

## **Estrella Mountain**

### **ORGANIZATIONAL LEADERSHIP**

#### **1999-2000 PROGRAM REVIEW**

##### **PROGRAM DESCRIPTION**

Estrella Mountain Community College (EMCC) addresses local workforce training needs in collaborative and varied ways. The college has developed degree, certificate, and specialized programs to prepare students for employment and to upgrade skills. Following Maricopa Community College District practices for the development of occupational programs, EMCC programs are developed in response to job market trends and needs, are supported by the necessary campus resources, and do not adversely impact student enrollment in similar programs at other Maricopa colleges.

An Organizational Leadership program has been offered at EMCC since fall of 1994. Emphasis is on practical application of skills and knowledge. The program consists of eighteen (18) credits including the following courses:

- GBS151 Introduction to Business 3 Credits
- GBS233 Business Communication 3 Credits\*
- MGT101 Techniques of Supervision 3 Credits\*\*
- MGT175 Business Organization and Management 3 Credits
- MGT251 Human Relations in Business 3 Credits\*\*\*
- CIS105 Survey of Computer Information Systems 3 Credits\*\*\*\*

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\*TQM105 Writing for Quality Results substitutes for this course.

\*\*MGT229 Management and Leadership substitutes for this course.

\*\*\*GBS110 Human Relations in Business/Ind substitutes for this course.

\*\*\*\*BPC110 Computer Usage and Application substitutes for this course.

EMCC partners with local business and government entities to train their employees. Partners have included the Cities of Avondale, Litchfield Park and Tolleson; Adapto, Holsum Bakery, Power Packaging Inc., Subzero and the Wigwam Resort. Representatives from these organizations serve on the EMCC Occupational Program's Advisory Committee (OPAC) and contribute their ideas concerning expansion of Workforce Development programs at this college.

Currently three fulltime faculty members teach GBS and MGT Organizational Leadership courses. Two have considerable top-level business management experience and the third owned a business, was partner in another business and served as the Maricopa Community College District Occupational Program Specialist for more than five years. Growth in enrollment has made it necessary to hire an adjunct faculty member to teach some courses. This person also has extensive top-level management experience. CIS and BPC courses are taught by Computer Information System faculty.

The following charts illustrate program growth in...

Fulltime Student Equivalent (FTSE) since 1994:						
	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	<u>4.7</u>	<u>9.7</u>	<u>24.7</u>	<u>28.2</u>	<u>38.9</u>	<u>34.7</u>

Unduplicated headcount since 1994:						
	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	<u>51</u>	<u>98</u>	<u>174</u>	<u>178</u>	<u>240</u>	<u>230</u>

Note: This represents FTSE that is generated by courses that are integral to the Organizational Leadership program. Not every student enrolled in these courses are seeking an Organizational Leadership certificate and/or degree. Courses include: GBS151, GBS233/TQM105, MGT101/MGT229, MGT175, MGT251/GBS110.

The Organizational Leadership Program continues to grow. Two distinctly different types of students enroll in Organizational Leadership courses.

**Academic Students** go to college immediately after high school, complete a bachelor's degree, obtain a trainee job, and may be promoted into management within a few years. Academic Students enroll in GBS151 Introduction to Business and GBS233 Business Communication upon advice of Estrella Mountain Community College Academic Advisors. Advisors recommend GBS151 because in that course students identify a career goal and write a five-year plan to attain their goal. GBS233 is recommended because it meets an Arizona State University transfer requirement.

**Management Students** go to work immediately after high school, earn a good reputation and are promoted into management within a few years. Most Management Students are already employed as managers prior to enrollment in Organizational Leadership courses. One reason for this is that the Organizational Leadership Program Advisor is also a member of the Resident Faculty.

Relationships developed during advisement that enhance the quality of in-class and out-of-class student-instructor communication. This makes it possible for Organizational Leadership Faculty to continually improve the relevance of the examples used to teach program competencies.

The manner in which instruction is delivered also impacts enrollment. Management Students work full-time during the day and are occasionally forced to miss class in order to retain their managerial position. Organizational Leadership courses are offered during the evening when full-time employees can attend. In addition "hybrid" courses that use

the Internet to deliver content make it possible for an absent student to miss a class and keep up. Small group projects encourage development of supportive learning communities that enhance ability to master skills and succeed.

## **PROGRAM MISSION AND GOALS**

The EMCC mission is *to provide opportunities for students to achieve success in educational and personal goals*. We are an institution of higher education serving West Valley communities. The EMCC Mission Goals are as follows...

- **General Education:** Provide the knowledge and abilities that enable students to achieve academic and personal goals.
- **Transfer Education:** Provide quality transfer courses and programs that enable students to achieve success at four-year institutions.
- **Development Education:** Provide quality developmental courses and programs that prepare students for educational and personal success.
- **Workforce Development:** Provide specialized quality training, courses and services that meet the needs of business and individuals.
- **Student Support Services:** Provide quality services and resources that meet the needs of students and support learning.
- **Community Education:** Provide a wide variety of opportunities that meet the needs of life-long learners.

Organizational Leadership is one of the Workforce Development programs offered. This program consists of six "**Management Core**" courses. The goal *is to help working adults move into and up in management*.

Every GBS and MGT course features:

- Use of computers to increase productivity.
- Teamwork.
- Oral presentation.
- Development of a Portfolio for use on-the-job.

Specific course goals are as follows:

**GBS151 Introduction to Business:** Students learn to...

- Choose a career.
- Find and land a career-field job.
- Gain an understanding of basic economic concepts.
- Develop a simple business plan.

**GBS233 Business Communication:** Students learn to...

- Create a "Qualified Image."
- Obtain the power to do good things.
- Set up and run a business meeting.

- Write business letters, memos and reports.

**MGT101 Techniques of Supervision:** Students learn to...

- Be a leader.
- Make decisions.
- Motivate workers.
- Design a training program.

**MGT175 Business Organization and Management:** Students learn to...

- Design business processes.
- Obtain and use objective data to make decisions.
- Hire, train, appraise and compensate workers.

**MGT251 Human Relations in Business:** Students learn to...

- Understand the motivation of one's self and others.
- Choose the most productive motivational style.
- Manage morale.

**CIS105 Survey of Computer Information Systems:** Students learn to...

- Use word-processing, data-base, and spreadsheet software.
- Use electronic mail.
- Access and use the Internet.
- Access and use a Network.
- Create an electronic presentation.

GBS151, GBS233 and MGT175 are now available online via the Internet. It is not the intent to offer these courses in an internet-based "Distance-Learning" format. However, making it possible for students to obtain content and complete assignments online does help students master use of computers and does make it possible for motivated students to complete courses on-time even though they are forced to miss a class in order to keep their job.

## **PROGRAM OUTCOMES**

The following Core Indicators of Effectiveness have been defined by the Estrella Office of Planning and Institutional Effectiveness.

### **1. Core Indicators of Effectiveness**

#### **1.1 Number of Certificates Awarded**

#### **1.2 Job Placement and Promotion Rate**

Student Learning Outcomes have been identified by Estrella Mountain Community College Faculty and are assessed to measure accomplishment of Workforce Development program goals.

### **2. Student Learning Outcomes**

**2.1 Communication:** A student effectively responds to an audience, demonstrates a clear sense of purpose, organizes information and delivers information using appropriate language.

**2.2 Critical Thinking:** A student identifies a problem, develops and implements strategies, evaluates information, reaches conclusions and responds to the problem.

Program competency statements have been approved by the Maricopa Community College District Curriculum Committee. Each graduate will have been taught all program competencies. The instrument used to assess Student Learning measures the extent to which graduates have mastered all defined program competencies.

**3. District Defined Program Competencies**

3.1 Acquire and evaluate data, interpret information and communicate effectively in business situations.

3.2 Demonstrate skills in leading, negotiating and working in harmony with others in a business setting.

3.3 Describe organizational structures and the functions of planning, directing and evaluating in a business setting.

3.4 Apply current technology to specific business tasks.

3.5 Describe the function of social, organizational, economic and technological systems.

3.6 Demonstrate effective allocation of time, money, materials, space and personnel.

**DATA COLLECTION AND ANALYSIS**

The Organizational Leadership program is assessed annually. Information obtained is used to facilitate continuous improvement. In addition, the Estrella Mountain Community College Office of Planning and Institutional Effectiveness surveys graduates and their employers to learn placement rates. Results are as follows...

**1. Core Indicators of Effectiveness**

**1.1a. Number of Degrees Awarded:**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	_____	_____	<u>5</u>	<u>6</u>	<u>5</u>	<u>19</u>

**1.1b. Number of Certificates Awarded:**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	_____	_____	_____	<u>22</u>	<u>25</u>	<u>37</u>

**1.2a. Job Placement and Promotion Rate: Degree Completers**

- Percentage of graduates who moved into and up in management as self-identified by graduates.

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	56%	52%	48%

Source: Classroom Assessment

- Percentage of graduates employed within one year of graduation.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>100%</u>	<u>80%</u>	<u>75%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database
- Percentage of graduates employed fulltime.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>67%</u>	<u>60%</u>	<u>75%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database
- Percentage of graduates employed in a job related to their field of training.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>100%</u>	<u>60%</u>	<u>75%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database

### 1.2b. Job Placement and Promotion Rate: Certificate Completers

- Percentage of certificate completers who moved into and up in management as self-identified by graduates.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	56%	52%	48%

 Source: Classroom Assessment
- Percentage of certificate completers employed within one year of graduation.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>83%</u>	<u>93%</u>	<u>87%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database
- Percentage of certificate completers employed fulltime.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>67%</u>	<u>71%</u>	<u>87%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database
- Percentage of certificate completers employed in a job related to their field of training.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals			<u>67%</u>	<u>57%</u>	<u>67%</u>	<u>NA</u>

 Source: EMCC Graduate/Certificate Completer Database

n/a\* = Not Assessed

The Organizational Leadership Program is growing and most students are advancing within their chosen career fields. However, the percentage of students moving into and up in management is declining because more entering students already have management positions than used to be the case. Almost all graduates are employed fulltime within one year of graduation in their career field because they already were employed in management positions before enrollment in the program.

## 2. Student Learning Outcomes and District Defined Program Competencies

District defined program competencies are taught throughout the six Management Core courses. However, most graduates take MGT175 last. Beginning in May 1998 students for whom MGT175 was their last course before graduation were asked to complete a

Case Study that was designed to identify the percentage who could use their Communication and Critical Thinking Skills to solve a complex management problem. Results are reported as the percentage of graduates able to make an appropriate response.

**2.1 Communication Skills:** Communication is key to knowing what is occurring and for implementation of management decisions. The Case Study used to assess this ability describes a problem that to solve requires that managers work together as a team. Ability to write a business memorandum, to set an appropriate business meeting agenda and to create an improved organizational design were assessed. Results were as follows:

- Percentage of graduates able to write an appropriate business memorandum.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	100%	n/a*	n/a*
- Percentage of graduates able to set an appropriate business meeting agenda.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	64%	69%	80%
- Percentage of graduates able to create an improved Organizational Design.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	n/a*	58%	86%

n/a\* = Not Assessed

Ability to write an appropriate business memorandum was not asked in May 1999 and May 2000 because all Class of 1998 graduates had mastered this skill.

A meeting is necessary when interdepartmental cooperation is required to solve a problem and that is certainly the situation as defined in the program assessment Case Study. Ability to organize a good business meeting, as evidenced by ability to set an appropriate agenda, is improving and 80% of the class of 2000 had mastered this skill.

Organizational Charts are used to illustrate business relationships and responsibilities. Members of the Class of 1999 were asked to create an improved Organizational Design and many were unable to do this. Development of this skill was emphasized during the 1999-2000 academic year and 86% of all May 2000 graduates met this standard.

**2.1 Critical Thinking:** Ability to make good business decisions is also an essential management skill. A decision-making process is taught in MGT101 and MGT175 and students solve more than 20 case studies in an effort to hone mastery of this process. The Case Study used to assess this ability requires that graduates identify key essential facts, identify the single most important problem, develop an 'action plan' and identify 'quantitative' and 'qualitative' indicators that can be used to monitor the extent to which the developed 'action plan' is being implemented. Results were as follows:

- Percentage of graduates who were able to list the five most important facts.
 

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	81%	82%	86%
- Percentage of graduates who were able to identify the "Core Problem."

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	45%	57%	67%
• Percentage of graduates who were able to develop an appropriate "Action Plan."						
	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	64%	77%	81%
• Percentage of graduates who were able to list good "Quantitative Indicators."						
	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	45%	77%	86%
• Percentage of graduates who were able to list good "Qualitative Indicators."						
	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Totals	n/a*	n/a*	n/a*	64%	75%	80%

n/a\* = Not Assessed

Results of the annual program assessment are used to improve the program. Organizational Leadership graduates are consistently increasing in ability to use their critical thinking skills to solve the program assessment Case Study. On average 80% of all May 2000 graduates met this standard.

## **RECOMMENDATIONS AND TIMETABLE FOR CONTINUOUS IMPROVEMENT**

Based on the data collected and assessment results it is evident that the program is growing in size and quality. This is probably because the Organizational Leadership Program meets the needs of full-time employees who have been promoted into management or consider themselves ready for promotion. This is evidenced by the fact that a large percentage of enrolled students have already been promoted into management positions before enrollment in the program.

Ability to communicate, as evidenced by graduate response to the Case Study Scenario, continues to improve. An increasing percentage of graduates are able to set an agenda that is likely to result in solution of a serious interdepartmental problem. Ability to analyze and identify dysfunctional organizational relationships, and to prescribe and illustrate potentially functional relationships, are also improving over time.

Ability to make sound business decisions is also improving. More graduates meet this standard each year.

Business practices evolve and it is necessary to continually improve the relevance of what is taught to evolving business practice. The Program Advisor will continue to assess the program each year in an effort to facilitate continuous improvement. However, the next official program review will be during the 2003-04 academic year. In the meantime program faculty recommend the following:

- Continue development and refinement of Internet-Based "Hybrid" courses that make it possible for working adults to complete assignments even if they must occasionally miss a class.
- Re-examine and update specific Management Core course goals as necessary to better reflect current business practices.
- Improve instruction as indicated by results of the annual program assessment.
- Increase coordination with colleagues to more cost-effectively help students attain their career development goals.