



ACCREDITATION EVIDENCE

Title: BAS Steering Committee (appendix F HLC BAS change app)

Evidence Type: Corroborating

Date: 19 February 2020

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Classification: Report

PII: Yes

Redacted: No





New Academic Program

Substantive Change Application

Institution: Western Wyoming Community College City, State: **Rock Springs, WY**

Name of person completing this application: **Mark Rembacz**

Title: Associate Vice President of Institutional Effectiveness Phone: **307-382-1899** Email:
mrembacz@westernwyoming.edu

Date Submitted: **February 19, 2020**

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select “Change Requests” from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Western Wyoming Community College is seeking approval to offer a Bachelor of Applied Science program.

2. **Is this application being submitted in conjunction with another application?**

No

Yes

If yes, please explain:

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's X Bachelor's Master's or specialist
 Doctorate Certificate or diploma
 Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based, direct assessment, hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

5. **Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

See Attached Appendix A

6. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

8. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

The Bachelors of Applied Science degree will be accredited under Western's regional accreditation and no specialized accreditation is required or will be sought.

9. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL: <http://westernwyoming.smartcatalogiq.com/en/Current/Catalog>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the [Classification of Instructional Programs terminology \(CIP codes\)](#). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Bachelor of Applied Sciences in Business - Emphasis options: Organizational or Industrial Management CIP 52.02

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

120 Semester Credits

- c) Normal or typical length of time for students to complete the program

Four years full-time to eight years part-time

- d) Proposed initial date for implementation of the program

January 2021

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience for this degree will be individuals who earned an associate's degree in business or an industrial technology field and intend to advance into a supervisory or leadership position in the field where they are currently employed. Most of these prospective students need a program that offers courses online in order for them to continue employment in a wide range of shift work schedules as they complete their Bachelor of Applied Science in Business.

We also believe that a number of our current associate's degree students will choose to move

directly in to the BAS as soon as they complete their associate's degree. Western currently has 238 Business students for whom this might be a viable option.

f) Whether the program will be part of contractual arrangement (see HLC's website for a [definition of contractual arrangements](#))

No

Yes

Important: If yes, complete the [Contractual Arrangement Screening Form](#) for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

g) Whether the program will be part of a consortial arrangement (see HLC's website for a [definition of consortial arrangements](#))

No

Yes

Important: If yes, complete the [Consortial Arrangement Screening Form](#) for each planned involvement to determine whether additional HLC approval is required.

- **If consortial approval is required:** Complete the full consortial application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

h) Whether the program will be offered as distance education or correspondence education (see HLC's website for [definitions of distance and correspondence education](#))

No

Yes

Important: If yes, check the institution's distance delivery stipulation in its [Institutional Status and Requirements Report](#). If this program does not fit within the institution's current stipulation, submit a [distance delivery application](#) in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not Applicable

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

The last HLC review occurred in 2017 while Western was part of the AQIP Pathway. The *System Portfolio* identified three primary areas of challenge within the institution:

- 1.C. *The institution understands the relationship between its mission and the diversity of society.* Reviewers were concerned that the college lacked evidence to support its claims regarding diversity and there was a failure to address multiculturalism in any of the college's documents.
- 3.E. *The institution fulfills the claims it makes for an enriched educational environment.* The college lacked a definition for co-curricular and there was a lack of evidence supporting claims the college made regarding the importance of co-curricular and the availability of said opportunities for students.
- 5.D. *The institution works systematically to improve its performance.* Reviewers noted that Western did not have benchmarks in many areas and that many of the important decisions were made at the unit level and were not part of coordinated strategic effort.

Western has taken several steps since 2017 to address these challenges. Planning for the BAS program has included discussions with institutional stakeholders to ensure that the BAS program incorporates these updated processes.

The college recently created a diversity, equity, and inclusion (DEI) committee. This group is led by the college President which reflects the high priority of this effort. This group is tasked with ensuring that college's mission and policies are reflective of the college's commitment to DEI. The development of the BAS program has also occurred under the assumption that it will adhere to the institution's commitment to DEI. College [Policy 5110B, Equal Opportunity for Students](#), outlines nondiscrimination and equal access for students to admissions and college services and the BAS program adheres to this policy in all its recruiting and admissions efforts. Discussions with the BAS Steering Committee and the BAS course developers helped ensure the course curriculum and learning outcomes meet all of the Goals for Student Success, particularly seeing issues from multiple perspectives.

In 2019, Western created the following definition for co-curricular: *learning experiences that support the Goals for Student Success beyond the scope of classroom requirements. Co-curricular programs at*

Western contribute to the educational experiences of our students by complementing academic programs and courses, and contributing to each student's personal and professional growth.

To facilitate these experiences, the college will encourage all BAS students to be involved on campus beyond the classroom. This can occur in a variety of synchronous and asynchronous formats but the aim is fully supporting the Goals for Student Success. (Appendix C: Co-Curricular Offerings)

While Western is in the process of developing a new strategic plan, its current strategic plan includes *strengthening local and regional relationships to meet the needs of stakeholders*. The College also recently completed a strategic enrollment management plan that identifies *new demographics and programs* as institutional priorities. The BAS steering committee worked with a variety of stakeholders to assess both workforce and student needs to determine the efficacy of a new four-year degree. These assessments helped provide data necessary to establish program Key Performance Indicators (KPI) for the BAS program, which are:

- Total Enrollment
- Persistence Rates
- Total number of Graduates
- Employment in field or entrance into a Graduate program

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Western's Advisory Councils have been asking for a business program like the BAS degree for several years to fulfil their need for employees with bachelor's degrees in industrial and/or organizational management positions within our local economy. In addition to the standing advisory councils Western meets with each semester, (See Appendix D: Program Specific Advisory Councils) in spring 2019, Western established two Advisory Councils comprised of industry leaders, full-time faculty, adjunct faculty, division chairs, and college administration to discuss the possibility of a BAS degree. At these council meetings, Western received strong support for developing the BAS program for its Service Area and tremendous input regarding potential curriculum and delivery method. (See Appendix E: Business and Industry Leaders Consulted)

In addition to Advisory Councils, Western presented the potential BAS program to the Enterprise Council and the Green River Chamber of Commerce (See Appendix E: Business and Industry Leaders Consulted) At these meetings, Western again received strong support for developing and offering the proposed BAS program.

The BAS Steering Committee began meeting in May 2019 and held eight meetings throughout the summer of 2019. This committee continued to meet regularly during the academic year. Full time and Adjunct faculty were contacted and consulted in June of 2019 to begin working on curriculum development and course design to meet the unique needs of industry in our area. The BAS Steering Committee was comprised of two Full-Time Faculty from different divisions, two Division Chairs (both of whom have teaching responsibilities), the Associate Vice President of Institutional Effectiveness (Western's Accreditation Liaison Officer), the Dean of Academics, and the Vice President for Student Learning. (Appendix F: BAS Steering Committee)

On August 14-15 2019, during Fall 2019 in-service sessions, Dr. Clifford Wittstruck II, Dean of Academics, presented information to audiences of full and part time faculty and staff regarding the status and development of the Western BAS program.

The BAS program and new courses developed as a part of the program were approved by Western's Curriculum Committee, which is composed of a faculty member from each of Western's five Academic Divisions, two at-large faculty members, and a Division chair (who has teaching responsibilities). The non-voting members of the Curriculum Committee include the Dean of Academics, Financial Aid Director, and the Registrar. The Curriculum Committee approved the new 3000/4000 level courses on Sept 23, 2019, and approved the BAS program pathway on October 14, 2019. (see Appendix G: Curriculum Committee members)

The overall proposed timeline for the development, approval, and implementation of the BAS program is provided in Appendix H: BAS Development and Implementation Timeline.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

All new courses developed as a part of the BAS program will be offered online in a seven-week format, meaning the program will have minimal impact on our physical facilities and equipment.

The college has sufficient capacity in physical facilities and equipment for the program. In addition, the college can meet all anticipated academic program support needs for students with regard to technology, library resources, tutoring, counseling, and housing.

The program will have some indirect costs within several areas of Western, which are addressed in the budget. (See Appendix I: Budget)

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Western is responding to legislative and political demands by proposing a new BAS program. In 2016 Wyoming's Governor Matt Mead created the Economically Needed Diversity Options for Wyoming initiative (ENDOW). The committee established by this initiative was tasked with "driving Wyoming's economy forward and developing opportunities that will allow state citizens to find good-paying jobs and meaningful work in Wyoming." ENDOW identified several economic challenges facing the state.

The boom and bust cycles of extractive industries have been the bedrock of the Wyoming economy. To move from the reactive economic state, those cycles create, ENDOW (and the subsequent effort led by current Governor Mark Gordon) established numerous goals for both businesses and educational institutions to work toward together. One such goal is to create 100,000 new jobs in the state by 2038. These jobs are to be "high paying" (average personal wage \$53,000) and concentrated in fields such as high tech manufacturing and the "knowledge and creative" sectors. These jobs will greatly diversify Wyoming's workforce and create a level of economic stability missing in the present economy.

To facilitate economic growth, Wyoming has set ambitious educational attainment goals. By 2025, the state is seeking to have 67% of its working-age (18-64) population "attain higher education," which is defined as a degree, workforce certificate, industry certificate or other high-quality credential. By 2040, the state hopes 80% of the working-age population will hold these credentials.

In February 2019, the Wyoming State Legislature authorized the state's community colleges to begin offering applied baccalaureate degrees. The intent of the legislature was clear; the bill's sponsor Sen.

Tara Nethercott (R-Cheyenne) stated it would meet a “pressing need for a skilled workforce outlined in the state’s economic development goals.” While the Speaker of the State House of Representatives Steve Harshman (R-Casper) commented, “the key to all economies is an educated workforce.” There was also a general agreement among legislative proponents that the state’s sole university was too far removed from many communities to effectively meet the demand for four-year degrees, reiterating the need for community colleges to fill this role.

Nationally, the need for management occupations is expected to grow at a slow but steady pace, adding 900,000 jobs over the next decade at a rate of 1% per year, and within Western’s recruiting area that growth will be higher at 1.6% annually. In addition to growth in management occupations, several important employment sectors within Western’s service area also indicate a steady demand for individuals with credentials in management, including:

- First-line supervisors of extraction workers
- First-line supervisors of production and operating workers
- First-line Supervisors of Mechanics, Installers, and Repairers

An educational attainment gap analysis showed a significant difference between industry demands for candidates with two and four-year degrees and the number of potential workers with these credentials. In 2019, job postings within Western’s recruiting area showed 850 job openings for first-line Supervisors of Construction Trades and Extraction Workers. These jobs often require some degree of higher education and experience, and a large number require a four-year degree (all data via Chmura Economics and Analytics).

In the spring and summer of 2019 the BAS Steering Committee hosted and participated in meetings with local employers. The results of these meetings were congruent with the economic data Western analyzed (see Appendix E: Business and Industry Leaders that were consulted). Employers indicated a need for first-line supervisors, particularly those who had attained a bachelor’s degree. First-line supervisors generally provide direct oversight of production workers, ensuring that processes are carried out according to established specifications. In many cases, applicants for these supervisory roles have spent time working as production workers and are seeking internal promotion and advancement.

Educational gaps occur when production workers have some higher education (often AAS degrees) that align closely with production work but may not necessarily provide the educational background necessary for management roles. Employers from a wide range of sectors indicated prospective managers would benefit from a four-year degree that included topics such as communication, management, leadership, basic finance, human resources, ethics, organizational psychology, and business law. There was also a consensus among employers that any program developed be substantially or completely available online. Many industries within Western’s service area use rotating work or shift schedules which would preclude many individuals from participating in a synchronous program.

In May 2019, Western completed a survey of its current students, alumni, and prospective students (n=19,000). The results of this survey indicated a strong interest in a BAS program:

- Seventy percent of respondents reported “highly likely” or “likely” that a BAS degree would provide career advancement opportunities.
- Forty-seven percent of respondents reported they were “highly likely” or “likely” to enroll in the BAS program at Western.
- One hundred fifty-two respondents indicated they would like to receive more information about Western’s BAS program.

Respondents also indicated that they had an interest in several specific topics: management, communication, and leadership.

These survey results, when combined with employer feedback, demonstrate a strong demand exists for a BAS program. Survey results, employer estimates, and current AS Business program enrollments were used as the basis for BAS program enrollment projections. Business pathways are some of Western's largest two-year degree programs, and in the fall of 2019 there were 238 students enrolled. These numbers are consistent over time and reflect a steady interest in the business field. Western expects that 10-15% of these students will matriculate into our BAS program. The demand by alumni and full-time workers in local industry leads us to predict an additional 10-15 individuals annually could enroll in this program. Labor and economic forecasts combined with feedback from local employers lead us to believe that the demand for workers with management degrees will persist into the future.

Based on this data the following enrollment projections are forecasted:

BAS Enrollment Trend

Spring 2021	Fall 2021	Fall 2022	Fall 2023	Fall 2024
16 PT/8FTE	24 PT/12 FTE	30 PT/15FTE	30 PT/15FTE	30 PT/15FTE

Financial viability for the program is achieved with 8 FTE students; Western expects this number will be reached in year one. Demonstrated financial viability including not only the ability to meet instructional costs, but the ability of ALL essential program needs: professional development for faculty, instructional technology, and academic resources is available in Budget (See Appendix I: Budget). Western has taken a conservative financial approach, which will allow the college to meet the program's essential financial needs even if enrollment falls below projections.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Western has planned for growth for the first three years of the program, where we anticipate maintaining approximately 30 PT/15 FTE enrolled students once the program is established. We can use our current physical resources without putting a strain on any area of the College as all of the new courses will be delivered online (See Appendix I: Budget).

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

It is Western's belief that the BAS program will generate a loss in the first year because of new curriculum development and the required software upgrades to our Colleague system. If we are able to implement our BAS program by Spring 2021, these startup investments will be recouped by the 2022-2023 academic year. We will be able to gradually increase the cost benefit ratio over the first three years of the initial startup with a strong cost benefit ratio in 2022-23 and beyond (See Appendix I: Budget).

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

Western is committed to providing student information materials that accurately represent the institution, its accreditation status, and recruitment practices and policies. The College is currently drafting a new policy that will fully articulate this commitment. This policy will be in place prior to the start of any recruiting efforts for the BAS program.

Our webpage is the default source for most content used in advertising, brochures and other communication. At least one faculty in the program, the Program Facilitator, and the Division Chair

verifies the accuracy of all program specific webpage content before appearing on the webpage ([Policy 2110A](#) Web Governance).

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

We have listed all the courses that comprise the program and have included course descriptions and number of credit hours for each in Appendix J: All BAS Program Courses

- All of the 3000/4000 level courses are new to Western Wyoming Community College.
- All of the 1000/2000 courses are courses that are currently taught at Western Wyoming Community College.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Students must complete every course in the Pathway (full list in question 12 response) with a C or better to pass the course.

Total credits required for Bachelor of Applied Science will be 120 credits.

- A minimum of 42 credits must be upper division courses
- A minimum of 30 credits must be General Education courses
- A minimum of 30 credits of the coursework must be completed at Western

We have developed two emphasis options:

- Organizational Management
The Organizational Management track is the default program for Western's Bachelor of Applied Science in Business.
- Industrial Management
The Industrial Management track requires a minimum of fifteen (15) credits in industrial technology fields such as Automotive Technology, Compression, Diesel, Electrical, Industrial Maintenance, Mining, Oil & Gas Production, and Welding.

There are several ways that students may start the BAS, which in some cases impacts the specific expectations for their 1000/2000 level courses. Students have the option of entering:

- As first-year students
- After completing an associate's degree;
- After completing at least 60 credits, but have not received an associate's degree;
- Or after completing a baccalaureate degree or higher

All BAS students will be required to complete a specific set of 1000 & 2000 level courses that we have determined will be necessary for a student to be successful as a BAS student if they had not previously taken these courses at Western or at their previous college/university. These courses are listed in Appendix K: Required 1000/2000 Level Courses.

Additionally, before students are allowed to enroll in some of our 3000 & 4000 level courses, they will need to be granted Advanced Standing Status, which requires passing a specific list of courses. The list of courses that are required to be completed in order to be identified as Advanced Standing are listed in Appendix L: Advanced Standing.

The suggested sequence of the 3000 & 4000 level courses is identified in Appendix M: Recommended sequence of 3000 & 4000 courses.

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

There will be five Full-Time faculty members and three Adjunct faculty members teaching within the initial startup of the BAS program. As need warrants, the College will add additional credentialed Adjunct faculty members to fill additional sections of courses. There is no plan at the current time to add additional Full-Time faculty for the BAS program as we have identified a sufficient number of faculty that have the necessary credentials to teach at the 3000 & 4000 level in the courses we will offer. Due to the fact we will not be offering more than six courses in any given semester we are confident that we have a sufficient number of faculty to meet the needs of our BAS students and our associate degree-seeking students.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

We have attached a document that inventories each of the faculty members that will be teaching in the BAS program. The document includes the faculty members' names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution (Appendix N: Faculty Members in the BAS Program). Western is also hiring adjunct faculty to teach additional courses in the BAS program, link to [job postings](#).

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not Applicable

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Western's Library is an exceptional resource for our current and future students. The vast library resources and knowledgeable staff will be able to provide information for BAS students who will be required to do research in their various courses. There are several attachments that demonstrate some of the informational resources that will be available for BAS students (Appendix O: Library Print Holdings and Appendix P: Business & Economics Journal Access).

Resources:

The baccalaureate program represents a considerable shift for both student affairs and academic affairs professionals in the community college. Along with distinct advising needs, baccalaureate degree-seeking students require expanded library collections and services consistent with the degrees offered.

Hay Library is currently able to support the proposed BAS degree with its holdings due to funding made available through the Wyoming Library Funding Amendment and routinely administered by the Wyoming Community College Commission as facilitated by the Commission's Library Committee. Without this funding, it is improbable Hay Library would have adequate holdings to support the proposed BAS.

Through this funding, as well as with funding budgeted specifically by Western, students enjoy access to approximately 700,000 eBooks and 63,000 journals. An abundance of magazines and newspapers are also available in full-text to Western students. The Hay Library print collection includes approximately 100,000 print holdings including government documents and approximately 130 print subscription titles. Thousands of books, eBooks, journals and periodicals relate specifically to the proposed curriculum.

Services:

The percent of documented questions answered by professional librarians at Hay Library is approximately 72% compared to 28% answered by support staff. Additionally, the vast majority of questions asked at Hay Library are research questions and require the expertise and training of professional librarians.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Western uses course/faculty evaluations, annual assessment of student learning outcomes, annual assessment of program learning outcomes, and comprehensive program reviews to monitor, evaluate, and improve quality in all courses and programs. Faculty are required to have a prescribed number of their courses evaluated at the end of each term, and these evaluations are part of the data used in faculty advancement decisions. All academic programs are required to complete a comprehensive program review process to demonstrate academic quality and viability ([Policy 2140A](#)). Program review relies heavily on peer review, utilizing both internal and external reviewers, to assess all aspects of the program. When a new program is established, it is placed on a mandated three-year review cycle. At the time of the three-year review, the program is continued, suspended, or eliminated. If a program is continued, it is placed on the seven-year review cycle. Western's assessment methods depend on program faculty to develop curriculum, program learning outcomes, and student learning outcomes. Faculty provide evidence of how program and student learning outcomes are measured, and set the criteria for success. Assessment findings are gathered annually and the findings are reviewed by Division Chairs and the Chief Academic Officer to inform programmatic improvements.

We have a number of quality control measures in place specifically for our 3000 & 4000 level online courses that are required as a part of our BAS. There is a specific set of course development parameters and best practices and expectations that course developers are expected to follow. (Appendix Q: BAS

Course Development Parameters) (Appendix R: Best Practices and Expectations for Online Courses) (Appendix S: Online Course Quality Checklist) The next step is that our Center for Teaching, Learning and Innovation review and share comments with the course developers so that adjustments can be made to their course shell(s) in Canvas. Then once the course goes live, there are a number of resources (Appendix T: Online Program Support) available to students and faculty to ensure a positive learning environment for each student.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Western assesses and improves student learning through annual updates and review of student learning outcomes. In this process faculty define (or review) intended student learning outcomes, and work with Institutional Effectiveness to ensure data is accurately collected and reported. Faculty are then responsible to review collected assessment data, analyze findings, report results, and propose current or planned improvements to the Chief Academic Officer's office for review and response. Annual analysis of student learning outcomes is a critical and formative part of the Program Review process. The evaluation of student learning outcomes is the primary means by which programs determine the efficacy of current efforts and make needed adjustments.

Western assesses persistence and completion through the annual tracking of course success rates and enrollment trends. Recommendations are made to the responsible division chair when necessary. Efforts are coordinated with admissions to ensure proper recruitment into academic programs and then coordinated through professional and faculty advisors as students make academic progress in their programs.