

Eastern Wyoming College

Instructional Program Review 2017-2020

**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 from the past three years:

	2016-2017	2017-2018	2018-2019	5-Year Average
Annualized FTE Enrollment	67.1	69.0	64.8	64.0
Annualized FTE Faculty	6.3	7.2	6.9	6.8
# Students	65	64	51	67.6
# Graduated	12	15	9	11.8

FTE = Full-time equivalent

Notes: Chart information from EWC Statistical Data for Program Reviews 2018-2019 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, 307 Realty Professional

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 have been 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 (if applicable)

United States	Employment		Percent Change	Job Openings
	2018	2028		
Accountants and Auditors	1,424,000	1,514,700	6.4%	146,000
Bookkeeping, Accounting, Auditing Clerks	1,707,700	1,641,900	-3.9%	188,500
Economists	21,000	22,800	8.1%	1,800
Secretaries and Administrative Assistants	3,786,800	3,510,000	-7.3%	380,700
Wyoming	Employment		Percent Change	Job Openings
	2016	2026		
Accountants and Auditors	1,976	2,159	8.5%	198
Bookkeeping, Accounting, Auditing Clerks	3,355	3,395	1.2%	375
Economists	48	50	4.2%	4
Secretaries and Administrative Assistants	7,289	7,188	-1.4%	759

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

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 (if applicable)

Faculty are actively involved in recruiting by 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: *Analysis of Student Learning. Include placement if known.*

Statistical Data Results

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, general education exit exam (CAAP or ETS), 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 2017 results	Spring 2018 results	Spring 2019 results
All five students scored either proficient or advanced in all five competency areas.	All ten of the students scored either proficient or advanced in all five competency areas.	All eight students scored either proficient or advanced in all five competency areas.

The CAAP or ETS 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.

Students completed a program exam covering program specific areas. The program was revised in 2018. Student graduating in 2017 were tested on the following areas: Accounting, Economics, Statistics, Business Law, Marketing, and Information Management. After the exam

revision, students were tested on: Accounting, Economics, Business Law, Marketing and Management. The benchmark is 70% in each area tested.

Program Exam		
Spring 2017 results	Spring 2018 results	Spring 2019 results
Accounting 4/5	Accounting 6/10	Accounting 5/8
Economics 2/5	Economics 5/10	Economics 2/7
Statistics 0/5	Business Law 6/10	Business Law 4/7
Business Law 4/5	Marketing 4/10	Marketing 4/7
Marketing 4/5	Management 6/10	Management 5/8
Information Management 1/1		
Overall test scores ranged from 49% to 76% with only 1 student averaging 70% or higher. One student was above the benchmark in five of the six areas. Only one student completed the Information Management section of the exam as that course is being replaced with Management. Each student received feedback addressing their areas of strength and weakness.	Overall test scores ranged from 50% to 84% with five students averaging 70% or higher. One student was above the benchmark in all five areas. Five students were above the benchmark in at least three of the five areas. Each student received specific feedback addressing their areas of strength and weakness.	Overall test scores ranged from 51.2% to 88% with four students averaging 70% or higher. One student was above the benchmark in all five areas. Three students were above the benchmark in at least three of the five areas. Two students were INST graduates but with a business concentration, thus completed the business outcomes. This, however, resulted in certain section not being completed by all eight students. 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 portfolio demonstrating competencies in program specific areas and core competencies. The benchmark is 80%.

For Spring 2017, five students completed the capstone course with all five scoring 90% or above. Program assessment reports were not filed for Spring 2018 or Spring 2019, but information was obtained by register. In the Spring of 2018, five students completed the capstone course with all five scoring 90% or above. In the Spring of 2019, two students completed the capstone course, both with 90% or above.

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, and Management courses hold degrees at the Master level. Faculty also have relevant, real-world work experience in their respective disciplines.

Part III: Recommendations

Faculty Recommendations:

Continuous Improvement Plan - (needed assessments, changes to improve student learning (review/write student learning outcomes), equipment, curricular changes, budget, faculty/staff, recruitment and retention efforts, faculty development, new initiatives, grant writing, mission relevancy)

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, economics 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. Change in economics faculty may contribute to this result.

Regarding the AAS and Certificate Programs

The 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 in recent years have been increasing with the exception of the drop in 2018-2019. 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, as indicated in the graduation rate. 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.

Advisory Committee Recommendations: (alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency, the curriculum, and the utility of the knowledge and skills gained)

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 remained stable over the last 3 years and remains one of the larger areas of the college. The number of annual degrees/certificates ranges from 8 to 15 for a 5 year average of 11.8. The program also offers EWC 188.4 credit hours per year which is high for a program with this few faculty members. From previous classroom observations I have noticed many of our student-athletes take the courses in this program as well. I think this is another important area to consider with this program.

The college has excellent faculty teaching full-time in this area. Jennifer Minks is tenured faculty and receives excellent student evaluations. She continues to maintain her CPA license and works part time during the tax season for a local accounting firm. Jennifer is also the advisor for Phi Theta Kappa. John Marrin resigned in 2019-2020 and we were able to fill some of the economics classes with Rick Vonburg, former EWC business and economics instructor. The college should make an effort to emphasize the quality of faculty in recruiting and marketing. We also need to fill this instructor vacancy.

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.

Graduation rates were a concern of mine before for this program and they have risen from 12% to 17.5%. As stated in other reports, many of the students in this program transfer before they complete the degree for many various reasons. The other reason suggested for low graduation is many students don't have the math skills when they come here, and find it difficult to meet the math requirements for the degrees. One 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:

The program faculty and department head have provided a thorough assessment of the Accounting and Business programs. Dr. Stokes noted an important factors impacting these programs—the prevalence of student athletes as BADM majors. The academic preparedness and accountability of EWC's student athletes benefits the program. The strong reputation of the business program and its faculty assists in the recruiting and retention of these students. Unfortunately, these same students may be affecting the graduation rates in the program as student athletes may transfer prior to completing their degrees in order to continue their athletic participation. The recommendation to continuing supporting and recruiting these students into the program remains, however, as their contributions outweigh any detriments.

I also fully endorse refilling the vacant business instructor position at the earliest possible time and as budgets allow. It has been difficult to secure adjuncts who are able to teach face-to-face courses, and the alternative to more classes online has implications on both the funding we receive from the state and the quality of the program. In order to maintain the quality programs in this area, a full-time faculty member who can assist in recruiting and advising is essential. It is recommended that this position also be skilled in the agriculture sector so as to offer programming that bridges business and agriculture.