**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 - 0491 - Business Information Systems**

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2017-2018

**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. 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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Cheryl Reindl-Johnson is working to create a BIS Networking Group for new and continuing BIS students and graduates. She will work with BIS 215 Office Practicum class to organize an event each term that will provide information on current trends in technology and an opportunity for BIS students to network with each other on a regular basis | In progress  Completed  No longer applicable | A Sinclair CC BIS Networking Group was created in LinkedIn by Cheryl Reindl-Johnson, and to date there are 20 members for this special interest group ([https://www.linkedin.com/groups?most Recent=&gid=5186282&trk=my\_groups-tile-flipgrp](https://www.linkedin.com/groups?mostRecent=&gid=5186282&trk=my_groups-tile-flipgrp)) . Students in BIS 2170 Office Simulation posted eight discussion articles: How I funded my College education; College Resources; Tips for the Adult Student, Registering with Staffing Agencies, Advice for Displaced Workers, Funding through WIA, Finding a Job is a Job, and The Benefits of Online Learning. Future BIS 2170 classes will continue to join the group and will be asked to submit discussion articles to keep the content current, and will assist with planning BIS events. |
| The Q2S initiative was a prime driver in thoroughly evaluating existing curriculum and resulted in a total realignment and modification of course content and offerings to meet the demands of evolving student learning needs. With the launch of these new courses in Fall 2012, we intend to study the impact of these changes on student learning to determine if further modifications are necessary. | In progress  Completed  No longer applicable | When semester curricula was finalized, BIS was teaching three software application courses: BIS 1120 Computer Concepts and Applications, BIS 1410 Software Applications for Business, and BIS 1221 Specialized Software Applications for Health Information Management (HIM). When we decided to move to Office 2013 for fall 2014, we examined course success rates for the three courses, industry needs, and OBOR Transfer Assurance Guide (TAG) alignment, and made some changes. Our top 45 course (BIS 1120) was originally designed to serve all departments within the college, but as OBOR TAG courses were aligned, BIS 1120 became aligned as HIM transfer credit. While we wanted to maintain the TAG alignment, we thought it made sense to redevelop the course we designed for the HIM department (BIS 1221 Specialized Software Applications for HIM) to meet the alignment requirements and requested evaluation from OBOR for realignment with the existing OBOR HIM TAG course. This allowed us to move required TAG content from BIS 1120 to BIS 1221, and add content to BIS 1120 so that it would meet the needs of the Paralegal and Accounting programs and BIS 1410 Software Applications for Business could be eliminated. OBOR approved BIS 1221 as the TAG HIM course, and Paralegal and Accounting revised their programs to use the revised BIS 1120 course. |
| BIS is always looking for new ways to meet student needs and interests. We are interested in offering courses in new and emerging technologies; however, without the Special Topics courses (2297) that we used to be able to offer, we are struggling with how to encourage innovative curriculum. There could be opportunities to offer courses such as mobile applications, Web applications, social media, and slate computing if we have an avenue available to deliver these types of topics. | In progress  Completed  No longer applicable | The department processed a course revision through the Curriculum Management Tool (CMT) to change course BIS 1250 from Desktop Publishing to a more generic Specialized Business Applications course. This has allowed us to broaden the content in the course, and the degree program will permit us to teach a variety of software applications being used in business: Outlook, OneNote, Quicken, MS Project, GoogleDocs, etc. Students can repeat the course as long as the topic is different, but BIS 1250 will only count once toward fulfilling a degree requirement. We hope this will also allow community members and BIS alumni to return to take a course in new or specialized software to expand their skill set.  **Two different topics of BIS 1250 (Microsoft Outlook and Microsoft OneNote) are being developed and offered 2015-2016 with an option for students to take a national certification exam, Microsoft Office Specialist (MOS) in the application at the completion of the course.**  At the request of local company Lighthouse Technologies, BIS faculty member Ryan Murphy developed a course in Software Testing that provides instruction in software testing methods, techniques, and processes to prepare students to take the International Software Testing Qualifications Board Foundational (ISTQB) Certification Test. Students who pass the certification exam are guaranteed an interview with Lighthouse Technologies for a software testing position. This course was offered in fall/spring 2015 as a BIS 2297 Special Topics course, and is being processed through CMT to become a permanent BIS course (BIS 1500). |

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** |
| The department’s use of common assignments and exams is an important step in taking assessment to the next level. The review team recommends that the department begin capturing the results of these assignments and exams so that analysis can be done to provide evidence of student achievement of course and program outcomes. | In progress  Completed  No longer applicable | The BIS department has been utilizing a common pre-test/post-test in BIS 1120 for several years that asks students to perform hands-on tasks in a simulated software environment to show outcome mastery. In our 2011-12 Self Study report, we reported on BIS 1120 pre-test averages, which give us insight into how well students know the software when they arrive in class, and post-test averages which tell us how well those who complete the course use the software to complete specific tasks at the end of the term. But calculating the average scores across sections was not giving us enough information. Beginning Fall 2013, a three-member BIS faculty team worked within our training and assessment software (SAM) to better analyze data from the system.  When the pre-test and post-test are scheduled by our SAM faculty administrator, we can also view the data across course sections allowing us to analyze section level results. We looked at:  • Face-to-face v. online sections  • Full semester classes v. 12-week and 8-week sections  • Sections taught by full-time faculty v. adjunct faculty  On average, students who completed the pre-test knew how to correctly perform 32% of the tasks tested when they arrived in the class, and 80% when the completed the class.  We observed slight differences between gender: 73% of males passed the post-test while only 68% of females passed the post-test (a passing score is 75%).  Additional results of the data analysis are spelled out in the appropriate area below. |
| Helping students understand the ethical use of information technology currently isn’t a part of the mission statement for this department. Given the importance of ethical practice in information systems, it is recommended that the department mission statement and perhaps the program outcomes be revised to incorporate this. Also, student learning should also be mentioned more prominently in the mission statement. Currently the mission statement begins with “the mission of the Business Information Systems (BIS) department is to provide quality instruction” – perhaps “quality instruction” should be replaced by “student learning”. | In progress  Completed  No longer applicable | The mission of the Business Information Systems (BIS) department is to provide a rich course environment that fosters student learning and quality instruction. BIS courses and programs are designed to expose students to medical and business technology, current software applications, and skills and procedures relevant to today’s business environment. Business analysis and problem solving are core components of our curriculum with emphasis on ethics, professional behavior, and customer service.  The BIS department recognized that our mission statement did not reflect what we were actually doing in the classroom. So, our revise statement is listed below. We have also posted this mission statement on our BIS department website. The revised mission statement is as follows:  The mission of the Business Information Systems (BIS) department is to provide a rich course environment that fosters student learning and quality instruction. BIS courses and programs are designed to expose students to medical and business technology, current software applications, and skills and procedures relevant to today’s business environment. Business analysis and problem solving are core components of our curriculum with emphasis on ethics, professional behavior, and customer service. |
| The department has done an admirable job of mentoring adjunct faculty, and has done a considerable amount of work ensuring that courses taught by adjuncts are comparable to courses taught by full-time faculty. The level of standardization in this department presents an opportunity to compare sections taught by full-time faculty and sections taught by adjuncts in terms of performance on exams, assignments, and final grades. This could serve as an important tool in identifying possible areas where more work with adjuncts may be needed. | In progress  Completed  No longer applicable | Pre-test/Post-test results from fall 2013 included 990 usable scores from 55 sections of BIS 1120. Five full-time faculty members taught 21 sections (41% of students) and 23 adjunct faculty members taught 34 sections (59% of students).  Pre-test/Post-test data indicated little difference between student average scores in sections taught by full-time faculty and adjunct faculty members. The overall average score on the post-test was 79%: adjunct section average was 78% and full-time section average was 80%. While there was not a significant difference in the overall average between adjunct and full-time faculty, the analysis did point out two new adjunct faculty members whose average scores were noticeably lower than others. This allowed us to offer additional mentoring to those faculty members to help them improve student performance. |
| The department has adopted a flexible approach to meeting the needs of other departments now that BIS 160 is not required in as many programs in semesters, and the department is strongly encouraged to continue this approach. One suggestion that was made during the review session was the possibility of BIS boot camps. The department is encouraged to explore these kinds of innovative approaches. The department is also encouraged to think about how to approach outreach to other departments to let them know of the opportunities that BIS offers for training their students. Also, the department will want to ensure that the content provided for other departments is offered at the level that students need, and not above what they require for success in their programs. Given typical success rates in BIS 160 in quarters, an examination of areas where students struggled in the past may prove invaluable when these courses are being developed. | In progress  Completed  No longer applicable | **Based on feedback from accounting and management departments, our existing Transfer Assurance Guide course equivalency of BIS 1120, and our work with the Health Information Management department, the BIS department reorganized our three software application courses: BIS 1120 Computer Concepts and Applications, BIS 1410 Software Applications for Business, and BIS 1221 Specialized Software Applications for Health Information Management into two courses that serve all programs that use our software courses. This ensured that we maintained our ODHE TAG course equivalency, and that the content provided for other departments is offered at the level that students need, and not above what they require for success in their programs.**  **Additionally, we are reactivating our Call Center/Customer Service certificate program, and during the process we received feedback that the certificate program, if adjusted slightly to incorporate some basic health care courses/content, could help meet the needs of area health care organizations expressed by external Advisory Committee members in the Health Sciences division. We are expanding the certificate to include a health care concentration, and worked with CIS and MAN departments to develop a user support and general business concentration.**  **We are also revising select BIS courses to incorporate a data analytics focus to support degree programs in CIS and Management.**  The department has expanded BIS offerings. BIS 1120 was developed as a Competency-Based Education (CBE) course to meet the needs of the CIS Accelerated IT programs.  BIS faculty members continue to facilitate computer workshops for Sinclair Talks – a series of free, non-credit workshops offered to students, staff, and faculty of the college:  Computer skills series:  Basic Survival Skills – Jennifer Romero  Managing your computer files - Cheryl Reindl-Johnson  Word 101 - Brad West  PowerPoint - Brad West  Word APA & MLA citations- Brad West\*  \*Brad West created software demos on using citation and bibliography tools in Word that are used by members of Sinclair's English department.  Brad West organized a team of BIS Faculty members (Delena Aungst, Jennifer Day, Ryan Murphy, Cheryl Reindl Johnson, Jennifer Romero, and himself) to develop and facilitate a Center for Teaching and Learning (CTL) Track titled “Office Tools for a Better Life.” The workshops in this track are all designed to reinforce the basics of Microsoft Office applications and introduce faculty and staff to tricks and tools to make life in the office and classroom easier. Track consists of six, three-hour workshops on Outlook, PowerPoint, Excel, OneNote, OneDrive, and Word.  Beyond teaching the basics of these applications, we hope that we will also increase interest in learning more about the software applications and lure students into BIS classes and encourage faculty members to suggest that their students take a software application course. |
| The department is encouraged to keep an eye on success rates in courses, and with the standardized exams and assignments there is the opportunity to pinpoint areas where students may not be mastering material at the level they could be and for identifying specific areas where improvements could be made. While most departments watch success rate trends, this department is uniquely positioned to more precisely identify where improvement is needed. | In progress  Completed  No longer applicable | Pre-test/Post-test data collected from BIS 1120 indicate that when taking the pre-test, students are most familiar with Microsoft Windows tasks (basic open/close programs, copy and move files) and are able to complete 58% of the assigned Windows tasks. Students are also fairly knowledgeable in PowerPoint (able to complete 40% of tasks). It was not a surprise to the department that students are weakest in Microsoft Excel and Access and were able to complete only 19% of the Excel tasks and only 24% of the Access tasks on the pre-test. When they took the post-test, students showed the most improvement (62% points) in Access and were able to complete 86% of the Access tasks. They still tested the weakest in Excel, but the average score increased by 49 percentage points and students were able to complete 68% of the assigned Excel tasks.  We believe the revised BIS 1120 curriculum that focuses only on the four main Microsoft Office applications (Word, Excel, PowerPoint, and Access) will help improve student success rates. When we moved to semesters in 2012-2013 our success rates dipped down to 49.6%. Last year, success rate rose to 58.6%, which is pretty consistent with previous success rates in the quarter version of the course (BIS 160). Pre-test/Post-test analysis shows that 70.4% of students who stay in the course and take the post-test scored 75% or higher, and another 22% of students score high enough on the post-test to still pass the course with a C – or 92.4% of students who take the post-test pass the course with a C or higher. The issue continues to be the students who do not complete the assigned work and/or who quit attending class. **Update – our success rates in BIS 1120 did rise slightly from 58.6% 2013-14 to 61.1% in 2014-2015.**  A number of faculty-led initiatives have been piloted by BIS faculty members to capture information about why students quit attending class or completing work in BIS 1120 – and to try to mitigate this behavior.   1. BIS faculty member Anita Gilkey worked with Jared Cutler to develop an Exit Survey tool that asks students why they are dropping her BIS 1120 course section. Anita explains course requirements, course policies, and drop deadlines during the first class meeting (or in “The First Day” content pages in online sections) and encourages students to speak with her if they confront an issue that might prevent them from completing assignments or being successful in the class so that she can help them (as do all BIS faculty members). Then, Anita explains the Exit Survey and requests that if they do decide to drop the class, that they please complete the short Exit Survey so that we can capture the reasons for attrition within BIS 1120. The goal was to create a tool that with minor adjustments could be used across departments/divisions. The challenge has been that students who stop completing assignments or attending class, generally do not complete the survey, even if Anita follows up with an e-mail message to those students. 2. BIS faculty member Jennifer Romero began holding one-on-one sessions with students during fall semester 2014. Jennifer felt it was important to talk to as many students as possible within the first month of the semester to establish personal rapport, and to look for potential issues the student might encounter. She asked them the following questions during the sessions: 1. What type of technology are they using for the course, 2. whether they have MS Office 2013 or they downloaded the free MS Office 365 version available to Sinclair students, 3. How many credit hours they are taking this semester, 4. if they are working, and 5. if they have their My Academic Plan (MAP), and have spoken to an advisor within the last six months.   During fall 2014 she met with 70 students from her BIS 1120 face-to-face sections. Out of the 70 students she spoke with, 20 students either withdrew or did not complete the course during the fall semester (pretty consistent with the withdrawal/non-completion rates of BIS 1120). During Spring 2015, Jennifer has met one-on-one with 65 of her BIS 1120 students. **Of those students, 11 withdrew and 5 ended with grades of “F.”**   1. All BIS faculty members help staff the “BIS Lab” each Friday during fall and spring semesters. A computer classroom is designated as the Friday BIS lab location and students enrolled in all BIS classes are informed that the lab is open on Fridays from 9:00 a.m. – 3:00 p.m. for them to work on BIS assignments, and that a full-time BIS faculty member will be in the lab to assist students. Each full-time faculty member staffs the lab for approximately three, 3-hour lab sessions each term.   **Term # Students Lab**  Spring 2013 83  Fall 2013 77  Spring 2014 116  Fall 2014 78  **Spring 2015 75**  **Fall 2015 39**  The department believes that revisions made beginning fall 2014 to cover only the four MS Office applications will provide more opportunities for student success as students are immediately working within the applications (previously they focused on learning computer concepts for the first 5 weeks of the semester). We also took advantage of the opportunity to involve more faculty members in the development of the pre-test/post-test instrument to ensure alignment with course outcomes. We will continue to utilize the pre-test/post-test data to evaluate student performance, to look for possible trends, and to help guide course and program revision.  Barb Tollinger and Jennifer Romero are also developing a course in basic computer skills for students who are not ready for BIS 1120. A lot of information is covered in BIS 1120 fairly quickly, and students without basic knowledge and comfort with computers struggle to keep up with the course. This developmental course is being designed to familiarize students with basic computer skills and practice. An assessment test is being developed to help student determine if they have the basic skills to succeed in BIS 1120 or other courses within their major that require basic computer skills. The class will be offered in a 12-week format so that students who attempt to start in BIS 1120 and find that they do not have the requisite skills will be able to drop and pick up the new course without missing any sessions or waiting until the next term to take it.  During the Q2S conversion, BIS lost a course that we had offered for these beginning students and we tried to include the necessary basics in BIS 1100 Introduction to Keyboarding. That didn’t turn out to be a good fit, so we proposed the new course and it was approved at the developmental level. We began work on the new course, BIT 0010 Computer Fundamentals, in November, 2014, and we will deliver the first limited offering summer 2015 with a complete offering in the fall 2015.  **This basic computer course, BIT 0010 Computer Fundamentals, was offered in CBE format for the first time Summer 15, but no student data is available because the student did not finish the course. BIT 0010 was offered face-to-face and in traditional online format for the first time in Fall 2015. There is not enough data available yet to determine whether students will benefit from this course offering.**  **Four faculty members from BIS (Jennifer Day, Anita Gilkey, Jennifer Romero, and Brad West) are participating in the RESPECT Grant, a campus-wide project designed to target large enrollment courses that traditionally have poor success rates for African-American students. With the assistance of the project managers Jennifer King-Cooper, Linda Pastore-Gaal and Dona Fletcher, we selected three pedagogical approaches that research indicates can improve success rates, with our primary focus on team-based assignments. We created a new course shell in eLearn to be used for RESPECT sections, and all four of us are piloting sections of the course this semester. Since this SP16 is our first semester with the project, it is too early to provide success and retention data; however, we have been pleased with the results to date. We have been meeting with the project managers regularly throughout the semester to review progress and discuss challenges and solutions.** |
| The measurement of achievement of general education outcomes by surveys is an excellent effort at general education assessment by the department. It is recommended that the department explore ways to supplement this with direct measures of general education outcome attainment. The current survey results provide strong evidence, which would be even stronger if paired with direct evidence of student performance (e.g., scores from assignments that demonstrate written communication skills). | In progress  Completed  No longer applicable | We have begun reporting on general education assignment results in several classes. Last year we provided information on Oral Communication and Written Communication. This year's Annual Update contains information about Critical/Thinking and Problem solving.  **Since this is being measured at the college level as part of the annual update, separate department measures are not needed.** |
| The department has put some thought into how to handle teaching BIS content in some of the high capacity rooms that they are currently using. The department is encouraged to continue to pursue ways to improve instruction and learning in these rooms. | In progress  Completed  No longer applicable | The issue of the high-capacity rooms continues to be an issue. The department had requested having additional projection monitors up on the walls (large-screen TVs), but none were ever made available. Some faculty utilize Sync Eyes software so that they can either display their screen on each student’s monitor or actually have the students demonstrate their screens to the whole class. Faculty can use the zoom function to make some things look bigger, but this doesn’t work on application tools. We are not certain as to what other steps to take at the present time  .  **Barb Tollinger met with Mike Oaster, president of Faculty Senate and Chris Tomlinson from Space Management to brainstorm ideas on how to make these rooms more conducive to student learning. We discussed the challenges and are in the beginning stages of exploring ways to address these issues.** |

**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**.

**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: BIS 2180 Medical Office Simulation, BIS 2170 Office Simulation**

**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:** Click here to enter text.

**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) |
| 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 2170 | 2013-2014 | Simulations, Performance appraisals | Before they began the degree program, BIS 2170 Office Simulation students rated their human relations across the board with 4.5% rating their skills as Poor, 41% as Average, 23% as Good, 28% as Very Good and 4.5% as Excellent. At the end of their program all students rated their human relations skills as at least Good (14%), 50% rated their human relations skills as Very Good, and 36% rated their human relation skills as Excellent.  BIS students completing an internship are evaluated by their internship supervisor on a number of skills/factors using a rating scale of 4=excellent, 3=good, 2=average, 1=poor. The average rating earned by students enrolled in the internship in the previous academic year for the criterion “Works well in team environment” was 3.9 (on the above 4 point scale). |
| Practice professional attitude and work ethics related to situations in business and industry. | BIS 2270 | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, the majority of BIS 215 students rated their professional attitude and work ethics as Very Good (34.1%) and 15.8% rated themselves as Excellent; at the end of their program 100% of students rate their attitude and work ethic as at least Good (4.7%) and 95.4% rating themselves as Very Good (44.2%) or Excellent (51.2%) |
| Apply appropriate customer service skills in a variety of settings such as face-to-face, telephone and online. | BIS 1400,  BIS 2270 | 2012-2013 | BIS 1400 Pre-Test & Post-Test  Simulations, Performance appraisals | A 50 question multiple choice test was given to each student during week 1 of the course. The same test was given during week 16 of the course.  Class Averages for Pre and Post Test Scores:  BIS 1400.332 FA12 - Pre-Test 72.1%; Post-Test 86%  BIS 1400.333 FA12 - Pre-Test 75.3%; Post-Test 87.5%  BIS 1400.355 SP13 - Pretest 76.5/100; Postest 88/100  BIS 1400.226 SU13 - Pretest 75.04/100; Postest 88.7/100  BIS students completing an internship are evaluated by their internship supervisor on a number of skills/factors using a rating scale of 4=excellent, 3=good, 2=average, 1=poor. Below is a list of five interpersonal skills included on the assessment which are essential when dealing with internal and external customers, and the average score earned by students enrolled in the internship in the previous academic year (on the above 4 point scale):  \*Adequate verbal skills necessary for  job - 3.6  \*Listens attentively - 3.9  \*Cooperative, courteous, manages  conflict effectively - 3.8  \*Respects diversity and others'  opinions - 3.9  \*Works well in team environment -  3.9  .  This was a skill that 100% of students perceived to be at least Average before they began the degree program, in fact 29.6% of BIS 215 students rated their skills as Excellent (91%) or Very Good (20.5%) when they started; at the end of the program 97.7% of students rate themselves as Excellent (55.8%) or Very Good (41.9%). |
| Use specialized terminology effectively. | ENG 1101,  ENG 1199,  LAW 1101,  Nat Sci Elect.  BIS 1100,  BIS 1120,  BIS 2140, | 2012-2013 | BIS 1100 Online Simulations and Exams  BIS 2140 Quizzes and Test  Simulations, Performance appraisals | Grade Scale: (93%-A; 84%-B; 75%-C; 66%-D; <66%-F)  BIS 1100 contains two distinct learning components: Computer Concepts and Keyboarding. For the Concepts portion, two groups of students were assessed using graded online training experiences followed by simulated practical quizzes focused on using software and/or Windows functions. In addition, students are also assessed by online objective quizzes.  Average score results for:  Training: 62% and 55%;  Simulated quiz portion: 64% & 65%;   Objective quiz portion: 68% & 61%. This course is not restricted to BIS majors, and it is often the first course in a student's program.  Eight quizzes and four tests were given over twelve chapters of content.  Fall 12 - Quiz scores ranged from 30-100% with an average score of 80.3%. Test scores ranged from 50-100% with an average score of 76.5%.  Spring 13 - Quiz scores ranged from 0-100% with an average score of 78.7%. Test scores ranged from 0-96% with an average score of 80.6%.  Summer 13 - Quiz scores ranged from 0-100% with an average score of 77.2%. Test scores ranged from 64-98% with an average score of 84.6%.  Before they began the degree program, 0% of BIS 215 students rated their skills as Very Good or Excellent, in fact 29.5% had No skill, 25% had Poor skills, and 31.8% had Average skills; at the end of their program 77.4% of students rated their skills as Very Good (58.8%) or Excellent (18.6%) |
| Assess business problems using analytical and critical thought processes to identify the best technology solution. | BIS 1100,  BIS 1120,  BIS 1200,  BIS 1220,  BIS 1230,  BIS 1240,  BIS 1250,  BIS 1260,  BIS 1300,  **BIS 1500,**  BIS 2170 | 2013-2014 | Locally created assignment | Students in BIS 2170 Office Simulation are assigned a weekly report that asks them to compile and report on data that is distributed weekly and accumulates over an 8-week period. Students submit weekly reports, and three times during the semester students are asked to provide additional analysis of the compiled data (averages, subtotals, categorizing, etc.). Students are not given instruction on format of the report, and are encouraged to utilize the software application that they think will help them organize and report data. As further analysis is requested, students often copy data to other applications to meet report requirements and automate weekly calculations.  Average grade for 8-weeks of reports during 2013-2014 was 91% with a range from 61% - 97%. |
| Apply quantitative skills appropriate to business information occupations. | ACC 1210,  ECO 2160,  MAT 1120,  BIS 1230 | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, 0% of BIS 215 students rated their skills as Excellent, and only 20.5% as Very Good, in fact, 18.2% of students rated their skills Poor (11.4%) or No skill (6.8%); at the end of the program 79.8% of students rate their skills as Very Good (53.5%) or Excellent (16.3%) |
| 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, | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, only 27.3% of BIS 215 students rated their knowledge as Very Good or Excellent, in fact 15.9% had No skill and 24.1% had Poor skills; at the end of the program 76.8% of students rate their knowledge as Very Good (51.2%) or Excellent (25.6%) |
| Explain the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. | MAN 1107,  MAN 2150 | 2012-2013 | BIS 2140 Quizzes and Tests\*  \*2140 should be listed in this area not in the one above. | Eight quizzes and four tests were given over twelve chapters of content.  Fall 12 - Quiz scores ranged from 30-100% with an average score of 80.3%. Test scores ranged from 50-100% with an average score of 76.5%.  Spring 13 - Quiz scores ranged from 0-100% with an average score of 78.7%. Test scores ranged from 0-96% with an average score of 80.6%.  Summer 13 - Quiz scores ranged from 0-100% with an average score of 77.2%. Test scores ranged from 64-89% with an average score of 84.6%. |

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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 as a result of the assessment of program outcomes.** |
| **How will you determine whether those changes had an impact?** | **N/A** |