**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**Department:** **BPS - 0401- Business Administration**

Year of Last Program Review: FY 2008-2009

Year of Next Program Review: FY 2016-2017

**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.

| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | It is unclear what the goal is to be achieved, however offerings at learning centers are based on minimum student enrollment and the decision to offer a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 | In progress  Completed  No longer applicable | All courses for transfer are offered online.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. 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.

| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
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| 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  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  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  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 II: 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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: OTM for Social and Behavioral Sciences**

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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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 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 ACC 1220 Financial Statement Analysis Project. | The chart above reflects, on average, students performed at 85% or better which exceeds the minimal acceptable level of 70%. Analysis of the data indicates there are two areas where students performed at 72%. Further investigation needs to occur to determine why the students performed at a lower level than the other areas. |
| 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 58.5 as compared to 54.8% 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 that through 15/SP, 93% of students performed at the minimum acceptable level of 70%. Discussion will occur to determine what happened to cause a decline in student performance. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Not at this time. |
| **How will you determine whether those changes had an impact?** |  |