**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0401 - Business Administration AS

**Year of Last Program Review:** FY 2008-2009

**Year of Next Program Review:** FY 2015-2016

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. 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 department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The department is aggressively pursuing opportunities to develop articulation agreements, including dual admission programs, with partner universities. Currently, dual admission agreements are outstanding with both the business divisions of Wright State University and the University of Dayton. Signatures of both of these documents should be forthcoming.

Additionally, there is an ongoing successful 3+1 transfer program underway with Ohio University. Students complete three years of the business program at Sinclair and are then able to complete the fourth year of study at Ohio University in an online format in order to earn a Bachelor of Technical and Applied Studies (BTAS) degree. The graph below outlines the number of students who have successfully transferred from Sinclair’s business programs into Ohio University’s BTAS program, as well as reflects the number of students who graduated from Sinclair with a BUS.WSU.AS degree, signaling the intention to enroll in Wright State’s business programs. As the graph illustrates, the number of students planning to transfer to Wright State University’s business program remained constant over the past three years with approximately 45-50 students each year, while the Ohio University transfer program seems to be steadily increasing, beginning in 2009 with 50 students and subsequently attracting 85 and then 65 students during the years 2010 and 2011.

**Course Success Trend Data – OVERALL SUMMARY**

**NOT APPLICABLE**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

The BUS.AS degree is accredited through ACBSP. This degree has consistently been awarded reaccreditation. There are no problems foreseen with the degree program. Additionally, with the conversion to semesters the degree program was streamlined, resulting in a more direct pathway for students. In conjunction with both Wright State University and the University of Dayton, specific courses meeting both schools’ requirements in the OTM areas were identified for transfer, which results in a specific course pathway for transferring students. There should not be any question as to course selection or transferability as students work toward a Wright State or University of Dayton transfer degree from Sinclair.

**Section II: 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.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| With the opening of the new off-site learning centers, traditional business courses found within the transfer degree are in high demand. Entry-level MAN and MRK courses are offered in both day and evening sections. Enrollment in these courses is typically strong. | In progress X  Completed  No longer applicable | This will be an on-going task to staff and teach the off-site courses in a high quality manner. However, the courses and faculty are in place to deliver these courses at the learning centers. |
| Additionally, the entire BUS.AS degree is fully online, allowing program completion from anywhere in the world. There are some courses required prior to graduation by partnering institutions (WSU and UD) that are currently part of specific transfer requirements. Some of these courses are not yet online, but are in the process of development. By fall 2009 all of the Business courses accepted for transfer by specific institutions will be offered online. | In progress  Completed X  No longer applicable | All courses for transfer are offered online. Student transfer to Ohio University’s BTAS program is robust. WSU transfer remains constant. Dual Admission agreements between both WSU and Sinclair and the University of Dayton and Sinclair, which allow students to concurrently enroll in both programs with seamless transfer, are underway. |
| As the BUS.AS transfer degree program becomes more highly marketed throughout the state of Ohio and as more incoming high school students select Sinclair for their first two years of study, enrollment in the Business program is likely to expand. Additionally, military personnel and their spouses is increasingly a larger market segment of the larger AAS business degree market. This demand can certainly be met via online learning. | In progress X  Completed  No longer applicable | Better marketing of this degree and the varying options available for completion is needed in order for the program to grow. |

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.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| 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. | In progress  Completed X  No longer applicable | The BPS divisional dean’s office owns the degree. |
| 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. | In progress X  Completed  No longer applicable | Program outcomes are developed and the courses identified in which these outcomes should be completed. The first step in measuring student learning will occur in the program’s Business TAG courses – Accounting, Economics, Marketing, and Business Law. |
| 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. | In progress  Completed X  No longer applicable | The program outcomes have been approved and verified through several sources: partnering 4-year institutions, advisory board members, and internal faculty. Additionally, with the signing of articulation agreements with 4-year partners the curriculum is guaranteed to be well-aligned to transfer institutions. |
| 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. | In progress X  Completed  No longer applicable | The Management department is on track for this completion. Other Business departments programs have not adopted this philosophy in totality. |
| 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. | In progress X  Completed  No longer applicable | Communication efforts for the dual admission programs are owned by Sinclair’s Admission office. Divisional faculty are now better able to communicate the difference between degree options, due to increased training and communication from the BPS dean’s office, so students are better informed. |
| Business faculty should collaborate with the Tech-Prep office to develop clear pathways for transfer to four year institutions. | In progress  Completed X  No longer applicable | This has been accomplished through the completion of Pathway documents. Changes in the program are communicated to Tech Prep and reflected in updated Pathway documents. |
| 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. | In progress X  Completed  No longer applicable | Updated data needs to be gathered and correlated with WSU’s experience. DeAnn will work with the new dean of the WSU Business School to gather this information.  However, the first step in this process is to gather data on the Sinclair student population. The charts below illustrate the success gap between the BUS.AS student population and the general student population taking the ACC 121, ACC 121, and MAT 122 courses. Generally, students identified as BUS.AS degree seekers are more successful in these courses than are the general population of Sinclair students enrolled. Success in these courses is foundational for entrance into a four-year business program at partner universities. |

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

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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(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) |
| Oral Communication | | All programs | **2011-2012** |  | Waiting for data from COM. |
| Written Communication | | All programs | **2011-2012** | Assessment data were gathered from the MRK 201TAG course, using the scores from written papers covering a major topic (Product Space). |  |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
|  | |  |  |  |  |
| **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 problem-solving skills to mathematical and business problems. | | MAT 2160, MAT 2170, MAT 2180, ECO 2160, ECO 2180  ACC 1210  ACC 1220 |  | Student success rates in MAT 122 were derived from RAR data and compared BUS.AS student success in this course against the general population. Generally, BUS.AS students were more successful (earned A, B, C).  ACC 221/222 student success rates were calculated. Generally, BUS.AS students succeed at a higher rate than did non-BUS.AS students. | MAT 122 Student Success Rates  \*See Data Below for ACC 121/122 Success Rates |
| Apply basic application software skills, file management skills and information research and evaluation skills to business problem solving. | | BIS 1120, MAN 2150 |  |  | No data gathered specifically for the BUS-AS population. In the future this will be gathered and included in reports. |
| Apply written and verbal communication skills to business applications, including teamwork activities and delivering oral and written presentations. | | BIS 1120, MAN 2150, COM 2211, MRK 2101, ENG 1101, ENG 1201, ENG 1131, MRK 2101, SCC 1101, LAW 1101, MAN 1107  Arts and Humanities Electives,  Natural Science Electives  Social/Beh Elective |  |  | **Marketing 201 Student Scores** |

ACC 121 and ACC 122 Student Success Rates

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

Changes planned are:

* More consistently measure the student learning outcomes in the TAG courses identified above.
* In partnership with the Communications department, BUS.S.AS student course success in the Presentation Skills course will be tracked independently from the general population in order to obtain a more accurate analysis of BUS.S.AS student performance in that specific skill set (Oral Communication Skills).

1. How will you determine whether those changes had an impact?

Evaluation of data is the first step. After data are gathered and analyzed the division will explore ways to improve the BUS.AS student success/learning outcome attainment in the TAG courses identified.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

The Assistant Dean will request more targeted measurement data from the departments responsible for the TAG courses, as well as from RAR.

1. How will you determine whether those changes had an impact?

The first step is to collect the data. This is a question to answer in future reports.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

There has been significant headway made since the last Annual Update in the areas of student preparation, communication, and tracking students who transfer to four-year schools. The next area of focus will be to work more closely with the four-year transfer partners to accurately track the success and career pathways of students who transfer to these universities.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

Sinclair is beginning to more intentionally develop partnerships with Wright State University that will allow BUS.AS students to take 300-level Wright State University courses at Sinclair in order to help ease students’ transition to the university setting. Additionally, BUS.AS Dual Admission agreements are almost complete which will spell out clearer transfer pathways for Sinclair students to Wright State and University of Dayton.

It is possible that these efforts will unleash future opportunities to partner more closely with universities to help students more comfortably transfer and obtain four-year degrees.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0401 | Business & Public Services Div | BUS.AS | 30 | 34 | 18 | 39 |
| 0401 | Business & Public Services Div | BUS.BUD.AS | 2 | 1 | 1 | 1 |
| 0401 | Business & Public Services Div | BUS.BWCSE.AS | 1 | . | 1 | . |
| 0401 | Business & Public Services Div | BUS.BWSU.AS | 74 | 52 | 39 | 45 |
| 0401 | Business & Public Services Div | BUS.UC.AS | . | 3 | 1 | . |
| 0401 | Business & Public Services Div | BUS.UD.MIS.AS | 1 | . | . | . |

**Course Success Rates**

**NOT APPLICABLE**