

Eastern Wyoming College

Instructional Program Review 2016 - 2017

**Program:
ACCT, BADM, BSED, BSAD, BOTK, ECON**

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EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: ACCT, BADM, BSED, BSAD, BOTK, ECON

Part I: Statistical Data

	2013-2014	2014-2015	2015-2016	5-Year Average
Annualized FTE Enrollment	58.0	59.7	60.4	55.4
Annualized FTE Faculty	7.5	6.3	7.1	6.8
# Students	82	85	74	82
# Graduated	8	8	15	10

FTE = Full-time equivalent Notes: Chart information from EWC Statistical Data for Program Reviews 2015-2016 report

Modes of Delivery:

online compressed video face-to-face

Advisory Committee Members and Title or Role:

Ashley Harpstreith, Goshen County Economic Development representative
 Jennifer Booth, Pinnacle Bank
 Joe Guth, Platte Valley Bank
 Suzanne Keller, Century 21 Realty
 Teresa Moore
 Trenda Weisshaar, Weisshaar and Associates

Community Partners or Internships:

City of Torrington, Weisshaar and Associates, Kenda Knudsen CPA's, Pinnacle Bank, First State Bank, Platte Valley Bank, Hulett School District, State of Wyoming, EWC Foundation

Revisions in Curriculum since Last Review:

Minor revisions to course descriptions, course goals and objectives were completed to align with changes in course content. All BOTK programs will be eliminated beginning in the 2017-2018 catalog.

Part II: Narrative Analysis

Description of Community Need:

Current Community Need/Growth of Industry: The Business programs fulfill career and occupational training to enter the workforce, academic transfer preparation, the upgrading of job skills, personal enrichment, and improvement of critical skills in the areas of mathematics, reading, and writing.

Students enroll in AS programs for academic transfer, will receive preparation for transfer and will ultimately lead to professional careers.

The purpose of the AAS degree flexible programs is to provide an individual with entry-level business skills. It emphasizes accounting, office management, and computer skills. It is designed for the student who does not intend to transfer to another college to earn a bachelor’s degree. In addition, the program provides business background which would be essential for those interested in insurance, real-estate, sales, and banking. The AAS Business Administration program is ideal for traditional students interested in exploring the business field, but not intending to obtain a four year degree. This program also works well for returning non-traditional students who want to update skills, enrich their personal or business endeavors, or examine new career fields.

In addition to face-to-face delivery of the courses, the AAS in Business Administration is approved for distance delivery. This provides our outreach students with the opportunity to also participate in the objectives of receiving training for the workforce, upgrading job skills, or improving core competency skills while obtaining a degree.

Description of State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Accountants and Auditors	1,332,700	1,475,100	10.7%	498,000
Bookkeeping, Accounting, Auditing Clerks	1,760,300	1,611,500	-8.4%	172,000
Economists	21,500	22,700	5.7%	7,000
Secretaries and Administrative Assistants	2,457,000	2,521,100	2.6%	323,100
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Accountants and Auditors	1,941	1,989	2.5%	566
Bookkeeping, Accounting, Auditing Clerks	3,957	3,413	-13.8%	388
Economists	58	58	0%	16
Secretaries and Administrative Assistants	5,073	4,887	-3.7%	535

Other information or comments that would assist the Curriculum and Learning Council:
 Information on above chart for Wyoming was from Wyoming Long-Term Industry Projections, 2014-1024 <http://doe.state.wy.us/lmi/projections.htm>. United States data was from the Bureau of Labor Statistics http://www.bls.gov/emp/ep_table_102.htm. Job Opening refers to the average annual Job openings due to growth and net replacement.

State and National Wages (for 2015-2016): Accountants and Auditors

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	\$19.90	\$25.04	\$32.30	\$43.04	\$57.18
	Yearly	\$41,400	\$52,090	\$67,190	\$89,520	\$118,930
Wyoming	Hourly	\$20.78	\$23.60	\$28.53	\$37.04	\$49.85
	Yearly	\$43,218	\$49,097	\$59,355	\$77,038	\$103,684

State and National Wages (for 2015-2016): Bookkeeping, Accounting, Auditing Clerks

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.03	\$14.22	\$17.91	\$22.56	\$27.84
	Yearly	\$22,940	\$29,570	\$37,250	\$46,920	\$57,920
Wyoming	Hourly	\$10.75	\$13.96	\$17.66	\$21.86	\$26.34
	Yearly	\$22,357	\$29,025	\$36,729	\$45,473	\$54,787

State and National Wages (for 2015-2016): Economists

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	\$25.26	\$34.07	\$47.68	\$64.46	\$85.08
	Yearly	\$52,540	\$70,870	\$99,180	\$134,080	\$176,960
Wyoming	Hourly	\$26.44	\$30.25	\$35.04	\$42.63	\$51.81
	Yearly	\$55,009	\$62,931	\$72,866	\$88,666	\$107,768

State and National Wages (for 2015-2016): Secretaries and Administrative Assistants

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.03	\$12.80	\$16.31	\$20.52	\$24.77
	Yearly	\$20,870	\$26,630	\$33,910	\$42,690	\$51,520
Wyoming	Hourly	\$12.30	\$14.67	\$17.82	\$21.38	\$23.86
	Yearly	\$25,590	\$30,513	\$37,069	\$44,465	\$49,631

Other information or comments that would assist the Commission:

State information on these charts was from the Wyoming Wage Survey

http://doe.state.wy.us/lmi/OES_toc.htm.

National wage data are from the Bureau of Labor Statistics (BLS) at the U.S. Department of Labor.

National wage estimates are developed by BLS http://stats.bls.gov/oes/current/oes_nat.htm. State

and national occupation information is classified using the Standard Occupation Classification

(SOC) system.

Activities in Support of Student Recruitment and Retention:

In support of retention, faculty led a trip to the supercomputer in Cheyenne in the fall of 2014.

Faculty are actively involved in recruiting by visiting the Torrington high school and contacting each prospective business student who submits an application indicating an interest in majoring

business. Faculty support student recruitment by participating in Technology Day each fall and Lancer Look each spring.

Assessment of Student Learning:

Student learning is measured through classroom assessment techniques (which are documented each semester), through course assessment (which is documented each year), and through a culmination program assessment (which is reported on a fall to summer basis).

AS Program Assessment

Assessment has three parts: core competency rating, CAAP testing, and program exam.

Students were rated in the five competency areas—Communication Skills, Analytical and Quantitative Reasoning, Information Literacy, Technology Skills, and Social Awareness. (Rating: 4 = advanced, 3 = proficient, 2 = partially proficient, 1 = novice).

Competency Ratings		
Spring 2014 results	Spring 2015 results	Spring 2016 results
Only one student completed the Program Assessment. Student scored either proficient or advanced in all five competency areas.	All five of the students scored either proficient or advanced in all five competency areas.	Four of the five students scored either proficient or advanced for all five areas. One student scored proficient or advanced in three of the five competency areas, while scoring partially proficient in the other two areas.

The CAAP test is given to all AA/AS graduates. It is a national test in the areas of writing, math, reading, critical thinking, and science. We are able to see how our students score in these areas compared to the national average of all students across the country taking the same tests.

CAAP Testing		
Spring 2014 results	Spring 2015 results	Spring 2016 results
Results were as follows: One student was at or above the national average in two of the five areas.	Results were as follows: Two of the five students were above the national average in four of the five test areas. One student did not complete the CAAP test.	Results were as follows: Two of the six students were above the national average in four of the five test areas. Two students did not complete the CAAP test.

Students completed a program exam covering program specific areas. The program was revised in 2015. Student graduating in 2014 were tested on the following areas: Accounting, Economics, Statistics, and Business Law. After the exam revision, students were tested on: Accounting, Economics, Statistics, Business Law, Marketing and Information Management. The benchmark is 70% in each area tested.

Program Exam		
Spring 2014 results	Spring 2015 results	Spring 2016 results
Accounting 1/1	Accounting 3/5	Accounting 1/6
Economics 1/1	Economics 3/5	Economics 4/6
Statistics 1/1	Statistics 2/5	Statistics 2/6
Business Law 0/1	Business Law 3/5	Business Law 2/6
	Marketing 4/5	Marketing 6/6
	Information Management 1/5	Information Management 4/6
Overall test score of 70% for the only student completing the assessment. Student received specific feedback addressing areas of strength and weakness.	Overall test scores ranged from 51% to 89% with three students averaging 70% or higher. One student was above the benchmark in all six areas. Two students were above the benchmark in at least four of the six areas. Each student received specific feedback addressing their areas of strength and weakness.	Overall test scores ranged from 59% to 76% with two students averaging 70% or higher. One student was above the benchmark in all six areas. Two students were above the benchmark in at least four of the six areas. Each student received specific feedback addressing their areas of strength and weakness.

AAS and Certificate Program Assessment

The program assessment is incorporated into the Business Office Capstone course. Program assessment activity is a website portfolio demonstrating competencies in program specific areas and core competencies. The benchmark is 80%.

No data is available for the reporting period. Program assessment reports were not filed. New faculty member John Marrin will be responsible for reports starting with the 2016/2017 academic year.

Strengths of the Program and Faculty:

Major strengths of the AS programs include the following:

- Current, relevant material
- Current business topics/issues
- Integration of technology in all of the courses
- Large outreach and instructional support
- Extensive online course offerings providing flexibility to students and community

Major strengths of the AAS programs and certificates include the following:

- Flexibility in allowing for elective choices
- Internships to gain work-related experience
- Alternative to traditional 4-year business degree

Faculty in the Accounting, Business Law, Economics, Marketing, Management, and Statistics courses hold degrees at the Master and Doctorate level. Faculty also have relevant, real-world work experience in their respective disciplines.

Part III: Recommendations

Faculty Recommendations:

Regarding the AS Program

Scores on the program exam have not been where faculty would like. We have made some adjustments, and plan to re-evaluate the exam and its components for additional modifications. Recent faculty changes will necessitate faculty to re-evaluate the projects used in the competency ratings.

The identification of students who are not “at level” mathematically will be a prominent issue to completion of the program. Instructors and advisors will work closely with students who need intervention in math in order to succeed in this rigorous program. Results of the program exam indicate weakness in retention of basic business concepts. While weaknesses vary from year to year, statistics has consistently been identified as a weakness area for our students. Instructors will identify specific learning outcomes not met in the weakness areas and will reinforce those areas through new and/or reinforced methods.

Regarding the AAS and Certificate Programs

The web site portfolio project is providing us with a valid, effective assessment of student learning. It will be continued in future semesters. We will continue to ask students to incorporate projects which demonstrate the core competencies. The program is effective in preparing students for entry-level business positions as evidenced by the level of achievement on the program assessment and grades of the students. We have no recommendations for change to the program at this time.

Continuous Improvement Plan

Recruitment and retention remain critical areas of concern. Numbers in the program the last three years have been increasing. A concerted effort to market the programs must be made by business faculty in addition to the recruiters if the program is to continue to grow. As the programs experience growth, additional faculty will be necessary to meet the expanding course offerings.

Retention is also a concern, in many aspects. Faculty are aware of many students deciding to transfer early without a degree. While sound advising practices may lessen the number of students transferring early, in many cases it truly is in the student’s best interest to transfer early without earning a degree. Another problem is retaining students in the program until they earn a degree. Due to the math sequence, students often change majors to Interdisciplinary Studies in order to graduate in the traditional four semester time frame, while the bulk of courses taken are all business courses. By advising students about the importance of the math sequence and

ensuring students who test into remedial math courses enroll right away, faculty hope to retain more students in the program.

Action Plans - Year One through Year Three

Faculty wish to better integrate technology into all business courses. Faculty will explore the hybrid course option further as a means of integrating technology and providing students with a flexible learning environment.

Curriculum will be continually updated to stay relevant with current business practices and needs. It is necessary to provide students with current, relevant material.

Community recruitment activities will be enhanced to better inform the community of course offerings. Effort will be made to meet community educational needs and training.

At least one business faculty will attend the annual Wyoming Future Business Leaders of America (FBLA) conference to award a division scholarship to top performing students for recruiting purposes. A presence at the FBLA conference will expose possible future students to EWC and what the college has to offer.

Entrepreneurship courses will be brought back on the EWC campus in a face-to-face or hybrid format. Currently three of the four courses are taught by adjunct faculty and have low enrollment. Faculty are hopeful that by bringing the courses back to campus, enrollment will be improved.

Advisory Committee Recommendations:

Advisory Committee Members meet twice during the academic school year. Recommendations in the past three years have focused on stressing employability skills and communication skills. Committee members approve of the software program training and the course selection for the program. They continue to stress the importance of occupational internships, though understand the limited placement opportunities and competition from the high school program for training placements.

Attending business representatives discussed the expectations of graduates entering the workforce and gave suggestions on ways students could enhance their employability. They also discussed their perception of the employment outlook in our city, county, and state. Discussion was held regarding the programs covered by the Perkins Grant with recommendations including increased emphasis on public speaking skills and community networking. The business representatives encourage students to become involved in community organizations throughout their educational and employment years.

Advisory committee members have given pointers to students on how to look and act when going to an interview. Interview tips included researching the potential employer prior to the interview, having specific questions ready to ask the potential employer, bringing copies of your resume, dressing appropriately, having business (not personal) references, and acting interested.

Department Head Recommendations: I recommend the college continue the Business and Administrative Services and Economics curriculum and support the faculty in their efforts to start more relevant classes in this area. Annualized FTE enrollment for the Business and Administrative Services and Economics areas has been on a steady increase over the last 3 years and remains one of the larger areas of the college. The number of annual degrees/certificates has also increased over this 3 year period from 8 to 15. Previous Department Head Recommendations suggested that the program grow the on campus enrollments. I had Xi Feng breakdown the Torrington campus students vs off-campus students and he was able to show that the on-campus enrollment is well over 60% in most of the business areas. We feel this is a good place to be.

The college has two excellent faculty teaching full-time in this area. Jennifer Minks just received tenure this year and continues to maintain her CPA license as well as advises Phi Theta Kappa. John Marrin is a new addition to the team this year and provides a wealth of knowledge and experience to the programs. John has an MBA and many years of business and administrative experience that he can bring to the class room. He also has an agriculture background and has helped the Ag department by teaching some of the classes in Agri-Business. The college should make an effort to emphasize the quality of faculty in recruiting and marketing.

Looking at data from the Bureau of Labor Statistics along with program numbers and degrees in the Business Office Technology Certificates and AAS degree, it was recommended by the business faculty to terminate this program. CLC agreed, and these programs were removed from the college catalog. The same resource also revealed increased demand for accountants, auditors, and economists. John Marrin has offered a new Management Course this spring that is a hybrid course with several local non-traditional students enrolled. John will be offering a similar course in marketing next fall. Both Jen and John are looking at other more relevant classes to offer in the program to replace the Business Office Technology classes. I recommend we continue efforts to have a modern, relevant curriculum with business partnerships. I feel this will allow our college to continue to grow the programs and help increase graduation rates.

We have moved to more face to face classes in entrepreneurship for the students due to low enrollment in the outreach courses. Our faculty attend UW articulation meetings to stay updated on any changes and to ensure easy transfer for our EWC students. With the retirement of Rick Vonburg, the statistics courses have been moved to mathematics area. This will change the business outcomes assessment tool by removing statistics questions from it.

The biggest concern I see for this program is the graduation rates. On a 5 year average, it is at 12%. As a group, we have discussed possible reasons for this and how to address it. For one, a lot of students transfer before they complete all of the graduation criteria. The other reason suggested is many students don't have the math skills when they come here, and find it difficult to meet the math requirements for the degree. I suggested a couple options and the faculty will continue working on possible solutions. Having a capstone course that is tied to a grade might allow the students in their last semester to complete all the portfolio material needed and take the written exam more seriously. The other suggestion I have is either through advising or perhaps a

Freshman Foundations course for business, the students would explore all of the business areas and see the importance of graduation for block transfers. We also discussed the possibility of adding some certificates imbedded into the programs to increase completers and build confidence in the students. Again, these and other ideas will be explored by the program faculty and I'm sure a solution to increase graduation will happen.

The business faculty plan to continue looking at ways to improve the program, making it relevant, while still meeting needs of the market and for transfer. Faculty will continue to work together to increase recruitment, student numbers, retention, student learning, and program quality.

Vice President's Recommendations:

I support the department head recommendations and the comments about the faculty. The faculty are dedicated to our student's success as evidenced by their commitment to the industry and involvement in college committees.

The faculty seems dedicated to assessments, however, what is being done with the data? The faculty should consider a continuous improvement model whereas the data is reviewed and conclusions are drawn and include plans for improvement or changes as needed. It may also be beneficial for the faculty to work with John Cline and the assessment committee to develop student learning outcomes to measure the objects for each course and ultimately the program. It is difficult to target specific areas in need of improvement with a holistic approach such as the current culmination program assessment. This new approach will also help collect data to target the low completion rate.

A new updated and refreshed program will help to attract new students. It may benefit the program to work with the enrollment management team to develop a plan for future recruitment.