**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**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?*

There has been fluctuation in the number of students completing the Business Administration AS degree. The conversion from quarters to semesters is one possibility in the increased number of students completing the degree in recent years, and resulting in a decline in FY 2012-13. Currently, the department is focusing on upating articulation agreements with other colleges and universities, as those agreements became void with the conversion to semesters.

**Course Success Trend Data – OVERALL SUMMARY**

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.

**NOT APPLICABLE**

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.)

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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  Completed  No longer applicable | It is unclear what the goal is to be achieved, however offerings at learning centers are based on minimum student enrollment and the decision to offer a course at a learning center is determined by the learning center. In any case, all courses for this program are offered online. Upon checking all the courses in the transfer program, all but one course (MAT 2180) are offered at various learning centers (MAT 2180 is offered online). It appears that students are able to complete the degree courses through selections at all Sinclair campus locations and through online delivery. |
| 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  Completed  No longer applicable | All courses in the transfer degree program are offered fully online. |

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  Completed  No longer applicable | Program outcomes have been developed and are being measured through assessments in TAG courses. |
| 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  Completed  No longer applicable | During quarter to semester conversion, the BPS Leadership Team developed a core Business curriculum. The various Business departments included these core Business courses into their programs as appropriate. The assessment measures were developed in the department that owns the core Business course. |
| 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  Completed  No longer applicable | This information is communicated at outreach opportunities, such as College, Tech Prep, and High School college and career fairs, and the division has worked with academic advisors to communicate this information to students. |
| 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  Completed  No longer applicable | Various departments have ownership of these courses and have developed their programs to include all needed prerequisites and timing of completion of Math courses. Students make their choices as to when to complete courses in a program regardless of how they are sequenced in the program by the departments. |

**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) |
| --- | --- | --- | --- | --- |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | Simulation | ACC1220 Financial Statement Analysis Project is used to assess critical thinking skills.  The chart above reflects the percentage of students who scored over 70%, over 80%, and over 90% by term.  The data indicates that over 89% of the students met the 70% minimum requirement for mastery of the outcome. |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
| Oral Communication | | All programs | **2016-2017** |  |  |
| Written Communication | | All programs | **2016-2017** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | 12/FA-13/SU | This data is based on MAT 2170 final course grades, comparing BUS.AS majors against all completers of MAT 2170. | The chart above reflects the comparison of BUS.AS students to all completers. Based on the data, on average, BUS.AS majors performed at 71.4% as compared to 65.7% to all completers. |
| Apply basic application software skills, file management skills and information research and evaluation skills to business problem solving. | BIS 1120, MAN 2150 | 12/FA-13/SU | This data is based on BIS 1120 final course grades, comparing BUS.AS majors against all other completers of BIS 1120. | The chart above reflects the comparison of BUS.AS students to all completers. Based on the data, on average, BUS.AS majors performed at 55.3% as compared to 52.7% to all completers. |
| 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, SCC 1101, LAW 1101, MAN 1107  Arts and Humanities Electives,  Natural Science Electives  Social/Beh Elective | 12/FA-13/SU | This data is based on Marketing Plan developed in MRK 2101. | Students in MRK 2101develop a marketing plan that is used to assess this specific program outcome. The chart above shows 95% of students performed at the minimum acceptable level of 70%. |

**General Education Outcomes**

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

No changes are planned.

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

**Program Outcomes**

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

No changes planned at this time but will continue monitor.

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

**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?

Sinclair is continuing discussion related to developing a partnership 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.

The dean’s office has reached out to Franklin University and Ohio University to facilitate tracking of our transfer students to those universities. Information being tracked includes the number of students who transferred, transfers who completed a degree, transfers still working to complete degrees, and those who are no longer working toward completing a degree at these universities.

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

The dean’s office is working with four-year institutions to update all past articulation agreements based on the new semester curriculum.

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

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| BPS | 0401 | Business & Public Services Div | BUS.AS | 30 | 34 | 18 | 39 | 37 | 25 |
| BPS | 0401 | Business & Public Services Div | BUS.BUD.AS | 2 | 1 | 1 | 1 | 2 | 1 |
| BPS | 0401 | Business & Public Services Div | BUS.BWCSE.AS | 1 | . | 1 | . | . | . |
| BPS | 0401 | Business & Public Services Div | BUS.BWSU.AS | 74 | 52 | 39 | 45 | 59 | 22 |
| BPS | 0401 | Business & Public Services Div | BUS.S.AS | . | . | . | . | . | 12 |
| BPS | 0401 | Business & Public Services Div | BUS.UC.AS | . | 3 | 1 | . | . | . |
| BPS | 0401 | Business & Public Services Div | BUS.UD.MIS.AS | 1 | . | . | . | . | . |

**Course Success Rates**

**NOT APPLICABLE**