**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** BUS.AS

**Section I: Trend Data**

1. **Program Trend Data**

This degree is meant to prepare students for transfer to four-year institutions. The trend data recorded in Colleague for number of transfer students is:

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

According to this trend data, our largest transfer partner is now Ohio University, with 77 students transferring into the BTAS degree program in 2010. The second largest partner is Wright State University. Ohio University transfer data is not reflected in Colleague.

Sinclair and Ohio University are supposedly developing a Business transfer degree option for students. This should be very appealing to our student base and should be heavily advertised, once developed.

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

1. What was the fiscal year of the most recent Program Review for this program? 2008-2009
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?
3. Learning Centers opening with opportunities for transfer students:

The complete BUS.AS transfer degree is currently offered at CVCC, while individual courses required for the degree are offered at each of the other Learning Centers. Additionally, once the dual-enrollment transfer degree with Wright State University is active (Fall 2012) CVCC will be able to enroll students in this dual-enrollment degree option and increase student transfer rates.

1. Student completion and transfer rates for 2010 at CVCC: BUS.AS 57 students completed. WSU transfer degree – 1 student completed. University of Cinci. 4 students completed.

Currently, an MBA degree is conjunction with Wright State is offered at CVCC with a 2010 graduation rate of 30 students.

1. The entire BUS.AS degree is fully online, allowing program completion from anywhere in the world. Business courses accepted for transfer by specific institutions will be offered online:

All courses required for BUS.AS partner university transfer degrees are offered online. Additionally, we are developing a BUS.AS hybrid degree which will enable students to have more choice in the method of degree completion.

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

These goals have not changed, but we have developed more partner agreements and are in the process of completing an agreement with Wright State for dual-enrollment.

1. What progress has been made toward meeting any of the goals listed above in the past year?

We have achieved the goals listed in 2008-2009 Program Review.

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

**Recommendations for Action**:

* A decision should be made about where the locus of responsibility will reside for this program in the future, with clear reporting lines identified within the division. “Ownership” for the continuing assessment and development of this program will be important to its ongoing success.
	+ The decision was made to house the degree program with the chairperson of the MAN/MRK program.

* Measureable program outcomes should be developed, along with plans for assessing student learning for evidence that outcomes are being met. These outcomes should be consistent with the mission of the program and derived in part from transfer partners’ expectations.
	+ Outcomes have been developed (see below). Measurement of these outcomes remains in process.
* The curriculum should be reviewed to ensure that it supports program outcomes and that the curriculum is well aligned with the first two years of the four year degree.
	+ The curriculum has been condensed and better aligned to that of a four-year institution. Management courses were combined into one core course that is transferable to many partner institutions. Each course now required in the BUS.AS degree is either an Ohio TAG course or an Ohio OTM course, which affords students great transferability opportunities
* The division is encouraged to evaluate the merits of developing a core curriculum for all Business degree majors, with assessment of learning outcomes implemented systematically in each core course, should a core be developed.
	+ The division is getting closer to having a core curriculum. However, there are some programs (Accounting, BIS) that do not have a clear path to transfer.
* Communication plans should be developed to improve students’, parents’ and advisors’ understanding of transfer requirements at various four year institutions. There is currently a lack of understanding of the difference between the Business AS and AAS degrees, resulting in a number of students completing the AAS degree which does not lead to the baccalaureate, when the original goal was to transfer.
	+ MAN/MRK faculty are better versed and can provide better direction to students in this area. However, more
* Business faculty should collaborate with the Tech-Prep office to develop clear pathways for transfer to four year institutions.
	+ The Management department is working with all of the active Tech Prep programs in the business area to ensure that students are offered courses that are transferable to Wright State University and other major transfer partners.
* As Business students who transfer to Wright State University generally have weaker analytic skills and more difficulty with quantitative courses than WSU native students, strategies to improve these skills should be developed. Such strategies might include advising students to take Math courses earlier in the sequence, requiring students to complete DEV courses, and establishing prerequisite courses for the major, if data support these measures.
	+ More work in this area is needed. Research is underway to identify constraining course factors in graduation rates of BUS.AS students.

**Institutional or Resource Barriers to the Department’s Ability to Accomplish its Goals, if any**:

* The SCC website does not have adequate information for transfer students from all divisions. There is a need for better understanding of the differences between AA/ AS degrees and applied degrees.
	+ More help is needed to rectify this problem.
* All student support services are not yet available on-line for on-line learners.
	+ This has been improved. Distance Learning is aware of the problem and is beginning to address the issues.
* There is uneven support for automating some of the labor intensive processes associated with Tech Prep, e.g. proficiency testing.
	+ This is still a problem. Faculty are still not able to input Tech Prep student grades directly into Web Advisor. This could be rectified, but it has not yet been addressed.
* A college-wide strategic approach to transfer is lacking. Students do not have easy access to specific articulation agreement information. Marketing and outreach are needed, along with a SCC transfer website.
	+ This is still an issue the college needs to address.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **BUS.AS** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1) Mathematics and Problem Solving** | MAT 116MAT 218ECO 216ECO 218ACC 121ACC 122 |  | *
 |
| **2) Computer and Information Technology** | BIS 160MAN 225 |  | * Assignment Rubric for MAN 225
 |
| **3) Written and Verbal Communication** | BIS 160MAN 225COM 211ENG 111ENG 112ENG 131MRK 201LAW 101MAN 105 |  | *
 |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Skills are not up to par with PowerPoint as exhibited by the presentation rubric in MAN 225. A common rubric will be implemented among all the new MAN 250 courses beginning in Fall 2011 (MAN 250 replaces MAN 205 and MAN 225) and faculty will be trained to look for common areas of improvement and student help aids in this area.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

We have just revamped and revised the course structure for this program. Results are not yet visible. However, the ECO success rates are increasing based upon changes that department made to the course structure.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

The COM course and ENG sequences were changed to better align to four-year transfer requirements.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.