

WESTERN WYOMING COMMUNITY COLLEGE  
BUSINESS DIVISION PROGRAM REVIEW  
FALL 2005

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Western Wyoming Community College  
Business Division Program Review – Fall 2005

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## I. THE BUSINESS DIVISION PROGRAM'S PURPOSE AND PRIMARY LEARNING GOALS

### A. PROGRAM'S PURPOSE

The business program focuses on providing a strong Associate of Science transfer degree curriculum and offers programs that support a greater emphasis on continued education and certification. The business division develops and offers a spectrum of educational opportunities in the business area ranging from one-day skill certificates through seminars, professional and workforce training, 30-34 semester-credit certificates, and Associate of Applied Science degrees. The program includes asynchronous and synchronous distance education components.

### B. PRIMARY LEARNING GOALS

Graduating business majors will demonstrate core business skills and knowledge that will make them successful in furthering their formal business education and/or in assisting their workplace endeavors.

#### 1. MEASURABLE OBJECTIVES FOR GRADUATES OF THE BUSINESS PROGRAM

- Analyze the financial position of a firm, including recommendations for improvement after analyzing and interpreting changes in operating profitability and solvency of the firm.
- Analyze the current state of the economy in general terms utilizing standard economic models to illustrate the competitive nature of business.
- Analyze a firm's marketing plan from the perspective of how well they incorporate the elements of the marketing mix and the soundness of their targeting and segmentation strategies.
- Analyze a firm's management.

#### 2. GUIDING PRINCIPLES REFLECTED IN THE BUSINESS PROGRAM'S PRIMARY LEARNING GOALS

The Guiding Principles are reflected in the Business Program's primary learning goals in the following manner:

##### Learning is our Purpose

Western Wyoming Community College's business faculty believe in an interactive, hands-on collaborative approach to learning. This strategy is accomplished by including learning activities that require students to analyze, to think critically, and to apply their reasoned solutions to many activities both in and out of the classroom. A few examples include the following:

- Accounting: teams compete in an accounting version of Monopoly. Also, individuals do extensive Internet and library research on corporations, then analyze the financial statements, provide descriptive narratives for their analysis, and provide a summary recommendation. During the research

phase, students work together to share ideas and compare analysis evaluations.

- Automated Accounting: Individuals learn, in a hands-on computer setting, to take common accounting transactions and input this data into a popular accounting software package: QuickBooks.
- Introduction to Business: Teams compete in a simulated “real life” business, making both strategic and tactical decisions concerning all of the operations elements of a thriving business.
- International Business: This course was revised, since the last program review, to encompass a three part case study detailing Enron’s international strategy. The cases cover Enron’s efforts to develop and implement their global strategy while dealing with a changing political climate in India. The cases conclude with the “60 Minutes” segment blaming Enron for the failed Dabhol power project.
- Marketing: Students develop projects and/or plans in each marketing course that bring together the concepts learned in class in real company/product situations. Students must identify their product, complete a Strengths-Weaknesses-Opportunities, Threats (SWOT) analysis, develop marketing objectives, incorporate appropriate marketing strategies, and build the creative approaches to support their research and marketing objectives.

### Students Are Our Focus

The business faculty takes an active role in the following general areas:

- Expanded degree and course offerings: The College has signed an agreement with Franklin University in Columbus, Ohio that provides opportunities for Western graduates and other community members to continue their education by pursuing online bachelor degrees in ten different business areas while remaining within the college’s service area. We also offer an AS in Business Administration that asynchronously dovetails with the University of Wyoming’s online Business Administration bachelor degree.
- Marketing and recruiting: Business faculty continue to assist in the institution’s marketing effort by providing needed course offerings and by providing course offerings in alternative, distance learning formats in an effort to reach a wide diversity of audiences.
- Class Schedules: Business faculty brainstorm possible schedule solutions and articulate these proposed solutions with other divisions on campus. The hopeful outcome will be a mitigation of current scheduling problems, primarily between business courses and business calculus courses.

### Employees Are Our Most Important Resource

- The business faculty pride themselves on their camaraderie and team spirit. These traits are most evident in their collaborative efforts to undertake the work of laying a foundation for both the new courses and certificates, but also in the manner in which many of these new and existing courses will be offered via asynchronous delivery systems.

- The business faculty have rich and diversified professional business backgrounds that assist in helping students connect to the real world of business. Additionally, they are hard-working, committed, and dedicated to student learning.
- The business faculty have developed and implemented an orientation/mentoring program for its adjunct faculty so business classes are taught more consistently for both live and distance classes.
- Paramount to the principle of “Employees Are Our Most Important Resource” is our professional development component. Business faculty have attended a variety of professional development activities and will continue to do so in the future.

#### Community Is Our Partner

- The business program currently has two certificate offerings available to the community: (1) a First Line Supervision certificate, and (2) a 33-34 Credit Award of Completion in Accounting.
- The business faculty work closely with Western’s continuing education division to develop educational offerings and to interact with our business communities. Business faculty have met numerous times with industry leaders to begin dialogue to facilitate these efforts.
- Business faculty have been actively engaged in a variety of community partnerships as board members, volunteer members, guest speakers, and as business resources for the community.

#### Adapting to Change Defines Our Future

- The business faculty are now integrating and will continue to integrate up-to-date technology into classroom settings, both live and distance. Examples include utilizing up-to-date laptop computers and projection systems, computerized spreadsheets, interactive business-game software, and computerized word processing and Internet research, along with other technological components of online course offerings.
- The business faculty are currently in the process of adapting some current courses from an on-site lecture format to an asynchronous/Internet format.
- The business faculty will continue to stay abreast of technology changes through their program development activities and day-to-day peer collaborations.

#### Ethical Standards Guide Our Actions

- The business faculty strives to have the students understand the ethical dimension to many business decisions and that they should be aware of the social consequences of their decisions. As instructors, the business faculty strive to instill in their students ethical behavior by modeling honesty, fairness, and integrity.

### 3. ASSESS OUR STUDENTS:

Program assessment consists of the data collected from the following tools:

Transfer Degree and Terminal Degree Students

- a. University of Wyoming GPA Tracking Data
- b. Graduation Assessment Test Data
- c. Internal Student Surveys
- d. Student Focus Groups

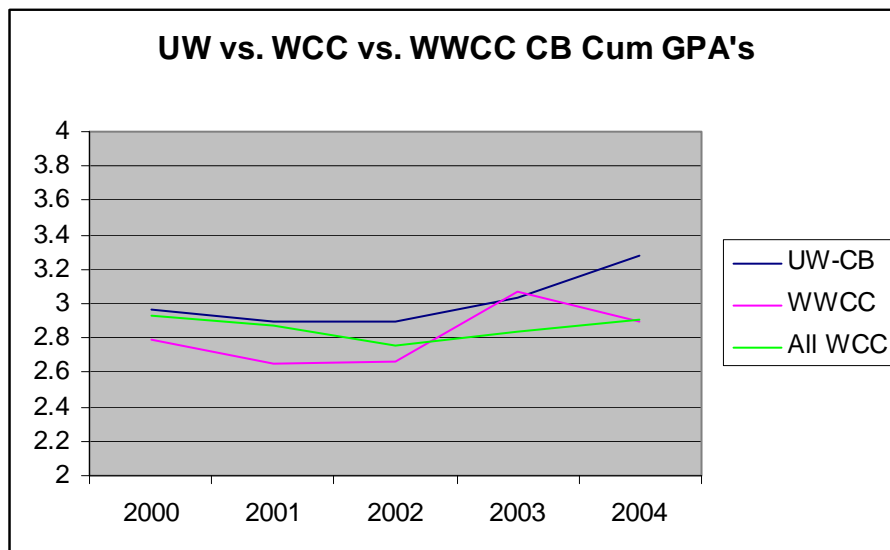
Certificate and Continuing Education Courses

- a. Course Based Skill Assessment Testing
- b. Point of Delivery Student Surveys
- c. Employer Surveys

Additional assessment tools may be developed as needed during this period of change and evolution of the business division programs.

Assessment of program level outcomes has been conducted and has generated the following findings:

- GPA performance of program graduates that transfer to the University of Wyoming. Data supplied by the University of Wyoming (**Attachment A**), that tracks GPA performance of WWCC business program graduates (or transferees) shows that their GPA performance is statistically equal to students who complete their first 2 years at UW or other community colleges. WWCC trend line is slightly below the UW College of Business continuing students and the same as other Community College transfers. Chart 1 shows the comparison of overall GPA performance for all three populations of students.



**Chart 1**

- CAAP assessment test data for business program and all WWCC graduates. Analysis of the CAAP assessment test results for the years 2003 through 2005 (**Attachment B**) show business program graduates scored higher, on average, than all college graduates, on average, in all assessment areas except *writing skills* (62.5 vs. 63.0). Business program graduates scored higher in three of the four assessment areas. Specifically, business program graduates scored higher in *Mathematics* (58.4 vs. 56.4), *Reading* (61.6 vs. 60.6), and *Critical Thinking* (62.6 vs. 62.3).
- Internal student survey. Business program majors were surveyed to evaluate the effectiveness of the business program during academic years 2002, 2003, 2004, and 2005. The survey was conducted during classes the week of November 6, 2005 and as a result almost all business majors were surveyed. The survey (**Attachment C**) sought to get direct input from students on how effective the business program is at integrating the Goals for Student Success into the business program curriculum. Results of the survey were strongly positive in most categories. Some highlights of the survey's average positive findings are:
  - *92% of the students surveyed responded that mutual respect exists between students and faculty*
  - *92% of the students surveyed responded that the faculty are interested in helping students be successful*
  - *91% of the students surveyed responded that they can get extra help when they need it*
  - *93% of the students surveyed responded that the materials and equipment are current and comprehensive*
  - *91% of the students surveyed responded that technology enhances their learning*
  - *90% of the students surveyed responded that the program does encourage students to develop life skills*
  - *94% of the students surveyed responded that the program encourages problem solving*
  - *91% of the students surveyed responded that the program encourages the development of information retrieval skills*

Results of the survey show a couple of areas of concern. In the following areas students raised issues:

- *12% of the students surveyed responded that they are not encouraged to develop effective speaking skills*
- *13% of the students surveyed responded that they are not encouraged to develop group/team skills*
- *15% of the students surveyed responded that they do not examine the professional ethics of their discipline*
- *10% of the students surveyed responded that they are not encouraged to look beyond the classroom and develop self-confidence, responsibility, accountability, self-direction, and professionalism*

There were some significant trends in the four year data. The following charts graphically show positive trends in student responses in several areas. There were no negative trends although some areas had significant year-to-year variations.

Chart 2 shows a positive trend in student's perception of their ability to get extra help. From a low of 87% favorable respondents in 2003 the measure has increased to 92% in 2005.

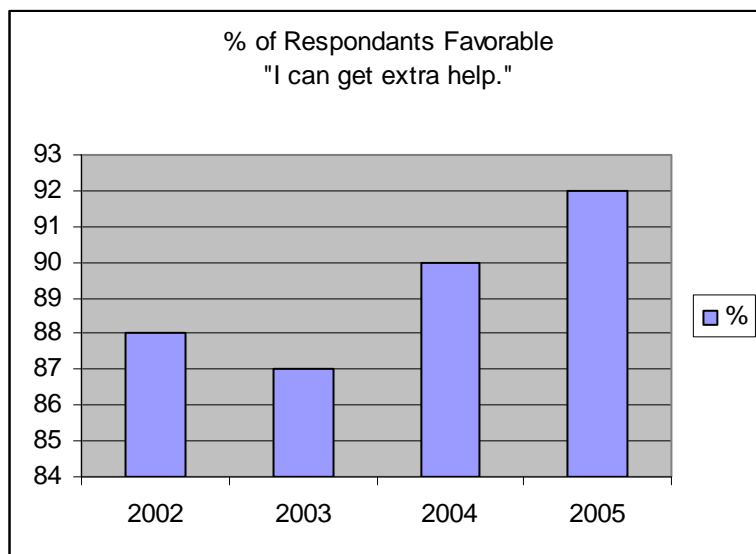


Chart 2

Chart 3 illustrates the number of favorable responses to the "solve problems" section of the survey. The responses to this section have been more variable; however, they increased from 90% in 2002 to 94% in 2005.

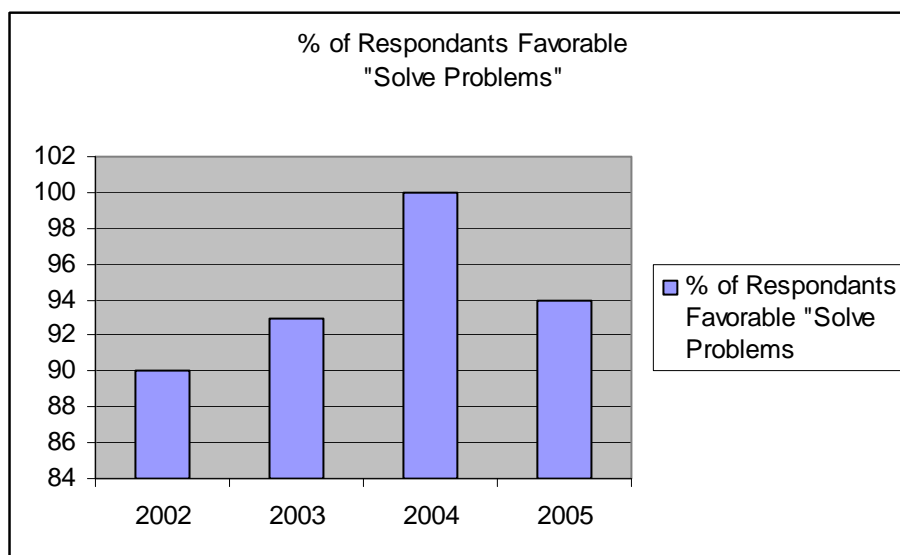


Chart 3

Chart 4 exemplifies students' responses to the "Retrieve Information" section of the survey. This area has shown steady improvement. Responses increased from 84% in 2003 to 96% in 2005.

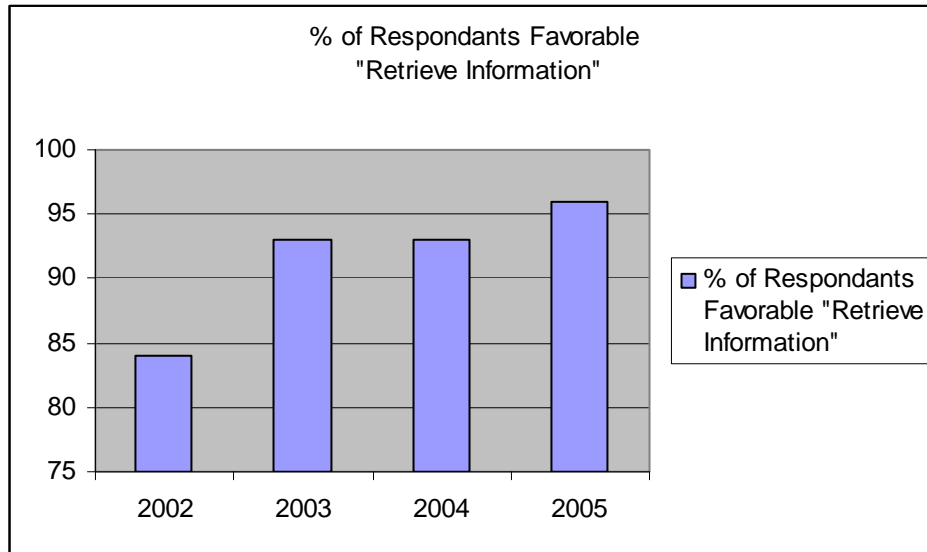


Chart 4

## II. ANALYSIS OF THE PROGRAM'S ENROLLMENT AND AUDIENCE

### 1. Study enrollment over the past 3 years

Between FY2002 and FY2004, annualized headcount and FTE have both increased for the Business Department. Annualized headcount has increased from 385 duplicated students served in FY02 to 404 in FY05. This is an increase of five percent during that time period. FTE has increased from 98 to 102. This is an increase over the three years of four percent. This increase compares to an institution-wide FTE increase during the same time period of 12 percent, 1889 to 2111.

The 12% institution-wide increase was largely due to the technical, workforce, and continuing education increases as well as the increases in distance education enrollments. This disparity varies by division. The 4% Business Division growth rate is consistent with other academic programs that do not have technical, workforce, and continuing education growth.

III. REVIEW THE RECOMMENDATIONS NOTED IN THE PREVIOUS PROGRAM REVIEW

<b>Non-Fiscal Recommendations from 2000 Program Review</b>	<b>Actions</b>
Develop and implement a continuing education curriculum plan to support Clarus Report recommendations. In the short run, current funding levels will support this effort, however, depending on service areas need for continuing education, this could become a fiscal issue.	A continuing education curriculum plan to support Clarus Report recommendations were developed and implemented.
Develop certificate programs consistent with the Clarus recommendations. In the short run, current funding levels will support this effort. However, in the long run, if WWCC's service area has a stronger need for these programs in terms of diversity and size, fiscal consideration could enter into this recommendation.	An accounting certificate program was developed and implemented consistent with the Clarus recommendations.
Develop and implement an asynchronous A.S. course offering to support and dovetail with UW's proposed online B.S. Business degree. Currently nonfiscal, the business program will utilize existing faculty to develop these courses.	An asynchronous A.S. course offering to support and dovetail with UW's proposed online B.S. Business degree was developed and implemented.
Evaluate, develop, and implement a postgraduate employment tracking system for students directly entering the workforce.	A process that tracks this information has not yet been developed.
Integrate Goals for Student Success into curriculum in a more visible and concrete manner.	Goals for Student Success were integrated into the curriculum in a more visible and concrete manner.
Review the course schedule and evaluate ways to reduce course-scheduling conflicts.	Course schedules were reviewed and evaluated to reduce course-scheduling conflicts.
Develop and implement a program to evaluate and upgrade adjunct faculty to address part-time faculty weaknesses. This is especially important in light of recent personnel changes in the college's outreach department.	A program to evaluate and upgrade adjunct faculty to address part-time faculty weaknesses was developed and implemented.
Foster greater efforts toward faculty professional development. This effort is non-fiscal at the Division level; however, it would be fiscal at the institutional level as the institution decides the importance of this recommendation.	Greater efforts toward faculty professional development were fostered.

<b>Fiscal Recommendations from 2000 Program Review</b>	<b>Actions</b>
Fill vacant marketing instructional position. This position was approved in FY2000, thus is included in the current budget (FY2002).	The vacant marketing instructional position was filled and has since been eliminated.
Evaluate the benefits of developing and implementing an internship program which would support the Business Division educational goals. Depending on the number of internship contacts, the time involved in developing and maintaining the appropriate contacts and managing subsequent internships, this recommendation could have fiscal ramifications in the future.	An internship program which would support the Business Division educational goals has been developed and implemented
Expand and emphasize efforts to articulate with local/regional high schools. Hosting articulation meetings with these entities will require a nominal “refreshments” fund of approximately \$50-\$75 annually (short run).	Articulation efforts encouraged during Career Day, Counsels Day, and Business Day. Concurrent curriculum opportunities are also offered.

<b>VISION FOR THE FUTURE</b>	
<p>The business program’s vision for the future will continue to focus on a strong Associate of Science transfer degree curriculum by continuing to stay abreast of changing trends in the content, the pedagogy, and the technology involved in delivering transfer programs. Additionally, the business program will continue to focus efforts in meeting the needs of our educational audience through customized workforce education seminars, workshops, certificates, and through terminal associate degree offerings. Finally, the business program will continue to uphold WWCC’s commitment to the quality and the success of our students by utilizing the aforementioned quality management tools embodied within this program review.</p>	

#### IV. EVALUATE THE FACILITIES AND EQUIPMENT

##### A. Facilities

The facilities available for the Business Program are generally appropriate to its mission. Since the last Program Review, several instructors have made extensive use of room B-132 in the basement. This room has been utilized by Introduction to Business, Marketing, Advertising, some Macroeconomics courses and Introduction to International Business. The room is well equipped with tables, a smart board, a chalk board, and seats 25 comfortably. However, B-132 is also situated across from the theater office and adjacent to the music practice rooms. This noise level is unacceptable. During exams, quizzes and student presentations the nature and intensity of the noise are very distracting and disruptive to the learning process.

##### B. Equipment

The equipment currently available to the program has been recently updated to include more smart board systems and cable financial news in B-132. The existing equipment is adequate and appropriate for the program and is being properly maintained. A replacement program to keep division equipment current and adequate needs to be continued, especially in light of the growing emphasis on internet and distance delivery of instructional materials and the greater use of business simulations.

The business faculty is interested in concentrating their courses in one or two class rooms to facilitate maximum utilization of emerging technologies in the delivery of class room materials. Room B-132 is moving in this direction with the recent addition of the financial channel on the television in the room.

##### C. Recommendations

- The noise problem in B-132 must be corrected or other class rooms identified and equipped for business courses.
- A standard technology package for business classrooms should include:
  - Tables (square or half moon).
  - Smart Board with internet access.
  - ELMO projection system.
  - TV with video player.
  - Cable connection with Financial Network Stations.
  - Chalk Board.

#### V. REVIEW PRINTED MATERIALS AND WEBSITE

##### A. PRINTED MATERIAL

1. WWCC's 2005-2006 catalogue, spring 2005 course catalog, department letters sent to prospective students, and department brochures were evaluated for their presentation of the WWCC business program (**Appendix D**) Based on this evaluation, it was concluded

that the overall presentation of these printed materials presentation was consistent with WWCC's business program

2. A review of course outlines (syllabi) from both on campus and outreach reveals the following deficiencies when compared to Curriculum Committee's "Minimum Requirements for Course Outline Syllabus"

### **OUTREACH Course Outlines**

**Major Units of Study and/or Schedule** statement – 66% of the outlines were missing this component

**Technical Difficulties** statement for compressed video, Internet, videotaped and lab courses – 66% of the outlines were missing this component

**Response Time** statement – 66% of the outlines were missing this component

**Prerequisites for a Course** statement – 33% of the outlines had correct prerequisites but added "additional" criteria not found in catalog. (Example: "students expected to have some business knowledge")

### **LOCAL Course Outlines (RSC & GRC)**

Overall, course outlines met most of the Curriculum Committee's requirements. However, many (60% - 70%) course outlines had at least one of the following required categories missing from their course outline:

- **Student with Special Needs**
- **Technical Difficulties**
- **Response Time**

A few course outlines had added verbiage to the **Prerequisite** requirement, thus not mirroring the school's catalog.

In addition, a few course outlines had listed "goals" without also listing a measurement tool for those goals.

## B. WEBSITE

The business division's Website was updated to create a well designed, professional looking website that is user friendly. It was then evaluated during the division's self-study for its presentation of the WWCC business program. (**Appendix D**) Based on this evaluation, it was concluded that the overall Website presentation was consistent with WWCC's business program

## VI. SUMMARIZE STRENGTHS, LIMITATIONS, AND OPPORTUNITIES

### A. STRENGTHS (Major improvements in past three years):

1. Developed new business programs to provide students with "Degrees In" rather than degrees with an "Emphasis In" (Accounting, Business Administration, Economics and Marketing).

2. Developed a Business Capstone Portfolio course to assist the college with both institutional cross-curricular goals and to assess program goals.
3. Developed Accounting Internships for students with a 3.0 GPA and 9 credit hours of accounting & computer coursework.
4. Increased our Business Program online course offerings from one course to eighteen.
5. Articulated agreements with University of Wyoming, Franklin University, Upper Iowa University, and Regis University for a variety of business bachelor programs.
6. Hired new adjunct faculty in Accounting, Business Law, and Economics, to better meet the needs of our business students.
7. Developed and offered 18 Internet courses comprising a total of 29 sections offered during fall and spring semesters. This has enabled our Accounting and Business Administration programs to dovetail into bachelor degree programs through the Universities of Wyoming, Franklin, Upper Iowa and Regis.
8. Maintain a continuity of employment of full-time business faculty.
9. Developed measurable program goals with accompanying Capstone Portfolio course designed to measure goal achievement.

**B. LIMITATIONS (major factors that limit the program's achievement of its goals):**

1. Budget constraints limit the potential growth in online course offerings because it requires hiring additional faculty (adjunct- minimum).
2. Locating and maintaining qualified part time faculty to assist in the diverse program course offerings also limits the potential growth in online course offerings.

**C. OPPORTUNITIES TO IMPROVE:**

1. Collaborate and articulate with both full-time and adjunct faculty to ensure quality and program goal attainment at the course level
2. Review current scope of faculty job descriptions and drop non-value added activities
3. Work with the Assessment office; learn about successful methods of enhancing student engagement
4. Consider potential new students
5. Consider the feasibility of attracting new audiences

## VII. PLAN

### STATUS OF TARGETED OBJECTIVES for FY 2003 – 2005

<b>Objective: Develop an International Business Certificate</b>
<b>Status:</b> This was a joint effort between the English Department and the Business Department. A One-Year Certificate was designed and submitted to Curriculum. The target audience consisted mainly of potential students from South America and the plan was to promote this certificate during a trip made to this region. The trip, thus the promotion, has not materialized and the program is NOT active within the college catalog.
<b>Objective: Develop and E-Commerce Program</b>
<b>Status:</b> The program was conceived when the business dept. had a faculty with E-Commerce experience. The faculty member left WWCC shortly after the program was developed, thus leaving the program without a sponsor. Because the program had not been promoted, it was de-activated and has not had department support for a re-activation. Energies were diverted to building our online program (see below).
<b>Objective: Organize Internship Opportunities</b>
<b>Status:</b> Internships curriculum was developed for the Accounting and Marketing programs. Both were approved through the Curriculum process and are advertised in the catalog and class schedules. Currently, student interns are active in both areas.
<b>Objective: Develop A Plan for Delivering Online Business Courses</b>
<b>Status:</b> The online business plan has been successful. From one online course developed and offered in 2001, the business department has expanded its offerings to include 18 different business courses (29 sections) supporting fully online A.S. Degrees in Accounting, Business Administration and Marketing. In addition, these online courses dovetail with the following universities' Business Administration and Accounting bachelor's degrees: UW. Franklin, Upper Iowa and Regis.

## Action Plans for 2006-2010

<b>Academic Year 2006-2010</b>			
<b>Task or Action</b>	<b>Purpose</b>	<b>Measure of Success</b>	<b>Who is Responsible?</b>
Provide students, in each business class, with learning opportunities in the areas of research, writing, analysis, team-work, and problem-solving. In addition, educational research/writing tools such as Smarthinking and Turn-It-In will be used to assist and support student research and writing.	To strengthen Learning Goals (Written Analysis of a business firm's strategic positioning with respect to 1) financial position, 2) current state of the economy, 3) marketing plan, and 4) management acumen.	At least 85% of students will attain scores of 75% or higher on Written Analysis of Business projects.	Business Department Faculty
Host a yearly "Articulation" meeting with both full-time and adjunct faculty to discuss and collaborate on program and course goals to ensure consistency across the business curriculum. During the annual "Articulation" meetings, brainstorm ideas to streamline processes in order to keep value added tasks while dropping tasks that contribute little to our Learning Goals.	To Pursue Opportunities to Improve	100% course consistency achieved for:  ACCT 2010 & 2020 BADM 1000  Econ 1010 & 1020	Business Dept. Faculty
Work with WWCC's Assessment office to identify and learn successful methods of enhancing Student Engagement that will be implemented in the business program curriculum.	To Pursue Opportunities to Improve	Student Surveys	Business Dept. Faculty
Increase Enrollments	Continue to pursue collaborative relationships with area industry (employers/employees), continue to assist service area High Schools with concurrent issues, and continue to build relationships with the various universities that articulate with WWCC to offer online bachelor/master degrees. Consider feasibility of attracting new audiences and new students.		Business Dept. Faculty

<b>Tasks Dependent on Funding (Provide estimated cost)</b>	<b>Data to Justify Need and Consequence of Not Funding</b>	<b>Who is Responsible?</b>
Yearly Articulation Meeting Luncheon \$250.00	Students' evaluations reveal inequity of common coursework across business curriculum.	Division Chair & Dean of Academic Affairs