

**Eastern West Virginia  
Community & Technical College**

**Program Review**

**Business Management, Associate in Applied Science**

**June, 2011**

Approved by Assessment: 5-31-11 e-vote  
Approved by LOT: 6-8-11 e-vote  
Approved by Cabinet: 6-14-11  
Approved by Board of Governors:8-17-11

## **Eastern West Virginia Community and Technical College Program Review**

### **Name and degree level of program:**

Associate in Applied Science degree in Business Management.

### **Synopses of significant findings, including findings of external reviewer(s):**

The business management program has served a wide range of students by offering courses in four formats, including: face-to-face, online, video distance and web conferencing. The availability of these courses in four modalities has increased the number of business students and has created student satisfaction. It has also helped the college to reach out to the students who reside in distant counties and who have a commuting problem.

The program has also nurtured several students who dropped out of the business management program of the larger institutions. Several of these students completed their program at Eastern or took courses at Eastern for one or two semesters to strengthen their academic standing and then transferred back to their original institutions to complete their programs.

The business advisory committee which meets annually evaluates and recommends revisions to the business management program. Last spring the business advisory committee recommended creation of an accounting degree and merging four separate areas of emphasis in an earlier version of the program. This change made a significant number of important though previously restricted business elective courses available to all business students.

The business management program has a full- time / day-time and a part-time / evening implementation. In 2005 and 2006 the business students were able to take only 60% of their courses in a face-to-face format as several of the business courses including computer applications were offered online only due to low enrollment. In the past several years the business students were given the opportunity to take all their courses in a face-to-face format due to an increase in enrollment, program improvement and the creation of new programs. Computer applications and other business courses are now regularly offered in both face-to-face and online formats. The program also is supporting the Workforce Education unit of the college by sharing its resources and expertise. Workforce is also using the expertise and resources of the business management program in offering online courses and is expanding online services to Workforce students who are pursuing non-credit courses.

### **Plans for program improvement, including timeline:**

As the business management program helped the college to establish other AAS programs to serve the needs of the local employers and to help students to specialize in other fields, the number of graduates of the program is expected to remain at a constant rate of 14 students per year for the next five years. However, the quality of the program is expected to improve significantly as the college plans to hire its first full time business faculty in fall of 2011. The quality of the program would also improve as other related AAS programs become more firmly established and as the college hires more general education faculty including a faculty in

computer information systems. The College is planning to explore offering the entire business management program online.

**Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished;**

The business management program is assessed and revised through a continuous improvement process. Four separate areas of emphasis in an earlier version of the program were merged. This change made a significant number of important though previously restricted business elective courses available to all business students and allowed the students to enhance their skills by selecting courses from a comprehensive list of business electives based on their discretion and needs. As the program became more flexible and made important courses like entrepreneurship available to all business students, this also positioned the college for two entrepreneurship grants totaling \$55,000.

Since the last program evaluation, many business courses have been revised and standardized to facilitate the process of transferability. This revision made the courses of the program similar to the courses of other institutions, thus facilitating and allowing students of other institutions to transfer to Eastern and vice versa without any significant loss of credit hours.

The strength of the business management program has enabled the college to create several related and/or peripheral AAS programs and certificates including Information Technology, Administrative Support Technology, Accounting, and Computer Applications Specialist. All of these programs, including business management, require the same General Education courses. There are also some core and business elective courses that are common among these programs. This commonality has improved the efficiency, quality and availability of the common courses in the areas of both general education and business management.

**Five year trend data on graduates and majors enrolled:**

Enrollment and Graduates from Fall 2005 to Fall 2010

	<b>Headcount</b>	<b>FTE</b>	<b>Full Time</b>	<b>Graduates</b>
Fall 2005	38	24.6	19	2
Spring 2006	53	29.3	20	1
Fall 2006	55	36.3	23	4
Spring 2007	60	40.2	29	3
Fall 2007	66	37.7	22	1
Spring 2008	61	33.1	22	8
Fall 2008	62	33.9	21	2
Spring 2009	66	38.3	24	9
Fall 2009	79	46.2	28	7
Spring 2010	71	44.4	27	9
Fall 2010	66	41.7	28	4
<b>Total</b>	<b>680</b>	<b>407</b>	<b>263</b>	<b>50</b>

## **Summary of assessment model and how results are used for program improvement;**

The business courses and the business management program are regularly evaluated by the Academic Program Director, the assessment committee and the advisory committee. Each semester several program specific courses are assessed; and the results of the assessments are posted on the college website for the faculty review. More than eighty-five percent of the business students take the Capstone as their final course. This course requires students to write a comprehensive business plan. This course is usually taught jointly by the Academic Program Director and a business faculty. Such joint teaching allows the academic director to assess the program and at the same time gives the faculty an opportunity to evaluate weaknesses, deficiencies and strengths of the program and courses.

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating four levels of assessment: Entry Level, Process Level, and Long Term Level. All of the aforementioned assessment levels serve as the core of the assessment plan. Such activities include review of enrollment patterns, tracking studies, capstone assessment, graduating student survey and alumni survey. The ETS Proficiency Profile (formerly MAPP) has been administered as the test of general education. Course evaluation surveys are administered each semester in all course sections with enrollment of six or more students. Course completion rates and student tracking studies are used as measures of overall program success. Students are tracked through target courses in the program.

### **Data on student placement**

From the fall of 2005 through the fall of 2010, fifty students graduated with the AAS in Business Management. Among these graduates, around seventy percent are employed in their field of study and twenty percent are pursuing bachelor's degrees. Currently the college has two 2+2 agreements with Potomac State College and Franklin University. Two of the graduates who have earned their Bachelor's degrees through this agreement are now enrolled in MBA programs at Franklin University and West Virginia University.

### **Final recommendations approved by governing board.**

To serve the needs of Eastern's six counties district this is a recommendation to continue offering the program in its current format with full-time day and part time evening implementation, increase the number of 2+2 articulation agreements and to explore feasibility of offering program as a web-based program.

## **Appendix I Graduates Profile**

Out of 50 business students who graduated between Fall of 2005 and Fall of 2010:

- 35 Have jobs related to their field of study (70%)
- 9 Have jobs not related to their field of study, or no information is available about the graduates (18%)
- 6 Are not actively looking for a job (12%)
- 2 Are working on MBA (4%) / Both are male students
- 2 Are minority students (4%)
- 5 Are male students (10%) / Three out of five continued beyond associate degree
- 10 Are working on BA, RBA or completed BA, RBA (20%)
- 4 Started their own business or already had a business (8%)
- 3 Moved out of state (6%)
- 21 Are from Hardy County (40%)
- 16 Are from Grant County (32%)
- 7 Are from Hampshire County (14%)
- 4 Are from Pendleton County (8%)
- 1 Is from Mineral County (2%)
- 1 Is from Jefferson County (2%) (not within Eastern's District)
- 0 Are from Tucker County (0%)
- 3 Graduated with two degrees (6%)
- 2 Already had an associate degree (4%)
- 18 Transferred to Eastern from other colleges (36%)
- 4 Transferred to the Management program from other programs (8%)
- 3 Never took any online courses (6%)
- 4 Graduated with the GPA of 4.0 (8%) / Two of the four were transfer students
- 2 Are disabled students (4%)
- 3 Chose internship (6%) / 47 chose capstone (94%)

Average GPA for all graduates: 3.27

Year-to-Year retention rate for all business students: 58%

Total number of business students: 58

### **From Graduating Student Survey Summary Results for the 2009-2010 Class:**

“With all of this information, we are able to form a picture of the average graduate of Eastern WV Community & Technical College. That graduate would typically be a single woman between the ages of 20 and 29. She would have 1 to 3 dependents under 18 living with her. She has a job related to her course of study at Eastern, which would be Business Management, and would work 37 or more hours per week. This student attended both full-time and part-time, depending on the semester, and has not attended classes at our access centers. She came to Eastern to transfer her credits earned here to a 4 year institution. When she graduated, she would earn an Associate's degree and would have maintained a GPA of 3.0 to 3.5. She rates her overall experience at Eastern as 4.26 on a 5 point scale and she would

recommend the College to others.”

## Appendix II

### Work Keys and ETS Proficiency Profile (Formerly called MAPP) Assessment of Graduates

**Work Keys:** Minimum cut off scores for the 3 tests follow: Reading For Information (5), Applied Mathematics (5), and Locating information (4).

Out of 44 graduates who took Work Keys, ninety-five percent met minimum standard for locating information, ninety-three percent met the minimum performance standard for reading, and eighty-four percent met the minimum performance standard for applied math.

### General Education Assessment: ETS Proficiency Profile (Formerly called MAPP)

Beginning in the spring 2008, Eastern began administering the ETS Proficiency Profile (formerly known as MAPP). Occupational Development, A.A.S. students participate in this testing. Due to the small number of graduates, results have not been analyzed by program. However, Eastern’s graduates score within the mean score ranges noted in ETS Comparative Scores for associate degree granting institutions. Results are currently available for two graduating classes. Due to the small annual sample sizes, no general education curriculum changes have been made based on the test results. However, as the sample size increases, these results will be incorporated with course level assessment results to determine the efficacy of the general education curriculum (See Table 1 below).

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**Table 1**  
**Eastern Students (2007-2010):**  
**Comparison Between Eastern Test Groups and ETS Mean Scores**

	Eastern 2007 – 2008 Mean = 437.78	Eastern 2008-2009 Mean = 436.88	Eastern 2009-2010 Mean = 432	ETS Mean = 440.67
% above mean	41% (11)	44% (11)	53% (21)	33% (30)
% below mean	59% (16)	56% (14)	48% (19)	67% (62)