**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| 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 | In progress 🞏    Completed ⌧  No longer applicable 🞏 | This goal has been met and expanded.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). |
| 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. |
| 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. |
| 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.  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. |

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** | **Progress or Rationale for No Longer Applicable** |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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). |
| 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. |
| 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. |

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

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | **BIS 2170** | Practice exam for national Microsoft Office Specialist (MOS) exam | Students enrolled in BIS 2170 BIS Practicum are required to take a practice exam for one MOS exam. If they pass the practice exam, they are offered the opportunity to take the national MOS certification exam, but they are not required to take the actual certification exam.  During fall 2017, 11 students completed the practice exams and the results were as follows:  **Word 2016** - 9 students attempted Word MOS exam – 7 students passed the practice exam (78%) and 2 students failed the exam. Of the 7 students who passed the practice exam, 6 students chose to take the national exam and all 6 passed to earn MOS certification in Word 2016.  **Excel 2016** – 2 students attempted the Excel MOS Exam – both students (100%) passed the practice exam and successfully completed the national exam to earn MOS certification in Excel 2016. |
| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | **BIS 2140** |  | Students in BIS 2140 Records Management complete an article summary on a topic in records management. They are assessed on thoroughness of the summary/ability to paraphrase, organization, grammar and spelling, and proper reference citation. Results were:  Fall 2016  Grade Range – 60% - 96%  Average = 86%  Spring 2017  Grade Range – 55% - 96%  Average = 85% |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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**.

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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) |
| Display good human relations skills in various settings such as one-to-one, team and groups. | 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 |
| Apply appropriate customer service skills in a variety of settings such as face-to-face, telephone and online. | BIS 1400,  BIS 2270 | 2018-2019 |  |  |
| Use specialized terminology effectively. | ENG 1101,  ENG 1199,  LAW 1101,  Nat Sci Elect.  BIS 1201,  BIS 1120,  BIS 2140 | 2019-2020 |  |  |
| Assess business problems using analytical and critical thought processes to identify the best technology solution. | 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 |  |
| Apply quantitative skills appropriate to business information occupations. | ACC 1210,  ECO 2160,  MAT 1120,  BIS 1230 | 2018-2019 |  |  |
| Manage the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. | 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% |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No changes are planned at this time. As mentioned earlier in this report, we will be completing a thorough assessment of all of our program outcomes for our ACBSP Reaffirmation report due July 2018 and will formulate plans for continuous improvement. |
| **How will you determine whether those changes had an impact?** |  |

**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.