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Wayne Community College
Program Review and Outcome Assessments, 2020-21
(Previous Program Review Cycle, 2017-18)

</div>

Name of Program: Business Administration

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

> The mission of the Business and Accounting Department is to educate students in business decision making skills and accounting procedures that will meet the employment needs of the communities it serves.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

> The Business Administration faculty proposed that the mission statement for the department be revised to reflect the recently added Risk Management and Insurance Degree. The revised mission statement for the Business and Accounting Department is as follows:
>
> The mission of the Business and Accounting Department is to educate students in business decision-making skills, risk management and accounting procedures that will meet the employment needs of the communities it serves.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.
>   **Goal 1: Increase Student Access**
>   **Goal 2: Ensure Program Excellence**
>   **Goal 3: Improve Student Success**
>   **Goal 4: Ensure Institutional Quality**

Goal 1: The Business Administration Program ensures student access by offering certificate, diploma and degree programs in a variety of formats. The first semester courses are offered as traditional daytime, hybrid evening and online courses. This variety of program offerings accommodates students with a variety of schedules and learning styles. The variety of formats allows students to schedule courses in a manner that best suits their work and life schedules.

Goal 2: The Business Administration Program strives to ensure program excellence. The faculty of the program continuously review program retention and student success in the program courses in an effort to determine what worked well in the course any necessary improvements. Other efforts to ensure program excellence include

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professional development and building relationships with industry partners to ensure the program reflects current industry needs and trends.

Goal 3: In addition to reviewing student success in the program courses, the faculty of the Business Administration Program have incorporated various techniques and updates to courses in an effort to improve student success rates. The faculty updates courses in a manner to improve course rigor and maintain the standards set by the industry in which students seek employment.

Goal 4: By achieving the previously mentioned goals toward student access, program excellence and student success; we are contributing to the goals related to institutional quality.

Associates, Diplomas, Certificates, and Pathways Offered: Utilizing the table below, list all associates, diplomas, certificates, and pathways offered.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associates in Applied Science	Business Administration (A25120)
Diploma in Applied Science	Business Administration (D25120)
Certificate in Applied Science	Business Administration (C25120)
Certificate in Applied Science	Marketing (C25120MK)
Certificate in Applied Science	Project Management (C25120PM)

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate, and Pathway)

Program Enrollment (Associate) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2017-2018	150	164
2018-2019	175	164
2019-2020	191	172

Business Administration - Associate - Enrollment

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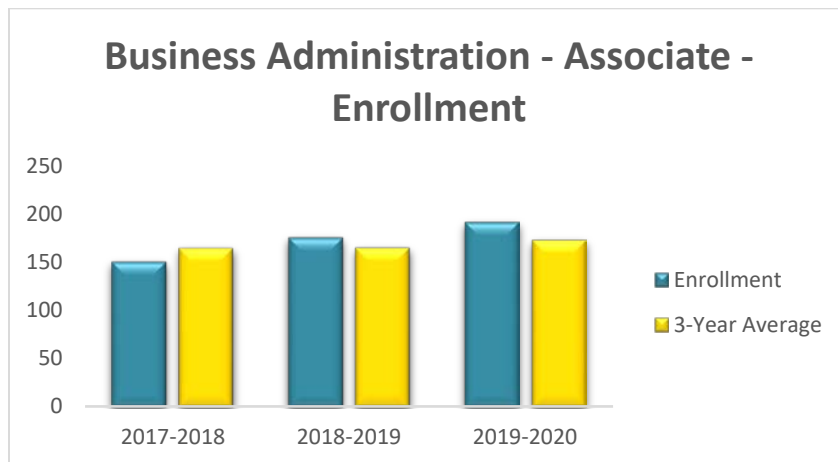
Program Enrollment (Diploma) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	0	
2018-2019	1	
2019-2020	1	

Business Administration - Diploma - Enrollment
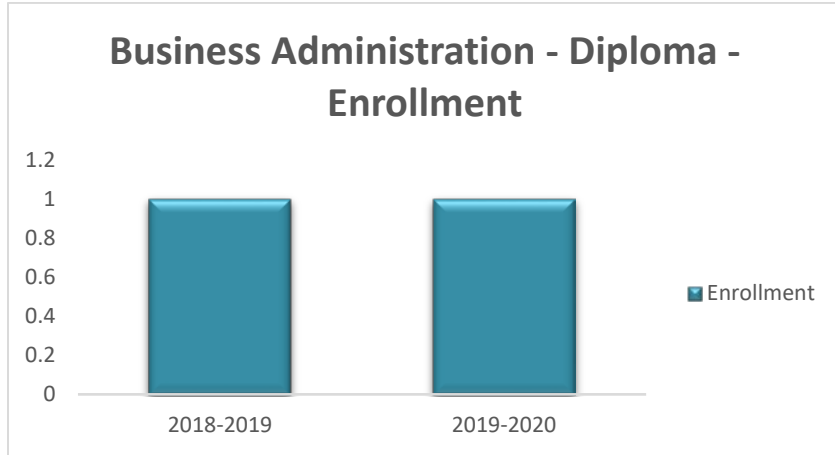
Program Enrollment (Certificate) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	61	48
2018-2019	50	53
2019-2020	27	46

Business Administration - Certificate - Enrollment

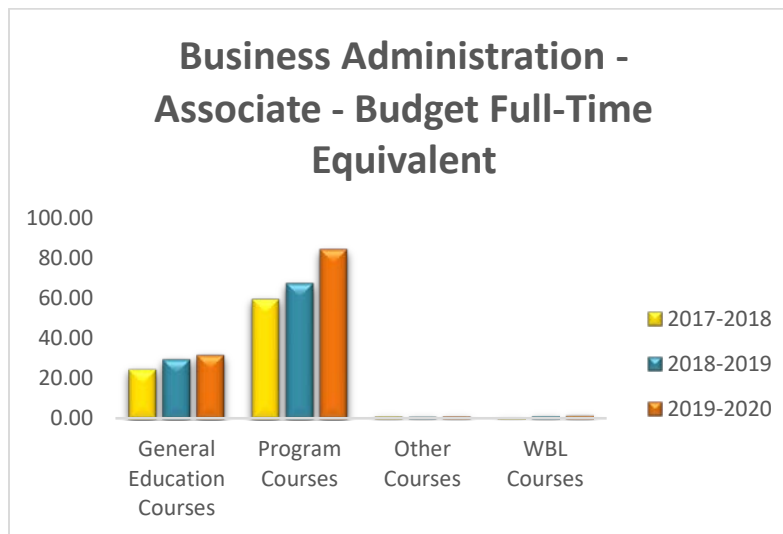*Program Review and Outcome Assessments, 2020-21*
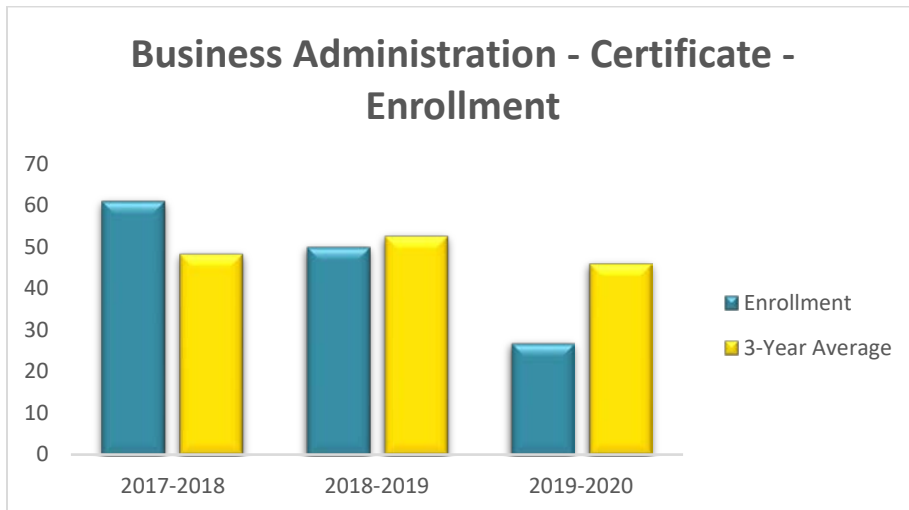
Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)*

Enrollment for the Business Administration Program has remained consistent, specifically in the last two years of the program review period and relative to the 3-year average. The 2017-2018 academic year saw a drastic decrease in program enrollment, however, 2018-2019 and 2019-2020, experienced an increase bringing enrollment numbers back in line with the consistency of previous years.   We attribute this increase and overall consistency to several factors to include: active recruitment, proactive retention, focused advising, and online accessibility for the entire program offering. We feel these extensive efforts are indicative of our enrollment exceeding the 3-year average in light of a tremendous shift in recruitment, advising and teaching processes due to the Covid-19 pandemic.

Program Budget Full-Time Equivalent (BFTF) (Academic Year - Fall, Spring, Summer) – *(highest level only)*

Academic Year (Fall, Spring, Summer)	General Education Courses	Program Courses	Other Courses	WBL Courses	Total
2017-2018	24.88	59.63	1.53	0.91	86.95
2018-2019	29.89	67.28	1.34	1.72	100.23
2019-2020	31.92	84.28	1.56	1.78	119.54
Total	86.69	211.19	4.43	4.41	306.72

Analysis of program budget full-time equivalent (BFTF) *(What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)*

The FTE for the Business Administration Program increased significantly over the three-year review period. The faculty feel the increase is due to increases in enrollment and current students converting from a part time course load to a full-time course load. Other reasons associated with the increase in enrollment, thereby increasing budgeted FTE relates to the current increase in student loan crisis. Many families are seeing more value in a two-year, affordable program, than taking on debt. Students can affordably earn a degree and walk away with no

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debt. Additionally, our program has made great strides to reduce the cost of books using OER's. Many courses can be taken without having to purchase a book, saving students hundreds of dollars per year (if not more).

Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Course Title	Date – Updated / Revised / Deleted
CTS 130	Course Added Fall 2018 (Diploma Program)
ECO 251 or 252 Economics Elective	Elective Choice Added Fall 2018 (Diploma Program)
ACC 150	Course Deleted Fall 2018 (Diploma Program)
OST 145	Course Added Spring 2018 (Degree Program)
CTS 240	Course Added Spring 2018 (Degree Program)
CIS 110	Deleted Fall 2019 (Certificate and Certificate Pathway)
Project Management Certificate Pathway	Added Fall 2019
Marketing Certificate Pathway	Added Fall 2019

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

The changes made to the Business Administration program during the review period are reflected in the table above. The changes made to the diploma program were made to better align the diploma with the degree at the recommendation of the advisory committee to ensure students are workplace ready. The OST 145 and CTS 240 courses were added to professional elective choices at the recommendation of the advisory committee to provide students with coursework relative to current trends in the industry. The project management and marketing certificate pathways were added to allow CCP students the opportunity to complete existing certificate programs afforded curriculum students. The CIS 110 course was deleted from the certificate and certificate pathways because MS Certifications are no longer included in the course and to market our certificate as one with no textbook costs.

Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2017-2018	10/24/2017; 3/29/2018	Incorporating additional soft skills in courses not already being implemented the faculty Incorporating guidance to students on the ability to network with potential employers. Adding the insurance program as a full degree
2018-2019	10/23/2018; 3/28/2019	Educating students on appropriate social media Resume suggestions: what to include, proofreading, etc. Encourage networking and relationship building
2019-2020	10/22/2019	Increase in open education resources used in courses Real world scenarios implemented in leadership course Implementing group and team work in courses Additional of BUS 240 course to Bus Admin Certificate Incorporate industry guest speakers in classes Due to Covid-19 Spring 2020 meeting was cancelled

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Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?*

The Business Administration faculty have identified multiple trends as a result of professional development opportunities taken by the faculty as well as collaborative meetings with local industry partners and the members of the advisory committee.

- Soft skills and employability skills continue to be one of the highest demanded skill sets.
- Graduates need to be flexible and adaptive in their everyday work environment
- Graduates should be able to collaborate in multiple modalities such as Zoom, Google Meet, and Microsoft Teams
- Graduates should have basic computer skills as well as the ability to learn new software and troubleshooting problem areas.
- Need to be autonomous and able to maintain professionalism across a multi-setting environment.
- Focus on being customer-centric in a growing competitive environment.

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

According to the EMSI data on labor markets (pg.3) the three key metrics of (a) jobs, (b) compensation, and (c) job posting demand are all under the national average. Specifically, the jobs for Wayne County indicate 1,928 jobs in the area, however, the national average is 2,866. Additionally, the national average for compensation is $78,134, while Wayne County offers $66,639. Lastly, the job postings national average is 57, while Wayne County came in at 23. These metrics provided only identify part of the story when it comes to the labor market. In talking with industry representatives at Departmental Advisory Committee meetings, industry is always interested in hiring highly qualified individuals who have demonstrated the capacity to learn, have a strong work ethic, and desirable soft-skills. Furthermore, from a qualitative perspective, earning the aforementioned salary for Wayne County may be under the national average, however, would be considered an above average salary for the county.

Section 2: Faculty Profile

Have all faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒　　　　No ☐

List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Erin LeGrand	Full-Time	Fall 2008/ 11.5 years	11.5 years at WCC
Allison Sullivan	Full-Time	Spring 2010/ 10 years	10 years at WCC
Ryan Bradshaw	Full-Time	Fall 2015/4.5 years	4.5 years at WCC
Katharine Jarman	Full-Time	Fall 2016/3.5 years	3.5 years at WCC
Ann Lee	Part-Time	Summer 2000/20 years	20 years at WCC
Frances Gay	Part-Time	Spring 2020	Spring 2020

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

The Business Administration faculty includes four full-time and two adjunct faculty. The faculty members are adequate and full-time instructors develop all Business Administration courses.   If additional programs are started, they would require additional faculty.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Erin LeGrand	Full-Time	9	9	12	11	6	6
Allison Sullivan	Full-Time	21	21	22	22	3	3
Ryan Bradshaw	Full-Time	21	21	21	21	0	0
Katharine Jarman	Full-Time	12	12	11	10	9	9
Ann Lee	Part-Time	3	3	9	9	0	0

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Erin LeGrand	Full-Time	10	10	12	11	6	6
Allison Sullivan	Full-Time	27	27	21	21	6	6
Ryan Bradshaw	Full-Time	21	21	21	21	6	6
Katharine Jarman	Full-Time	13	13	17	16	9	9
Ann Lee	Part-Time	6	6	6	6	3	3

Faculty / Name	Full-Time Part-Time	Fall 2019		Spring 2020		Summer 2020	
		Contact	Credit	Contact	Credit	Contact	Credit
Erin LeGrand	Full-Time	9	9	9	8	6	6
Allison Sullivan	Full-Time	21	21	21	21	6	6
Ryan Bradshaw	Full-Time	28	28	24	24	6	6
Katharine Jarman	Full-Time	13	12	14	13	9	9
Ann Lee	Part-Time	12	12	9	9	6	6
Frances Gay	Part-Time	0	0	3	3	0	0

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Section 3: Student Demographics - *Parent program (highest level only) data is provided.*

Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2017-2018	87	58%	63	42%	150	100%
2018-2019	111	63%	64	37%	175	100%
2019-2020	137	72%	54	28%	191	100%

Business Administration - Associate - Gender (Unduplicated)
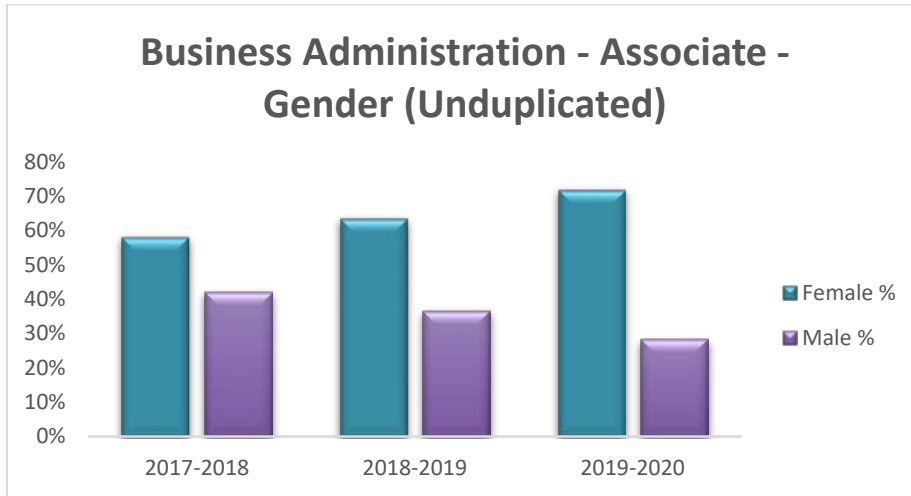
Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer														
Academic Year	American Indian		Asian or Pacific Islander		African American		Hispanic		Caucasian		Other / Unknown / Multiple		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0%	2	1%	41	27%	25	17%	77	51%	5	3%	150	100%
2018-19	1	1%	2	1%	60	34%	28	16%	79	45%	5	3%	175	100%
2019-20	1	1%	1	1%	61	32%	30	16%	90	47%	8	4%	191	100%

Business Administration - Associate - Ethnicity (Unduplicated)

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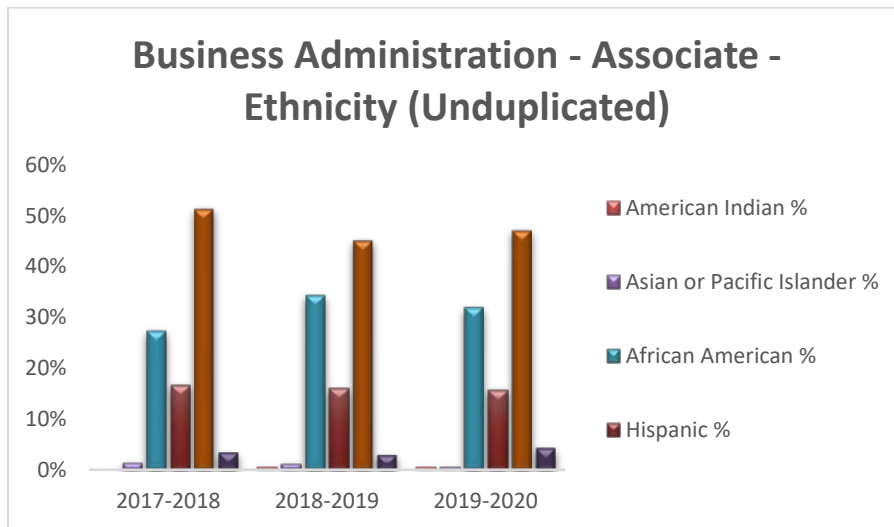
Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer												
Academic Year	Under 18		18-24 years		25-34 years		35-44 years		45 and older		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	1	1%	77	51%	40	27%	17	11%	15	10%	150	100%
2018-19	0	0%	96	55%	49	28%	18	10%	12	7%	175	100%
2019-20	0	0%	109	57%	44	23%	21	11%	17	9%	191	100%
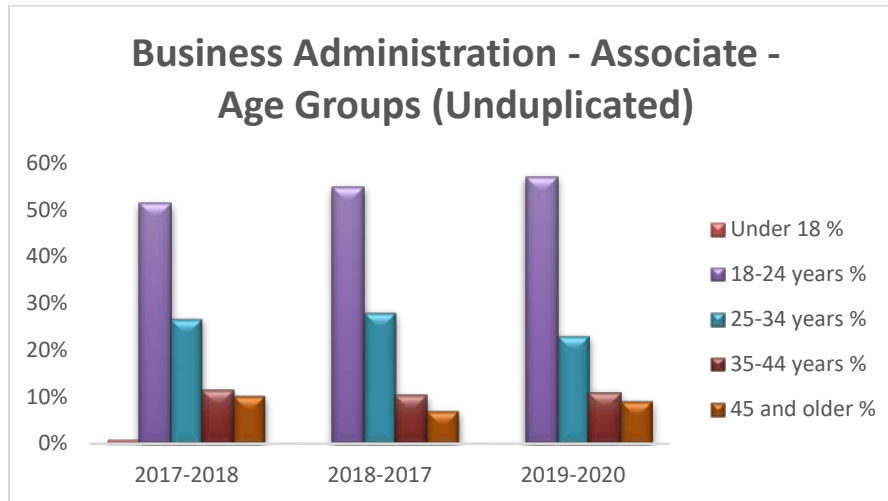
Provide narrative for analysis of student demographics. *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

The Business Administration faculty began an initiative to recruit non-traditional students during the program review reporting period. The faculty targeted specific industries to recruit and market. They began by working with the communications department to prepare flyers with information specific to the programs that would speak to those in the industries the faculty were focusing on. In additional to the flyers, a letter was composed and mailed encouraging a partnership between managers of the various organizations and the program faculty. The managers were also afforded the opportunity to have faculty members visit their respective organizations to further discuss how pursuing coursework could be advantageous to the employees and management alike. The specific industries in which the faculty reached out to were hospitality, small businesses, funeral services and organizations that offered tuition reimbursement to students.   In addition to these focused recruiting efforts, the faculty also participated in a local job fair sponsored by the Wayne County Chamber of Commerce in which they provided materials and offers of organizational visits.

To increase student diversity in the Business Administration program, faculty recommend bilingual marketing materials. The faculty will work directly with the WCC marketing department to share ideas on how to facilitate this change. The faculty also believe testimonials from minority students would encourage diverse students to apply for the Accounting and Finance program.

In addition to previously mentioned recruiting efforts, the Business Administration faculty have joined the workforce continuing education department in offering a summer camp aimed at middle and high school students, which have a high level of diversity in the student population. This effort can help introduce students to our program that might not have otherwise known about it.

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| Section 4: Program Outcomes |
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Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 63 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: <u>70</u>
Target: <u>75</u>

Number of Completers *(unduplicated) – Graduation Year – Summer, Fall, Spring*				
Graduation Year	Associate	Diploma	Certificate	Total
2017-2018	20	5	26	51
2018-2019	22	7	41	70
2019-2020	19	5	44	68
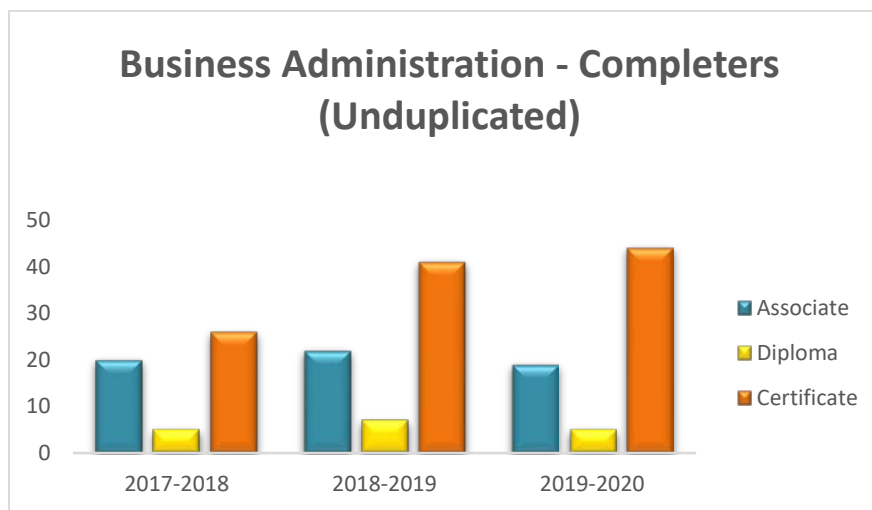
Provide narrative for analysis of completers*. (Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Advising has been focused on ensuring all student earn all levels of credentials, including the certificate, diploma, and associate degree. Retention efforts have been focused on helping students reach milestones early, such as a certificate, to help students understand that their efforts can be translated to tangible outcomes. Associate and diploma students have remained consistent over the specified time period, while the certificate students have risen significantly. The Business Administration faculty approach each semester with a goal of retaining as close to 100% as possible. Strategies have been developed and implemented toward reaching this goal. Additional advising efforts include reaching out to students who do not return in an effort to understand reasons why and to offer suggestions and support available to consider returning to pursue their education. A significant percentage of our student do switch to the college transfer program or other changes of major. These efforts have shown that in addition to changing majors, other reasons for non-returning students include employment related changes, relocation, loss of funding and other personal reasons.

Provide narrative for analysis of completer standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20. The standard has been set at 70 (#) and the target at 75 (#).

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

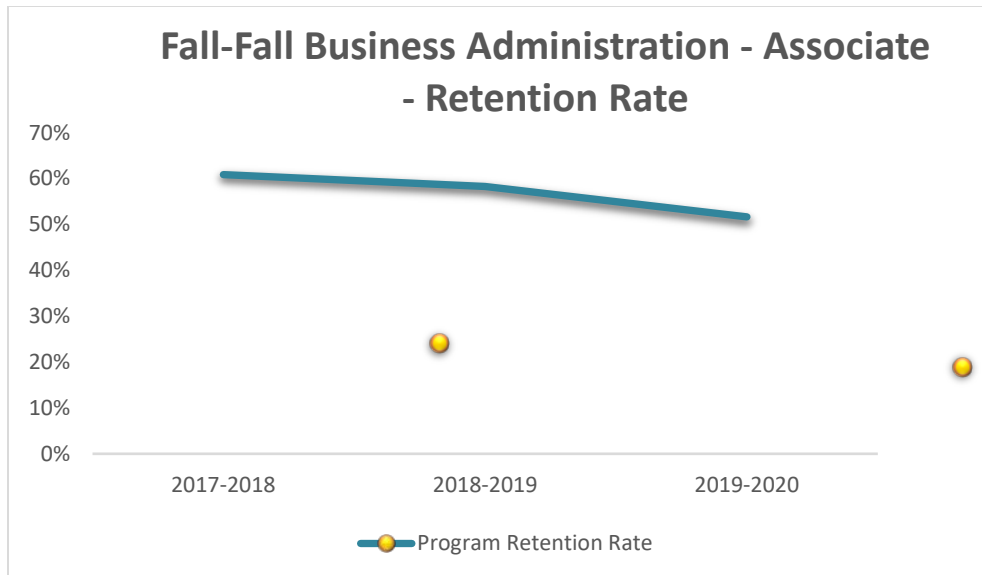| Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Discuss certificates, diplomas, and associate degrees in the classroom outside of normal advising time. This will reinforce the goal of program retention and completion.	Spring 2022	Faculty will develop a mini presentation to present in seated, hybrid and online courses. The presentation will include completion of certificates, diplomas and degrees. Current semester completers will also be highlighted.
2	Implementing advisor checkpoints will ideally improve course performance and increase completers.	Spring 2022	Faculty will initiate completion efforts by having students sign a pledge as a commitment to finish their chosen course of study. Faculty will continue the completion efforts by tracking students who receive alerts, following up on respective alerts, and check current course averages at the midterm point of the semester. Students will be reminded of resources available and consequences of not passing and/or finishing the course.

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Outcome #2: Retention

Baseline: 56.9 % (*Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention*)
Standard: 57.8 %
Target: 59.1**.** %

2020-2021 Action / Strategy Items: *(carried forward outcomes)*

Item #	Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)*	Results / Use of Results: *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Increased engagement in online courses	The Business Administration faculty implemented several efforts in their online classes to increase student engagement. These efforts include utilizing the REMIND app to send important reminders and information via text messaging, which is a widely acceptable form of communication, instructor prepared video lectures, podcast lectures, synchronous lecture offerings once a week to online students and office hours via Google Meet.
2	Provide new advisees with tips for success.	The Business Administration faculty created a document with tips for success to provide to students. This document will begin being provided to new students in Summer and Fall 2021. The results are not available as of the program reporting period. The faculty will report on the results in the next reporting period.

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Retained	Program Stop Outs	Program Transfers	Program Retention Rate
Fall 2017-Fall 2018	115	20	50	40	5	60.9%
Fall 2018-Fall 2019	127	20	54	48	5	58.3%
Fall 2019-Fall 2020	151	18	60	63	10	51.7%

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Fall-Fall Business Administration - Associate - Retention Rate

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of fall-to-fall retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The Business Administration faculty observed from the retention numbers that the overall number of students in the program has grown by 24% (115 vs. 151) over the selected period, however, the retention rate has declined by roughly 9% (60% vs. 51%). This resulted in a net increase of total program students by 11% (69 vs. 77). In brief, the retention percentage went down over the selected period, however, the student count went up due to greater enrollment.

Faculty continue to strive for increased retention through multiple means such as early alerts, referral to the accounting and business lab, and increased advising efforts.

Provide narrative for analysis of program retention standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at 57.8 (%) and the target at 59.1 (%).

Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Encourage students to persist in credential completion.	Spring 2022	Faculty will use creative methods to provide information to students regarding the importance of moving

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			forward and completing course of study.
2	Inform students of the next credential eligibility to reinforce retention.	Spring 2022	Faculty will use current advising records and tracking to inform students of the next credential they are eligible for at each registration period.

Outcome #3: Program Success Rate (all delivery methods)
(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)

Baseline: 77 **%** (*Average program success students for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 78 **%**
Target: 79 **%**

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2017-2018	563	452	80%
2018-2019	668	483	72%
2019-2020	803	632	79%

Provide narrative for analysis of student success in program courses. *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

Courses offered during the first and second semesters are required by students in other program areas including college transfer, operations management, agribusiness technology, computer information technologies and college and dual enrolled high school students. The success rates tend to be lower than in the upper-level courses that only Business Administration students are enrolled.

Courses offered in the first and second semesters of the curriculum program are offered in a variety of formats including traditional, web-assisted, hybrid, and internet. As students move into the third and fourth semesters, most courses are only offered as online courses, while others are offered in traditional, hybrid and online formats. Students in seated and hybrid courses are taught early on how to be online learners to increase their potential to be successful upon reaching online only courses. Several courses in the Business Administration program now offer online audio/video lectures to accommodate various learning styles of the distance education students.

Based on the data provided by planning and research, the success rates for traditional courses are higher than hybrid and internet courses for those courses offered in the various learning formats.

Courses taught in different learning formats and by various instructors are taught in a consistent manner. The courses themselves are identical as far as concepts covered, assignments, and tests, etc. We feel that course consistency is necessary in the fact that students are taught concepts that will be carried over to other courses. Course consistency is also important for the purpose of measuring learning outcomes.

The business and accounting tutorial lab offers both morning and evening hours in addition to assistance via email and virtual tutoring for one-on-one tutoring in business administration courses. The various methods of receiving tutoring were an effort to accommodate various student personal schedules. The instructors are

continuously looking for ways to increase student use of the lab including personal recommendations and other incentives. This type of tutorial lab has proven to be successful in the accounting and business programs.

There are no plans to adjust course offerings.

Provide narrative for analysis of student success in program courses standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at <u>78</u> (%) and the target at <u>79</u> (%).

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Business and Accounting Lab Referrals	Spring 2022	Faculty will refer students with a grade average of less than 70 to the business and accounting tutorial lab to ensure students receive one-on-one assistance, increasing student success. The faculty will track referrals and student results.

Outcome #4: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

Baseline: N/A % (*Average of last three years NCCCS Reports; 2018, 2019, and 2020*)
Standard: N/A % (
Target: N/A %

Licensure / Certification Exam – (Title of License or Exam)

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2017	2015-16			
2018	2016-17			
2019	2017-18			
2020	2018-19			

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Provide narrative for analysis of licensure / certification passing rates. *(Based on the performance measure data, provide a narrative of your analysis of licensure/certification. Are you satisfied with your program licensure or certification rates? State any changes you plan to make for continuous improvement.)*

Not applicable.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Not applicable.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Not applicable.		

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.

Not applicable at this time.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Currently, the faculty receive an anonymous student evaluation for each course taught. This evaluation is used to adapt future courses to be more closely aligned with student needs and expectation. Additionally, the faculty has explored the topic of creating additional evaluation instruments to help garner more information about specific aspects of the course that may not be covered in the institutional provided evaluation.

In addition to student evaluations, the programs are evaluated in the form of a survey by the program advisory committee. The results of this survey is considered when making course and program changes.

Program Review and Outcome Assessments, 2020-21

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Departmental Survey	Spring 2022	Faculty will create a departmental survey to gain additional feedback from students regarding courses to include more specific information than the Moodle evaluation.

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

All classes for the Business Administration Program meet in the Spruce Building. These classrooms usually seat between 24-30 students, which is adequate space. Each classroom is equipped with an instructor computer, projector equipped with sound and video capabilities, and a projection screen. Certain classrooms are also equipped with a document camera and smart podium.   This equipment allows instructors to display all of the necessary information needed and use different teaching methods to create sustainable and engaging learning environments for students.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

Wayne Community College offers a variety of student support services. Admissions is generally where students begin their educational journey at Wayne. In admissions they learn what is needed to be accepted into the institution and are supported throughout the process. The business department follows up with students throughout the admissions process to convert these students into fully enrolled students. Financial aid helps to facilitate funding for class and the business department is continually reminding students to complete their financial aid process, as well as, how adding or dropping a class can impact their financial aid. We also have counseling services, academic skills, academic advisors, and other services to help our students feel supported here at Wayne Community College. The admissions, financial aid, counseling, and academic skills departments are all focused on student success. The college has improved ways to recommend these services to students and encourage students to take advantage of these resources.

Program Review and Outcome Assessments, 2020-21

Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Department	Objective(s) Submitted	Use of Results
2017-18	Business & Accounting	Glass Top Tables (Approved)	The tables were delivered and installed in June 2018. These glass top tables have allowed the lab tutors to more effectively demonstrate various accounting and business concepts. They allow the tutors to write directly on the table, thus providing for additional collaborating efforts between the tutors and the students. The concise design of the tables allows for an increased number of students to use the lab at any given time.
2018-19	No planning objectives submitted for Business & Accounting	No planning objectives submitted for Business & Accounting	No planning objectives submitted for Business & Accounting
2019-20	No planning objectives submitted for Business & Accounting	No planning objectives submitted for Business & Accounting	No planning objectives submitted for Business & Accounting

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

The faculty of the Business Administration program strive for continuous improvement. Faculty have identified multiple program strengths, weaknesses, and opportunities.

The business program has several key strengths: (1) knowledgeable, caring, and dedicated faculty, (2) flexible course offerings across multiple modalities, (3) leveraging technology to the benefit of students, (4) continual communication with students, and (5) tutoring services available.

Some weaknesses and opportunities include: (1) being able to create a more effective feeder system from local high schools to Wayne, (2) to integrate more real-world work environments and professionals into the program directly, and (3) have goal setting toward professional, personal, and educational outcomes incorporated into the program directly.

Program Review and Outcome Assessments, 2020-21

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

Review prepared and submitted by: *(Please list name(s) and titles)*

Tracy Schmeltzer, Dean of Business & Computer Technologies Division

Erin LeGrand, Department Chair, Business and Accounting Department

Allison Sullivan, Instructor, Business Administration

Ryan Bradshaw, Instructor, Business Administration

Katharine Jarman, Instructor, Business Administration

<u>Approvals</u>

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean, Director, or AVP / Date: _____*Tracy M. Schmeltzer*_____ 5/17/2021

IE Acceptance / Date: _____*Dorothy Moore*_____ 5/11/2021

Administrator Approval / Date: _____*Patty Pfeiffer*_____ 5/17/2021

Program Review and Outcome Assessments, 2020-21