TASK FORCE FINDINGS, FINAL REPORT:
INDUSTRIAL MANAGEMENT PROGRAM REVIEW
Spring 2005

HILLSBOROUGH COMMUNITY COLLEGE,
HILLSBOROUGH COUNTY, FLORIDA

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INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.
2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.
3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The chair is a full time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due in the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.
DESCRIPTION OF UNIT

This program will prepare students for a job as an industrial manager and for advancement in various technical fields.

Students must be enrolled in the Ford ASSET program at Brewster Technical Center, successfully completed one of the various Tampa Electric Company training programs that have been articulated with the program (lineman, field engineering, substation electrician, plan electrician and controls analyst) or an HCC PSAV Auto Collision Repair or apprenticeship program.
UNIT PLANNING OBJECTIVES

This unit does not have a 2005-07 unit plan.
See Recommendation 1, p. 5.

STRENGTHS OF THE UNIT

1. In fulfillment of College Goal #5 to “foster diversity”, the student profile for 2003-04 of 23 students reflects a high percentage of minority students (52%) among the industrial programs.
   Source: See Appendix B, p.12.

2. The job market is strong for those seeking employment in Auto Body Collision with a job placement rate of 100% (see weaknesses #3 and #4).
   a. Provides an excellent connection to industry (Ford Motor Co., Ford Dealers, TECO). This is evidenced by the advisory board for the Auto Collision Program, which meets twice a year and has 35 active participants.
   b. Connects students directly to well paying jobs, including providing students an awareness for other technically related fields of employment.
   c. Introduces traditionally underserved populations to higher education (Brewster Students, PSAV Collision Repair Students, apprenticeship students).
   Source: Task Force Members’ knowledge of the program

WEAKNESSES OF THE UNIT

1. The Program Review Model calls for a review of the unit plan. There is no college plan for the Industrial Management Associate of Applied Science Degree program.

2. No advisory committee has been set up specifically for the Industrial Management program.
   No source

3. Poor communication about the program with advisors.
   Source: Task Force Members’ knowledge of the program.

4. Anecdotal evidence reveals that SPC 1600, Public Speaking is a barrier course to graduation and a communication skill not required for success in the field.
   Source: Task Force Members’ knowledge of the program
5. The College Placement Test is a barrier to program entry. Students are not at a college level of proficiency.  
**Source:** Task Force Members’ knowledge of the program

6. The number of program graduates has declined from 17 in 2000-2001 to 2 in 2003-04. Thus far in 2004-05 (summer and fall) there has been one graduate. The graduation rate of 8% is below that of 13% for all industrial programs at the college in 2003-04.  
**Source:** See Appendix D, p.16 and Appendix B, p.13.

7. Employers are not motivated to encourage degree completion of students hired for employment prior to graduation. Therefore, students don’t see value in finishing the degree (Ford dealers hire students and don’t care if they finish degree).  
**Source:** Task Force Members’ knowledge of the program

8. Individuals who complete TECO’s internal “Linemen’s Training” may articulate into the Industrial Management Program; however, no signed articulation agreement exists.  
**No source**

9. No program manager or person “academically qualified in the field” has been assigned “responsibility for program coordination, as well as for curriculum development and review” in accord with SACS Comprehensive Standard 3.4.13.  
**Source:** See Appendix E, p.20.

10. Although the state Curriculum Framework specifies 18 intended outcomes upon completion of the program, no assessment method exists to document student mastery of those outcomes.  
**Source:** See Appendix F, p.23.

11. No training in vocational safety is required in the program as prescribed in the state curriculum framework.  
**Source:** See Appendix F, p.23.

12. Students do not advance through the program as a cohort.  
**Source:** Task Force Members’ knowledge of the program
RECOMMENDATIONS FOR IMPROVEMENT

1. It is recommended that a unit plan be developed in Fall 2005 for the Industrial Management Program.

2. It is recommended that an advisory committee be established for the Industrial Management program, including representatives from Brewster, Ford Dealers, Ford Motors, TECO, and Apprenticeship.

3. It is recommended that there be a quarterly meeting of program students with advisors to assess the progress of each student, and to have an Admissions Representative onsite to handle the bulk registrations for subsequent semesters.

4. It is recommended that OST2303 Customer Communication (3 credits) be substituted for SPC 1600, Public Speaking since it has been a barrier course to graduation and a communication skill not required for success in the field. In addition, it is recommended that SYG2000 – Intro to Sociology (3 credits) be added to the program.

5. It is recommended that students take the Scholastic Aptitude Test in lieu of the College Placement Test at the College Testing Center. The SAT has a higher pass rate.

6. It is recommended that methods be explored to increase the number of program graduates.

7. It is recommended that additional methods be explored to motivate employers to encourage graduation among their employees who are enrolled in the program.

8. It is recommended that there be a signed articulation agreement with TECO’s “Linemen’s Training” program. It is also recommended that representatives from Ford, apprenticeship organizations, and TECO be included in future program review discussions.

9. It is recommended that an individual who is “academically qualified in the field” be assigned “responsibility for program coordination, as well as for curriculum development and review” in accord with SACS Comprehensive Standard 3.4.13.

10. It is recommended that standardized assessment mechanisms be developed to demonstrate student learning as an outcome for graduation.

11. It is recommended that the program incorporate ETI 1700 Process Safety and HAZMAT (2), or their course content, to align with the curriculum framework provided by the state.
12. It is recommended that students be coded into the admissions system as a cohort group to promote retention. An advisor should be brought into Brewster to register the students as a cohort group.
DISTRIBUTION LIST OF THE FINAL REPORT

The task force chair will ensure that the final report and all follow-ups will be distributed by the chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.
APPENDICES

- **Appendix A**: Hillsborough Community College Mission, Vision, College Goals
- **Appendix B**: Program Evaluation
- **Appendix C**: Program Review Model, Purpose #1
- **Appendix D**: State AA1A Report
- **Appendix E**: Principles of Accreditation, Standard 3.4.13
- **Appendix F**: Curriculum Framework for Industrial Management Technology, Florida Division of Community Colleges
THE STRATEGIC PLAN
OF HILLSBOROUGH COMMUNITY COLLEGE

College Mission
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

College Vision
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College will deliver education of the highest standards enabling a diverse community of life-long learners to achieve their maximum potential in a global society.

College Goals
Adopted by the Board of Trustees, April 21, 2004

1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

4. Provide the resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.

5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

6. Continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical, and technological resources.
### WORKFORCE PROGRAMS: INDUSTRIAL

#### Table 2.19: Student profile, Industrial programs, 2003-2004

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Gender</th>
<th>Ethnic Group</th>
<th>Mdn Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N Females</td>
<td>% Females</td>
<td>N Males</td>
</tr>
<tr>
<td>COMPUTER ENGINEERING TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH DESIGN/CONSTRUCTION TECH</td>
<td>17</td>
<td>15</td>
<td>98</td>
</tr>
<tr>
<td>ELECTRONICS ENGINEERING TECH</td>
<td>27</td>
<td>24</td>
<td>86</td>
</tr>
<tr>
<td>RADIO/TV BROADCAST PROG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULINARY MGMT</td>
<td>20</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>DIGITAL/MULTIMEDIA TECH</td>
<td>27</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>INDUSTRIAL MGMT TECH</td>
<td>20</td>
<td>54</td>
<td>17</td>
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<tr>
<td>BIOMEDICAL EQUIPMENT ENGINEER</td>
<td>6</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>MANUFACTURING TECH</td>
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<td></td>
</tr>
<tr>
<td>ELECTRICITY</td>
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<td>2</td>
<td>389</td>
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<tr>
<td>PLUMBING TECH</td>
<td>3</td>
<td>3</td>
<td>116</td>
</tr>
<tr>
<td>AUTO COLLISION REPAIR &amp; REF.</td>
<td>3</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>SHEET METAL FABRICATION TECH.</td>
<td>1</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>FIRE SPRINKLER SYSTEM TECH</td>
<td>3</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>REFRIG &amp; HEATING TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELECOMMUNICATION TECH</td>
<td>13</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>CARPENTRY</td>
<td>10</td>
<td>100</td>
<td>7</td>
</tr>
<tr>
<td>CISCO CCNA CERTIFICATE</td>
<td>9</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>AUTOCAD FOUNDATIONS TECH</td>
<td>1</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>MULTIMEDIA PRODUCTION</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>DRAFTING ARCH DESIGN TECH</td>
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<tr>
<td>MICROCOMPUTER REPAIR/INSTALLER</td>
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<td></td>
</tr>
<tr>
<td>MULTIMEDIA AUTHORING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NETWORK COMMUNICATIONS (WAN)</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>WEB PRODUCTION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTOR</td>
<td>159</td>
<td>13</td>
<td>1,087</td>
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</tbody>
</table>


Figures 2.20- 2.22 show enrollment and completions for this sector.
WORKFORCE PROGRAMS: INDUSTRIAL
ENROLLMENT AND COMPLETION, FIVE-YEAR HISTORY

Figure 2.20: Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Enroll</th>
</tr>
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<tbody>
<tr>
<td>2000</td>
<td>484</td>
</tr>
<tr>
<td>2001</td>
<td>813</td>
</tr>
<tr>
<td>2002</td>
<td>1,813</td>
</tr>
<tr>
<td>2003</td>
<td>1,395</td>
</tr>
<tr>
<td>2004</td>
<td>1,314</td>
</tr>
</tbody>
</table>

Figure 2.21: Completions

<table>
<thead>
<tr>
<th>Year</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>14</td>
</tr>
<tr>
<td>2001</td>
<td>59</td>
</tr>
<tr>
<td>2002</td>
<td>162</td>
</tr>
<tr>
<td>2003</td>
<td>202</td>
</tr>
<tr>
<td>2004</td>
<td>175</td>
</tr>
</tbody>
</table>

Figure 2.22: Completions as Percent of Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>% Comp/Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3%</td>
</tr>
<tr>
<td>2001</td>
<td>7%</td>
</tr>
<tr>
<td>2002</td>
<td>10%</td>
</tr>
<tr>
<td>2003</td>
<td>14%</td>
</tr>
<tr>
<td>2004</td>
<td>13%</td>
</tr>
</tbody>
</table>
**Proposal: PROGRAM REVIEW MODEL**

For Academic (Credit/Non-Credit), Academic Support and Administrative Areas  
Hillsborough Community College, Tampa, Florida

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.

- SACS Core Requirement 2.5

The demonstration of institutional and instructional effectiveness includes the evaluation of all academic, academic support, and administrative units within the college. Therefore, a formal, on-going process of review will be implemented to assess each unit’s contribution to institutional effectiveness, while generating useful information for unit improvement.

**Purposes**

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.
### Industrial Management (AS and AAS)

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Enrolled</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>2001-2002</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>2002-2003</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>2003-2004</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>2004-2005 (1)</td>
<td>28</td>
<td>1</td>
</tr>
</tbody>
</table>

**Notes:**
1) Enrollments and completions for the 2004-2005 reporting year include Summer and Fall 2004. Completions for Spring 2005 will be available with end-of-year data in July.
2) Source data, state A41A report.

### Retention

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>FTIC Status</th>
<th>Term</th>
<th>Count</th>
<th>Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Mot Tech</td>
<td>AS &amp; AAS</td>
<td>FTIC Status</td>
<td>Term1-Year1 (1)</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term2-Year1</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term1-Year2</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term2-Year2</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term1-Year3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term2-Year3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Mot Tech</td>
<td>AS &amp; AAS</td>
<td>Not FTIC</td>
<td>Term1-Year1</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term2-Year1</td>
<td>9</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term1-Year2</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Term2-Year2</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Term1-Year3</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term2-Year3</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

**Notes:**
1) Term1-Year1 is Fall 2000, Term2-Year1 is Spring 2001.
2) Source data, state student database.
Principles of Accreditation:
Foundations for Quality Enhancement

Commission on Colleges
Southern Association of Colleges and Schools

1866 Southern Lane
Decatur, Georgia 30033-4097

404-679-4501
404-679-4558 (Fax)
www.sacscoc.org

Approved by the College Delegate Assembly
December 2001
First Edition
First Printing
3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See Commission policy “The Transfer or Transcripting of Academic Credit.”)

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

3.4.7 The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

3.4.9 The institution provides appropriate academic support services.

3.4.10 The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

3.4.11 The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

3.4.13 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

3.4.14 The institution’s use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

3.5.2 The institution awards degrees only to those students who have earned at least 25 percent of the credit.
Florida Department of Education  
Division of Community Colleges  
CURRICULUM FRAMEWORK

Program Title: INDUSTRIAL MANAGEMENT TECHNOLOGY  
Occupational Area: Industrial Education

PSV  
CIP Number: 0606.200101  A.A.S.  
1606.200101  A.S.

Grade Level: College Credits  
Length: A.A.S./A.S. Degree – 60 credits  
Certification:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for initial employment with an occupational title as industrial manager or to provide supplemental training for persons previously or currently employed in these occupations.

The content should include, but not be limited to, communication skills, leadership skills, human relations and employability skills, principles of management, personnel management, and general business procedures.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Industrial Management industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

II. PROGRAM STRUCTURE: This Associate of Applied Science/Associate of Science Degree Program contains at least 15 credit hours of general education, 21 credit hours of management or business-related courses and professional electives, which may include industrial, technical, or related professional courses. The general education courses in the Associate of Science program must be university-level transferable courses. The total Associate in Applied Science/Associate in Science degree program includes 60 credit hours.

Students enrolling in this program must meet the minimum skills requirements in writing, reading, and mathematics as stipulated in State Board of Education Rule 6A-10.315.

To be transferable statewide between institutions, this program/course must have been reviewed and a "transfer value" assigned to the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This standardization does not preclude institutions from developing specific program or course articulation agreements with each other.

III. SPECIAL NOTE: None.
IV. **INTENDED OUTCOMES:** After successfully completing the program, the student should be able to:

01.0 Apply supervision skills.
02.0 Communicate effectively in supervision.
03.0 Manage human behavior.
04.0 Motivate one's self.
05.0 Motivate others.
06.0 Apply strategies for effective management.
07.0 Employ creative thinking to achieve business objectives.
08.0 Apply basic decision-making skills in supervision.
09.0 Demonstrate appropriate communication skills.
10.0 Demonstrate appropriate math skills.
11.0 Demonstrate appropriate understanding of basic science.
12.0 Demonstrate employability skills.
13.0 Demonstrate an understanding of entrepreneurship.
14.0 Demonstrate knowledge of data-processing activities.
15.0 Identify, classify, and demonstrate management functions.
16.0 Develop human relations skills.
17.0 Apply basic quality control principles.
18.0 Demonstrate an understanding of technical or industrial competencies.

V. **SUGGESTED ACADEMIC REQUIREMENTS**

**INDUSTRIAL MANAGEMENT**

Associate in Science or Associate in Applied Science The industrial management technology program (military) is designed to provide opportunities for those with military service experience and training to apply those competencies to obtain college credit toward an Associate in Science Degree. Applicable credits will be awarded after an evaluation of the DD-295, following the recommendations of the American Council on Education Guide (ACE Guide).

Recommended Course Groupings

The following is a presentation of suggested courses in recommended course groupings for this program. These groupings are only a suggested guide, and there is no requirement to follow these precisely. The availability of courses, the student’s testing and academic performance, and other factors may alter the student’s actual course completion sequence.

**Note:** The following course outline is a sample outline only.

**Course Grouping One** (First term load for full-time students; 2-5 terms for part-time students.)

**Course Number and Title** | **Credits**
--- | ---
GEB 1011 Introduction to Business | 3
ETI 1700 Occupational Safety | 3
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