

**Eastern West Virginia
Community & Technical College**

Post-Audit Review

**Business Management,
Associate in Applied Science Degree**

August 17, 2006

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

The Associate in Applied Science degree in Business Management provides students with a basic knowledge of the business organization and procedures. The program is designed for persons who are seeking full-time employment in an entry level management position. This program applies business and management concepts and provides hands-on technological applications to accounting, economics, finance, management, and marketing.

In keeping with the institution's mission, vision and goals, the Business Management in Applied Science Degree Program meets the expressed needs of the District's businesses. Graduates of the program are prepared to enter management positions in general business, travel and tourism and small business management.

The Business Management, A.A.S. program provides students with an opportunity to develop their technical and interpersonal skills. Students in this program complete a general education core in communication, computer literacy, business math, science and social science. In addition, the degree includes a technical core of courses in business, accounting, microeconomics, macroeconomics, business finance, principles of management and principles of marketing. Students are able to further focus their study by selecting an area of emphasis from general business, travel and tourism, or small business management. Each student, in conjunction with the Academic Program Director for Business Technologies, chooses an area of emphasis that supports his or her professional goals. Students participate in hands-on training through a variety of experiences including an internship or capstone project.

While the Business Management, A.A.S. degree is considered to be a terminal degree, some, but not all, credits are appropriate for transfer for completion of a bachelor's degree.

Admission into the program requires students to participate in an advising and planning session which includes:

- Choosing an area of emphasis in travel and tourism, small business or general management.
- Assignment of program advisor who will validate the academic integrity of designed program of study
- Development of an educational plan in keeping with career objectives. The educational plan will include short term and long term career objectives of students while at school.

During Eastern's inaugural academic year (2001), the College offered Business Management courses through West Virginia Northern Community College. Students were able to incorporate business courses as a concentration in the Individualized Career Studies degree program. In adopting the Northern model, Eastern sought to provide a generic, flexible career technical degree program to address the diverse needs of its service district while the College continued initiatives defining specific educational and training needs.

In 2002, Eastern became affiliated with Southern West Virginia Community and Technical College. At this time, Eastern began offering the associate in applied science business programs in collaboration with Southern West Virginia Community and Technical College. In 2003, the College conducted a DACUM for business programming and thus created its own business management program with three areas of emphasis in general management, small business and travel and tourism.

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

The purpose of the Business Management Program is to provide students with skills necessary to meet the business needs of district employers. Eastern's district is a region in transition experiencing growth in business and industry. The region is home to numerous small and midsize businesses, many of which are expanding. Additionally, new companies are looking to relocate to the region. Considering the growth dynamics of the six counties in Eastern district, there is a demand for graduates with business skills. The Business Management Program is designed to respond to the increasing needs of these employers by:

- Emphasizing professional skills training
- Meeting current and projected regional employment needs of business
- Increasing access to higher education throughout the college's responsibility district
- Providing adult learners with academically rigorous business appropriate courses
- Designing curricula by incorporating brokered courses
- Providing program flexibility to meet a variety of job placement options

III. Assessment

A. Summarize the principle elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Eastern's assessment plan consists of four levels: entry level assessment, process assessment, near term assessment and long term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

The Assessment Process (Adapted “The Assessment Funnel”, Alfred, et.al.)		
Process Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Program Level Assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey	Academic Services, Learner Support services
Near-Term Level	Summative assessment activities for program level assessment, WorkKeys, CAAP, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support Services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the assessment plan (See Appendix IV for Program Level Assessment Process). Eastern is in the initial stages of implementing its assessment plan. According to the established assessment implementation timeline, process level and near-term level activities began in Fall 2004 and Spring 2005 (See Appendix V). Such activities include review of enrollment patterns, tracking studies, capstone assessment, graduating student survey and alumni survey. The Academic Profile has been administered as the test of general education. Test results for Business Management majors were insufficient to impact program evaluation at this time. WorkKeys has been administered to the program graduates. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections.

The program has not had enough students complete capstone or internships at this point to conduct a meaningful assessment of program level outcomes. In the future the internships and capstones will be used as a summative assessment of program effectiveness.

The graduate surveys have been administered, but, again, there is insufficient data for business students so is not included in this report.

B. Provide information on the following elements:

- ***Educational goals of the program***
- ***Measures of evaluating success in achieving goals***
- ***Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data***

The Associate in Applied Science degree in Business Management provides students with a basic knowledge of the business organization and procedures. The program is designed for persons who are seeking full-time employment in entry level management positions. This program applies business and management concepts and provides hands-on technological applications to accounting, economics, finance, management and marketing. Students may select an emphasis in general business, small business management, or travel and tourism.

Upon successful completion of the Business Management Program, the graduate will be able to:

General Business Area of Emphasis:

- Demonstrate a basic knowledge of business organization and procedures.
- Demonstrate effective skills in communication, problem-solving, and decision making
- Demonstrate knowledge in general education
- Demonstrate basic knowledge of business tools including computers and other communications equipment

Small Business Management Area of Emphasis

- Manage employees
- Perform & manage accounting duties
- Manage information resources
- Manage business and work processes
- Build customer & staff relationships
- Maintain personal & professional development
- Manage inventory
- Market services and products

Travel and Tourism Area of Emphasis

- Analyze tourism industry
- Provide customer service
- Apply sales and public relations techniques
- Coordinate travel arrangements
- Plan contracted events and conferences
- Develop and implement training programs
- Purchase and manage inventories
- Reconcile daily accounting records
- Manage information systems
- Work with staff
- Manage facility, area and equipment
- Observe industry regulations

Course completion rates and student tracking studies are used as measures of overall program success. Students are tracked through target courses in the program. Initial tracking studies are underway to discern attainment of defined student learning outcomes. These tracking studies include: developmental tracking studies, and success in first level to second level courses. To date, the Business Management, A.A.S. program, has served 82 majors. Of those students required to participate in entrance testing (N = 20), 60% were required to enroll in Basic Mathematics (MTH 90), 90% in Introductory Algebra (MTH 99), 15% in Reading/Study Skills

(RDG 90) and 20% in Beginning Composition (ENL 99). Students completing the required developmental courses will be tracked through completion of the first college level course within the discipline in the developmental program assessment activities. However, initial review of records show that 100% of the students required to take developmental math (N=6) complete MTH 115 (Business Math) with a “C” or higher. The sequence of accounting courses was selected for a pilot tracking study. Initial tracking of students completing ACC 120 (Accounting I) through ACC 121 (Accounting II) (N= 9) demonstrates that 78% of the students completing Accounting I were successful in Accounting II. Given the small sample size, this trend will be monitored for an additional semester prior to discerning need for intervention. A review of Accounting I enrollment patterns identified an unacceptable drop rate (28%). To address the issue of withdrawals due to insufficient skill levels, a prerequisite was added to the accounting I course. The impact of this change is under study.

WorkKeys is administered to graduating students in career/technical programs as a measure of the effectiveness of the general education core in relation to the workplace. Initially, two tests from the WorkKeys series are administered to graduating students: Applied Mathematics and Reading for Information. A third test, Locating Information has been added to the WorkKeys testing. To date, the WorkKeys assessment has been administered to spring 2004 and 2005 graduates (N=3). Although graduates have met the minimum performance standards, the numbers are too low for effective assessment of program level effectiveness. Students’ performance in WorkKeys will continue to be monitored annually for consistency of performance. Program changes will be explored if future test results indicate deficiencies.

Five business courses were tracked to discern course completion rates. Viewed collectively, the courses have a drop rate of 22%. These courses will be reviewed to determine if appropriate prerequisites have been identified to assure student have essential skills for entering the selected courses.

Course evaluations surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness. Course evaluations were compiled for Business Management, AAS majors for the fall 2004 term. Thirty-seven surveys were returned for Business Management majors. Ninety-two percent of these students stated that the course syllabus almost always provided a detailed description of learning outcomes and 92% stated that detailed course requirements were provided. Overall, students rated the completed courses as good to excellent (92%). Students felt equally positive about the quality of instruction with 90% rating the instructor as good to excellent. Additionally, 95% of the students would take another course from the same instructor as well as recommend the instructor to their friends (97%). Only 32% of the respondents reported conducting library research as part of course requirements. The low percentage may be due to the applied nature of courses completed and included in the course evaluation process. To further assess this situation, a syllabus analysis will be conducted on targeted courses. Although the sample size is small, students’ perceptions are positive. Evaluation surveys will continue to be monitored for future patterns and incorporated into overall program level assessment analysis.

The graduating student surveys were administered in spring 2005, but insufficient data is available for assessing the input from Business Management graduates. In the future, as the

program graduate pool increases, data from graduating student and alumni surveys will be incorporated as indirect measures of program effectiveness.

Given that a significant number of program majors are nontraditional students currently employed in the business field, an alternative to the internship was explored. As a result, the curriculum was modified to provide students with the choice of selecting an internship or capstone and increasing the number of business electives. The program advisory committee endorsed this change in the curriculum.

C. Provide information on how assessment data is used to improve program quality. Include specific examples.

Data collected and analyzed through the processes identifies in item “B” above will be used to determine need for future program revisions. In addition to the above assessment activities, advisory committee review and recommendations are also considered to assure program learning outcomes are in keeping with district needs. Since the program inception, the following changes have been made to the curriculum:

- Addition of English Composition II as choice for communications requirement. This change meets the needs of students transferring to a baccalaureate program.
- Addition of business law to the business technical core.
- Removing business finance from required technical core courses and adding to emphasis electives provided more effective alignment with program level learning outcomes.
- Increasing business restricted electives by 3 credits allowing students to strengthen business skills.
- Allowing students to choose either Capstone or Internship addressing needs of students currently employed in the business professions.
- Adding one credit course in computerized accounting to the general business area of emphasis. This change was recommended to familiarize students with QuickBooks or Peachtree which are widely used by the businesses in the district.

IV. Curriculum

A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

The Business Management, A.A.S. program is intended to meet the educational and professional needs of students who wish to enter the field of business or management. In addition to a defined technical core, students select an area of emphasis to focus skill development in a specialized area of business management.

Specifically, Business Management, A.A.S. program requires 62 semester hours which includes 21 semester hours in general education core requirements, 29 semester hours in a business technical core and 12 semester hours in emphasis or restricted business electives. Core courses in business management include accounting, business, management, marketing, business law, economics, capstone or internship (See Appendix I for curriculum and listing of courses).

Eastern subscribes to an open door admissions policy. However, all students must complete entrance testing prior to registering for courses with applicable prerequisites. Students providing record of appropriate ACT or SAT scores are exempt from the entrance testing.

Students graduating with the Business Management, A.A.S., must meet all graduation requirements set forth in the College catalog.

B. Provide a list of courses along with the number of credit hour required for each course. Include specific course titles and numbers. Label as Appendix I.

See Appendix I for curriculum and listing of courses.

C. Submit a listing of the course delivery modes.

Courses are offered in multiple delivery modes including on-line, telecourses and traditional course formats. Some courses are made available through partnerships with Kentucky Community and Technical College System, Virginia Community and Technical College System and Southern West Virginia Community and Technical College.

V. Faculty

Submit information on the total number of full-time and part-time faculty per year to deliver the program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught. Information on professional development activities should be included for part-time, as well as full-time faculty.

Currently, no full-time faculty is designated for the program. Eastern employs content faculty and practitioner faculty for program development and instructional purposes. Practitioner faculty is employed on a part-time, contractual basis to provide instruction. Some courses are brokered through contractual arrangements with colleges in the Virginia and Kentucky community college systems as well as through other West Virginia Colleges and the SREC. The Academic Program Director for Business Technologies provides coordination and supervision. The Academic Program Director maintains credentials appropriate for the business discipline.

The internship and capstone are specific to the program. These courses are taught by the Academic Program Director for Business Technologies. Six students have completed both capstone and internship courses.

A list of general education and business practitioner faculty, credentials and instructional disciplines are provided in Appendix II.

VI. Enrollment and Graduates

A. Submit data including headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence (Label as Appendix III).

Enrollment in the Business Management, A.A.S. program has increased significantly since the program inception in 2003. Program majors have more than doubled to a total of fifty-six majors in fall 2005. Given this pattern, it is estimated that the number of program majors will continue to grow over the next several years (See Appendix III for enrollment and FTE details).

A significant number of Business Management majors are enrolled as part-time students. In fall 2002, 50% of the students were part-time. This number has steadily increased and appears to have stabilized at 61% in fall 2005. This enrollment trend impacts program offerings, class sizes and graduation rates. To address the needs of the part-time student, Eastern offers the program in a full-time day implementation cycle as well as a part-time evening implementation cycle. Scheduling cycle assures that a student can complete degree requirements within four to eight semesters.

The number of transfer students matriculating into the Business Management program has declined, but appears to have stabilized over the recent semesters at approximately 18% (fall enrollment patterns).

B. Provide information on graduates in terms of places of employment, starting salary ranges and number employed in field of specialization. Include evidence of results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and number of respondents.

Based on follow-up survey of four program graduates, two of the graduates plan to transfer into a baccalaureate degree program in business. Three of the four graduates are currently employed in positions based on degree attainment. One graduate was promoted at her current position. Two graduates found new jobs related to their major. One graduate, who is the first minority graduate of the college, with the support and guidance of the Academic Program Director for Business Technologies and Director of Small Business Administration, was able to raise capital through SBDC and start his own business.

The employment status of each graduate is as follows:

- Graduate 1. employed by American Woodmark Corporation as an account executive
- Graduate 2: Promoted from the cashier position at Wal-Mart to an accounting position
- Graduate 3: Promoted at Summit Community Bank from a secretarial position to accounting assistant
- Graduate 4: Started his own business by raising capital through SBDC

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs

Eastern maintains an articulation agreement Franklin University (Ohio) for graduates of Business Management program. All four graduates of business management program are eligible to transfer to the baccalaureate business program at Franklin University.

During the advising sessions, students particularly interested in attaining a baccalaureate degree are advised to complete an AA or AS degree with concentration in business.

VII. Financial

A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

For 2004 academic year, \$30,000 was required to deliver instructional services for the Business Management, AAS degree program. On an average Eastern offers approximately 20 sections in the business program. This includes the technical core and business electives. The general education core parallels courses required for the Associate in Arts, Associate in Science, and other Associate in Applied Science degree program and consequently share instructional costs. There is no additional cost affiliated with offering general education and common technical core courses. Prior to spring of 2005 Eastern brokered online courses from community colleges in Kentucky. In spring of 2005, Eastern began offering its own online courses (3) in business. Such online offerings were well received by the business students who saved more than 30% in tuition and received direct support from the college. In fall of 2005, Eastern doubled the number of business courses offered online. By offering Eastern online courses, the revenues and costs increased proportionally (See Table 1). The capstone and internship are taught by the Academic Program Director for Business Technologies. This is a staff position; hence it does not require additional funding.

Instructional costs are supported through state appropriations and tuition.

Table 1: Cost and Revenue of Eastern Generated Web Courses

	# of business courses offered online	Costs	Revenues (tuition)
Spring 2005	3	\$6000	\$15,600
Summer 2005	1	\$1500	\$2,400
Fall 2005	6	\$8,400	\$16,000

B. Identify projection of future resource requirements and sources of funding.

When Eastern hires a full time faculty for the program, the cost of the program is expected to increase by approximately \$40,000 annually; however, costs for practitioner faculty will decrease. An additional \$5000.00 is needed for software upgrade.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

The following individuals are serving on business advisory committee.

- Martha Beth Ludewig, Director of Small Business Development Center Former practitioner faculty. Mrs. Ludewig's experience with local businesses has helped the program. Her support through SBDC helped one of the Business graduates raise capital through SBDC and start his own business.
- Ann Price. Certified Public Accountant working for local accounting firm. Former Shepherd University faculty and current Eastern practitioner faculty. Mrs. Price's background in education and industry is very valuable regarding curriculum revision.
- Robert Williams. Local business owner. Mr. Williams is a board member of several local businesses where several business students are currently working.
- Robert Ciszewski. Local Business owner and Eastern practitioner faculty. Mr. Ciszewski's background in two areas of marketing and information technology has been very valuable regarding curriculum development.
- Shirley Murphy. Eastern practitioner faculty and Health Care provider. Mrs. Murphy's business background in health care systems, which is a growing industry in the area, has contributed to the program.

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

There is no accreditation process for this program.

Summary and Recommendation:

The Business Management, A.A.S. program, since its inception, has effectively provided Eastern students with a strong, reliable, and quality degree program to address their educational goals. In the past two years, the number of business students has increased by more than 100% and is expected to grow at a rate of at least 20% annually over then next three years.

The possibility of offering areas of emphasis in Real Estate, Information Systems and Hospitality Management is under exploration. The job market for business graduates looks strong and the success of Business graduates would support the increase in enrollment.

The College intends to increase articulation agreements to effectively serve the student whose goal is to attain a baccalaureate degree, but also needs to develop the technical skills necessary for immediate employment.

Given the number of colleges and universities that offer bachelor's degree online, and due to business students' familiarity with distance education, it is expected that interest in transfer to a four year college will increase significantly.

The Business Management program, with over 50 students, is one of the strongest degree programs offered by the college. This program will be able to sustain growth as more students realize the strength of the program and as the retention rate improves.

To address need for increased program options and enrollment, increasing emphasis options is under exploration. Moving the Business Operations Support program under this umbrella is being considered. Maintaining a strong general education core and consistent technical core assures a common set of learning outcomes while providing programmatic flexibility to address employer and student needs.

Appendix I

BUSINESS MANAGEMENT
Associate in Applied Science
62 credit hours

Summary of Credits

General Education 21 credit hours
 Technical Core 29 credit hours
 Area of Emphasis 12 credit hours

First Year – Fall Semester				First Year – Spring Semester			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>
ACC	120	Principles of Accounting I	4	ACC	121	Principles of Accounting II	4
BUS	101	Introduction to Business	3	BUS	203	Communications in Business	3
						OR	
CIS	108	Computer Fundamentals	3	ENL	102	English Composition II	3
ENL	101	English Composition I	3	Elective		Emphasis Elective	3
MTH	115	Business Math OR	3	MGT	250	Principles of Management	3
MTH	123	Intermediate Algebra		SSC	147	Understanding Human Diversity	3
Total Semester Hours			16	Total Semester Hours			16
Second Year – Fall Semester				Second Year—Spring Semester			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>
ECN	201	Principles of Economics I (Macro)	3	BUS	278	Business Management Internship OR	3
Elective		Emphasis Electives	3	BUS	276	Business Capstone	(3)
MKT	260	Principles of Marketing	3	Elective		Emphasis Elective	3
Elective		Science Elective	3	ECN	202	Principles of Economics II (Micro)	3
Elective		Social Science Elective	3	Elective		Business Elective	3
				BUS	206	Business Law	3
Total Semester Hours			15	Total Semester Hours			15

Area of Emphasis Course Selections

AREA OF EMPHASIS (Choose 9 credit hours from one area)

Business Management: General			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>
ACC	235	Managerial Accounting	3
BUS	203	Communications in Business	3
BUS	204	Fundamentals of E-Commerce	3
BUS	208	Organizational Behavior	3
CIS	118	Spreadsheet Concepts	2
CIS	120	Data Base Management Concepts	2
CIS	124	Creating a Website	1
CIS	125	Electronic Presentations	2
FIN	231	Business Finance	3
MGT	251	Human Resource Management	3
MTH	225	Introduction to Statistics	3
Business Management: Small Business			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>
ACC	230	Income Tax Accounting	3
BUS	210	Entrepreneurship	3
MGT	251	Human Resource Management	3
MGT	262	Small Business Management	3
MKT	261	Advertising and Sales Promotion	3
MKT	272	Retailing	3
Business Management: Travel and Tourism			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>
MKT	261	Advertising and Sales Promotion	3
MKT	274	Services Marketing	3
TRT	100	Introduction to Travel & Tourism	3
TRT	201	Hospitality Management	3
TRT	202	Tourism Planning	3

PROGRAM COURSES

Accounting

ACC 120 Principles of Accounting I	4 Semester Hours
ACC 121 Principles of Accounting II	4 Semester Hours
ACC 196 Payroll Accounting	3 Semester Hours
ACC 201 Financial Accounting I	3 Semester Hours
ACC 230 Income Tax Accounting	3 Semester Hours
ACC 235 Managerial Accounting	3 Semester Hours
ACC 240 Computerized Accounting	3 Semester Hours

Business Management

BUS 101 Introduction to Business	3 Semester Hours
BUS 146 Introduction to Labor Relations	3 Semester Hours
BUS 200 Workplace Principles	3 Semester Hours
BUS 203 Communications in Business	3 Semester Hours
BUS 204 Fundamentals of E-Commerce	3 Semester Hours
BUS 206 Business Law	3 Semester Hours
BUS 208 Organizational Behavior	3 Semester Hours
BUS 210 Entrepreneurship	3 Semester Hours
BUS 276 Business Management Capstone	3 Semester Hours
BUS 278 Business Management Internship	3 Semester Hours

Computers and Information Systems

CIS 108 Computer Fundamentals	3 Semester Hours
CIS 118 Spreadsheet Concepts	2 Semester Hours
CIS 120 Data Base Management Systems Concepts	2 Semester Hours
CIS 124 Creating a Website	1 Semester Hour
CIS 125 Electronic Presentations	2 Semester Hours

Economics

ECN 201 Principles of Economics I (Macro)	3 Semester Hours
ECN 202 Principles of Economics II (Micro)	3 Semester Hours

English

ENL 101 English Composition I	3 Semester Hours
ENL 102 English Composition II	3 Semester Hours

Finance

FIN 231 Business Finance	3 Semester Hours
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Management

MGT 250 Principles of Management	3 Semester Hours
MGT 251 Human Resource Management	3 Semester Hours
MGT 262 Small Business Management	3 Semester Hours

Marketing

MKT 260 Principles of Marketing	3 Semester Hours
MKT 261 Advertising and Sales Promotion	3 Semester Hours
MKT 272 Retailing	3 Semester Hours
MKT 274 Services Marketing	3 Semester Hours

Mathematics

MTH 115 Business Math	3 Semester Hours
MTH 123 Intermediate Algebra	3 Semester Hours
MTH 225 Introduction to Statistics	3 Semester Hours

Science

Science Elective	3 Semester Hours
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Social Science

SSC 147 Understanding Human Diversity	3 Semester Hours
Social Science Elective	3 Semester Hours

Travel & Tourism

TRT 100 Introduction to Travel and Tourism	3 Semester Hours
TRT 201 Hospitality Management	3 Semester Hours
TRT 202 Tourism Planning	3 Semester Hours

Appendix II Faculty Data

Content Faculty

Business Management

Mirkhani, Seyed	M.S. M.S. B.A.	Strayer University (2000) Johns Hopkins University (1997) University of District of Columbia (1995) 51 additional graduate hours in mathematics education Nova Southeastern University
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Business Operations Support

Fultz, Carol	M.S. B.A.	James Madison University (1975) Shepherd College (1964) Additional graduate hours
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Practitioner Faculty

Business

Mirkhani, Seyed	M.S. M.S. B.A.	Strayer University (2000) Johns Hopkins University (1997) University of District of Columbia (1995)
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Courses Taught: Principles Accounting I & II, Business Finance, Microeconomics, Principles of Marketing, Computer Fundamentals, Spreadsheet Concepts, Database Management Concepts, Fundamentals of E-Commerce, Business Capstone, Business Internship and Calculus I.

Murphy Shirley	M.B.A. B.A.	Frostburg University (2003) Frostburg University (1998)
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Courses Taught: Macroeconomics, Microeconomics, Marketing, Computer Fundamentals, Business Law and Workplace Principles.

Price, Ann CPA	M.B.A.	West Virginia University (1992)
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Courses Taught: Principles of Accounting I & II, Introduction to Business, Principles of Management and Business Law

Simpson, Richard	M.A. B.A.	University of Maryland (1993) Lehigh University (1964)
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Courses Taught: Computer Fundamentals, Creating a Web Site and Spreadsheet Concepts.

White, William	M.B.A. B.A. A.A.	Frostburg State University (1997) Frostburg State University (1975) Garrett Community College (1985)
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Omar Shirwany	M.B.A. B.A.	Virginia Commonwealth University (1989) University of Punjab (1984)
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Course Taught: Principles of Management.

Holmes, John	M.B.A. B.S.	St. Edwards University (2001) West Virginia University (1985)
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Course Taught: Principles of Marketing

Business Operations Support

Troy, Tamara	B.S. A.A.	Shepherd University (2001) Shepherd University (1999)
Alt, Joyce	B.A.	Shepherd University (1992)
Crites, Penny	B.S. A.A.	Shepherd University (2002) Shepherd University (1999)
Monica See	B.A.	Shepherd University (2004)

General Education

Art

Perkins, Joanne	M.A. B.A.	Shenandoah University (2000) Marshall University (1971)
Slider, Van	M.B.A. B.A.	West Virginia University (1989) West Virginia University (1974)

Biology

Cooley, Dallas	M.D. B.S.	University of Cincinnati (1961) Ohio State University (1957)
Hammer, Gene	M.S. B.S.	Shenandoah University (1997) West Virginia University (1976)
Lane, Jonnie	M.S. B.S.	West Virginia University (2000) Davis & Elkins College (1998)

English

Brusak, Teresa	M.A. B.S. A.A.	West Virginia University (2001) Towson State University (1984) Essex Community College (1991)
Hughes, Richard	B.S. A.S.	University of North Dakota (1960) Bismarck North Dakota Jr. College (1957) Additional graduate hours
Nixon, Linda	M.A. B.A.	Frostburg State University (1995) Shepherd College (1991) Additional graduate hours
Powell, Nancy	M.A.T. B.A.	Harvard University (1960) Wellesley College (1959)
Robb, Linda	M.Ed. B.S.	California University of Pennsylvania (1988) California University of Pennsylvania (1986) Additional graduate hours
Shively, Mary Susan	M.A. M.S. B.A.	Trinity College (1993) State University of New York (1987) West Virginia University (1965)

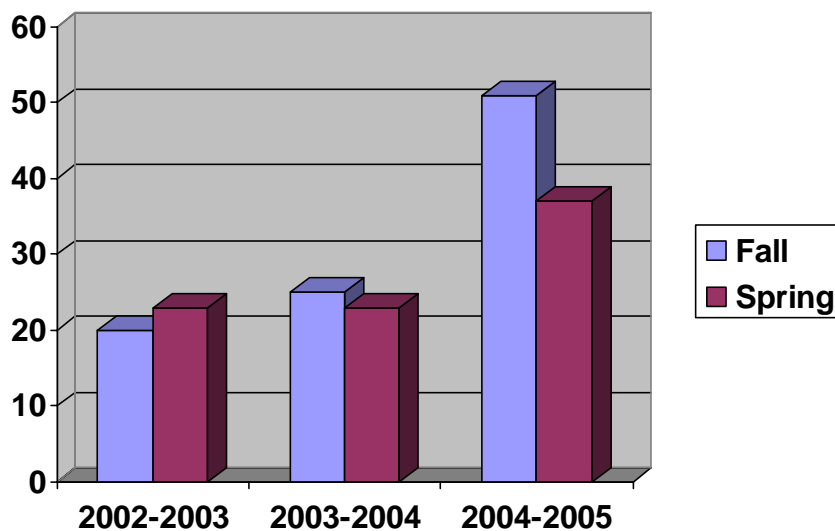
Taylor, Nora	M.A. B.A. A.A.	West Virginia University (1994) Asbury College (1981) Kentucky Mountain Bible College (1979)
<i>Mathematics</i>		
Cosner, Janet	B.S.	Frostburg State College (1996) Frostburg State College (1999) Additional graduate hours
Glover, Rosanne	M.A. B.S.	West Virginia University (1968) West Virginia University (1965)
Gott, Sharon	M.T.	Virginia Commonwealth University (1993)
Klus, Thomas	B.S.	Virginia Commonwealth University (1993)
	M.A. B.S.E.D.	California University of Pennsylvania (1978) California University of Pennsylvania (1973) Additional graduate hours
Meck, Nelson	M.A.	Salem International University (2001)
	B.S.	West Virginia University (1988) Additional graduate hours
<i>Political Science</i>		
Hedrick, Linda	M.A. B.A.	Johns Hopkins University (2001) Loyola College (1985)
<i>Psychology</i>		
Lambert, John	Ph.D. M.A. B.S.	LaSalle University (1996) Liberty University (1995) Davis & Elkins College (1992)
Lucht, William	M.A.	Shippensburg University (1985)
	M.A. B.A.	Marshall University (1975) University of Charleston (1970)
Petry, Evelyn	M.S.	Ohio University (1972)
	B.A.	Wilmington College (1968) Additional graduate hours
Smith, Diana	M.Ed.	James Madison University (2000)
	B.S.	Shepherd College (1974)
<i>Portfolio Development</i>		
Reel, Lisa	B.S. A.A.S.	Wayland Baptist University (1993) Community College of the Air Force (1993, 1994) Marshall University (2003 – present) Additional graduate hours

Appendix III

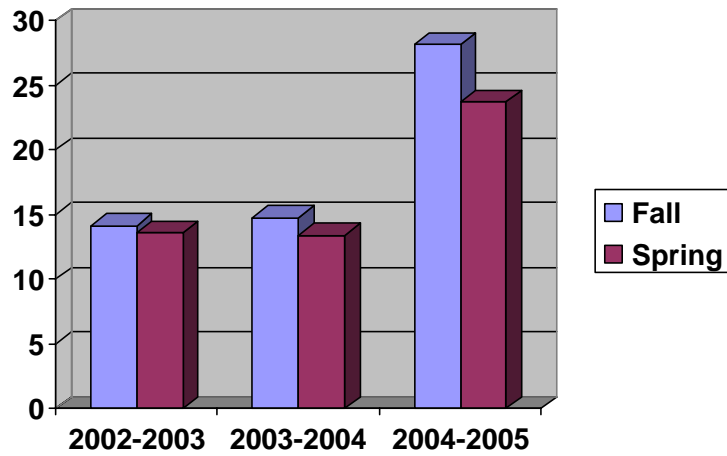
Business Management, AAS Program Data Fall 2002 through Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	-	-	20	23	25	23	51	37
Credit Hours Generated by Majors	-	-	212	201	221	201	422	355
FTE Generated by Majors	-	-	14.13 FTE	13.6 FTE	14.73 FTE	13.4 FTE	28.13 FTE	23.67 FTE
Majors with Full Time Status	-	-	50% (10)	35% (8)	40% (10)	35% (8)	31% (16)	49% (8)
Majors with Part Time Status	-	-	50% (10)	65% (15)	60% (15)	65% (15)	61% (35)	51% (19)
Majors Transferring from Other Colleges	-	-	30% (6)	17% (4)	16% (4)	17% (7)	18% (9)	8% (3)

Enrollment by Term for Business Management, AAS Majors



FTE by Term for Business Management, AAS Majors



Number of Graduates by Term

Academic Term	Graduates
Spring 2004	1
Fall 2004	1
Spring 2005	0
Fall 2005	2

Distribution of Enrollment, Credit Hours, GPA and Retention by Term

Business Program	# of Students	Average # of Credit Hours	Over all GPA	Retention Rate
2003/1	24	8.86	3.03	
2003/2	25	8.84	2.84	
2004/1	23	8.74	2.86	55% Returned
2004/2	51	8.27	3.05	
2005/1	37	9.59	3.21	61% Returned
2005/2	56	8.33	3.37	

Appendix IV

Developing a Program Level Assessment Plan

1. Define mission/purpose of the program
 - a. Create a mission statement or statement of purpose that flows from the institution's mission and vision or review and revise existing mission/statement of purpose
2. Translate mission/statement of purpose into (measurable) outcomes
 - a. Identify outcomes to assess during annual assessment cycle
 - b. Identify performance criterion/criteria for each outcome/objective
 - c. Create Program Outcomes Matrix
3. Determine assessment/evaluation methods to be used
 - a. Select or develop the instrument(s) for measuring each outcome
 - b. Select multiple measures of assessment
 - c. Include direct measures (measures that test whether students have acquired the competencies required and the performance standard identified). These include standardized tests, quantitative reasoning tests, competency tests, critical thinking tests, clinical or laboratory observations or course artifacts.
 - d. Develop scoring rubric for capstone/internship course
 - e. Include indirect measures such as feedback from internship or field placements, students' self-reports of skill attainment, surveys, interviews, focus groups, etc.
 - f. Identify sources of existing data to evaluate outcomes/objectives
 - g. Develop a plan and timeline for collecting information
 - h. Identify who is responsible for specific assessment activities. (The academic program directors is responsible for coordination of the process.)
4. Collect data
 - a. Select an appropriate sample (students, subset of students, alumni, employers, documents, etc.). Consider various sampling techniques. How many students will be involved? How will you select them? Since your goal is to assess the program and not the individual students, it may not be necessary to include every student.
 - b. Administer data collection instrument (All instruments must be reviewed and approved by Dean for Learner Support Services.)
 - c. Request available institutional data from Institutional Research
 - d. Devise plan to optimize return rates/encourage students' participation
 - e. Determine where data and assessment materials will be retained
 - f. Develop an informed consent form, if appropriate.
5. Analyze/evaluate data
 - a. Examine data to determine emerging patterns
 - b. Determine if minimum performance standards have been met.

- c. Note indication of mediating variables.
 - d. State summary of overall findings, note appropriateness of data collection method, problems with sample selection or methodology, and validity of data
6. Develop recommendations based on assessment findings
- a. Recommendations must be data driven, include description of proposed intervention or change, cost to institution and other departments impacted.
 - b. Recommendations must be submitted through institutionally defined processes prior to implementation.
7. Communication of quality initiative activities
- a. Prepare annual program report
 - b. Submit report to Associate Dean for Learner Support and Academic Services
 - c. Determine how results will be shared with students
8. Note overall effectiveness of assessment plan.
- a. Determine if modifications are required in the assessment program

APPENDIX V
Assessment Plan Activity Timeline

Program/Process Levels	Measure	Area(s) Responsible	Timeline	Cycle
Entry Level	Entry Level Testing		In Progress	Annual
Process Level	Developmental Program Tracking Studies: Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Drop Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Exit Exam Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Completion Rates	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Persistence Rate (Developmental course through first level college course)	Academic Services (Gen Ed)/IR	In Progress	4 years
	Orientation Course Tracking Study	Learner Support Services/ IR	Pilot Fall 2004	3 years
	Program Level Assessment (Comprehensive Plans) Enrollment Patterns, Completion Rate, Drop Rate (target courses within degree programs), Graduation Rate, Syllabus Analysis, Transcript Analysis, Advisory Committee Review, Placement Rates, Transfer Rates	Academic Services/Learner Support Services/IR	Pilot/Planning Cycle Fall 2004	5 years
	Writing Across the Curriculum	Academic Services	Pilot Fall 2005	3 years
	General Education Assessment: CAAP	Academic Services/Learner Support/IR	In Progress	Annual
	General Education Assessment: WorkKeys	Academic Services/Learner Support/IR	In Progress	Annual
	Brokered/Distance Learning Survey	Academic Services/Learner Support/IR	In Progress	Annual
	Course Level Tracking: Drop Rates (target courses), Completion Rates, Pass Rates, Persistence Rate to 2 nd Level Course	Academic Services/Learner Support/IR	Fall 2004	Annual
	Withdrawing Student Survey	Learner Support/IR	Fall 2004	Annual
	Course Evaluations/ Satisfaction Survey	Learner Support Services/IR	In Progress	Semester
Near-Term Level	Program Level Assessment: Capstone/Internship assessment	Academic Services/IR	Pilot Spring 2005	Annual
	Developmental Program Tracking: Goal Attainment Rate (enrolled and complete goal within 5 years)	Academic Services/Learner Support/IR	Fall 2006 (Cohort for 2001)	Annual
	Graduating Student Survey	Learner Support Services	Spring 2005	Annual
	Graduating Student Phone Survey: Employment History, Salary, Continuing Education Plans	Academic Program Directors	Spring 2005	Annual
Long-Term Level	Employer Satisfaction Survey	Academic Services/Learner Support/IR	Pilot Fall 2006	Annual
	Alumni Survey: One Year	Academic Services/Learner Support/IR	Pilot Spring 2005 All graduates from 2004 and earlier	Biennial