



BUSINESS MANAGEMENT

**Wisconsin Indianhead Technical College
10-102-3 Associate Degree**

2014
Program Review

and

Improvement Plan

CONTENTS

Catalog Page	1
Review Team Membership	3
Self-Study Reports	7
Perkins Data Review	27
Program Improvement Plan	39

Business Management

10-102-3 Associate Degree

Financial Aid Eligible

Program Overview

Business Management students will acquire a broad-based business background. Business managers are found in a wide variety of settings in virtually every sector of the economy. Students gain a background to enable them to make sound business decisions. Areas of study include accounting and budgeting, human resources, finance, marketing, law, planning, supervision, and business technology. Communication, math, and leadership skills are developed throughout the program. Electives in the program provide an opportunity for students to customize the degree to specific career interests.

Campus:



Ashland
New Richmond
Rice Lake
Superior

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Program-Specific Requirement

Students in this program must:

- Complete the SmarterMeasure Learning Readiness Indicator assessment for online learning at: <http://www.witc.edu/online/smartermeasure.htm>.

Student Profile

When students enter this program, they should be able to:

- Work well with others, individually and in groups
- Assume responsibility and have sound, ethical judgment
- Communicate well, both verbally and in writing
- Organize in an accurate and detailed manner
- Use technology
- Handle pressure and multiple tasks
- Learn new ideas, methods, and concepts
- Learn through a variety of delivery methods

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Business
- Mathematics
- Communication skills
- Computer skills
- Management skills

Program Outcomes

Employers will expect graduates of the program to be able to:

- Plan the operations of a business across functional areas
- Organize resources to achieve the goals of the organization
- Direct individuals and/or processes to meet organizational goals
- Control business processes

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

After completing this program, graduates will be ready for their career in a variety of positions such as:

- Assistant Manager
- Manager
- Management Trainee
- Department Manager
- Branch Manager
- Business Manager
- Store Manager
- Operations Assistant
- Coordinator
- Owner
- Entrepreneur
- Customer Service

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10101101	Financial Accounting 1	4
10101170	Financial Analysis	3
10101174	QuickBooks Accounting - Beginning ▲	2
10103106	MS PowerPoint	1
10103146	MS Word A	1
10103151	MS Excel A	1
10103152	MS Excel B ▲	1
10103162	MS Access A	1
10104102	Marketing Principles	3
10104180	Business & Marketing Field Study ▲	2
10105100	Introduction to Business	3
10105125	Business Law	3
10114107	Principles of Finance	3
10116100	Human Resource Management or	3
10104198	Managing Human Resources	
10196108	Customer Service	1
10196157	Strategic Planning	1
10196188	Project Management	3
10196191	Supervision	3
		39
General Studies Courses[†]		
10801195	Written Communication ▲	3
10801197	Technical Reporting ▲	3
10801198	Speech or	3
10801196	Oral/Interpersonal Communication	
10804123	Math with Business Applications ▲	3
10809195	Economics	3
10809196	Introduction to Sociology	3
10809198	Introduction to Psychology	3
		21
ELECTIVES		6
PROGRAM REQUIREMENTS		66

▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.

† See pages 41-43 for course descriptions.

Course Descriptions

(See pages 41-43 for General Studies course descriptions)

10101101

Financial Accounting I - Credits: 4
Complete accounting cycle, special journals, payroll tax principles, special procedures, and financial statements. Accounting applications through practice set approach.

10101170

Financial Analysis - Credits: 3
In Financial Analysis, the learner applies the skills necessary to achieve an understanding of the financial aspects of business. Each learner will demonstrate application of financial statement interpretation, analysis, forecasting, budgeting and expense control relevant to the nonfinancial manager.

10101174

QuickBooks Accounting - Beginning - Credits: 2
Students will learn the QuickBooks accounting software by performing tasks that involve the general ledger, accounts payable, accounts receivable, inventory, payroll, and financial statements. Students will be responsible for finding and correcting errors in the QuickBooks program. **PREREQUISITE:** 10101101 Financial Accounting I or 10101176 Financial Accounting 1A.

10103106

MS PowerPoint - Credits: 1
A complete presentation graphics course that allows you to produce professional-looking presentations. It gives you the flexibility to make informal presentations using overhead transparencies, electronic presentations, formal presentations using 35mm slides, or virtual presentations. Additionally, you can create paper printouts, outlines, speaker notes, and audience handouts.

10103146

MS Word A - Credits: 1
Students will learn word processing using MS Word. Credit A activities will include creating, editing, saving, formatting, printing, and other basic MS Word features.

10103151

MS Excel A - Credits: 1
Students will learn to use MS Excel. Credit A activities will include creating, editing, saving, formatting, printing, performing calculations, and enhancing worksheets through charts.

10103152

MS Excel B - Credits: 1
Students will learn to use MS Excel. Credit B activities will include using advanced features of formulas, object linking and embedding, multiple worksheets, 3-D references, macro basics and database basics. **COREQUISITE:** 10103151 MS Excel A.

10103162

MS Access A - Credits: 1
Learners create, edit, sort, and query a database. They also learn how to create and print basic forms and reports.

10104102

Marketing Principles - Credits: 3
This course focuses on the marketing process as it relates to the operation of a business enterprise. The intent is to provide students with an understanding of how the marketing function fits within the overall structure of the organization. Special attention is given to the role and significance of evaluating customer needs, pricing, distribution, and promotion of products and services.

10104180

Business & Marketing Field Study - Credits: 2
This course will allow the student to analyze what specific occupational field(s) they are best suited for. Included will be an in-depth self-analysis, simulated job application and interview, a career research report, and work-based experience(s). **PREREQUISITE:** Minimum of 40 credits of program coursework must be completed prior to enrolling in this course.

10105100

Introduction to Business - Credits: 3
This is an introductory course designed to develop an understanding of the activities, functions, and principles of business enterprises. The course helps to gain insight into the responsibilities and challenges of operating a business. Emphasis is on the interaction of the various functions required to operate businesses of all sizes. Specifically, the areas of business trends, ownership models, leadership, human resources, marketing, information management, and finance will be explored.

10105125

Business Law - Credits: 3
Business Law provides the student with a working knowledge of the legal system, business ethics, and essentials of contracts. Students gain knowledge in logical and analytical thinking, and are encouraged to challenge legal issues and defend their point of view.

10114107

Principles of Finance - Credits: 3
The Principles of Finance course concentrates its study on the financial management of business. Students analyze profitability, cash flow, long-term investment decisions, long-term financing decisions, short-term working capital management, mergers, acquisitions, and business failure.

10116100

Human Resource Management - Credits: 3
In Human Resource Management, the learner applies the skills and tools necessary to effectively value and apply employees' abilities and needs to organization goals. Each learner will demonstrate the application of the supervisor's role in contemporary human resources management, impacts of EEOC, writing job descriptions, recruitment, selection, conducting job interviews, orientation, developing policies and procedures, training, performance management, employee counseling and development, and effective use of compensation and benefit strategies. It is recommended that the learner have experience using a PC/MAC, using the MS Windows operating systems and software suite, browsing Web pages, downloading files, using e-mail, and exchanging files prior to enrolling in this course.

10104198

Managing Human Resources - Credits: 3
Introduces the functions of Human Resource Management in the legal and social context of today's dynamic business environment. Topics include human resource development, employee selection, performance, appraisal, compensation, training, labor relations, affirmative action, and career management.

10196108

Customer Service - Credits: 1
This course examines customer service as it relates to organizational quality. It addresses service models for internal and external customers, systems and strategies applied to customer service, and tools and techniques for gathering customer feedback and handling complaints.

10196157

Strategic Planning - Credits: 1
Analyze current business strategy, recognize trends, develop vision and mission statements, identify benchmarks, measure business against benchmarks, recommend future directions.

10196188

Project Management - Credits: 3
In Project Management, the learner applies the skills and tools necessary to design, implement, and evaluate formal projects. Each learner will demonstrate the application of the role of project management, developing a project proposal, use of relevant software, working with project teams, sequencing tasks, charting progress, dealing with variations, budgets and resources, implementation, and assessment.

10196191

Supervision - Credits: 3
In Supervision, the learner applies the skills and tools necessary to perform the functions of a frontline leader. Each learner will demonstrate the application of strategies and transition to a contemporary supervisory role including day-to-day operations, analysis, delegation, controlling, staffing, leadership, problem solving, team skills, motivation, and training.

Graduate Employment Information

(WITC Graduate Survey Responses 2011-2012; for most recent data, go to witic.edu)

Number of graduates	34	Number employed	20	% employed in WITC district	61%
Number of responses	29	Percent employed	87%	Range of yearly salary	\$17,161-\$55,000
Number available for employment	23	Employed in related field	16	Average yearly salary	\$35,580

career vision

800.243.9482

witic.edu

2014-2015

65

TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
10-102-3 Business Management	
Program Academic Dean	Title/Location
Larry Gee	Sr. Dir – Teaching & Learning
Team Lead(s)	Title/Location
Renelle Gill	Instructor. Program Advisor/RL
Team Members	Title/Location
Angela Televandos	Program Graduate Rice Lake
Paula Kolbeck	Director HR
Kara Kastern	Current Student Rice Lake
Samantha Johnson	Current Student Superior
Jena Vogtman	Marketing Dept Superior
Paul Haugen	Instructor. Program Advisor Ashland
Jami McAuley	WITC Recruiter WITC
Kevin Salmon	Instructor. Program Advisor New Richmond
Bridget Kling	Program Counselor New Richmond
Renelle Gill	Instructor. Program Advisor Rice Lake
Mary Tripp	Instructor. Program Advisor Superior
Alex Birkholz	Instructor. Program Advisor New Richmond
Larry Gee	Sr. Director-Teaching & Learning - WITC

Program Information:		
Capacity (new students admitted/year):		96: 24 admits each campus
Number of Faculty:	FT: 1.5	PT: none
Statewide Curriculum:	Yes?	No? No state curriculum
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	9
	<i>Online:</i>	14
	<i>ITV/IP:</i>	8
	<i>In Person/Web Blended:</i>	18

Program Accredited by:	N/A
Date of Last Accreditation	
Date of Next Accreditation	
Is a visit required? If so, when is the next visit?	
Program Licensed by:	N/A
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	N/A

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Business Management	Team Chair: Renelle Gill
Academic Dean: Larry Gee	Divisional Dean: Leslie Bleskachek
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	Internet Protocol, Conference Calls
Number of meetings	Five
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	Core team of instructors & dean solicited comments and feedback from large team as identified on Academic Program Review Profile Report.
Additional comments:	Core Team pulled info together and hosted a three hour IP session with large team. During IP session, each campus broke into discussion groups and did a report out on each indicated category.
Summary of Findings	
As you completed this self-study section of the program review, what areas "stand out" in your program? Please explain.	<p>-Diverse student demographics – those returning from the workforce as well as recent HS graduates.</p> <p>-Instructors (comment from Dean) – working with student outcomes in mind.</p>
What has surprised you? Please explain.	Instructors have been working with program for many years. No real surprises. Discussion included how could we help with data collection?
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	<p>-Retention</p> <p>-Community Building</p> <p>-Curriculum and scheduling</p>
When/where in your program will you implement these improvements?	<p>-Identified courses</p> <p>-Up front advising</p> <p>-FY15 & beyond</p>
What methods (direct or indirect) will you use to assess the success of this implementation?	Retention stats, student surveys.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	Increased graduation rates, increased retention rates, increased job related employment as reported by graduates on 6 month graduate report.
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Business Management Category: Review of Most Recent Improvement Plan			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Scheduling was altered on each campus to allow 1 st year BMT students to have core instructor in at least one class to help improve academic Advising. -Early alert counselor notification system was used to follow up with at risk students. -Program outcomes updated and WIDS analyzer completed. -BMT started the CWO assessment process with 2 of them and were completed.		-Curriculum updating is a continuing process -Student retention initiatives, as indicated in Improvement Plan, could have been stronger.	
Select one PLUS item and explain the root cause:	Scheduling: having a core instructor teach a f2f 1 st semester course is crucial to better advising so they receive the best curriculum advice.		
Select one DELTA item and explain the root cause:	Student Retention: we lose many students between 1 st and second semester and between 2 nd and 3 rd semester. More analytics need to be done to determine actual reason(s).		
What items in this category MUST be addressed on our improvement plan?	Retention Continuous updating of curriculum		
What items in this category MIGHT be addressed on the improvement plan?	Program Outcomes revisited along with updating WIDS Analyzer		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Scheduling core instructor with a f2f class with advisees in 1 st semester.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional) Future Imp Plan should entail more specifics.			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Business Management Category: WITC Program Statistics			
PLUSES (Strengths)		DELTAS (Opportunities)	
<p>-Delivery of instruction is via online, ITV, and face-to-face.</p> <p>-The program lends itself to double-majoring because it overlaps with several courses of different programs. There are many students enrolled in Business Management in conjunction with other programs which is very cost effective for the college and its scheduling.</p>		<p>-FTEs are decreasing since FY11 districtwide. FY10 at 259 was the record enrollment. FY11</p> <p>-Assignment of advisors:</p> <ul style="list-style-type: none"> -Lead instructors not assigned. -Consistency of advisement is not assured. -Curriculum is general and not program specific. <p>-The advisement process needs improvement in all areas.</p> <p>-We are losing over 1/4 of our students per semester for any number of reasons.</p> <p>-There are concerns being addressed at the state level about the fit of this program to available jobs.</p>	
Select one PLUS item and explain the root cause:	Delivery of instruction is via online, ITV, and face-to-face. Flexibility of delivery modes		
Select one DELTA item and explain the root cause:	We are losing over 1/4 of our students per semester for any number of reasons. Exit information/advisement is needed.		
What items in this category MUST be addressed on our improvement plan?	Student retention rates.		
What items in this category MIGHT be addressed on the improvement plan?	Discussion with state educational consultant regarding "fit" of this program to available jobs.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Flexible modes of delivery. Willingness of instructors to look at alternative teaching techniques/methods within those delivery modes.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Business Management Category: Curriculum	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-This is a general business program and therefore attractive to a wide variety of students</p> <p>-The variety of the curriculum lends itself well to various modes of delivery; ITV, online, face-to-face, evening. It ensures that course offerings are readily available because of the variety of campuses, delivery modes and times.</p> <p>-Field Study has been added giving students an opportunity to experience a career path.</p>	<p>-This is a <i>general</i> business program which may not be focused enough to ensure grads the skills they need in the job market.</p> <p>-Examine and research curriculum to include scheduling sequence</p> <p>-We should consider incorporating a ladder approach with the use of certificates which would cross-sell, and also give students something tangible should they not complete the associate degree.</p> <p>-Need to be certain our students are prepared to be employed or self-employed via instruction in entrepreneurship.</p>
Select one PLUS item and explain the root cause:	<p>Field Study has been added giving students an opportunity to experience a career path</p> <p>Curriculum is continuously updated to meet changing needs.</p>
Select one DELTA item and explain the root cause:	<p>Examine and research curriculum to include scheduling sequence.</p> <p>With Bus Department resources downsized, program is affected. Curriculum needs to be examined to reflect current instructor and support resources.</p>
What items in this category MUST be addressed on our improvement plan?	Researching curriculum to better offer at maximum availability.
What items in this category MIGHT be addressed on the improvement plan?	Determining career pathways.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	The course, Field Study, is an opportunity for students to explore various career avenues within the Bus Mgmt degree.

Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<u><i>Exemplary</i></u> — <i>all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Business Management Category: Assessment of Student Learning			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Program Outcomes are established and coordinated at the state and district level. -Program outcome assessment is being conducted through the Business & Marketing Field Study course. -Collegewide outcomes are being assessed and submitted per the collegewide process.		-This is an opportunity to coordinate our assessments through an electronic portfolio.	
Select one PLUS item and explain the root cause:	Program outcome assessment is being conducted through the Business & Marketing Field Study course. Initiated through Technical Skills Assessment activities.		
Select one DELTA item and explain the root cause:	This is an opportunity to coordinate our assessments through an electronic portfolio. College is still researching electronic portfolio area. This allows BMT program to pilot a system.		
What items in this category MUST be addressed on our improvement plan?	Researching and selecting an electronic portfolio system.		
What items in this category MIGHT be addressed on the improvement plan?	Streamlining collegewide outcome assessment within the BMT program.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Developing a student electronic portfolio.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<u><i>Exemplary</i></u> —all areas exceed expectations—use as a model for other programs
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Business Management Category: Advisory Committees			
PLUSES (Strengths)		DELTAS (Opportunities)	
-We have a collegewide advisory committee covering Business Management and Marketing.		-There is untapped potential in advisory committee members supporting the job search process.	
Select one PLUS item and explain the root cause:	We have a collegewide advisory committee covering Business Management and Marketing. Great collaboration and cross-pollination between programs. Capitalizing on economies of scale.		
Select one DELTA item and explain the root cause:	There is untapped potential in advisory committee members supporting the job search process. Additional time in schedule is needed to spend time with advisory committee members. Actual funds/resources would be business oriented to take to lunch and meet one-on-one.		
What items in this category MUST be addressed on our improvement plan?	Getting advisory committee members more involved with overall student progress.		
What items in this category MIGHT be addressed on the improvement plan?	Developing a process in which the advisory committee members can participate in assisting students in a job search.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration of advisory committee members between programs.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Business Management Category: Equipment and Facilities	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> -Students note that computers are always readily available in classrooms or LRC. -WITC uses technology to deliver courses via ITV and Internet enhancing course availability. -The educational technology center provides technical support to students. -WITC makes discounted software and hardware available to students and staff through its statewide consortium. -The program courses are almost all available online even though there is no formal online curriculum. -Students have access to cloud computing resources allowing them to bridge the gap between campus and home. 	<ul style="list-style-type: none"> -Need to ensure that the technology remains in step with businesses in the district. -Unlike most programs, this major has no designated lab and classroom space on campus. -Off campus students are not realizing the potential of the educational technology center. Service hours may be a concern. -The program courses are almost all available online even though there is no formal online curriculum.
Select one PLUS item and explain the root cause:	The educational technology center provides technical support to students. There is a huge lack of student preparedness in the technology area.
Select one DELTA item and explain the root cause:	Need to ensure that the technology remains in step with businesses in the district. More time is needed to network with area businesses to identify needed technologies on the job.
What items in this category MUST be addressed on our improvement plan?	Making sure technologies are up to date and reasonably available to the students.
What items in this category MIGHT be addressed on the improvement plan?	Developing a BMT lab so students can maximize their on campus availability.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Having computer labs open and available to students when not being used for class.

Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<u><i>Exemplary</i></u> — <i>all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Business Management Category: Staff Development and Program Innovation	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Online resources are customizing instruction to each student through interactive content.</p> <p>-The diversity of the faculty in the program provides a richness of experience to the students because of the personal experiences they share.</p>	<p>-More courses could offer hands on and applied projects.</p> <p>-There is opportunity for more integration between courses. This would make the program more focused and cohesive.</p> <p>-There is potential for team teaching and additional collaboration between the many faculty teaching in the program.</p> <p>-Staff development in student retention could improve program retention statistics.</p> <p>-Further development of a sense of campus community within the program is desired.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>The diversity of the faculty in the program provides a richness of experience to the students because of the personal experiences they share.</p> <p>The current certification system demands that instructors have past work experience in their chosen field of instruction.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>More courses could offer hands on and applied projects. Students like the concept of applied knowledge and have greater interest in the subject matter when they can see the application in real life. The offering of more online courses has increased the use of packaged curriculum and not necessarily direct application of concepts.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>More integration between courses.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Further development of a sense of campus community.</p>
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>Attempting the customization of online instruction through interactive content.</p>

Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X (2.5)		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Business Management Category: Collaboration Across the College			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Grading scales are now consistent across the college. -The college’s attention to students is well known through its fourth place ranking with <u>Washington Monthly</u> magazine. -Synergies exist between BMT and other business majors.		-Communication between the General Studies and Business divisions could be more frequent. -Program expectations of our staff, students and employers could be clarified in terms of collaboration and graduate expectations. -Not having instructors with solid ownership of the program makes it easy for details to be overlooked or neglected.	
Select one PLUS item and explain the root cause:	Synergies exist between BMT and other business majors. Instructors teach in multiple disciplines – thereby BMT students are in many classes with other program students		
Select one DELTA item and explain the root cause:	Program expectations of our staff, students and employers could be clarified in terms of collaboration and graduate expectations. Program curriculum is broad and many people see it as “one size fits all.” BMT is regarded as the most general major in the Business area.		
What items in this category MUST be addressed on our improvement plan?	Attempting to bring the Gen Studies faculty more into the understanding of the program and the graduates.		
What items in this category MIGHT be addressed on the improvement plan?	Clarifying graduate expectations.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Existing synergies between BMT and other business majors.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X (Gen Studies, Student Svcs)		X (Deans)
Additional Comments: (optional)			
Team Rating – Continuing Ed: When BMT instructors are teaching Continuing Ed Courses, there is good communication. Difficult to rate the collaboration between BMT program and Continuing Ed since there are no collaboration projects at this time.			

WITC QRP AND PERKINS DATA REVIEW

QRP SCORECARD

10-102-3 – Business Management

WTCS State Indicator	2013				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	224	129	57.59%	61.52%	96.92%
C400 Special Populations Course Completion	169	93	55.03%	60.13%	97.66%
C600 Minority Course Completion	11	3	27.27%	NA	100.00%
F200 Second Year Retention	109	66	60.55%	58.22%	100.00%
F400 Third Year Retention	103	47	45.63%	36.33%	76.26%
F600 Third Year Graduation	103	23	22.33%	16.20%	72.87%
F800 Fifth Year Graduation	125	24	19.20%	10.52%	78.98%
I300 Job Placement - All Employment	23	20	86.96%	71.82%	100.00%
I600 Job Placement - Related Employment	23	16	69.57%	13.13%	100.00%
J500 Non-Traditional Gender	NA	NA	NA	NA	53.83%
J650 NTO Graduation	NA	NA	NA	NA	25.00%

WTCS State Indicator	2012			2011		
	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	191	117	61.26%	190	120	63.16%
C400 Special Populations Course Completion	116	75	64.66%	148	92	62.16%
C600 Minority Course Completion	14	5	35.71%	15	9	60.00%
F200 Second Year Retention	103	45	43.69%	151	59	39.07%
F400 Third Year Retention	151	37	24.50%	125	29	23.20%
F600 Third Year Graduation	151	26	17.22%	125	12	9.60%
F800 Fifth Year Graduation	121	34	28.10%	11	0	0.00%
I300 Job Placement - All Employment	22	20	90.91%	15	13	86.67%
I600 Job Placement - Related Employment	22	11	50.00%	15	8	53.33%
J500 Non-Traditional Gender	NA	NA	NA	NA	NA	NA
J650 NTO Graduation	NA	NA	NA	NA	NA	NA

PERKINS SCORECARD

10-102-3 Business Management											
	Total N	1P1	Total N	1P2	Total N	2P1	Total N	3P1	2P1+3P1	Total N	4P1
FAUPL (Benchmark)		82.22		83.71		55.00		11.28	66.78		90.41
2010	71	64.79	69	75.36	71	40.85	71	30.99	71.84	6	33.33
2011	83	59.04	81	80.25	83	30.12	83	22.89	53.01	5	80.00
2012	90	62.22	90	70.00	91	34.07	91	22.88	56.95	8	100.00
2013	74	47.30	73	56.16	74	39.19	74	36.49	75.68	33	96.97
4 Year Average		58.34		70.44		36.06		28.31	64.37		77.58

Terminology	Definition
FAUPL or NPL or PL	Percentage benchmark the program must meet or exceed.
Total N	The number of students in the cohort of the specified year listed.
1P1	Program technical course completion percentage.
1P2	Program general studies course completion percentage.
2P1	Program degree attainment percentage.
3P1	Program retention/transfer percentage.
2P1 + 3P1	Degree attainment + retention percentage.
4P1	Job placement percentage reported at six-month graduate survey.

WTCS QRP SCORECARD ANALYSIS WORKSHEET

Program:	Business Management 10-102-3			
Target Analysis				
Indicator	Actual	Threshold	Target	Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.
I300 Job Placement-All Employment	86.96%	71.82%	100.00%	A healthier economy as well as a better response rate on the survey has resulted in a positive trend in this area. An important activity for students is to have all pertinent job searching material in one location. Students assembling career portfolios are engaged and interested in all they can do to improve their odds of finding a job. A grant has been written to unify the portfolio process and help increase placement through job search preparation. Future results should be higher thanks to a new course added to support career planning. The Perkin's and state data seem to be in conflict.
I600 Job Placement – Related Employment	69.57%	13.13%	100%	The broad nature of this major results in an unclear career path. Students working in a variety of positions may not report it as related when indeed it is.
F400 Special Population Course Completion	45.63%	36.33%	76.26%	BMT has moved closer to the target through relationships formed with faculty and students having firmly committed to the program by the second and third year. The third year retention has been increasing the past three years.
Threshold Analysis				
Indicator	Actual	Threshold	Target	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.
C200 Course Completion	57.59%	61.52%	96.92%	Registering students for fall classes before they leave campus in the spring needs to be a priority.
C400 Special Population	55.03%	60.13%	97.66%	This program has a high percentage of special population students. More emphasis from advisors and counselors may be necessary to help them cope with their circumstances.

Course Completion				
----------------------	--	--	--	--

WTCS PERKINS SCORECARD ANALYSIS WORKSHEET

Program:	Business Management 10-102-3			
Indicator	Actual	Benchmark	Not met (X)	What practices might be causing this performance and what potential actions could be taken to improve this score?
1P1 Technical Course Completion	58.34	82.22	X	It would be helpful to see trend data for entrance assessment scores for BMT as compared to course completion rates. A grant has been written to allocate time for the planning and development of instructional strategies that could be embedded into class activities/assignments. This could include revising course methodologies, adding special activities and events into the classroom.
1P2 Academic (General Studies) Course Completion	70.44	83.71	X	Also included in the grant is the activity to meet with Gen Studies instructors to discuss instructional strategies and embedding those activities that would be more relevant to Business Mgmt students. Written Communication is the most challenging Gen St course for the Business Mgmt students. WITC R&D drilled down and provided a report indicating the rate of completion for each individual course that the Business Mgmt students have attempted. That is now part of our tool chest.
2P1 Degree Attainment (Completion)	36.06	55.00	X	The Business Management major is in some cases being selected by students not planning to complete a degree at WITC. Their intentions are to transfer elsewhere after taking some general studies courses. BMT is experiencing an influx of underprepared learners. The preparatory writing and math programs have helped but those students not achieving the writing cut scores are still in technical studies courses requiring writing. BMT students have no space or course sections to call their own within our campus community. Online sections cannibalize campus sections and should be staggered to avoid duplication of efforts and student fragmentation.
3P1 Retention/ Transfer	28.31	11.28		This data seems to take its census at the end of the first year where early students would have already dropped out. The economic downturn resulted in an influx of students which also resulted in a higher attrition rate. A grant has been written to experience best practices in retention. This will incorporate a number of methods in working with students – group meetings with students, individual phone calls to students, and activities offering additional assistance to increase retention.
2P1+3P1	64.37	66.78	X	The upward trend in 2P1 and 3P1 has continued to boost numbers in this area as well.

<p>4P1 Placement (6-month survey)</p>	<p>77.58</p>	<p>90.41</p>	<p>X</p>	<p>The broad nature of this major results in an unclear career path. Students working in a variety of positions may not report it as related when indeed it is. A healthier economy as well as a better response rate on the survey has resulted in a positive trend in this area. An important activity for students is to have all pertinent job searching material in one location. Students assembling career portfolios are engaged and interested in all they can do to improve their odds of finding a job. A grant has been written to unify the portfolio process and help increase placement through job search preparation.</p>
--	--------------	--------------	----------	--

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Business Management 10-102-3
Future Trends	
•	The current generation of incoming students wish to avoid manual labor.
•	Employers expect previous experience in the form of an internship or past employment as per employer interviews June 2014.
•	Spreadsheets are gaining increasing importance as companies seek to analyze more data. Employers interviewed in June 2014 stressed the importance of being able to extract data from enterprise systems.
•	Well-paying Jobs available to those without degrees will be very hard to find.
•	We may need to allocate more resources to underprepared learners in the near future.
Employment Trends	
Local	
•	Retirements of older workers will provide many new openings.
•	New graduates are more nomadic in their career approach as they expect to work at more companies for shorter lengths of time.
State	
•	Concern from employers regarding the work ethic of newer workers.
External Factors	
•	The falling unemployment rate leads to fewer enrollments as students opt to work rather than earn a degree.
•	Student loan interest rates increasing on July 1, 2014, to 4.66% may deter new students.
•	Fuel prices remaining high due to uncertainty in the Middle East may deter students.

IMPROVEMENT PLAN

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Business Management 10-102-3				
Defined Outcome: To achieve 75% of the Perkins Benchmark for students graduating from the BMT program (**the four year average for 2010-2013 has BMT at 66% of Perkins Benchmark)	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	F600	2P1			
Action Plan/Action Items: BMT students have been reluctant to follow the course checklist and attend advisement meetings. BMT students will be encouraged to attend an advisement meeting each semester, regardless of the format in which the student is completing the program.			Alex Birkholz, Renelle Gill, Kevin Salmon, Mary Tripp	FY17	Perkin's Grant, Advisement Training
Update: (A mid-year and year-end update will be required each year during implementation.) June 2015: Outcome desired is for each student to meet with program instructor for 2, ½ hour advisement sessions (1 session per semester). For fall semester 2014 (they started early) and spring semester 2015, they met with approximately 90 percent of the students. Ten percent didn't respond to the invite or didn't attend the indicated appointment time. For 2015/2016 academic year, this same "advisement session" with each student is being planned. January 2016: In fall 2015, the advising sessions continued. Again approximately 90 percent of the students elected to participate. Ten percent didn't respond to E-mails or phone calls asking them to attend these sessions. There was no procedure in place to compel students to participate. May 2016: During the spring of 2016, advisement continued to be on a voluntary basis. However, the majority of students met with faculty. Mandatory advisement would improve program retention. January 2017: During the fall of 2016, advisement continued to be on a voluntary basis. Approximately 60% of the students answered the invitation to meet with faculty. Mandatory advisement would improve program retention.					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Business Management 10-102-3					
Defined Outcome: To achieve the Perkins Benchmark for 4P1 for job placement rates of 90.41%	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	F600	1P1, 2P1, 4P1			
Action Plan/Action Items: Investigate, select and implement portfolio software for use in Technical Skills Attainment and Business and Marketing Field Study.			Alex Birkholz, Renelle Gill, Mary Tripp	FY15-17	Perkin's Grant, Portfolio Training
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2015: Software was selected and students trained. 81 portfolios have been created by students. Also, TSA results were submitted in May 2015.</p> <p>January 2016: The number of students in the MyEFolio system has grown to 100 as of January 2016. A portfolio module has been added to Blackboard and will be evaluated for potential use as well. Spring 2016 will mark the second group of graduates using portfolios to find employment. One, out-of-sequence student completed their TSA portfolio in fall 2015.</p> <p>May 2016: The business management program continued the use of MyEFolio during the spring of 2016. The program instructors have agreed to continue with MyEFolio for the 2016-2017 academic year. The number of students using MyEfolio, as of May 2016, was 125. Technical Skills Attainment was based on completion of the portfolio by graduates.</p>					

PROGRAM: Business Management 10-102-3					
Defined Outcome: To reach the C200 threshold indicator of 61.52% in the General Studies courses.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	C200	1P2			
Action Plan/Action Items: Collaborate with General Studies instructors to address how to assist students in better understanding the importance of required General Studies content as it applies to their future careers.			Alex Birkholz, Renelle Gill, Mary Tripp and four General Studies Faculty TBD	FY17	Perkin's Grant
Update: (A mid-year and year-end update will be required each year during implementation.)					
June 2015: Renelle Gill is teaming with Tim McRaith. Alex Birkholz is teaming with Kelley Kepler. Mary Tripp is teaming with Celia Tarnowski and Matt Dietsche. For Spr Semester 2015 (1152), close to 50 hours were spent in meetings between all the instructors. They have developed learning activities to help contextualize program required Gen Studies content with Bus Mgmt content.					
January 2016: In November 2015, faculty at the Superior campus engaged in a collaborative effort to have 11 student business papers scored for course-related content by business faculty and written communications skills by general studies faculty. In spring 2016, supervision papers will be used for a similar activity. This activity magnifies the importance of general studies courses within the degree. In addition, general studies faculty in Superior sent weekly grade updates to the business faculty to allow ongoing advisor monitoring and feedback to advisees. Business Management students in Economics were studied in fall 2015. Focus groups and surveys were used to identify possible reasons for lower success rates. Approximately 60 students were involved in this activity. In Rice Lake, two common writing assignments were identified for supervision and entrepreneurship students. Collaborative evaluation will lead to increased understanding of the importance of general studies writing skills.					

May 2016:

Resources developed in FY15 were utilized for students entering in fall 2015. Focus groups continued in spring 2016 to determine what may be a barrier to students in general studies courses. Additional contextualized learning activities in spring 2016 included shadowing opportunities and students interviewing professionals in the workplace. Last minute course consolidation (online, mixed majors) resulted in some students losing out on the opportunities

January 2017:

In fall 2016, resources developed in FY15 were used to guide students in writing papers applicable to their career choice.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Business Management 10-102-3					
Defined Outcome: To improve the annual 1P1 from 56% to 75% of the benchmark for the BMT technical courses.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	C200	1P1			
Action Plan/Action Items: Investigate best practices in retention by participating in a national conference on retention. The strategies gleaned are to be implemented at WITC to improve student retention.			Alex Birkholz, Renelle Gill, Mary Tripp	FY17	PeopleSoft Enrollment Reports, Perkins' Grant, Student Services Support
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2015: Renelle and Alex are attending the National Conf on Retention in Boston July 8 – 10. Registrations are paid. Flights have been booked.</p> <p>January 2016: Strategies from the conference were shared with college marketing, webmaster and leadership. Best practices included mandatory advisement, the use of Internet video and increased imagery to engage students for the long term. In Fall 2015, business tours, speakers and panel discussion were used to engage students in the program and show how technical courses relate to future employment.</p> <p>May 2016: A program instructor/advisor (who attended national conference) is now a member of the Academic Advisement Committee (collegewide). A priority for the Business Management Program would be a mandatory advisement system.</p> <p>January 2017: A program instructor/advisor (who attended national conference) continued to serve as a member of the Academic Advisement Committee (collegewide). A priority for the Business Management Program is a mandatory advisement system.</p>					