colleges 8.7%, and the departments withdrawal rate is lower than the college's 22.5%.

Management faculty have traditionally had loose attendance policies that relied heavily on student personal responsibility. Instead of withdrawing students for poor attendance faculty traditionally record the letter grade earned. For students who don't attend class and don't complete assignments and exams this often results in a grade of F.

Some Management professors have revised their attendance policies over the past semester. The revised policy allows the professor to withdraw students for poor attendance. This will likely change the numbers on future reports. Future reports will likely show a decrease in non-transfer rates and an increase in withdrawal rates. Non-mastery rates may increase somewhat as well since students who have passing grades but poor attendance may be withdrawn at the professor's discretion. These students would have earned a passing grade in the past.

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

The Management department conferred more AAS degrees than any other program in Business Studies between Fall 1997 and Spring 2002 (202-2003 Fact Book). During this time 96 Management degrees were conferred (3.6% of all AAS degrees). During the same period the Management department also conferred more certificates than any other program in Business studies with a total of 82 certificates conferred (5.2% of all certificates). THECB guidelines are easily met by these graduation rates. Only the Nursing program and several high-tech programs confer more degrees than the Management department.

How do withdrawal rates for courses compare to College norms?

The following is a breakdown of the reasons for student withdrawals from Management courses between Fall 1999 and Spring 2003:

Course related – 18.7%

College related – 2.5%

Personal related – 65.4%

Faculty initiated withdrawal – 13.4%

The single most reported reason for withdrawal was Conflict Between Class and Job with 32.6% of all withdrawals. No other single reason is ranked in double digits. Of the personal-related withdrawals Family/Relationship was the second most frequent reason with 7.4% of total withdrawals.

The single greatest course-related reason was Course Took Up Too Much Time 7.1% of total withdrawals. The second highest course related reason for withdrawal was Course Not What I Expected with 5.5% of total withdrawals.

The single greatest college-related reason was Inadequate Information About ACC or the Course with 1.2% of total withdrawals.

The single greatest faculty initiated reason for withdrawal was Excessive Absences with 6.2% of the total.

Personal conflicts such as the conflict between work and school and family issues are clearly the most pressing issue related to student-initiated withdrawals and likely instructor-initiated withdrawals as well since work and family commitments often lead to absence from class.

Comparison of withdrawal rates within the Management department and ACC as a whole can be found in the section titled Course Completion Rates.

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 Management department gives a self-evaluation exam to students taking Principles of Management. The latest results from this exam indicate that almost

a third of the material covered on the exam was not understood adequately by students. The department will disseminate the detailed results to professors teaching this course so that they may take steps to improve student understanding in these areas.

[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?

The management department administers a standardized self-evaluation exam covering areas considered to be most important for a foundation in basic management education. The exam is comprehensive in content and requires all students enrolled in BMGT 1303 , Principles of Management , to take the exam near the end of the semester. The purpose of the exam is to assess the department's success in teaching the basic management concepts students need to know in order to succeed and to measure program effective ness. The examination consists of 25 questions. Each question must be answered correctly by a least 70% of the students.

- **Curriculum**

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

Faculty assures the curriculum is current and adequately meets the needs of students by participating in faculty development activities, through membership in professional organizations, by subscriptions to professional journals and through discussions, interactions and recommendation from industry representatives serving as members on the Management Advisory Committee.

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).

Faculty members are required to be familiar with the Info Game, a self-paced guide to mastering the world wide web. Library staff are asked periodically to make presentations to faculty on new and current Library resources at the departmental Task Force meetings.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Faculty members use technology to supplement the lecture/discussion format. The department has a dedicated classroom equipped with state - of - the - art technology including an Infocus projector for faculty use. Nine management

courses and 20 management sections are offered through Distance Learning. Faculty also encourage the use of Smart-Link and other free on-the-web tutorials plus a variety of other technology related web sites and resources.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

Management courses require problem solving. Faculty routinely encourage active learning and the use of problem solving in the classroom.

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

Course BMGT 1301	Date of Last Review Spring 2003
Course BMGT 1303	Date of Last Review Spring 2003
Course BMGT 1341	Date of Last Review Spring 2003
Course BMGT 2309	Date of Last Review Spring 2003
Course BMGT 2388 & BMGT 2389	Date of Last Review Spring 2003
Course BMGT 2309	Date of Last Review Spring 2003
Course BMGT 2371	Date of Last Review Spring 2003
Course BMGT 2301 & 2302	Date of Last Review Spring 2003
Course BMGT 1305	Date of Last Review Spring 2003
Course BMGT 2301	Date of Last Review Spring 2003
Course BMGT 2303 & 2307	Date of Last Review Spring 2003

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?

25% of full-time faculty are minorities.

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

Faculty traditionally exceed the professional development requirements set by the college.

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

Faculty members have been appointed to national and state Boards, selected to conduct training both internally and externally, presented at National and local conferences, completed professional certification courses, been recipient of a grant that allowed them to attend a Localization conference in Dublin Ireland, completed course work in a Virtual University, and been asked to present at local colleges and private industry organizations.

Describe professional development activities in which program faculty participate.

Faculty members have attended and presented at NISOD, written grant proposals, resulting in the department receiving state-of-the-art technology been appointed to the National and State REAL Board, and St. Michaels Development Board, presented at the Retail Management Association, completed SHRM's Senior Professional in Human Resource Management (SPHR) Certification course, conducted training for the Austin Area Urban League, attended REAL 1 & 2 Conferences, completed Blackboard 1-5 workshop series, attended the Localization conference in Dublin Ireland, completed 60 hours in Michigan's Virtual University, presented: Improving Performance on Essay Exams at Huston-Tillotson College

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

100% of faculty (5) participates in formal professional development activities on a regular basis.

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

Datatatal training, textbook research, review and adoption, e-staffing, e-time, IVC, Blackboard, Info-Game

What percent of sections do full-time faculty teach?

54% of sections are taught by Full-time faculty.

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

54% of contact hours are taught by full-time faculty.

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Alternative modes of instruction, such as experiential exercises, small groups, team discussions and one-on-one discussion, student presentations, Powerpoint presentations, video discussion, computer-based instruction, guest-speakers and simulations exercises are used to meet the various learning styles of students.

- **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.

Human resources are adequate for the Management department. The number of full time faculty grew when the department absorbed two college administrators and two professors from the Mid-Management program. The department was overstaffed with full-time professors when this occurred. The number of full-time professors has subsequently declined to five as a result of four professors retiring. This number is adequate at our current enrollment levels. The Management department has not had any difficulty in attracting and retaining an adequate number of qualified adjunct faculty.

Technological resources for use by faculty outside the classroom are generally adequate. All full time professors have personal computers that allow them to effectively perform their jobs. No other technology resources are required outside the classroom.

The Management department has few capital requirements other than personal computers. Capital resources have been adequate.

The elimination of dedicated classroom space for departments combined with the centralization of classroom scheduling on each campus has led to some problems with facilities resources for the department. In some cases classrooms that Management has used for years have been used for classes from other departments. Some affected Management courses have subsequently been moved to less than acceptable classrooms at less than ideal time slots. Enrollments in many of our upper-level courses that are offered at Northridge in the evenings have suffered the most.

Classroom size has been an issue in many cases. In some classrooms, when enough seats are installed to accommodate 20-30 students there is little room (sometimes no room) for presentation technology such as overhead projectors and personal computers. These classrooms must be rearranged in a way that is uncomfortable for students, and makes it difficult for professors and students to operate the equipment effectively. With the increased use of this technology classrooms need to be designed in a way that accommodates an efficient number of students comfortably and allows the comfortable and safe use of presentation technology by both students and professors. This problem is not unique to an individual campus. All campuses have a number of such classrooms.

The difficulty of checking out PCs/projectors for use in the classroom is a problem. On most campuses the professor must pick up the PC from the media center (often in another building) and hook it up in class. At the end of class the professor must unhook the PC and return it to the media center. This normally takes time away from the beginning of class. If a professor has another class

immediately afterwards it is difficult to return the PC and get to class on time within the 10-minute break between classes. This issue has discouraged Management professors from using PCs in the classroom.

The difficulty in utilizing modern presentation technology in the classroom is about to be a significant problem since publishers will soon stop issuing transparencies with their instructional materials. PowerPoint, digital video clips, and the like will be the only formats that publishers issue. This will quickly create a much higher demand for instructor PC's in every classroom. This is a reality that ACC will need to address for all departments, not just Management. The difficulty in checking out a PC/projector and the limited number available will soon limit the improvement of instructional quality. Publishers are dramatically improving their digital media offerings for professors to use in the classroom. It will be unfortunate if ACC doesn't provide its faculty with the resources necessary to utilize these advances.

The Management department's operating budget is adequate for current needs. Since the department doesn't operate laboratories or have any significant capital resource requirements most of the budget is used for salaries.

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

The ratio Management courses taught by full-time faculty vs. part-time faculty has decreased since FY98. The retirement of four full-time professors reduced the ratio from 75% FT/25% PT to approximately 55% FT/45% PT. This is higher than the same ratio for Business Studies, which is approximately 45% FT/55% PT.

Management faculty feel that this ratio is acceptable. Full-time faculty teach a majority of daytime classes and part-time faculty teach a majority of evening and weekend classes. Additional full-time faculty would cause problems with staffing efficiency. Full-time faculty would have to travel between campuses more and teach evening/weekend classes to get a full load.

Management students benefit from taking courses taught by part-time faculty because most part-timers are people who operate their own businesses or work for local companies. This gives students a contemporary and "real-world" perspective of business.

How up-to-date is the equipment used by the program? With the exception of classroom limitations described above, equipment used by the program is relatively current and generally acceptable.

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

97% of the program's expenses are personnel related. The current ratio of full-time to adjunct faculty is good. The program is already one of the most efficient in Workforce Education as will be explained in the next section.

[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?

There is no competition in the relevant market area, there are similar program offered by trade schools but they do not offer credit and do not compete in terms of cost nor enrollment with ACC.

[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.

The sole sources of revenues for the Management department are state funding and tuition. 97% of the department's expense budget is devoted to personnel expenses.

According to the FY 2002 Revenues and Expense Report, the Management department has the largest surplus contribution of any Business Studies program with \$322,550. This surplus contribution is the second highest among workforce education programs (Computer Science is first). Management's percent margin surplus is 34.2%.

The department also has the fifth highest average section enrollment among workforce programs with 19.24 students per section. Only fire Protection, Allied Health Sciences, Health/Kinesiology, and Legal Assistant are higher with, 21.65 students, 21.14 students, 22.07 students, and 19.67 students respectively.

This data indicates that Management is one of the most financially beneficial programs at ACC, and certainly one of the most financially beneficial and efficient workforce education programs.

Compare program costs to those of other ACC programs.

See previous section.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The Management department has not had any budgetary problems.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

The Management department is not accredited by a discipline-specific accrediting agency. Business Studies has recently become a member of the Association of Collegiate Business Schools and Programs (ACBSP), and is in the process of applying for accreditation.

When was the most recent program revision?

In Fall 2003, Management added a Leadership certificate and modified the Small Business certificate.

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

Information not Available

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

Information not Available

Number of graduates within the last three years

50 graduates earned AAS degrees. 49 graduates earned certificates.

Demographics of graduates

51% Male

49% Female

36% White

21% Black

41% Hispanic

0% Asian

3% International

5% Economically Disadvantaged

3% Individuals with Disabilities

18% Academically Disadvantaged

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

Information not available.

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

Information not available.

Percent of employers indicating satisfaction with graduates.

Information not available

Discuss the most recent results of Focus Group or internal survey of employers.

The department is in need of conducting such a survey.

Number of employers indicating need for more graduates
Information not available.

Provide evidence of SCANS competency integration into course syllabi and programs.

All course syllabi include SCANS competencies. All course syllabi can be found at <http://www2.austincc.edu/mgmt/stud%20info/master.html>

How often does the program's advisory committee meet to discuss curriculum issues?

The advisory committee meets three times per year.

When and where are advisory committee minutes maintained and posted?

Advisory committee minutes are posted on the Management department web site at <http://www2.austincc.edu/mgmt/>

Evidence of recent review of curriculum by external advisory committee.

All program revisions must be approved by the advisory committee according to THECB guidelines. The last program revision/review by the advisory committee was Spring 2003.

Advisory committee validation of entry level skills

The advisory committee approval of the current curriculum is evidence of validation.

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 Management program is doing a good job of meeting the business education needs of its students in a cost effective manner. The number of graduates relative to other Business Studies programs indicates a continued demand for Management education. The program serves a diverse and growing student population, and values its open enrollment policy. A variety of course delivery methods gives students flexibility in completing their degrees. Frequent curriculum reviews help ensure that course offerings are adequate and up-to-date. The primary shortcoming of the department is a weak tie with the local business community. This review has provided some ideas and incentives for improvement in this area.

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.

Though the Management department provides effective and efficient business education to the local community there are some areas of improvement. Over the next five years the department should develop closer ties with local industry. On-site courses should be offered again at local business and government offices. Results of a local needs survey should be used to further evaluate the curriculum. Management faculty will continue to expand the number of discipline-specific professional development activities. As publishers develop more computer-based learning supplements, faculty should utilize these resources whenever practical in traditional and distance learning courses.

RECOMMENDATIONS

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

The self-study team recommends the following items to improve and maintain the quality of the Management Program:

Improve ties with local industry, and conduct a local needs assessment survey.

Further improve program marketing efforts, both externally and internally.

Continue participating in, and expand, discipline-specific faculty development.

Continue regular reviews of curriculum.

Review/improve course scheduling procedures per the latest guidelines.

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

ACC Fact Book 2002-2003

OIE Tables 1-9 from Supplemental Data Section of Program Review Binder
1999-2003 Preliminary Enrollment Reports

Fall 2001 Analysis of Non-Transfer, Withdrawal, and Non-Mastery Rates (OIE)

FY2002 Program Revenues vs. Expenses Report

Departmental Operating Budgets FY2000-FY2003

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 Form for **Management** Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

Note on Requests for Funds : Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

2004-05				
Goal:Provide full-time faculty and staff with new PCs				
Estimated completion date:Spring 2005				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Provide full-time faculty and staff with new PCs	A new PC on the desk of every full-time professor and full-time staff.	<\$6000	Dependence on the PC for most teaching-related and administrative tasks makes it mandatory for all employees to have up-to-date equipment.	Dept. Chair and Dean
Goal:Print new Management brochures				
Estimated completion date:Spring 2005				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Update management marketing materials to	Availability of brochures with the latest degree and	\$1000	Failure to print new brochures may limit	Department Chair/Task Force

reflect changes in Management curriculum	certificate information.		enrollment in Management courses as a result of students not knowing about our current degree and certificate offerings.	
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Goal: Discipline-Specific Professional Development

Estimated completion date: Ongoing starting Fall 2004

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Management faculty should attend/sponsor more discipline-specific professional development activities. This may involve sending faculty to conferences, developing faculty development activities within the department, and bringing external faculty development activities to ACC.	Improved professional development	\$5000/year for travel and registration costs	A lack of funding will ensure that no external discipline-specific conferences are attended. Bringing speakers to ACC would be unlikely since an honorarium could not be paid.	Task Force

Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

2005-06

Goal:Expand Management Department to South Austin campus				
Estimated completion date:Upon opening of South Austin campus				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Have one full-time management professor at the new South Austin campus to coordinate Management courses and support programs such as Commercial Music Management that have required Management electives.	Students at the new campus will be able to take basic Management/business courses. Commercial Music Management students will be able to take all of their required course work at one campus.	One full-time professor and associated office space. No new professors need to be hired. Classroom with tables and chairs vs. desks. Also PC and projector in the classroom (\$7500).	South Austin students will not have convenient access to one of the most popular work force programs. Commercial Music Management students will need to complete required business coursework at other campuses.	Dean

Goal:Create dedicated Management classrooms with permanent computers and projectors				
Estimated completion date:Spring 2006				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Create dedicated classrooms for Management classes that have permanently installed presentation technology (PCs, projectors, VCR/DVDs and TVs)	All new teaching supplements provided by publishers are in electronic format (DVD, CD-ROM, Internet, Video) Associated presentation technology must be present permanently to make use of these supplements	\$6000/campus	Teaching supplements cannot be used effectively and efficiently if presentation technology is not an integral part of classrooms.	Dean

Goal:Offer more courses via IVC				
Estimated completion date:Spring 2006				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Expand the number of	Increased flexibility in	Only cost is for faculty to	Student scheduling	Task Force

courses offered using IVC classrooms	student scheduling	attend existing ongoing training. No additional costs need to be incurred	flexibility will be limited	
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Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

2006-07

Goal: New Course Development

Estimated completion date: Spring 2007

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Research the development of new courses for distance learning and the classroom.	Continued relevance of curriculum	\$6000 for release time to develop new courses	Curriculum may become outdated. Student demand for some courses may not be met.	Task Force

Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

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Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible