

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Risk Management and Insurance

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.

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 align 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 Risk Management and Insurance Program ensures student access by offering the degree program in a variety of formats. The first semester courses are offered as hybrid 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 Risk Management and Insurance 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 and any necessary improvements. Other efforts to ensure program excellence include 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, program faculty 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: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associates in Applied Science	Risk Management and Insurance (A25800RM)

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

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

Curriculum Changes	Date – Updated / Revised / Deleted
Pre-Requisite Courses For RISE	Revised Fall 2020
INS 129 Property and Casualty Insurance	Added Fall 2020

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 Risk Management and Insurance program during the review period are reflected in the table above. The pre-requisite changes were made for all community colleges at the Systems Office level. These changes impacted the prerequisite courses required for curriculum courses in the program and impacted all programs across the campus.

The addition of the INS 129 Property and Casualty Insurance course was as a result of a recommendation made to the faculty at the advisory committee meeting. The members of the insurance industry stated that it was imperative that students complete the course to be eligible for licensure in that content area.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	Not applicable	Not applicable
2020-2021	10/20/2020; 3/23/2021	Implement remote meeting and learning concepts into specific courses discussed in the meeting. Addition of property and casualty course into degree program.
2021-2022	10/12/2021	Discuss ideas presented by committee members at the next department meeting.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

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, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

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

- Soft 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

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: _____ # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*

Unable to set baseline, new program 2019-20

Baseline will be established when 3 years of program data is achieved.

Standard: 7 #

Target: 9 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	0
2019-2020	5
2020-2021	8

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021	
	N	%	N	%
African American, Female	1	20.0%	1	12.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%
Caucasian, Female	1	20.0%	2	25.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	20.0%	1	12.5%
Two or More Races, Female	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%
Female Total	3	60.0%	4	50.0%
African American, Male	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%
Caucasian, Male	1	20.0%	3	37.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%
Two or More Races, Male	1	20.0%	1	12.5%
Unknown, Male	0	0.0%	0	0.0%
Male Total	2	40.0%	4	50.0%
Total	5	100.0%	8	100.0%

Ethnicity & Age Range	2019-2020		2020-2021	
	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%
Caucasian, 18-24	2	40.0%	3	37.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%
18-24 Total	2	40.0%	3	37.5%
African American, 25-44	1	20.0%	1	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	20.0%	1	12.5%
Two or More Races, 25-44	1	20.0%	1	12.5%
Unknown, 25-44	0	0.0%	0	0.0%
25-44 Total	3	60.0%	4	50.0%
African American, 45-64	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	12.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	12.5%
African American, 65+	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%
Total	5	100.0%	8	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment for the Risk Management and Insurance Degree program saw an increase from Fall 2019-2020 to Fall 2020-2021. The program was added and became effective just before the shut down mandates associated with COVID19. At the time, faculty had planned recruitment opportunities to market the program and inform the public about program and job opportunities. The enrollment data for gender, age and ethnicity seems to be fairly consistent. The faculty are anticipating marketing and recruitment opportunities.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Focused recruiting efforts to increase enrollment.	Coordinate internal recruiting efforts through social media, marketing materials and recruitment opportunities.
2		

Outcome #2: Retention

Baseline: _____ % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)
Unable to set baseline, new program 2019-20
Baseline will be established when 3 years of program data is achieved.

Standard: 70 %

Target: 72 %

Year	Program Retention Rate
2018-2019	N/A
2019-2020	N/A
2020-2021	75.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2020 to Fall 2021	
	N	%
African American, Female	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%
Asian, Female	0	0.0%
Caucasian, Female	1	16.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%
Hispanic/Latino, Female	1	16.7%
Two or More Races, Female	0	0.0%
Unknown, Female	0	0.0%
Female Total	2	33.3%
African American, Male	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%
Asian, Male	0	0.0%
Caucasian, Male	3	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%
Hispanic/Latino, Male	0	0.0%
Two or More Races, Male	1	16.7%
Unknown, Male	0	0.0%
Male Total	4	66.7%
Total	6	100.0%

Ethnicity & Age Range	Fall 2020 to Fall 2021	
	N	%
African American, Under the age of 18	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%
Asian, Under the age of 18	0	0.0%
Caucasian, Under the age of 18	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%
Two or More Races, Under the age of 18	0	0.0%
Unknown, Under the age of 18	0	0.0%
Under the age of 18 Total	0	0.0%
African American, 18-24	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%
Asian, 18-24	0	0.0%
Caucasian, 18-24	2	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%
Hispanic/Latino, 18-24	0	0.0%
Two or More Races, 18-24	0	0.0%
Unknown, 18-24	0	0.0%
18-24 Total	2	33.3%
African American, 25-44	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%
Asian, 25-44	0	0.0%
Caucasian, 25-44	1	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%
Hispanic/Latino, 25-44	1	16.7%
Two or More Races, 25-44	1	16.7%
Unknown, 25-44	0	0.0%
25-44 Total	3	50.0%
African American, 45-64	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%
Asian, 45-64	0	0.0%
Caucasian, 45-64	1	16.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%
Hispanic/Latino, 45-64	0	0.0%
Two or More Races, 45-64	0	0.0%
Unknown, 45-64	0	0.0%
45-64 Total	1	16.7%
African American, 65+	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%
Asian, 65+	0	0.0%
Caucasian, 65+	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%
Hispanic/Latino, 65+	0	0.0%
Two or More Races, 65+	0	0.0%
Unknown, 65+	0	0.0%
65+ Total	0	0.0%
Total	6	100.0%

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

The faculty consider the 75% retention of the most recent reporting year to be a success and beginning on the right track for this program.

The program offers multiple delivery modalities (hybrid, evening, online) to meet student needs.

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

Identify Retention Action Items

Item	Action Items (What actions can be taken to increase program retention?)	Assessment of Action Items (How will you assess the results of action items?)
1	Early alerts	Tracking through software (currently AVISO)
2	Referrals to tutoring lab	Tutoring lab log

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: _____ # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Unable to set baseline, new program 2019-20

Baseline will be established when 3 years of program data is achieved.

Standard: 3 #

Target: 4 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	0
2020-2021	0
2021-2022	3

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2021-2022	
	N	%
African American, Female	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%
Asian, Female	0	0.0%
Caucasian, Female	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%
Hispanic/Latino, Female	1	33.3%
Two or More Races, Female	0	0.0%
Unknown, Female	0	0.0%
Female Total	1	33.3%
African American, Male	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%
Asian, Male	0	0.0%
Caucasian, Male	1	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%
Hispanic/Latino, Male	0	0.0%
Two or More Races, Male	1	33.3%
Unknown, Male	0	0.0%
Male Total	2	66.7%
Total	3	100.0%

Ethnicity & Age Range Table	2021-2022	
	N	%
African American, Under the age of 18	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%
Asian, Under the age of 18	0	0.0%
Caucasian, Under the age of 18	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%
Two or More Races, Under the age of 18	0	0.0%
Unknown, Under the age of 18	0	0.0%
Under the age of 18 Total	0	0.0%
African American, 18-24	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%
Asian, 18-24	0	0.0%
Caucasian, 18-24	1	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%
Hispanic/Latino, 18-24	0	0.0%
Two or More Races, 18-24	0	0.0%
Unknown, 18-24	0	0.0%
18-24 Total	1	33.3%
African American, 25-44	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%
Asian, 25-44	0	0.0%
Caucasian, 25-44	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%
Hispanic/Latino, 25-44	1	33.3%
Two or More Races, 25-44	1	33.3%
Unknown, 25-44	0	0.0%
25-44 Total	2	66.7%
African American, 45-64	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%
Asian, 45-64	0	0.0%
Caucasian, 45-64	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%
Hispanic/Latino, 45-64	0	0.0%
Two or More Races, 45-64	0	0.0%
Unknown, 45-64	0	0.0%
45-64 Total	0	0.0%
African American, 65+	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%
Asian, 65+	0	0.0%
Caucasian, 65+	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%
Hispanic/Latino, 65+	0	0.0%
Two or More Races, 65+	0	0.0%
Unknown, 65+	0	0.0%
65+ Total	0	0.0%
Total	3	100.0%

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?)*

In light of the limited data available for this program during the reporting period, the faculty of the program are hopeful that increased enrollment will lead to increased retention and completers. The college's service area has enough jobs to sustain a significant increase. This will be the focal point of recruiting and marketing efforts in the future.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Implementing advisor checkpoints will ideally improve course performance and increase completers.	Faculty will continue 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.
2		

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

At the present time, the faculty in other department programs 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 expectations. Additionally, the faculty in the other department program areas have 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. A departmental survey has been created to gain additional and more specific information from students regarding the courses in the Risk Management and Insurance program.

Planning Objectives (2019-20; 2020-21; 2021-22 – 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)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

The Risk Management and Insurance program has minimal requirements in the way of equipment. In considering our previous planning objectives, the faculty feels that the future needs would be related to replacement of current equipment. We house a tutoring lab in our building. The lab provides laptops for students to use when they come to campus to use lab services. The laptops need to be replaced from time to time. The tables in the tutoring lab were replaced with tables that allow students and tutors to write on/erase as well as charging the devices used during a tutoring session.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

The Risk Management and Insurance faculty includes five full time faculty teaching accounting and business courses. The risk management and insurance courses are taught by four adjunct faculty. The need for a full time faculty member for the insurance courses would only arise with significant growth in enrollment.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

All hybrid business and accounting courses meet in the Spruce Building. These classrooms 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 engaging learning environments for students.

The risk management and insurance courses are taught 100% online at the present time.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

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 profess, 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 office, 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.

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

The faculty of the Risk Management and Insurance program strive for continuous improvement. Faculty have identified multiple program strengths, weaknesses, and opportunities.

