

Yavapai COLLEGE

Your community. Your college.



BUSINESS ADMINISTRATION

Academic Program Review

2002-2003

The Office of Instruction

The Office of Institutional Planning,
Research, and Assessment

Yavapai COLLEGE

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A. Mission, Goals and Planning

Mission Statement

The Business Department provides an innovative and supportive teaching environment for student success in learning to enable students to:

- transfer to other institutions;
- obtain a Yavapai College degree and/or certificate;
- obtain desired employment;
- improve current skills; and/or
- seek enrichment.

Objectives

Students awarded a degree or certificate by the Business Department at Yavapai College will be able to:

1. define a problem, identify possible solutions, and follow each through to a logical solution;
2. communicate ideas clearly and effectively;
3. work as a member of a team in a business environment to accomplish the goals of the organization;
4. identify and evaluate technology needs, and apply and adapt required skills to the rapidly changing business community; and
5. gain the knowledge and skills to obtain their educational goals.

The Business and Computer Science Division worked as a group District-wide to develop the mission and objectives for the BSA Department. In a subsequent District-wide meeting, the Department worked together to identify common assessments used to measure the outcomes for BSA courses. The next step is to develop a department assessment plan in order to ascertain if students are meeting the objectives set through achievement of the outcomes. A Retreat is scheduled for August 2003 to develop the assessment plan.

The Business Department offers three programs: Associate of Business Degree, Management Degree, and the Business Basic Certificate. These are described below.

Associate of Business Degree

The Associate of Business Degree is primarily designed for business majors preparing to transfer to one of the three Arizona public universities to complete a baccalaureate program. The program includes the general education core of 35 credits and 29 major and elective credits. Major courses are in the accounting, business and computer areas.

Management Degree Program

The Management Degree Program prepares students for employment in entry-level positions in mid-management, marketing, small business management, finance and supervision. This degree is primarily designed for direct employment. The program includes 20 credits of general education, 36 credits of business courses, and 10 credits of business-related requirements.

Basic Certificate Program

Students who successfully complete this certificate program will have demonstrated competencies that prepare them for entry-level employment in the business office of a small or large company. Students currently employed will upgrade their skills as an aid in career advancement. This certificate is designed to lead to further study leading to an advanced certificate or degree in business administration. There are 16 credits of business, accounting, humanities and computer applications courses.

Historical Sketch

Business classes have been offered at Yavapai College since its inception. The classes developed into programs, which have been changed according to business employer needs and transfer requirements. During the last few decades, technology has had a tremendous impact on all sizes and types of businesses. Computers, in particular, have greatly impacted the way we do business. These changes have also affected the curriculum and the teaching methods in the business degrees and certificates.

Some of the most significant changes that have occurred are:

- Development of a multimedia classroom that would lend itself to the use of computer presentations, videos, and other types of visual presentation of material. This classroom has multiple televisions, a computer with data projector, and the ability to utilize cable television in the classroom.
- Creation of an Associate of Business Degree that allows our business students to transfer to any of the state universities and pursue a bachelor's degree without losing credits. This statewide initiative is especially important to those students who want to take the first two years of their four-year program at Yavapai College.
- Streamlining the Management Degree to align it more closely with current business expectations. The previous degree has several emphasis areas that required offering many more sections of classes and a number of those sections seldom had sufficient enrollments, therefore requiring directed study classes to be created for individual students.

- Creation of a partnership program with local businesses where courses can be taught at the business location and in a more intensive format. This approach has proven very successful on the Verde and Sedona Campuses with partnerships in the hospitality industry and county and city government entities.
- Building of a closer relationship with the SBDC programs, eliminating duplication of effort between the two areas. Faculty from the SBDC teach in the Small Business certificate program. They also counsel many of their clients to enroll in business classes.

The increased use of the Internet by businesses has required the division to include research on the Internet in most business classes. This also means we now have to be more acutely aware of other cultures and languages because today's businesses are more likely to be interacting on an international basis with other businesses than at any other time in history. Therefore, the international aspect of business has been integrated into the curriculum in several classes.

Employment Outlook

Employment in Yavapai County matches up with the national trend detailed in this report: we are in transition to a services-producing industry. As evidenced by the chart below, the greatest number of those employed in Yavapai County is in the service industry.

Chart 1: **Employment by Sector in Yavapai County, 2001**

Sector	Employees
Services	15,275
Trade	13,700
Government	9,975
Construction	4,875
Manufacturing	3,375
FIRE	1,575
TCPU	1,325
Mining and Quarrying	1,075
Agriculture	815*

Source: U.S. Department of Labor, Bureau of Labor Statistics, and AZ Economic Security Research Administration, 2001

*Agricultural figure from 4th Quarter, Arizona ES202 data

The U.S. continues to be in transition from a commodities-producing economy to a services-producing economy. This creates challenges and opportunities for the BUCS Division at Yavapai College.

According to the Bureau of Labor Statistics "Occupational Outlook Program" the U.S. economy will add approximately 22 million wage and salary jobs between 2000 and 2010.¹

Highlights of the U.S. Department of Labor, Bureau Labor Statistics Survey

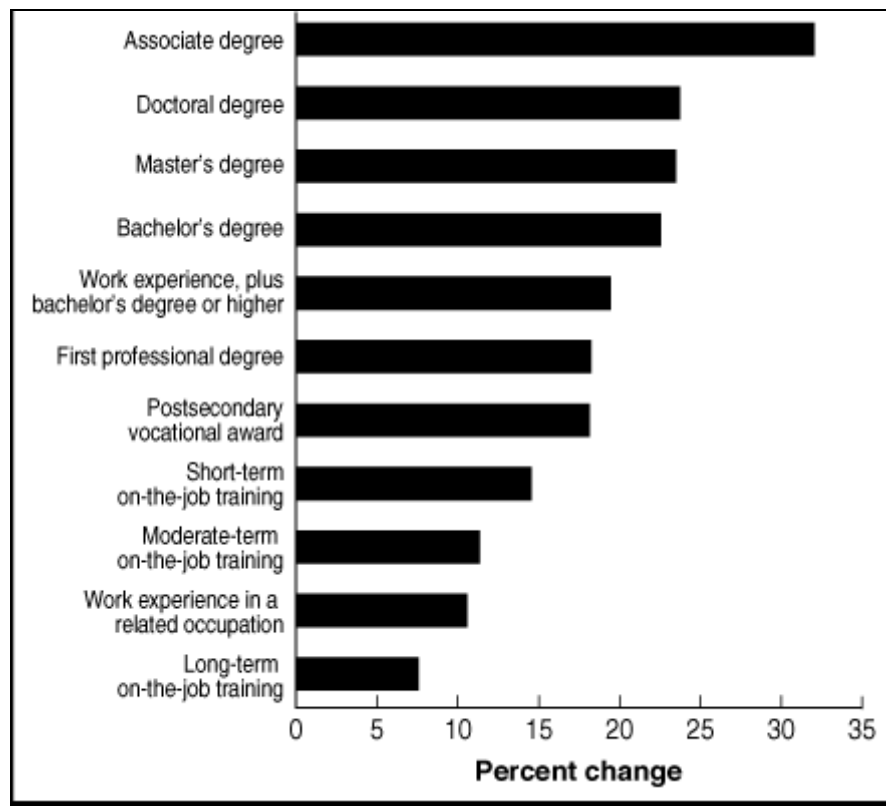
- **The service-producing industries**--including finance, insurance and real estate; government; basic services; transportation, communications and utilities; and wholesale and retail trade are expected to account for approximately 20.2 million of these new (22 million) positions.
- Within the service-producing sector, the basic services and retail trade industry divisions will account for nearly three-fourths of total wage and salary employment growth.
 - Services. This is the largest and fastest growing major industry group and is projected to add 13.7 million jobs by 2010, which is about 3 out of every 5 new jobs created during this period. Over two-thirds of this increase is centered in three sectors, one of which is business.
 - Business services. This includes personnel supply services and computer and data processing services, among other detailed industries, and will add 5.1 million jobs. The personnel supply services industry, consisting of employment agencies and temporary staffing services, is projected to be the largest source of numerical employment growth in the economy over this time frame, adding 1.9 million new jobs.
 - Retail trade. Employment is expected to increase by 13.3 percent, growing from 23.3 million jobs to 26.4 million jobs by 2010. With the addition of 1.5 million jobs, the eating and drinking places segment of the retail trade industry is projected to have the largest numerical increase in employment within the retail trade industry group.
- Other business-related services driving employment creation--Real Estate; Finance; Insurance. Overall, this sector is expected to add 687,000 jobs for a growth of 9.1 percent.
 - Real Estate. The real estate sector is expected to add the most jobs out of the three sectors, 272,000, by 2010. This reflects a growing population's demand for housing.
 - Finance. The finance sector of the industry--including depository and non-depository institutions and securities and commodity brokers--will account for about one-third of these jobs. Security and commodity brokers and dealers are expected to grow the fastest, growing by a projected 20.3 percent.
 - Insurance. The insurance sector--including insurance carriers and insurance agents and brokers--is expected to grow by 152,000 jobs by 2010. The majority of this job growth will be attributable to medical service and health insurance, in which employment is projected to increase by 16 percent. The number of jobs with insurance agents and brokers is expected to grow about 14.3 percent by 2010, as many insurance carriers downsize their sales staffs and as agents set up their own businesses.

The surveys conclude, “Education is essential in getting a high-paying job. In fact, all but two of the 50 highest paying occupations require a college degree.”

The report also notes the Associate Degree is the most significant source of education or training for finding employment during the 2000-10 period. This is reflected in Chart 2.

Chart 2

PERCENT CHANGE IN NUMBER OF JOBS BY MOST SIGNIFICANT SOURCE OF EDUCATION OR TRAINING PROJECTED 2000-10



Source: Bureau of Labor Statistics, “Occupational Outlook Program.”

The BUCS Division at Yavapai College is certainly well-positioned to fulfill its role and responsibility in preparing future business persons for successful careers in the 21st Century economic and business environment. This is discussed shortly.

Current and Future Challenges: Downsizing and Globalization

The phenomenon known as “downsizing” has displaced millions of workers. Many have responded by becoming self-employed entrepreneurs. Taken together, this trend is changing the face of the structure of the labor market and, to a certain extent, the types of jobs that will materialize throughout the remainder of this decade.²

Globalization is related to downsizing because increasing international competition forces U.S. companies to become leaner and more efficient. There is, however, another dimension to globalization. This manifests itself through the “exporting” of jobs. While this has been going on for about two decades in manufacturing, the U.S. labor market is now witnessing the exportation of jobs in “knowledge”-based careers. To what extent the U.S. labor market will be affected by this development is not yet known;³ however, now is the time to prepare for what most certainly will be an important phenomenon. Finally, globalization will force businesspeople to confront mechanics and details of “the global village.” This includes, but is not limited to, international business and finance as well as the issue of cultural differences as they impact business and the workplace.

BUCS Division Business Programs, the Employment Outlook, and Challenges

Programs within the BUCS Division at Yavapai College prepare students to be successful under current and future labor market conditions while two new programs under development address future trends.

Currently, the division offers courses of study in **General Business and Management**.

These are traditional, mainstream programs that offer students the opportunity to immediately pursue careers in business or to transfer into four-year programs. At the same time these programs offer an appropriate coverage of international and cultural topics to prepare students for some of the requirements of globalization. In addition, study in the BUCS Division blends creative and critical thinking skills with the traditional topics of Business and Business Management in order to provide students with an additional asset in a dynamic and increasingly competitive international business environment.

The “Partnership Program” offered at the Verde Valley campus involves a non-traditional, yet highly creative and successful delivery of business methods and principles. (See Section F.)

Given the trends discussed above, the division is developing two new programs to address the challenges stemming from these trends. These are **Retail Management** and **Entrepreneurship**. These are projected for implementation beginning with the Fall 2003 semester.

Notes:

1. Bureau of Labor Statistics, "Operation Outlook Program." See (<http://stats.bls.gov>)
2. See J. Useem, "The New Entrepreneurial Elite," *Inc.*, December 1997, p. 50.
3. See P. Engardio, A. Bernstein, and M. Kripalani, "The New Global Job Shift," *Business Week*, February 13, 2003, pp. 50-60.

Academic Program Planning and Current Goals

The Business Advisory Committee was recently reorganized to recruit more active business leaders in the community. The planning of new programs and revision of existing programs is driven by the advice of community members and departmental study.

We are currently working on two new business programs:

- Retail Management Degree Program
- Entrepreneurial Certificate Program

Neither of these programs will require any significant budget outlay as they use existing courses and, for the most part, instructors who are currently teaching the existing courses. Because of budget constraints (the budget has not been increased in the last couple of years), any new offerings should be planned not to use much in the way of new resources. These programs are being developed by faculty members in the Department. The Office of Instruction has been supportive of these projects.

The Department is also working on changing the Office Administration Degree with respect to requirements for the medical assistant to make it more relevant to the needs of local health facilities.

B. Student, Class, and FTSE Profiles/Trends

BUSINESS PROGRAM REVIEW DEMOGRAPHICS (BSA; SBM; RES; AMA)- PRESCOTT

Sex

The Prescott site shows the same influx of male students as is seen district-wide in business administration courses. In fact, currently, there are relatively more males enrolled than females. The proportion of males increases from 41.5% of the student body in fall 1997 to 51.3% in fall 2002.

Ethnic

The trend at the Prescott site is in line with the District-wide data with, perhaps, one notable exception – there is a relatively sharp reduction in the proportion of Native Americans about midway through the data period, falling from 4.4% in fall 1999 to 0.8% in fall 2001. This decline is reversed by fall 2002, and, at 3.2%, is at the same level it was at the beginning of the study period. As one might expect the proportion for international students can be variable. This is the case for the Asian group. This proportion is 2.3% in fall 1997, falls to 0.9% in fall 2000, and stands at 1.3% in fall 2002. The Hispanic proportion increases from 5.3% in fall 1997 to almost 10.0% in fall 2000. Currently, this proportion is declining, but its 6.7% value in fall 2002 is still above its value at the beginning of the study period. The proportion of Whites is down almost ten percentage points from 78.9% in fall 1997 to 69.0% in fall 2002. Like the District-wide data, the "Other" group shows a strong increase rising from 9.1% in fall 1997 to 16.8% by fall 2002.

Residence

The trend at the Prescott site is very much in line with the District-wide data. The Yavapai County proportion falls from 82.5% to 77.5% between fall 1997 and fall 2002. The Other AZ County proportion rises from 12.0% to almost 15.0% in fall 2001 and then falls rather dramatically to 11.0% in fall 2002. The out-of-state proportion maintains its positive trend, growing from 3.2% in fall 1997 to 9.4% in fall 2002.

Return Status

Again, the Prescott trend is very much in line with the District-wide data. Continuing students fall from 60.8% of students in fall 1997 to 51.5% in fall 2001, but then abruptly reverses this descent, increasing to 58.8% by fall 2002. Those classified as returning increase from 12.0% to 16.3%. The proportion of new students peaks at 30.4% in fall 2001, from 27.2% in fall 2001 before declining to 24.9% in fall 2002.

Load

There is some variability in the proportion of part- and full-time students, but in the end, the numbers are relatively flat. The proportion of part-time students increases slightly from 48.0% in fall 1997 to 48.7% in fall 2002. The percentage of full-time students declines slightly from 52.0% in fall 1997 to 51.3% in fall 2002.

Age

The distribution of students with respect to age is changing at the Prescott campus. Those under 20 increase from 23.7% of the total in fall 1997 to 25.4% in fall 2002 (after reaching a trough of 14.2% in fall 1999). Those 20 to 24 record an increase from 26.0% to 29.9% over the same period (after peaking at 36.4% in fall 1999). For the next three groups there are declines. The proportion for the 25 to 29 group falls from 10.5% in fall 1997 to 9.4% in fall 2002. This downward trend may be in reverse after hitting a low of 9.0% in fall 2000 and 2001. Those in the 30 to 39 group show a steady decline from 18.7% in fall 1997 to 10.4% in fall 2002. The proportion for the 40-49 group falls from 13.5% in fall 1997 to 12.0% in fall 2002. A steady and sharp increase is seen for the 50 to 59 group, rising from 5.6% to 11.0% over the 1997-2002 study period.

BUSINESS PROGRAM REVIEW DEMOGRAPHICS (BSA; SBM; RES; AMA)-VERDE

Sex

The data show a female dominance with females accounting for 74.3% of the enrollment in fall 1997. This is about a 3:1 ratio of females to males. This site follows the trends cited above. The female proportion falls to 67.2% by fall 2002. Nevertheless, this still gives a female to male ratio of about 2:1.

Ethnic

The Native American numbers show some variability, rising from 5.5% in fall 1997 to 9.5% in fall 1999. By fall 2002, the Native American proportion stands at 6.0%. While there are gaps in the data for Asians, there is a downward trend in this proportion. In fall 1997, the proportion of Asian students is 2.8%. By fall 2002 this number is 0.5%. The proportion of Hispanic students has grown from 6.4% in fall 1997 to 9.3% in fall 2002. The proportion of White students is relatively stable, falling slightly from its 80.7% value in fall 1997 to 79.8% in fall 2002. Those classified as Other record an increase of 2.8% in fall 1997 to 4.4% in fall 2002.

Residence

With respect to residency, there are several gaps in the data. Most students are from Yavapai Country. This proportion is 97.2% in fall 1997 and declines, slightly, to 95.6% by fall 2002. The proportion for out-of-state students increases from 2.8% to 3.3% over the study period.

Return Status

The proportion of continuing students rises from 47.7% in fall 2001 to 49.2% by fall 2002. The proportion of returning students also increases from 20.2% to 24.0%. The new student proportion falls from 32.1% in fall 1997 to 26.8% in fall 2002.

Load

The proportion of part-time students shows an overall steady increase from 68.8% in fall 1997 to 85.8% in fall 2002. The proportion of full-time students therefore declines from 31.2% to 14.2% over this period.

Age

The percentage of students under 20 shows a steady decline, falling from 17.4% in fall 1997 to 10.9% in fall 2002. On the other hand, the next two groups show increases. Those 20 to 24 increase from 17.4% to 18.6% while those 25 to 29 increase from 12.8% to 13.1% over the study period. Those 30 to 39 show a decline from 26.6% in fall 1997 to 23.0% in fall 2002 (after reaching a trough of 18.7% in fall 2000). Those 40 to 49 record an increase from 13.8% in fall 1997 to 19.1% in fall 2002. The proportion for those 50 to 59 increases slightly from 11.0% in fall 1997 to 11.5% in fall 2002. Those 60 and over show a steady increase (with the exception of a sharp decline in fall 2001), rising from 0.9% in fall 1997 to 3.8% by fall 2002.

See Exhibit A, Business Program Review Demographics: District-wide.

Increase in FTSE

FTSE for the BSA, SBM, RES, AMA courses range from 133.4 in FY 1997-98 to 167.2 in FY 2001-02. This is a 25.3% growth over the five-year period. FTSE has grown each of the last five years, more in some years than others. See the Chart #3 for details.

Chart 3

BSA; SBM; RES; AMA Program Annual Enrollments in Program Courses, 1997-1998 to 2002-2003

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Sections	144	157	149	145	164	153
Average Enrollment	10.4	10.2	10.9	11.3	11.0	12.2
Percent Capacity	39%	42%	45%	50%	48%	61%
Total Registrations	1500	1607	1618	1642	1803	1871

Distance Learning/Non-Traditional Classes

Courses offered in distance learning and other non-traditional formats include:

Via Interactive Television (ITV) Delivery:

- BSA 131 – Introduction to Business
- BSA 140 – Human Relations in Business
- BSA 220 – Principles of Management
- BSA 223 – Personnel Management
- BSA 230 – Principles of Marketing
- BSA 232 – Business Statistical Analysis
- BSA 235 – Principles of Economics-Macro
- BSA 236 – Principles of Economics-Micro
- RES 201 – Real Estate Law
- SBM 230 – Owning and Operating a Small Business

Via Online Delivery:

BSA 112 – Career Connections
BSA 130 – Business Financial Applications
BSA 134D – International Marketing
BSA 233 – Business Communication
Via Telecourse Delivery:
BSA 130 – Business Financial Applications
BSA 131 – Introduction to Business
SBM 230 – Owning & Operating a Small Business

Via Short-Course Delivery (includes pre-session, summer and compressed courses):

BSA 131 – Introduction to Business
BSA 140 – Human Relations in Business
BSA 220 – Principles of Management
BSA 223 – Personnel Management
BSA 232 – Business Statistical Analysis
BSA 233 – Business Communications
BSA 235 – Principles of Economics – Macro
BSA 236 – Principles of Economics – Micro

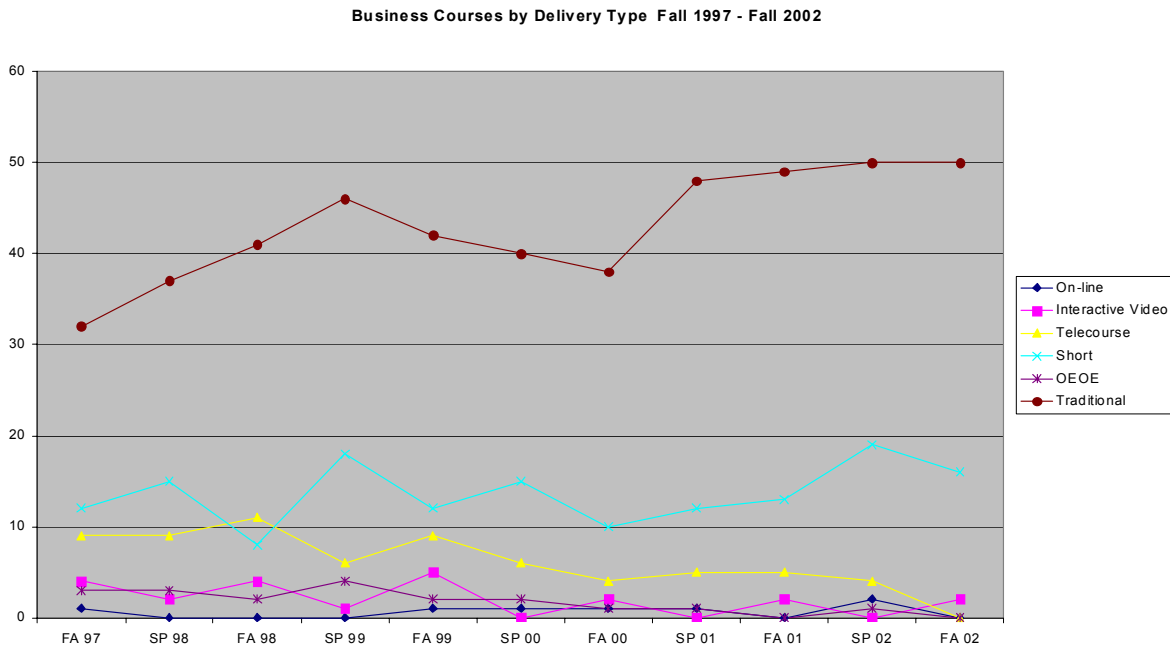
Via Open-Entry-Open-Exit (OEOE) Delivery:

No specific courses were identified in the individual data sheets but data did appear on the Summary page.

(See, Exhibit B, Course Program Review, Delivery Type V (ITV) Fall 97 – Fall 02; Course Program Review, Delivery Type W (Online) Summer 99 – Summer 02; Course Program Review, Delivery Type T (Telecourse) Fall 97 – Spring 02; and Summary Sheet Business Courses by Delivery Fall 1997 – Fall 2002.)

NOTE: This data does not reflect courses using traditional lecture **AND** distance learning/non-traditional delivery methods because that information is not currently differentiated. From Fall 1997 through Fall of 2002, trends in distance learning/non-traditional class offerings have been as follows:

Chart 4



- Traditional-course-delivery shows an increase, however, this may be due to an increase in overall course offerings and not simply the delivery method.
- Short-course-delivery shows a gradual increase.
- Telecourse-delivery shows a gradual decline.
- Interactive Television course-delivery appears to have declined from 1997 through 2002, however, during the period of Spring 2000 through Fall 2002, the trend is stable.

Online course-delivery has held fairly steady from Fall of 1997 through Fall of 2002. However, these figures do not reflect the use of online course-components (i.e., wrap-around Blackboard websites) in any of the other course delivery methods even though we know from anecdotal comments that this may be occurring.

Problems initially encountered by instructors that hindered student success included: student dissatisfaction with format of ITV courses (offsite students primarily), students' lack of self-directed learning skills in online classes, difficulties involving using technology (including lack of experience with and readiness to use e-mail, internet, and basic computer skills), and unrealistic student expectations that online courses are easier and less time-consuming than traditional courses. Over time student difficulties in using the technology appear to have decreased as reflected by reduced need for instruction in this area at the outset of the courses. Many online courses now have built-in deadlines for homework to assist in increasing self-directed abilities and many instructors have integrated informational materials to assist in developing realistic student expectations. Interactive telecourses continue to be problematic for students in off-site locations and a recommendation for improvement is that instructors meet with students and teach from other campus/offsite locations.

The variety and format of distance learning and non-traditional courses offered by the Business Department appear adequate. However, due to the fact that data on courses with multiple delivery methods is not available, the Department might consider collecting that data in order to more accurately reflect trends in delivery methods.

C. Curriculum Analysis

Curriculum and Course Content

Curriculum review in the Business Department is an ongoing and continuous process. Curriculum is improved as the result of feedback from the content area specialists in the Department, including adjunct faculty, and input from Advisory Committee members. Faculty regularly attends and participates in conferences, workshops and professional growth activities. Faculty share what they have learned with colleagues in the Department and this information is used to evaluate existing courses and methods and to make improvements or changes where appropriate. Faculty also participate in professional associations in their content areas and incorporate information gathered through these contacts and through professional association publications to evaluate, improve and develop courses.

Course outlines and syllabi are reviewed and updated on an on-going basis. Copies are maintained in the Business and Computer Science Division Office. Efforts are made to coordinate classes taught at multiple campuses so as to produce similar learning outcomes. Beginning in the Spring of 2002, the BUCS Division undertook a major curriculum project reviewing every course offered by the Division. The initial goal was the revision of all course outlines to include learner-centered outcomes. This accomplished, the secondary goal became to determine the appropriateness of course offerings and to recommend course changes, additions or deletions. This project will be complete by the end of the Spring 2003 semester.

During the period of this review, several significant curriculum changes and additions were made to the curriculum. They are as follows:

Deletion of the OAD (Office Administration) Prefix

Because of the increased use and teaching of technology, the differences between Office Administration and Business Administration and Office Administration and Computer Applications became increasingly harder to determine. Therefore, it was decided to delete the Office Administration prefix and distribute the OAD classes between either BSA (Business Administration) and CSA (Computer Applications) as determined appropriate.

Creation of an Associate of Business Degree

In a statewide effort to develop a business transfer degree, the community colleges and state universities created the Associate of Business Degree in 1997. This degree maintains a strong General Education emphasis while identifying a business core of 27 credit hours that ensures that the community college student can transfer to any of the state universities without losing credits and complete their bachelor degree in a total of 120 credit hours.

Creation of a Basic Business Certificate

In the summer of 1998, a certificate was implemented that allowed all of the courses to be taught in a summer semester. Courses were taught in a block-time format with extensive coordination between the instructors. The content of each class supports the other classes to allow basic employment skills to be attained through a 10-week program of intensive training.

Streamlining of the Management Development Degree

Before changes were implemented, the Management Development Degree consisted of a core of business-related classes and a choice of one of four emphasis areas. A committee organized to review the degree determined that there were very few graduates in most of the emphasis areas and many directed studies were being offered in order to graduate those that were pursuing the degree because of low enrollment in classes. The revision eliminated the emphasis areas while continuing to allow choices to be made in the curriculum.

Instructional Delivery

The Business Department delivers instruction in a variety of ways. Approximately 80% of BUCS courses are delivered in traditional lecture-format; however, this is augmented with class discussion, small group work, field trips, demonstrations and lab-type activities. In addition, the Division uses interactive television (ITV), telecourses and online delivery methods to deliver the remaining 20% of our courses.

Appropriateness of delivery-method is a subject of continuous review by the Division and as a result of the ongoing review a number of “traditional” lecture-delivered courses have added an aspect of online delivery via Blackboard as a supplement to the lecture delivery. The number of courses using Blackboard as a supplemental delivery method continues to increase each semester according to anecdotal comments received but no data has been collected that would substantiate the comments as this information is not differentiated in the data collected. Online delivery of courses appears to have held steady since 1997, while traditional-course-delivery shows an increase. However, this may be due to an increase in overall course offerings and not simply the delivery method. Short-course-delivery since 1997 shows a gradual increase, telecourse-delivery shows a gradual decline and interactive television course-delivery appears to have declined from 1997 through 2002 overall, however, since Spring of 2000, the number of ITV courses delivered has been stable. (See, Section B, Distance Learning/Non-Traditional Classes for detail and supporting documentation.)

Specific numeric data describing how frequently instruction is delivered in each of the above formats has not been gathered. Many courses use multiple delivery methods but are currently only listed as lecture courses, telecourses, ITV courses and online courses. Collection of more specific data identifying the frequency of use of each delivery-type in comparison with FTSE numbers for each of the delivery-types might be helpful in the future in determining delivery-type needs and trends.

In-Class Assessment

The Business Division uses a wide variety of classroom assessments, including:

Portfolios,	Field trip responses,
In-class individual presentations,	Case studies,
In-class group presentations,	Think tank,
Short papers,	Ethical survey/self assessments,
Term papers,	Creative writing exercises,
Research papers,	Critical thinking questions,
Quizzes,	In-class observation,
Multiple choice exams,	Guest speaker responses,
Essay exams,	Practice exercises,
Class participation,	Professional growth plans,
Class discussion,	Mock job-interviews,
Pre and Post-tests,	Major report and conference plans,
Attendance,	Business plans,
Journal entries (personal and summaries of current materials relating to the classes),	Marketing plans,
Film/video responses,	Courtroom observation responses,
Demonstrations,	Problem sets,
	Internet research, and
	Team problem-solving.

(See, *Exhibit C*, Business & Computer Science Common Assessments Used Throughout the District – 2/28/03.)

The Department reviews and discusses assessment methods on a continuous basis. Professional growth opportunities in assessment methodology are provided on a division level, college level and individual level and changes in assessment methods reflect current trends and input from colleagues and Advisory Committee members.

The current assessment methods used are more than adequate; however, the Department seeks improved communication between the Verde and Prescott campuses in order to keep assessments consistent in measuring learning outcomes in courses taught on different campuses. It is essential that the Department develop an assessment plan which would measure both where student skill levels are when they enter as well as measure achievement of desired outcomes when they leave for transfer and employment. The Department is sponsoring a summer retreat in August 2003 to work towards a District-wide assessment plan.

D. Program Faculty and Personnel

PRESCOTT CAMPUS: Program Faculty

Full-time instructors are hired on the basis of a national search. The position is advertised in the Chronicle of Higher Education and/or other appropriate publications in December of the academic year prior to the position becoming open. Applications are screened and a hiring committee consisting of faculty, an administrator, and a community representative conducts interviews. Recommendations are then made to the appropriate dean who, in consultation with the President, makes a final hiring decision.

Adjunct faculty are hired as needed and must have the appropriate credentials to teach. The Division Assistant Dean keeps a pool of adjunct instructors for teaching positions in the Department.

Both adjunct and full-time faculty have the appropriate credentials to teach the BSA courses taught currently District-wide. However, as the Department moves towards Association of Collegiate Business Schools and Programs (ACBSP) accreditation, it may require a minimum of a master's level degree of preparation for all courses, and Ph.D. level of preparation for any new full-time faculty hired. See "Future Trends" for more discussion on ACBSP accreditation.

Chart 5 **PRESCOTT BUSINESS ADMINISTRATION FULL-TIME FACULTY**

Faculty	Degrees	Years of Experience in Field	Years at Yavapai College
Ruth Harrison	B.S., J.D.	17	5
Randy Russell	B.A., M.A., Ph.D.	32	.35
Terry Lovell	B.A., M.B.A, Ph.D.	35	14
Gerald Caton	A.A.S., B.A., M.Ed.	Education: 31 Business: 15	16
Tommy Carter	B.A., M.Ed.	30	15

PRESCOTT BUSINESS ADMINISTRATION ADJUNCT FACULTY			
Liz Whinney	A.A., B.S., B.A., M.Ed.	11	5
Barbara Rhodes	Certified to Teach Coding Terminology; Medical Office Management	29	5
Bruce Hilgendorf	B.A.	30	15
Tom Staley	B.A., M.A. - In progress.	27	7
Warren Tracy	A.A.S., B.S.	17	2

VERDE VALLEY CAMPUS: Program Faculty

Chart 6 **VERDE BUSINESS ADMINISTRATION FULL-TIME FACULTY**

Faculty	Degrees	Years of Experience in Field	Years at Yavapai College
Carol German	B.S., M.A.	35	10
Phil Tatum	B.A., B.S., M.B.A.	28	25
James Brugger	B.A., M.A.	21	3
VERDE BUSINESS ADMINISTRATION ADJUNCT FACULTY			
Deborah Darby	M.A.	29	8
Elsie Freeman	B.S.	19	7
Judy Haslow	B.S.	9	5
Mary Christine Heyer	B.S.	7	4
A. Roy Horn	A.A., B.A.	20	4
Michael Lee Mueller	B.A., M.B.A.	21	2
William Nist	B.A., B.S., M.A.	30	1
Karl W. Siegfried	B.S., M.A.	Not Listed	6

Administrative and Support Personnel

The Department is well-supported with administrative and support personnel. It evaluates its needs on a yearly basis, and hires as needed. The process is adequate to support the Department.

Chart 7 **PRESCOTT CAMPUS: Administrative and Support Personnel:**

Faculty	Job Title	Years of Administration	Years at Yavapai College	Degrees
Susan Howery Full-Time Administration Adjunct Faculty	Division Assistant Dean, Business and Computer Science, Paralegal Program Director	13	9	B.A., M.A.
Nancy Bennett Full-Time Support Staff	Division Assistant, Business and Computer Science Division	25	5	Completing A.A.S. - Office Administration
Brooke Sines Full-Time Support Staff	Office Assistant, Business and Computer Science Division	11	1	Pursuing A.A.S. Management
VERDE VALLEY CAMPUS: Administration and Support Personnel				
Brenda Stokes Full-Time Support Staff	Division II Administrative Assistant and Purchasing Liaison	25	3	
Lisa Simpson Kyle	Instructional Specialist and Adjunct Faculty Business and Computer Science	20	13	

Professional Development/Achievements:

The faculty have listed the following for their professional development/achievements:
Faculty members are involved with the following College Committees and College support activities:

- Institutional Review Committee
- Professional Growth Committee
- RoughWriter Board
- Faculty Senate
- Standards Committee
- Assessment Committee
- NCA Accreditation Teams
- NCA Steering Committee
- NCA Transition Task Force

Curriculum Committee
Copyright Committee
College Goal Sunday
PAY Divorce Clinic
PAY Advisor
Faculty mentors
Career Fair
New Faculty Training
Real Estate Advisory Committee
Paralegal Advisory Committee
Phi Beta Lambda Coordinator
Mentor - women's and men's basketball teams
Phi Kappa Phi Honor Society
North Central Arizona Math and Science Consortium
Yavapai College Safety Committee Chairman
Learning Council
BUCS Scholarship Committee

Faculty members are involved with the following community activities:

Chair, Foreign Missions - Word of Life Assembly
Big Brothers/Big Sisters
Speaker: Lions Club, Rotary Club
Site Steward - State of Arizona
Student Sponsor for YCYCF, FCA
Sponsor for Yavapai College Chapters of AA and NA
American Association for Paralegal Education: panelist for conferences
AG sponsored mediation for Superior Court
PTA officer for Taylor Hicks
Literary Circle at Granite Mountain Middle School - parent leader
Yavapai College Blood Drive
Verde Valley Teen MAZE
United Way fund drive
NBEA Workshop presenter

Awards, Grants, Fellowships:

Barbara McClurg Award
Innovation College awards
Professional Growth awards

It is obvious from the long list of college and community service that the faculty are committed to serving both the college and the community in which they live and work.

Support From Other Areas of the College

In response to the survey conducted with BSA faculty on the adequacy of support from other areas of the College, they commented as follows:

Chart 8

ITS:	They are great to fix software and hardware problems. It would be helpful if there was a person designated as an instructional technology specialist that would work directly with instructors in supporting the software needs.
Distributed Learning:	There is no one better person than Stacy Hilton in supporting our on-line classes. There just needs to be two of her.
Financial Aid:	They help us with the scholarships in our division. There needs to be better coordination between us and them on time lines and paperwork.
Facilities Management:	These folks are here to help in the many moves and changes that have to be made each year. They are very supportive.
Advising, Maintenance, Library and the Blackboard part of distance learning are excellent.	

E. Facilities, Equipment, Materials, and Financial Resources

A survey was conducted among BSA faculty to determine the adequacy of facilities, equipment and materials. The results of the survey revealed the following individual comments:

Facilities, Equipment and Materials:

- We need more lecture/lab classrooms for computer labs.
- There is a need for more classrooms that will accommodate 30 to 40 people.
- There is difficulty in finding suitable classrooms on some evenings.
- Many classrooms are poorly designed. Students are not able to see the boards or projection screens. Seating arrangements are not easily modified for group work.
- We are a year and half behind industry standards for most of our equipment (PCs, projectors, MM software, etc.).
- We need an operating budget for training and upgrading technology on no less than 18 month cycle.
- We could use more TVs and VCRs in classrooms.
- Some classrooms do not have adequate furniture (student desks/chairs are too small).
- We could use a laptop or two for use in classrooms without computer equipment.
- Computer lab software upgrades should be more seamless.
- A digital video camera is needed for taping lectures to use on-line.
- Some classrooms do not have adequate cooling/heat controls.
- We currently have one classroom that is marginally equipped to do multi-media (MM). We need 5 MM classrooms to serve our students and could easily fill ten. We need at least \$1,000,000 in hard building costs and then about \$100,000 in long-term training.
- PowerPoint (in-class or portable) available for all classes.

Unmet Needs:

- Adequate climate control
- Better student seating – desks and chairs
- Better design in classrooms
- PowerPoint technology
- Access to Audio Visual technology
- Overhead projections
- Ability to project and access computer technology
- Space for administration
- Funding for educational tools
- Tutoring for students

The College is currently working towards renovating its buildings and adding new buildings. The Department has reviewed the Master Plan and had discussions with the architects concerning the needs listed above, and the renovations and plans will address most of the items on the list. However, there are still educational needs which will only be provided through the

Department budget, which should be increased accordingly. The Department budget has not been increased in a couple of years.

Financial Resources:

Prescott

The Business Department currently appropriates \$146,323.36 for the current academic year. It breaks down as follows:

Instruction:	\$143,059.36
General Supplies:	\$2,550.00
Membership Dues:	\$408.00
Travel in State:	\$306.00

The BUCS Division generally runs over approximately \$50,000.00 for instruction. Some of that shortage is in the Business Department. As earlier noted, FTSE has been on the increase for the last five years, but the budget has not been increased accordingly.

Also, most of the money provided for professional development does not come out the Department's budget, which is wholly inadequate. Professional development has been funded in part by funds from the Professional Development budget, but faculty members have also had to seek funding from the College of Innovation and the Office of Instruction. The entire budget for Professional Development was spent for the academic year of 2002-2003 before the end of fall 2002.

The Department's allocation for instruction should be increased by at least \$20,000.00 to run its current programs. Membership dues and travel allocations for the Department should be increased by at least \$500.00 respectively.

Verde Valley

Instruction (Adjunct):	\$18,950.00
General Supplies:	\$158.00
Membership Dues:	\$0.00
Travel in State:	\$204.00

The structure of the Verde campus budget is very different in organization from the Prescott campus budget. The campus is divided administratively into two Divisions: Division I and Division II. The Business and Computer Division account is reflected above. However, the Administrative support (Division Assistant Dean and Division Assistant) are paid out of an administrative account for Division II. When interviewed, Carol German, Division Assistant Dean, stated that the budget was adequate for the Department.

F. Advisory Committee and Partnerships

Advisory Committees

The Advisory Committee was recently reconfigured to add members to capture more of a cross-section of the business community. Each of the full-time faculty members were asked to recommend advisory committee members representing different interests within the Department. For example, Vicky McDonald was invited to become a member because she is the Director of Medical Records of Yavapai Regional Medical Center. The Department is interested in exploring developing a certificate for health information technology. Her input is critical.

Large businesses are represented on the Advisory Committee. Individuals from Printpack, Stockman's Bank and Walmart were invited to become members. Rick Marcum of the Small Business Development Center is an advisory committee member. Each of these members have important input specific to the BSA curriculum. The Committee members have been assigned as consultants for specific full-time BUCS faculty members.

See Exhibit D, for Business Advisory Committee Membership.

Partnership Program

The Partnership Program began in the fall of 1998. It was a program developed by the Verde Campus Business Division as a response to a need in the business community. The Businesses (Partners) wanted to have the regular full credit courses offered at their sites in an intensive format. The Partnership Program provides a state of the art, non-traditional scheduling format that meets those needs. It was created under the college's Strategic Initiative statement: "Develop lifelong learning options without barriers in partnership with other educational and community organizations."

The 200% increase in course enrollments and the 100% increase in the number of courses offered speak to the success of the idea and the program

Course Enrollments

1999 - 2000	89 students
2000 - 2001	123
2001- 2002	210
2002 - 2003	270 students - projected

Also of note is the number of partners which has increased by 300%. The current number of Partners is 13. The FTSE generated by the program increased by approximately 116%.

Due to the strong interest in the credit business classes by the partners in the off-site locations, the management department of the Verde campus (Jim Brugger and Phil Tatum) in communication with the Prescott Business Division created a Management Certificate. It is

expected that over 20 students who are getting the Management Certificate are also now going on and working on their Associate of Applied Science in Business.

See Exhibit E, for materials on the Partnership Program.

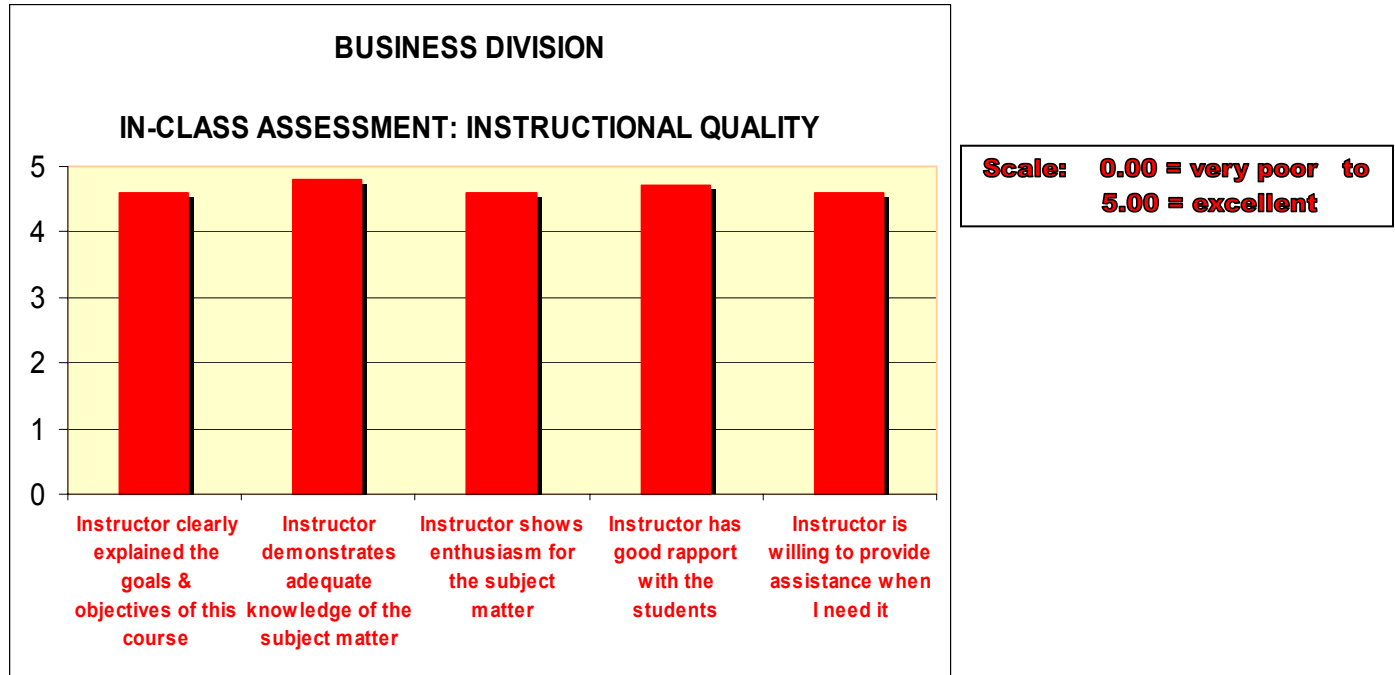
Tommy Carter, Division Assistant Dean previously for the Department, explored bringing the Partnership Program concept to the Prescott campus, but did not find Prescott businesses interested in the having full-time courses offered at their sites. The businesses participating in the Partnership Program on the Verde campus are largely resorts.

G. Program/Student Outcomes

Student Evaluations of Instructional Quality

BUCS students responded very favorably to survey questions regarding course satisfaction. See Chart # 9 below, which reflects the average of responses to student assessment of BSA courses during fall 2002.

Chart 9



Academic Advising

Students receive academic advising by program faculty on a continuing basis.

Faculty members receive training and are actively involved in development of course sequencing programs. Division faculty, with assistance from the Advising Office, recently reviewed and completed updating program sequencing sheets to assist in program academic advising.

Additionally, full-time faculty members have been traditionally utilized as academic advisors within the Department. Stewart Rooth, Ph.D., advised for the Department for many years. Susan Howery acts as an academic advisor for the Paralegal Program, which is housed in the Division. Russ Roberts, who is a full-time faculty member in the Division, currently acts as an academic advisor to student athletes. Full-time faculty members attend advising meetings to update the advising staff on any changes to BSA curriculum.

Grades

A summary of grade distribution for courses required for the program. There is a higher percentage of As awarded than any other grade, but the table does not indicate a noticeable trend of grade inflation during the five academic years of 1997-2002.

Chart 10

DISTRICT GRADES BSA;SBM;RES;AMA GRADE DISTRIBUTION SUMMARY

	A	B	C	D	F	G	I	P	S	U	V	X	W	TOTAL
Yr 1997-1998	723	330	156	28	28				136		3	151	284	1839
Yr 1998-1999	749	395	185	24	44		3	1	88	1	14	145	290	1939
Yr 1999-2000	785	304	180	18	53	54	11	2	30		28	287	325	2077
Yr 2000-2001	889	316	182	40	53	12	3	1	7		21	314	309	2147
Yr 2001-2002	958	338	221	39	45		6		5	1	58	378	383	2432

PRESCOTT GRADES

BSA;SBM;RES;AMA; Section(s) 1;390 GRADE DISTRIBUTION SUMMARY

	A	B	C	D	F	G	I	P	S	U	V	X	W	TOTAL
Year 1997-1998	521	249	129	20	26				1		3	91	169	1209
Year 1998-1999	465	288	159	19	42		3	1	8	1	10	97	132	1225
Year 1999-2000	469	239	161	14	48	44	9	2	7		15	173	184	1365
Year 2000-2001	505	213	138	27	39	12	3	1	1		9	190	147	1285
Year 2001-2002	529	236	184	29	42		5				35	246	231	1537

VERDE GRADES

BSA;SBM;RES;AMA; Section(s) 2;-26 GRADE DISTRIBUTION SUMMARY

	A	B	C	D	F	G	I	P	S	U	V	X	W	TOTAL
Year 1997-1998	161	55	26	8	2							35	74	361
Year 1998-1999	210	94	24	4	2						4	40	101	479
Year 1999-2000	178	45	16	3	4	10	1				13	79	85	434
Year 2000-2001	177	80	31	13	10				1		5	98	93	508
Year 2001-2002	254	79	25	8	1						22	108	93	590

Business Graduates

The following chart indicates that the largest number of business students graduate with an associate of business degree, rather than with an associate of applied science, a basic, technical or advanced certificate. A very small number of business students graduate when compared to the total number of graduates in Yavapai College degree programs. However, when compared to total number of students enrolled, not very many students graduate from the degree programs generally. What can be gathered from this data? Do most students come just to take courses? This would be consistent with the findings in the Former Student Survey which is included later. We do need more data to ascertain whether most students take BSA courses to improve skills, to transfer, or to obtain a degree. We would also need data to evaluate why 98-99 is different from other years.

From this data it would appear that it is taking a very long time for students to be awarded degrees in business. This is concerning, although the data may be misleading. Students stay in the registration system and may be listed as pursuing a degree though they may drop out and return over a span of years. However, this year the Department did complete certificate and degree course sequencing sheets for advising to use to help students plan ahead, and to assist the Department in scheduling courses. If students are able to plan effectively using the sequencing sheets, they may graduate sooner.

Chart 11 YAVAPAI COLLEGE; BUSINESS GRADUATES					
	97-98	98-99	99-00	00-01	01-02
Award Type					
Basic Certificate	2	8			3
Advanced Certificate		1		2	1
Technical Certificate					
Associate Applied Science	5	13	7	6	2
Total Awards	7	22	7	8	6
Total Graduates	7	22	7	8	6
Gender					
Male	29%	27%	14%	75%	33%
Female	71%	73%	86%	25%	67%
Not Reported					
Ethnicity					
Non-Resident Alien					
Black, non-Hispanic					
Native American					17%
Asian	14%				
Hispanic		05%			
White	86%	82%	100%	88%	67%
Other		14%		13%	17%
Not Reported					
Residence					
Yavapai County	100%	95%	86%	100%	83%
Other AZ County		05%	14%		
Out of State					17%
Out of Country					
Not Reported					

Chart 11 YAVAPAI COLLEGE; BUSINESS GRADUATES					
Age					
Under 20					
20-24	14%	18%	43%	13%	33%
25-29	14%	14%	14%	25%	17%
30-39	57%	27%	14%	13%	17%
40-49	14%	27%	14%	13%	17%
50-59		14%	14%	25%	17%
60 and over				13%	
Not Reported					
Average Years to Award					
Basic Certificate	0.9	4.0			9.2
Advanced Certificate		8.0		18.0	1.6
Technical Certificate					
Associate Applied Science	3.7	5.9	8.7	8.0	0.5

Graduates may receive more than one award; therefore, the number of awards may be greater than the number of graduates. "Years to Award" measures the time between a student's first registration and the date of their degree/certificate.

Assessment Indicators from Institutional Studies

The Business Department Mission is to provide “an innovative and supportive teaching environment for student success in learning to enable students to transfer to other institutions, obtain a Yavapai College degree and/or certificate, obtain desired employment, improve current skills and/or seek enrichment.” Surveys must be examined to assess at least part of the question of whether the Department is meeting its mission. To completely assess whether the Department is meeting its mission, it also needs to collect data on currently enrolled students to discover why they are taking BSA courses.

The following are the results of the Follow-up Survey of Business Graduates, 2000/2001, and the Former Student Survey – Business Students, Spring 2001, conducted by Institutional Research.

Graduate Follow-up Survey – Business Graduates, 2000-2001

The Yavapai College graduate follow-up survey was mailed to graduates of fall 2000, spring 2001 through summer 2001. From this group, ten business graduates responded to the survey.

- **Goals and Goal Achievement**

Graduates self-identified their goals as either job related, academic or personal in nature.

The majority of business graduates (60%) were preparing for transfer to a four-year college. *See Exhibit F, Chart 12, for Primary Short-term Goal for attending Yavapai College.*

- **Level of Goal Completion**

All of the business graduates indicated that their academic goals were completely (70.0%) or partially (30.0%) reached.

See Exhibit F, Chart 13, for Business Graduates, Goal Completion.

- **Employment – Business Graduates**

The majority of business graduates were working full-time (40.0%) or full-time students (40.0%).

See Exhibit F, Chart 14, for Business Graduates Employment.

- **Relationship of Job to YC Program**

One of the business graduates was working in a job directly related (20%) to their Yavapai College academic program. Three were working in jobs somewhat related (60%) and one was working in a job not at all related to the program (20%).

See Exhibit F, Chart 15, for Relationship of Job to YC Program.

- **Business Graduates - Satisfaction with YC Preparation for Present Job**

More than one half of the working graduates were satisfied with their Yavapai College preparation for their present job (60%).

See Exhibit F, Chart 16, for Satisfaction with YC Preparation

Academic/Business Transfer Graduates

- **Relationship of Transfer Curriculum Program to YC**

More than one half of the business graduates (57.1%) indicated their transfer curriculum was directly related to their Yavapai College academic program.

See Exhibit F, Chart 17, for Relationship of Transfer Curriculum Program to YC.

- **Continuing Education**

Five out of seven graduates have attended school since graduating from Yavapai College. All were full-time students.

See Exhibit F, Chart 18, for Graduates Education Since Graduation

- **Schools Attended Since Graduation**

Northern Arizona University is the college of first choice with two-thirds of the business graduates attending.

See Exhibit F, Chart 19, for Schools Attended Since Graduation.

- **YC Courses Not Accepted at Transfer School**

The majority of the business graduates (42.9%) indicated six to nine courses were not accepted at their transfer school. The next largest group (28.6%) did not try to transfer courses. The most frequently reason given by students for courses that did not transfer was they had too many courses to transfer than needed by the transfer school. Another reason given was they took courses that did not apply to their major at the transfer school.

See Exhibit F, Chart 20, for YC Courses Not Accepted at Transfer School

Satisfaction with Yavapai College Preparation for Transfer

Less than one-half of the business graduates (two students) were satisfied/very satisfied with their Yavapai College preparation for transfer. Three students were somewhat satisfied and one student was unsatisfied.

See Exhibit F, Chart 21, for Satisfaction with YC Preparation for Transfer

- **Business Graduate Satisfaction with Academic Program**

More than one-half of the business graduates rated their Yavapai College academic program as good/very good (55.5%).

See Exhibit F, Chart 22, for Overall Satisfaction with YC Academic Program

- **Business Graduate Satisfaction with Yavapai College**

Two-thirds of the graduates rated their overall satisfaction with Yavapai College as good/very good. All except for one graduate would recommend Yavapai College to family and friends.

See Exhibit F, Chart 23, for Overall Satisfaction with Yavapai College

Former Student Survey – Business Students, Conducted Spring 2001

The Former Student Survey was conducted to determine student goals and measure student goal achievement. A number of Yavapai College's former students did not come to the college to earn a degree or certificate. The following was taken from the Former Student Survey conducted in spring 2001. For this report, a former student is defined as someone who attended Yavapai College in fall 1999, but did not return in spring 2000, summer 2000 or fall 2000. At the end of fall 1999 these students completed six or more cumulative hours with an emphasis in vocational career areas. This document reports the results from former business students only.

- **Reasons for Attending Yavapai College**

Many of Yavapai College's former students did not come to the college to earn a degree or certificate. More than 60 percent of the former business students indicated their primary reason for attending Yavapai College was to take courses only.

- **Former Business Students Reasons for Attending Yavapai College**

N=20

- Take courses only – 63.2%
- Earn degree/certificate – 36.8%

- **Reasons for Not Continuing Education**

The top reason give by former business students for not continuing was:

- Conflicts between the demands of school and work (41.7%)

Former business students were asked if there was anything the college could have done that would have helped them to stay. Three quarters of the former business students indicated there was not anything the college could have done that would have helped them stay.

See Exhibit F, Chart 24, for Reasons for Not Continuing Education.

- **Goals and Goal Achievement**

Students self-identified their goals as either job related, academic or personal in nature. Former students were asked:

What was your primary short-term goal for attending Yavapai College?

The majority of former business students (80%) were either preparing for a different job/career or taking courses for academic transfer.

See Exhibit F, Chart 25, for Primary Short-term Goal for Attending Yavapai College

- **Level of Goal Completion**

The goal achievement reported by former business students was high. 90% of the former business students indicated that their education goals were either completely (50.0%) or partially reached (40.0%).

See Exhibit G, Chart 26, for Goal Completion – Former Business Students

- **Reported Outcomes from Education**

Former business students reported their Yavapai College education resulted in the following enhancements in the workplace.

Only three students responded to this question. This may be due in part to the large percentage of former business students who indicated academic transfer as their goal.

See Exhibit F, Chart 27, for Former Business Students Reported Outcomes from Education

Former Business Students Satisfaction with YC Programs and Services

- **Overall Program Satisfaction and Student Recommendations**

More than 8 out of 10 former business students were satisfied with Yavapai College programs. All Yavapai College former business students (100%) recommend Yavapai College to family and friends—80% without any reservations.

See Exhibit F, Chart 28, for Former Business Students Satisfaction and Recommendations.

If you read the graduate survey, it indicates that most of the students responding intend to transfer. If you read the former student survey, it indicates that most students intend to take courses only. It would be interesting to conduct a survey of all students who are enrolled in BSA courses to discover what the majority of students' intentions are. In both surveys, students rate Yavapai College very highly, and would recommend the College to friends and family.

H. FUTURE TRENDS

The issues of downsizing and globalization are discussed above. The implications of these trends suggest future business leaders must be versatile, informed, and creative in order to have opportunities to succeed. The business programs in the BUCS Division at Yavapai College are designed along these and other lines to enhance the chances of success for its students. Added to this are two new programs to assist those students with interests in the fast-growing retail management sector and in entrepreneurial pursuits as well.

The future for the Division and its students is also exciting and bright due to the division's plans to study the feasibility of pursuing accreditation by the Association of Collegiate Business Schools and Programs (ACBSP). The Association of Collegiate Business Schools and Programs sets standards for excellence for business programs. As with most accreditation, there is a process of self-study and on-site visitation and assessment. The ACBSP accreditation is a nationally recognized standard, and requires institutions to comply with standards for faculty characteristics, for curriculum, for student assessment, for adequate resources, for business and industry relations, for educational innovation and for articulation.

If the Yavapai College Business Department meets the accreditation standards of ACBSP and receives accreditation, we would be offering our students a benefit to market themselves in the workforce, and we would be guaranteeing a quality program which is in a program of continual assessment. We would gain a nationally recognized standard of excellence and which would be an excellent marketing tool for our Program, Division and College.

I. RECOMMENDATIONS

1. The Business Administration Program should seek ACBSP Accreditation.
2. The Business Administration Program should develop an outcomes assessment plan.
3. The Business Administration Program should, with the assistance of Institutional Research, survey for enrolled student needs, and develop programs and courses accordingly. We must continue to track graduates, former students and assess employer needs.
4. The Business Administration Program on the Verde campus should be assessed in a separate Program Review process in the future. It is organized and functions differently. Regardless of what is decided on this issue, better communication should occur between the Prescott and Verde Valley campuses to ensure continuity in program and course content.
5. The Business Administration Program requires an additional \$50,000 for instruction in order to eliminate the budget deficit.

EXHIBITS A thru F

Electronic Copies of Exhibits not available. Please contact IR Office for copies.

Business and Computer Science Division

Business Administration

Academic Program Review 2002-2003

Action Plan

A. Objectives:

1. Review requirements for ACBSP accreditation and, if feasible, create a plan with timelines for seeking accreditation.
2. Develop and implement an Outcomes Assessment Plan.
3. Survey current students, graduates and employers with the assistance of Institutional Research.
4. Meet District-wide as a department on a continual basis to discuss courses, degrees, trends and retention issues.
5. Work with Dean of Instruction to seek an additional \$20,000 to cover budget deficits.

B. Activities:

1. Report on feasibility of seeking ACBSP accreditation to the Office of Instruction and, if feasible, develop a plan to see accreditation with set guidelines.
2. Develop and implement an Outcomes Assessment Plan.
3. Add additional questions to the existing exit survey and ask that the survey be conducted at the graduate check. Conduct an area employer survey. Conduct a graduate survey.
4. Advise District of BUCS Division meetings and set additional meetings as required.
5. Meet with Dean of Instruction to discuss seeking an additional \$20,000 for the BSA budget.

C. Responsibilities

1. Prescott Division Assistant Dean will work with a faculty member to develop a feasibility study.
2. Division Assistant Deans will work with faculty and Team Leader to develop a BSA Assessment Plan.
3. BSA faculty will write exit survey questions.

4. Division Assistant Deans will set BUCS Division meetings and other meetings as required to develop a district-wide assessment plan.
5. Prescott Division Assistant Dean will set a meeting with the Office of Instruction to discuss the budget.

D. Timeline

1. Feasibility report due to Office of Instruction: October 31, 2003
Accreditation Plan due to Office of Instruction: December 1, 2003
2. Outcomes Assessment Plan to BUCS: October 31, 2003
3. Exit Survey Questions to BUCS: April 1, 2003
4. Develop Outcomes Assessment Plan – District-wide: October 21, 2003
5. Meet with Dean of Instruction and Annie Goodell: by December 1, 2003

E. Resource Allocation

No new resources will be required at this time

F. Assessment

Plan will be reviewed for progress by October 31, 2004, and follow-up report will be due.