**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2020**

**Please submit to your Division Dean for feedback no later than April 1, 2020**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2020**

**Department:** **BPS - 0491-Business Information Systems**

Year of Last Program Review: FY 2016-2017

Year of Next Program Review: FY 2021-2022

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Develop and offer Data and Information Management certificate program. There are other Data Analysis certificate and degree programs offered at Sinclair and area colleges that focus on either the technical processes involved in data collection and mining (CIS), or the decision-making processes involved in data analysis (management). We believe adding courses and projects in a data and information management course that can be added to the BIS and BIPCA degree programs to give students the skills to pull together the data from various systems and put it together in a meaningful way so that decision makers can analyze the information. The program has been approved by the BPS Dean and has been submitted through the Curriculum Management Tool (CMT) for approval and inclusion in the 2017-18 catalog. | In progress 🞏    Completed 🗷  No longer applicable 🞏 | This goal has been met and expanded.  BIS faculty member Ryan Murphy has spearheaded an effort to develop courses and programs focused on data management, analysis and visualization in both the BIS and CIS departments. The effort has been funded through an NSF grant resulting in the development of three new courses and two new Associate of Applied Science degrees (proposed 12/2017):  1.Business Analytics (BIS department)  2.Data Analytics (CIS department)  In addition to the proposed degrees above, there are potential expansion/growth opportunities for data-centric courses and certificate programs in other areas (e.g., Criminal Justice, Health Information Management, Geographic Information Systems).  Very interesting that the data-centric courses can be expanded to other degree programs. The department is encouraged to explore partnerships with the suggested programs. | In the fall of 2019, a new short-term certificate entitled, Data and Information Management, was submitted for approval. This embedded certificate stacks into the Business Data concentration option of our newly configured AAS degree (discussed in more detail under Recommendations below).  BIS 1600 was originally intended to focus predominately on advanced Excel as a tool for data analysis and business intelligence. After discussions with the MAN/MRK department, we plan to alter the course to include additional data analysis tools which will be helpful to the Digital Marketing students who will take BIS 1600 in lieu of MRK 2250. |
| As mentioned previously, we have revised and reactivated a new Call Center/Customer Service certificate that includes four “tracks” from which students can choose. Students take four core courses (keyboarding, software apps, customer service, and interpersonal communication) and then choose a track that includes 6-7 hours that provides more specialized information. The tracks include: general customer service, user support/help desk, medical office, and health care. The program was approved through CMT for the current academic year, and a team of BIS faculty members are working on creating marketing materials and ways to connect with area call centers including Victoria Secret, Time Warner Cable, CareSource, Premier Health Partners, Synchrony, TruGreen, and others. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | BIS Faculty members have worked to create relationships with area call center supervisors and recruiters. The department is in the process of working with Assurant to arrange for all interested students who successfully pass the International Call Center Association Customer Service Certification exam and the BIS 1400 Customer Service course to interview with Jennifer Sirucek, Assurant Recruiter.  Cheryl Reindl-Johnson, Jennifer Day, and Eric Renegar (CIS) plan to meet during spring 2018 to discuss developing a 1-year Help Desk Certificate that would combine BIS courses (those required for the Customer Service Help Desk track) and CIS User Support courses that would stack into either BIPCA.S.AAS or USSU.S.AAS.  Cheryl Reindl-Johnson, Jennifer Day, and Eric Renegar (CIS) plan to meet during spring 2018 to discuss developing a 1-year Help Desk Certificate that would combine BIS courses (those required for the Customer Service Help Desk track) and CIS User Support courses that would stack into either BIPCA.S.AAS or USSU.S.AAS.  A new certificate program *Computer Support Technician* that will reside in BIS was outlined by the aforementioned faculty members, and approved by the BIS and CIS chairpersons in 18/FA. The department is working with Janeil Bernheisel, Manager of Curriculum, to process a request to the Ohio Department of Higher Education for approval of the new program. Is there an anticipated date of completion/date of completion goal that the department has set? Since there are no new courses required in the program, we anticipate offering the certificate program beginning Spring 2020. | During our fall 2019 BIS Advisory Committee meeting, we broke into two focus groups: **Call Center/Customer Service** and BIS 1120 Internal Customers and spent the majority of the time gathering information about the relevancy/currency of our BIS 1400 Customer Service class and our planned revision to the Call Center/ Customer Service short-term certificate. We got very positive feedback on our program, and good information about topics to add to BIS 1400 course. We have added new advisory committee members from the City of Dayton Call Center, Assurant, Spectrum, MetLife, United Telemanagement Corporation, Cintas, and Syncrotist. We have also gotten access to the email list for the Dayton Contact Center Alliance (50 members) and have invited interested members to attend our spring 2020 Advisory Committee meeting. We also sent them a link to an online questionnaire regarding employment opportunities within their company/organization.  Minor revisions were made to the Call Center certificate in Fall based on feedback from our Advisory Committee. We spoke with Jenny Spegal, Assistant Dean of Health Sciences about the viability of the Call Center Healthcare Track. She made a revision to include BIS 1201 Keyboarding and Document Formatting course as a technical elective in the Health Sciences degree (HS.S.AAS), so now that track embeds into that program.  The Computer Support 1-year certificate (SUP.S.CRT) was entered in CMT and will be approved for the Fall 2020 catalog. |
| We continually confirm with our internship site supervisors and advisory committee members that our students have taken the right courses and that our programs cover the right concepts/skills to prepare them for work in their industry/position. We have adjusted courses and programs based on their feedback over the years. However, we felt that we needed to dig deeper into area business needs so we applied for and were awarded a CTL Grant. The grant will allow us to research beyond those who are already employing our students/graduates – to compile a targeted list of key staff members who can provide us with information about the administrative skills needed in their industry via a survey and follow-up focus group meetings. Several BIS faculty members plan to spend time at various organizations during spring semester completing a type of externship so that they can observe and participate in the day-to-day work of administrative employees. Our ultimate goal is to increase student completion and success rates, particularly in our BIS 1120 Software Applications course that serves students across all majors. We will be able to provide evidence to students of needed software application skills across industries which should improve student engagement. We believe that many non-BIS students consider the skills we cover in BIS 1120 to be peripheral to their program courses and therefore less engaging. We have evidence that the low success rate in BIS 1120 is because those students don’t complete assignments, not because they find the work too academically challenging to understand. We plan to use the information we collect to create contextualized assignments from various industries to give students choices on which assignment is more relevant to their program, and hope that when the relevance is highlighted, students will be more engaged and complete more assignments. We would also like to increase program enrollment and completion. Providing students, prospective students, and community members with evidence of what computer application skills area businesses and organizations need and want, and how our courses provide those skills should help drive enrollment in BIS classes and programs. | In progress 🞏    Completed 🞏  No longer applicable 🗷 | We were unable to complete this planned project. We couldn’t coordinate the logistics to observe workers in any significant way to gather the information we sought. We still believe this information would be valuable, but we had difficulty trying to come up with a process that would allow us to collect consistent, relevant information about necessary technology and office skills in multiple industries.  Does this impact your department’s standing with the CTL Grant? This endeavor appears to be a meaningful point of data collection for the program and its students. What specific challenges are barriers to the program moving forward with his effort?  We were unsuccessful in compiling a list of companies and staff members to observe. We pulled a list of area companies, split the list, and began making phone calls to get the name of an office manager or other staff member from each company/department who might be able to identify who should be observed. It was difficult to get the name of anyone specific– everyone in the office uses software applications, but the degree to which it is used varies from person to person. There were also concerns about outsider observation of confidential or protected information and the activity level of the department/staff member (they were busy). We explained our dilemma to Derek. We decided that this was one of those cases where it seemed straightforward on paper, but in reality, the time and energy we would have to expend just to try to compile a viable list, let alone conduct observations of identified staff, would not be justified by results. Since we communicated with Derek and Linda throughout the grant timeline, and never requested disbursement of any grant funds, it does not affect our standing with the CTL. | The BIS department still believes it is important to find a way to better understand the most important office and technology skills. Therefore, we have started an internal advisory board (as noted in the previous section) and we believe this is a good first step in helping BIS to better understand the critical skills required across several disciplines. |
| New course offerings:   * We have a successful partnership with Lighthouse Technologies to provide trained software testers who have earned national Software Testing certification at the completion of BIS 1500 Software Testing. We plan to examine the feasibility of offering a course in *Agile*, a new course in software testing. * We currently offer three different topics for BIS 1250 Specialized Business Software: MS Publisher, MS Outlook, and MS OneNote. We plan to develop and offer a course in SharePoint Server for Fall 2017 delivery. BIS 1250 is a flexible, 1-credit hour course and would allow us to quickly develop and deliver other software applications content that our research results indicate are needed. We can also offer the course in different formats (two 7-hour Friday sessions, four ½-day sessions, hybrid online/F2F sessions, etc.) that might expand enrollment and bring in new students whose employers could support a schedule that is less disruptive than a MW 9:00 – 9:50 a.m. for 8 weeks. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | Our partnership with Lighthouse Technologies is being reviewed. Course enrollments are steady, but hiring has slowed. We need to find additional employers who need certified software testers before additional courses are added.  Lighthouse Technologies has not been doing much hiring, but they continue to be a good partner for us. Lighthouse’s president connected Key Bank with us for training. Key Bank was eliminating positions in Cleveland and New York and offered 30 displaced workers the opportunity to take BIS1500 Software Testing in 18/SU to help them find other jobs – some within the company at other locations. We will continue to work with Lighthouse Technologies and look for additional partnership opportunities; we do think there is still potential to develop additional classes in the area.  BIS 1250 SharePoint was offered in 17/FA and is being offered 18/SP. We are examining alternate schedules to target area employers and hope to develop a relationship with Workforce Development that will allow dual offerings - students could take the course for academic credit by registering or could enroll through Workforce Development for non-credit or CEU credit.  Continuing to work with Lighthouse to retrain displaced workers is to be commended. It appears that they continue to be a great asset to the program in lieu of their slowed hiring. | Over the past year, we have been contacted just once for a temporary project position with Lighthouse. While our relationship remains positive, it appears that the market for entry-level software testers is not robust. Additional market analysis is required to determine if the need for more advanced software testing courses (Agile) warrants dedication of our limited resources. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| A great deal of data was provided for program outcomes in the self-study, but the department is encouraged to tighten the alignment between expected program outcomes and the measures that are used. For some outcomes the Review Team was unsure whether exam scores or assignment scores were directly aligned with the outcome they were being used to measure. It may be that more fine-grained assessments for program outcomes are needed. Also, student self-report is a valuable source of data, but since people are not always good judges of their own skill level, probably should not be the only source of assessment data for any of the program outcomes. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | We are reviewing our outcome assessments – a timely endeavor that aligns with our Accreditation Council of Business Schools and Programs Reaffirmation Self Study due in July 2018. It will require a comprehensive review of all program outcomes with assessment results, analysis of results, and resulting action plans.  New assignments have been created/adjusted in BIS1230 Spreadsheet Software, BIS 1260 Database Software, and BIS 2170 to more closely assess program outcomes. We used the assignment results from BIS 1230 in the quantitative outcome assessed this year, and will use the results from BIS 1260 and BIS 2170 in upcoming outcomes assessments. | All three BIS programs were reaffirmed by Accreditation Council of Business Schools and Programs (ACBSP). Additionally, ACBSP has begun approving 1-year certificates that meet their standards. Several BIS certificates will be submitted for approval during the next reporting cycle.  We made several changes in our curricula and reconsidered the quantity and quality of program outcomes in our revised degrees and certificates. Ultimately, the main change is that we now offer just one AAS degree that includes four concentrations from which students can choose. This will make aligning assessments with program outcomes easier and more straight-forward. |
| The department has implemented strategies that have resulted in impressive gains in course success in BIS 1120 – the department is strongly encouraged to continue these efforts and develop additional strategies for further improvements in success rates. In making this recommendation, the Review Team wants to emphasize that this should not diminish the already impressive work that has been done in this area. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | Because BIS 1120 is a top 45 course and our highest enrollment course, we will continue to examine success rates and look for ways to improve success and retention rates.  New initiatives are being piloted during the 2018/2019 academic year:   * Two faculty teams are participating in a National Endowment for the Humanities grant project designed to incorporate humanities materials into scientific, technical, and math courses. One BIS group designed a module on the ethics of teams, while the other team designed a module on the ethical challenges in information privacy. * BIS faculty members Jennifer Day and Jennifer Romero are working with Tutorial Services to coordinate assignments that a designated tutor can use to offer supplemental instruction to students enrolled in designated sections of BIS 1120. Supplemental Instruction (SI) targets high enrollment courses that are traditionally difficult, and provides a group study session facilitated by a student who successfully completed the course in a previous term. It is a “non-remedial approach” that integrates “what to learn” with “how to learn it.” Sessions are designed around the students’ needs, and SI has a history of improving course grades and student retention. Two sections of BIS 1120 courses are directly connected to the SI course during 19/SP, but Day and Romero have encourage students in all of their BIS 1120 sections to attend (7 sections total). Participation is voluntary in the 50-minute SI sessions that are offered twice a week.   What has the outcome been with SI thus far? Have the sessions been well attended? Are the students grades improving? What is the student feedback? This took place for the first time during Spring semester 2019, so some of the results will be reported on next year. However, with that said there are some general comments from the two instructors who taught those sections below: SI was originally to be required of all students in a corresponding designated course section, but due to low registrants for the "tagged" 1120 courses, it was removed as being a co-requisite and made available to students in any of the 1120 face-to-face course sections taught by both instructors. This created a challenge for the SI leader to stay on a similar schedule. Therefore, many of the sessions focused on "what a successful student looks like" presentations and activities, rather than content-related activities and exercises. Ultimately, this program has some promise, but it definitely needs more refinement in order to be effective. | Our success rates continue to improve:  2018-19 – **61.1%** - C or higher 2017-18 – 60.5% - C or higher 2016-17 – 55.5% - C or higher |
| The Employer Survey represented impressive work by the department in getting and using feedback from local employers to guide skill development in students. The department is encouraged to find ways to increase the response rate, and thus the depth of the feedback they are receiving. For example, could the Better Business Bureau or Chamber of Commerce be organizations that the department could work with in getting an increased response rate from local employers? The department’s work on the survey has been very impressive, and the Review Team feels they should work to maximize the quality of the information they are receiving through these efforts. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | We attempted to work with Workforce Development for a list of their contacts who might be willing to complete the survey but weren’t successful in getting a list. We hope that the change in leadership in Workforce Development might lead to more interdepartmental cooperation.  In Spring 2017, we hosted colleagues from across the state (Columbus State Community College, Edison State Community College, Ohio University, Rhodes State, and Terra Community College) who attended an annual Office Administration statewide meeting of faculty who teach similar courses. We asked them to share our survey with their advisory boards and area employers to try to get additional participation. We did get 4 additional responses. Great strategy! The department is encouraged to continue with these efforts to gather meaningful feedback from its community partners. | Our Employer Survey has been updated to include requests for more specific employment information that would help students when evaluating interest and opportunity.  It will be distributed to the Dayton Area Call Center Alliance in the spring of 2020. We also plan to seek responses from other area employers connected to Sinclair through the WBL office. |
| In the past, the department has worked well with Workforce Development. However, the contact they previously had is no longer with Sinclair – should new connections with Workforce Development be fostered? | In progress 🗷    Completed 🞏  No longer applicable 🞏 | Barb Tollinger met with the new Workforce Development Vice President Shannon Bryant to discuss strategies to create more pathways so customers/learners have opportunities to receive accreditation for courses they complete through Workforce Development. We hope to build a strong relationship.  Cheryl Reindl-Johnson met with Shannon Bryant to discuss potential partnership ideas. Cheryl, Brad West, and Ryan Murphy who teach the advanced/expert level Word, Excel, and Access classes are exploring the idea of “packaging” non-credit workshops on advanced software features into mini-workshops within credit courses. These topics are already being taught within our advanced/expert courses, so why not take advantage of the expertise of our faculty members to train or retrain alumni and local professionals? Faculty members would plan a class session that teaches scenario-based lessons – for example using the VLookup function in Excel to merge two data sets. Community members would be able to attend that class session and earn a non-credit certificate of completion and possibly continuing education units (CEUs). These would be similar to what Workforce Development does with Breakfast Briefings – short presentations that provide usable information to participants, and that hopefully stirs interest in additional training. The Workforce Development office could market those sessions as non-credit training sessions and handle registration of non-credit participants and process certificates of completion/CEUs. Workshop participants would benefit from targeted training, and credit students would benefit from contextual examples and interaction with community professionals. Is there a possibility for the department to expand this idea into a full conference?  Perhaps but likely not through Workforce Development because they are focused much more on custom training at the individual organization level, as opposed to generalized software skills. | BIS Chair/Faculty Ryan Murphy, Cheryl Reindl-Johnson and Anita Gilkey met with Workforce Development staff Kandise Bobo and Karolyn Ellingson to discuss their interest in partnering on Customer Service training modules. We are in the process of revising our BIS 1400 Customer Service course. We will attempt to develop it into modules that focus on topics that could be offered as non-credit sessions and delivered through Workforce Development. This will further ensure relevancy and currency of curriculum, further connect the department with area businesses, and provide potential employment opportunities for students taking the course for academic credit. |
| The Lighthouse Technologies collaboration should serve as a model for other collaborations – without exceeding its available bandwidth, the department is encouraged to continue their efforts to develop other, similar arrangements with local companies. | In progress 🞏    Completed 🗷  No longer applicable 🞏 | As mentioned earlier in this report,BIS Faculty members have worked to create relationships with area call center supervisors and recruiters. The department is in the process of working with Assurant to arrange for all interested students who successfully pass the International Call Center Association Customer Service Certification exam and the BIS 1400 Customer Service course to interview with Jennifer Sirucek, Assurant Recruiter. | The information mentioned last year about similar initiatives was reported in detail in the second goal (above) listed in this report. |
| Mandatory orientation is a superb idea – can an online version be developed? There was concern in the discussion with the Review Team that there would be a loss of connection, that it would be difficult to replicate the sense of connection with an online version of the orientation – are there ways that this could be accomplished? Given that so many of the department’s course offerings are online, it would seem that students who take courses predominantly online could benefit if the department could come up with a version of orientation that allows the flexibility of online learning without the loss of establishing connections with students at this important activity at the outset of their time in the BIS programs. The department is also urged to consider the timing of orientation – while there is a good rationale for offering it several weeks into the term, many departments have their orientation prior to the start of the term. The department is invited to consider the pros and cons of changing the timing of mandatory orientation, or perhaps offerings orientation both before and several weeks after the beginning of the term. As part of mandatory orientation, could cohorts be developed that might benefit completion? Is a cohort approach feasible for BIS students? Perhaps not, but the department is encouraged to discuss this and other issues surrounding orientation activities as students enter BIS programs. | In progress 🞏    Completed 🞏  No longer applicable 🗷 | Our second orientation session is scheduled for April 2018. We can make the materials distributed in the face-to-face orientation available online, but we are still discussing ways to try to engage students in the materials – online and face-to-face.  Since BIS is not a cohort-based program, it would be difficult to create cohorts for students who are at different stages of their program, taking classes at different times and at different paces. Students are encouraged to get to know other students in their classes and build study groups, but there is too much variety to generate logical cohorts.  This also makes it difficult to try to schedule a mandatory orientation before the semester begins. We don’t even have information about all new students until classes begin and we can pull information from the SAS portal (Dawn).  Because of a very low response rate, our April 2018 orientation session was cancelled. We have been discussing other ways to share information with students about services and resources available on campus and online. | After considering student orientation needs for non-cohort programs, a division-wide orientation is under consideration for the BPS division. It would be held during the first week of classes in the fall term of 2020. |
| With backfill associated with the Health Sciences strategy looming, the department is strongly encouraged to petition for dedicated classroom space appropriate to its course offerings. Many of the rooms that the department has been teaching have provided extensive challenges, and the department will need to advocate for itself in seeking to secure dedicated rooms more suited to the content it is providing to students. They may need to find way to demonstrate that student learning would be increased in more appropriate classrooms. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | The design of our large classrooms is a persistent problem in spite of multiple efforts to improve the teaching and learning environment.  Numerous meetings have been held with key players without any resolution or change. Without institutional support to evaluate and re-design these classrooms, our students will continue to struggle with a challenging learning environment.  We were just given permission to reduce the capacity of BIS 1120 from 35 to 30 students beginning 19/FA. This doesn’t solve the problem of visibility of screens from the back of the room, but it will eliminate 1 row at the back of the room, which has the biggest visibility issues.  It is great news that the department is now able to make some adjustments to improve the student’s learning environment. The department is encouraged to continue to petition for viable classroom space. | The BIS Lab (5-230) provides an option that has been of great help to struggling students who have the time and desire to seek extra help from BIS instructors. |
| The department is encouraged to develop a ten year plan – based on what they know about the demand for their programs, the needs of local industry, and trends in computer skills development at the high school level – where does the department see itself in ten years? The department should develop a statement of some kind – it needs not be lengthy, complex, or overly detailed, but some concise statement of what the department believes the future holds and strategies it may want to consider in response. | In progress 🗷    Completed 🞏  No longer applicable 🞏 | We are a flexible, adaptable department necessitated by working in the ever-changing technology sector. We have been successful in responding to area industry requests (Lighthouse, Assurant, MOS certification) and trying to broaden our reach through partnerships with TechPrep, CCP, and Workforce Development. The department has been discussing our long term strategy, but it is difficult to forecast 10 years into the future when technology advances can sweep through so quickly.  With our chairperson close to retirement, we plan to work on a long-term plan in the upcoming year.  Although ten years may be too far into the future for the department to forecast due to the continual advances in technology, the department is still encouraged to develop some goals that they would like to focus on in the foreseeable future.  With the current department chairperson being close to retirement, is there additional succession planning needed?  Ryan Murphy has filled the role of acting chair in Barb’s absence and with help from the entire BIS department, he is being prepared to take on that role in future terms.  It is interesting that the department mentions computer skills development at the high school level. Is there an opportunity for community outreach in this area? An opportunity for expansion via the CCP or Tech Prep programs? We continue to be very active in Tech Prep and will have three new CCP HS instructors teaching BIS 1120 in the fall of 2019. Anita Gilkey worked with a group of Tech Prep freshman students for BIS 1120 in the spring of 2019 and they are committed to taking BIS 1230 (Excel) as tech prep in the spring of 2020. | The BIS department foresees significant change on the horizon in terms of course and program offerings. It is our goal to expand in two main academic areas and four student-market areas.  The two academic areas we expect growth to occur are: Customer/User Support and Data Analysis. While most of this growth will come in the form of certificates (as opposed to AAS), we believe it will come through the following student populations:   1. AJT 2. Employees seeking additional credentials (Data Analysis) 3. Traditional students seeking embedded certificates within their program (predominately BPS students). 4. CCP – going from CCP to Sinclair upon graduating HS. |

**Section II: Assessment of General Education & Degree Program Outcomes**

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes  No  (**If no, please proceed to question # 2**).

If Yes:

Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.

Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): BIS 2170 BIS Capstone

Assessment Method / Assignment(s) (Please be specific): Research Report is required.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes  No  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Advanced level skills in Word, Excel, PowerPoint and Access.

In which course(s) will these additional computer skills be assessed?

BIS 1220 Word Processing Software, BIS 1230 Spreadsheet Software, BIS 1240 Presentation Software, BIS 1260 Database Software, and BIS 1250 Specialized Business Software.

Assessment Methods / Assignment(s) (Please be specific):

Microsoft Office Specialist (MOS) exams: Official **practice** MOS exams required in courses listed above. Students who score a passing grade on the practice exams are encouraged to take the national exam.

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Apply appropriate customer service skills in a variety of settings such as face-to-face, telephone and online. (BIMO.S.AAS, BIS.S.AAS) | BIS 1400,  BIS 2270 | 2018-2019 | BIS 1400 Students complete  *Through the Customers' Eyes* National Certification exam modules (6 exams). | All students who took the exam modules completed them with a scores of 80% or higher. There were several students who did not complete any or some of the modules.  83% of students pass the exam with a score of 75% or higher 2018-19:   |  |  |  | | --- | --- | --- | | **Grade** | **# Students** | **Frequency** | | A | 6 | 17% | | B | 19 | 53% | | C | 5 | 14% | | D | 4 | 11% | | F | 2 | 6% | |
| Apply quantitative skills appropriate to business information/ business analytics occupations. (BDATA.S.AAS, BIMO.S.AAS, BIPCA.S.AAS, BIS.S.AAS) | ACC 1210,  ECO 2160,  MAT 1120,  BIS 1230 | 2018-2019 | Locally created assignment | Average grades for BIS 1230 Spreadsheet Software are skewed because of students who did not complete the project or complete the class. With those scores removed, the average score for those who completed the project exceeded the benchmark all three semesters.  17/SU n=7 adjusted n=5  17/FA n=12 adjusted n=10  18/SP n=12 adjusted n=9  Updated to show the average score for those who completed the project since last year (benchmark exceeded in all semesters).  18/SU n=10 adjusted n=9  18/FA n=22 adjusted n=13  19/SP n=19 adjusted n=13 |
| Assess business problems using analytical and critical thought processes to identify the best technology solution. (BIMO.S.AAS, BIPCA.S.AAS, BIS.S.AAS) | BIS 1201,  BIS 1120,  BIS 1301,  BIS 1220,  BIS 1230,  BIS 1240,  BIS 1250,  BIS 1260,  BIS 1300,  BIS 1500,  BIS 2170 | 2020-2021 | Locally created assignment |  |
| Demonstrate best practices for data collection, processing, and techniques to design dashboards, reports, and queries to provide business insights. (BDATA.S.AAS) |  | 2021-2022 | Locally created assignment | This will be assessed in our BIS 1600 course once enrollment increases enough to provide meaningful data. |
| Display good human relations skills in various settings such as one-to-one, team and groups. (BIMO.S.AAS, BIS.S.AAS,  BIPCA.S.AAS) | SCC 1101,  COM 2206,  COM 2225,  A&H Elect,  BIS 1400,  BIS 2270 | 2017-2018 | Performance Appraisals | BIS 2270 Internship students are evaluated by their internship supervisor on a number of skills/factors using a rating scale of 4=excellent, 3=competent, 2=needs work, 1=unacceptable.  There is one skill/characteristic assessed by the supervisor - “Works well in team environment”  All interns scored at least *competent*, with the 7 interns during fall 2017 averaging 3.6 out of 4.0 |
| Explain the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. (BIPCA.S.AAS) |  |  |  |  |
| Identify good human relations skills in various settings such as one-to-one, team and groups. (BIPCA.S.AAS) |  |  |  |  |
| Manage the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. (BIMO.S.AAS, BIS.S.AAS) | MAN 1107,  MAN 2150,  BIS 2140,  BIS 2170,  BIS 2270 | 2016 - 2017 | Locally developed test | Students enrolled in BIS 2140 Records Management are given four tests over twelve chapters of content.  Thirteen of fourteen enrolled students completed all four tests during 16/FA:  Test Range Average   1. 60% - 98% 80% 2. 66% - 98% 85% 3. 76% - 94% 76% 4. 66% - 98% 82%   Twelve of thirteen enrolled students completed all four tests during 17/SP:  Test Range Average   1. 55% - 98% 78% 2. 80% - 94% 90% 3. 76% - 94% 85% 4. 66% - 98% 84% |
| Practice professional attitude and work ethics related to situations in business and industry. (BIMO.S.AAS, BIS.S.AAS) |  |  |  |  |
| Use analytical processes to identify the best alternatives and viable decision-making for business problems. (BDATA.S.AAS) |  | 2021-2022 | Locally created assignment | This will be assessed in our BIS 1600 course once enrollment increases enough to provide meaningful data. |
| Use specialized terminology effectively. (BIMO.S.AAS, BIPCA.S.AAS, BIS.S.AAS) | ENG 1101,  ENG 1199,  LAW 1101,  Nat Sci Elect.  BIS 1201,  BIS 1120,  BIS 2140 | 2019-2020 | Locally created assignments |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Students continue to meet the minimum goal of 75% average on assessments, so there are not changes planned at this time. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.