**Department/Program Review Summary**

**2023-2024**

**Department: 0421 – (MAN) Management, Marketing (MRK) and Entrepreneurship (ENT)**

**Date of Review:** February 22, 2024

**Review Team Members and Titles:**

Anthony Ponder, Provost

Lisa Mahle-Grisez – Associate Provost

Jared Cutler, Assistant Provost of Accreditation and Assessment

Robyn Razor, Chair/Program Administrator, Nursing

Bridgette Bogle, Professor, Art

Randall Fletcher, Academic Advising Manager, Academic Advising Services

Jason Jia, Professor, Computer Science, and Information Technology

Korrin Ziswiler, Director, Admissions

**Department Members Present:**

Angela Fernandez, Dean, Business and Public Services

Ryan Murphy, Chair/Professor, MAN/MRK/ENT/BIS

Faculty and Staff:

James Beaty, Professor/ACF, MAN/MRK/ENT/BIS

Rocky Belcher, Professor, MAN/MRK/ENT/BIS

Nav Brar, Professor, MAN/MRK/ENT/BIS

Dennis Brode, Professor, MAN/MRK/ENT/BIS

April Carpenter, Professor, MAN/MRK/ENT/BIS

Jennifer Day, Professor, MAN/MRK/ENT/BIS

Jack Giambrone, Professor, MAN/MRK/ENT/BIS

Anita Gilkey, Professor, MAN/MRK/ENT/BIS

DeAnn Hurtado, Professor, MAN/MRK/ENT/BIS

Jessy Jones, Professor, MAN/MRK/ENT/BIS

Charles Richardson, Professor, MAN/MRK/ENT/BIS

Cheryl Reindl-Johnson, Professor, MAN/MRK/ENT/BIS

Jennifer Romero, Faculty Senate President/Professor, MAN/MRK/ENT/BIS

Brad West, Professor, MAN/MRK/ENT/BIS

**Commendations:**

* The leadership in this department is extraordinary, both in terms of the chairperson and many of the faculty. Several faculty members have served as chair at one time or another, and several have been involved in leadership roles across campus, although given the subject matter many in the department teach, strong leadership skills should come as no surprise. This is a department that models leadership well.
* There was a high level of participation from faculty in the department in conversations with the Review Team. In some Program Review meetings, it falls to the chairperson to answer many of the questions that come up. However with this department, many of the department’s faculty jumped into the conversation with no hesitation.
* The pages of Innovations and Accomplishments at the beginning of the self-study attest to the high level of engagement of the faculty with their students, with industry, and with the Sinclair community. It was truly an impressive catalog of activity. It also highlights the department’s commitment to continuing education, and to staying abreast of trends and developments in their fields.
* This is a student-centered program that exemplifies the Sinclair Motto: “Find the need and endeavor to meet it”. The sense the Review Team got from the self-study and from the meeting with the department is that this department has a laser-beam focus on serving students, and has a genuine desire to know how they can do that better.
* The Review Team was also deeply impressed with the professionalism of department personnel – while the department discussed several challenges it faces, it was done in a collegial, civil, respectful manner. The ability to discuss what are certainly frustrating challenges with a complete lack of rancor was noted by the team. But then this department functions like a well-oiled machine, and appears to be the epitome of professionalism.
* In tandem with the above comments regarding professionalism, the department did a phenomenal job of handling the recent merger of what had been two separate departments, Business Information Systems and Management/Marketing. There appears to be a strong level of collegiality among faculty that were formerly in separate departments, and the sense of teamwork and cohesion was surprising given how recently these groups came together, and how almost immediately after merging they needed to do a self-study for the new aggregated department. The smooth manner of aggregation of these departments, and the swift transition to normalcy with the new organization, is another testament to the professionalism of the faculty and the exceptional leadership that exists in the department.
* Perhaps more than any department on campus, this department has gone above and beyond in supporting Sinclair’s Advanced Job Training (AJT) efforts. At times the barriers to providing education to incarcerated students have been substantial, but the department has always done what it can to serve the student’s best interests. The Review Team wishes to express its appreciation on behalf of the college for all of the extraordinary work this department has done to support the learning and success of incarcerated students. The department’s level of engagement and willingness to go above and beyond has been truly remarkable.
* The Review Team was also impressed with the department’s work with international students, the Community College Initiative project being a prime example, along with the department’s work with Collaborative Online International Learning (COIL).
* The department’s willingness to seek feedback from stakeholders as part of the self-study process was also very impressive. Surveying other departments, students, and workforce partners to solicit feedback was both brave and fruitful. It is clear that this is not a department that is operating in a silo. That level of openness to outside feedback for the purposes of continuous improvement is highly commendable, and sets an example other departments should follow when engaging in the self-study process.
* The use of data in the self-study was highly commendable. It was noted that data wasn’t just presented – it was also explained and analyzed. Any department can put charts and graphs in a self-study – the department did a fantastic job of gleaning meaning from data, of understanding what the data means and how it should be used.
* The department’s high level of activity in curriculum maintenance and revision is also highly impressive. The department is considering an intensive review of existing curriculum to determine whether overlap might be eliminated and efficiencies gained subsequent to the merger, which is characteristic of the department’s attention to ensuring curriculum is up to date and appropriate. The department is very active in pursuing and maintaining Transfer Assurance Guide (TAG) designation for its courses. The attention to curriculum is highly commendable, particularly given the crucial role it plays in helping students achieve their educational goals.
* This is a department that does an excellent job of managing cost-effectiveness. In general, classes in the department have a high average class size, and in general the department appears to be operating efficiently in terms of cost and revenue.

**Recommendations for Action:**

* There are few things we could do as an institution that are as impactful for students who struggle financially and that effectively addresses long-standing regional equity issues as eliminating textbook costs for our students through the use of Open Educational Resources (OERs). Eliminating textbook costs where possible should be one of the highest priorities for all academic departments at Sinclair. If we can save our students hundreds of dollars, we should. In that spirit, the department is directed to identify at least one high enrollment course where OERs could be implemented, identify potential OERs through <https://oercommons.org/> and other sources, select resources, perform any development and adaption that is required, and have at least one new OER implemented by the next Program Review in five years. In these efforts, the department should seek guidance from the Provost’s Office and assistance from eLearning. The department is encouraged to schedule a meeting with the Assistant Provost to discuss initiating work on this recommendation.
* In the self-study and in the meeting with the Review Team, the department identified the need for succession planning. The Review Team shares many of the concerns of the department in regards to faculty that are retiring soon.
* In the self-study, the department mentioned the change to GBM.S.AAS requirements several years ago that made the curriculum less prohibitive and added an 18 credit hour “any course in the catalog” requirement. The Review Team recommends that the department engage in deeper investigation into which courses GBM degree students are taking in relation to these 18 credit hours, and whether they should consider adding some concentrations for students who want more structure. The department is encouraged to work with the Assistant Provost in this effort to collect the data that will be needed.

* It was noted in the self-study that the BIS associate degree continues to have fewer completers, and there appears to be a decline in student demand in spite of the employability and valuable skills the degree provides. The Review Team recommends that the department review the curriculum for the program, and explore the possibility of incorporating new technology and skills into the program curriculum as appropriate (artificial intelligence, for example). Furthermore, the possibility of incorporating organizational leadership into the department’s offerings was also discussed, this option should also be explored. The possibility of grant funding to finance these efforts was suggested in the meeting with the Review Team, and may be a viable option for moving this recommendation forward.
* With the number of companies coming to the Dayton area, this is an opportune time for the department to assess its alignment with the needs of these business. The Review Team recommends that the department perform a formal analysis of how it might need the needs of these companies. Given the importance of digital thread to supply chain management, the department may want to explore its offerings in relation to this area.
* As noted in the Commendations, the department’s support of AJT has been exemplary. Because the department is so highly engaged with AJT, it is also better positioned than most to understand the challenges of offering higher education in this setting. Much progress has been made in addressing these challenges, and the department is encouraged to continue this progress, working to increase and expand oversight of AJT course and program offerings. As the department surfaces barriers to quality instruction, it should be sure to pass those concerns on to the Dean and the Provost’s Office. In terms of instructional quality, the department should consider where improvements could be made, perhaps leveraging existing AJT adjuncts to mentor new adjuncts, or instituting other approaches to ensure high quality instruction in these sections.
* There are few things we could do as an institution that are as impactful for students who struggle financially and that effectively addresses long-standing regional equity issues as eliminating textbook costs for our students through the use of Open Educational Resources (OERs). Eliminating textbook costs where possible should be one of the highest priorities for all academic departments at Sinclair. If we can save our students hundreds of dollars, we should. In that spirit, the department is directed to identify at least one high enrollment course where OERs could be implemented, identify potential OERs through https://oercommons.org/ and other sources, select resources, perform any development and adaption that is required, and have at least one new OER implemented by the next Program Review in five years. In these efforts, the department should seek guidance from the Provost’s Office and assistance from eLearning. The department is encouraged to schedule a meeting with the Assistant Provost to discuss initiating work on this recommendation.

**Overall Assessment of Department’s Progress and Goals:**

The Review Team again wishes to express how impressive this department is, particularly in light of the fact that until recently it was two separate departments. The exceptional leadership by the department chairperson, the spirit of collaboration that has developed as the two departments have come together, and the sense of unity of purpose is very impressive. Managing a merger of separate departments has its challenges, and the faculty in the department has handled these challenges with professionalism and skill.

The Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis in the self- study revealed that the department is highly self-reflective, and thoughtful about where it excels, and where improvements could be made. This is a department that knows what it does well, and what it can do better, that knows where it is and where it should be going. It is a department that is well-positioned to capitalize on its strengths and take advantages of its opportunities for improvement.

Part of what makes the department so well-positioned in this regard is the department’s understanding of how to collect, interpret, and utilize data. It is a department that is open and proactive regarding external feedback, one which has avoided being siloed, allowing for development of a perspective that facilitates identification of and strategies for resolving challenges and barriers.

This is a high-functioning department dedicated to principles of continuous improvement, one that can be justifiably proud of its accomplishments.

**Institutional or Resource Barriers to the Department’s Ability to**

**Accomplish Its Goals, if any:**

* Succession Planning has always been a challenge across all departments at Sinclair. We are good at telling departments they need to do it - we are less adept at guiding them through the process and providing the supports required to actually do it.
* The department mentioned the need for upgrades to classrooms – this is an institutional issue that is currently being addressed as part of the Master Plan. As part of this effort, it is hoped that more dedicated spaces may be available to departments to improve stability of course scheduling.
* The department surfaced concerns about eCampus getting materials to students in time for classes, particularly in regards to access codes. This needs to be addressed at an institutional level.
* Work is currently underway to better match course scheduling options to student need, particularly in terms of course timing and modality. Again, this is an issue that needs to be addressed at the institutional level, and efforts to do so are currently in their infancy. Better understanding of schedules when students would want face-to-face classes, and the possibility of blended course better meeting student needs, should be investigated. That said, departments at Sinclair are strongly encouraged to explore block scheduling in coordination with other departments to better facilitate building efficient course schedules for students.
* Across the college, there is an erroneous perception among students that online classes are easier – Sinclair may need to do more to educate students regarding the rigor of online classes.
* It was suggested during the meeting that Academic Advising may want to develop short videos that could be shared by faculty with students regarding the benefits of working with an advisor. Sinclair may want to explore this possibility.
* Finally, the Review Team was surprised at the number of AJT sections faculty course coordinators are overseeing. There is some question as to whether it is reasonable and effective to have 60-70 sections overseen by a single faculty course coordinator. Sinclair may want to review current practice to determine whether this is an opportunity for improvement. Does this load perhaps need to be distributed among more faculty than is currently the case?