**Department/Program Review**

**Self-Study Report**

**2012 - 2013**

**Department: Management**

**Program:** **GBM.AAS**

**Section I: Overview of Department**

1. **Mission of the department and its programs(s)**

What is the purpose of the department and its programs? What publics does the department serve through its instructional programs? What positive changes in students, the community and/or disciplines/professions is the department striving to effect?

Although the department offers several associate degrees and certificates in the discipline of management, the foundational aspects of each of these programs are the concepts/theories encompassing the body of knowledge known generally as “management”.

Simply put, management professionals work with people and other resources to accomplish an organization’s goals. Managers assume a broad range of responsibilities and roles, from first-line supervision to mid-level coordination of organizational planning and operations to strategic planning executives.

Our department serves several stakeholders, thus requiring flexibility and options in both course content and degree packaging. Major external stakeholders include local and state for-profit employers as well as public sector and not-for-profit employers seeking employees who exhibit not only basic marketing/management skill sets, but who have the potential for growth and advancement. Due to the nature of our programs, specific employer segments are at the forefront of our activities. These segments include service providers, small to mid-sized businesses and organizations requiring employees having knowledge in supply chain management concepts. Additionally, the department has maintained involvement with the Disney Company through their college internship program.

The department has continued the effort to become more involved with the secondary schools, helping the teachers, counselors and, ultimately, the students become better prepared to enter our programs. To this end, more traditional secondary efforts such as the Tech Prep Consortium and Appalachian Outreach “Think College” Day have been a focus of our efforts with the high school community.

Although our programs and certificates are oriented toward career seeking students, due in part to the strong general education and foundational business skills focus of our programs, students are well prepared to transfer to baccalaureate degree programs in management, marketing, supply chain, organizational leadership, and business administration. Therefore, other post-secondary colleges and universities have become a major focus of our department.

Internally, we see our stakeholders as the students, faculty (both full-time and adjunct), and other departments that require our courses, as well as those departments that we have partnered with to develop joint programs and classes.

The department has begun to refine our focus on students in a number of ways. We have begun discussions on how we can get students more involved, not only within the college, but within the department. We see an opportunity to provide opportunities for students to get more involved with faculty *outside* of the classroom. We are planning some of these opportunities for spring semester, including a networking event with our advisory board and students. Additionally,

the induction ceremony for Kappa Beta Delta (KBD), the International Honor Society for Business Students, was moved to the fall semester this year so that we can provide opportunities for the students to be more involved with faculty, and with possible service learning opportunities. We have discussed having a "Lunch with the Dean" event and met with Wright State University to discuss ways in which our students can get to know some of the faculty from Wright State University.

The department has worked with the Electronic Engineering Technology (EET) department to develop a joint certificate in Radio Frequency Identification (RFID), and worked with the Operations Technology (OPT) department to combine some courses with similar content. Currently, even though the majority of students in the course are management students, the course is listed as an OPT course (OPT 2251) and is usually taught by management faculty. We continue to look for additional opportunities to partner with other departments to develop joint curriculum.

To support these stakeholders, the department provides the following program options:

* A.A.S degree in General Business Management
* A.A.S. degree in Supply Chain Management
* A.S.S. degree in Entrepreneurship
* Certificate in Business Management
* Short-term technical certificate in Human Resource Management
* Short-term technical certificate in RFID
* Short-term technical certificate in Entrepreneurship

 Through data derived from our advisory boards and faculty research our department has gained much insight into the major competencies required by our stakeholders. These stakeholders ask us to help provide positive change in our graduates, especially in the areas of information gathering, abstract logic and reasoning, computational expertise, decision-making, communication, interpersonal activities, leadership and teamwork.

 Our programs, therefore, are designed to emphasize preparation for a wide variety of managerial and individual contributor positions. They are designed to provide a balance in technical business education along with general education courses while providing a considerable choice of electives and alternatives.

 Additionally, while the Marketing Management program was deactivated due to low enrollment, it is now obvious that there is a need for a marketing presence in our programs, primarily in the area of digital marketing. The department is beginning to look at this area, in concert with our advisory board to ensure that we provide what students need in order to find employment in the area of marketing.

1. **Description of the self-study process**

Briefly describe the process the department followed to examine its status and prepare for this review. What were the strengths of the process, and what would the department do differently in its next five-year review?

Although the main deliverable of this process was the self-study

report, the department approached the process, not with the ultimate goal of creating the report, but with the goal to better understand and document our curricula, processes, and results. The self-study process was a team effort of the department. We met prior to fall semester to begin the planning process and mapped out a strategy. During several of the department meetings held during the semester we continued to lay the groundwork for the report. Once the semester began, progress was slowed due to the workload of each of the faculty members as discussed in Section IV. In the end, the department chair wrote the first draft of the report, and then all members of the department contributed to the final document.

Each faculty member serves as course coordinator for several courses and ensured that the associated master syllabi were current for the conversion to semesters by including all description, outcome, tasks, performance criteria and other associated assessment and evaluation information. These faculty members are also the liaison for communication to associated part-time faculty members. Each faculty member was also asked to provide information on specific areas such as creative/innovative approaches to student learning, and pedagogy. Finally, each faculty member was asked to review drafts of the self-study process (drafted by the chairperson) and provide feedback for change and improvements.

Although the process for future self-studies may execute a similar process, one change will be to ensure that all improvement data and methodologies are captured, in real time, throughout the course of the academic year to help ensure that the data is available, immediately, regardless of when the self-study actually occurs.

**Section II: Overview of Program**

1. **Analysis of environmental factors**

This analysis, initially developed in a collaborative meeting between the Director of Curriculum and Assessment and the department chairperson, provides important background on the environmental factors surrounding the program. Department chairpersons and faculty members have an opportunity to revise and refine the analysis as part of the self-study process.

The full environmental analysis report is attached at the end of this

document as Appendix “A”.

1. **Statement of program learning outcomes and linkage to courses**

Include the program outcomes for each program(s) in Section V.

Program learning outcomes are:

**GBM.S.AAS**

1. Apply proper oral and written communication, quantitative methods, critical thinking, research, ethics, computer literacy, and global citizenship skills.
2. Demonstrate synthesis of general education concepts into the required management and business application.
3. Apply principles of organizational behavior and human relations, including methods used to create, maintain and improve a positive and diverse work environment.
4. Apply contemporary approaches to management and organizational success within the framework of the classroom and written assignments.
5. Demonstrate methods of planning, leading, organizing and controlling within organizational systems and strategy development, particularly in the context of mission, values, goals and objectives.

**SCM.S.AAS**

1. Demonstrate planning, leading, organizing and controlling within organizational systems and strategy development, particularly in the context of mission, values, goals and objectives
2. Apply proper oral and written communication, quantitative methods, critical thinking, research, ethics, computer literacy and global citizenship skills
3. Explain the functions of supply chains, their purpose, marketing and sales impact, use and management in a global context and their impact on customer service and profitability.
4. Apply contemporary approaches to management and organizational success within the framework of the classroom and written assignments
5. Apply principles of organizational behavior and human relations, including methods used to create, maintain and improve a positive and diverse work environment.

**ENTR.S.AAS**

1. Demonstrate mastery of business planning components as they develop their final business plan and present to the guest review board.
2. Apply knowledge of business concepts and terms when developing financial, marketing and business plans.
3. Demonstrate and apply solid business communication skills as exhibited throughout their written and oral presentations.
4. Demonstrate synthesis of general education concepts into the management and business applications required.
5. **Admission requirements**

List any admission requirements specific to the department/program. How well have these requirements served the goals of the department/program? Are any changes in these requirements anticipated? If so, what is the rationale for these changes?

None of the degree programs and certificates have any additional

admission requirements beyond those instituted by the college.

**Section III: Student Learning**

1. **Evidence of student mastery of general education competencies**

What evidence does the department/program have regarding students’ proficiency in general education competencies? Based on this evidence, how well are students mastering and applying general education competencies in the program?

In a true sense, it is difficult to separate general education outcomes

from Management outcomes. The program has its foundation rooted in the social sciences and, as such, is founded on the same principles now described as general education. The faculty, naturally, understand the integration of the general education outcomes within the program. This is why the program has included, in the program outcomes, an outcome to specifically address general education. The following discusses critical general education integration points along with methods to help highlight and improve students’ general education development.

**Communication: Written and Oral** – The discipline of Management is founded on principles of communication – both written and oral. To this end, the department relies on both formative and summative assessments relative to communication. The program has a capstone course where summative assessments are derived. The Management department uses its MAN 2279 (Management Capstone) course to assess communication (and other outcomes described below). MAN 2279, Management Capstone, requires that students complete case studies, research an organization, and complete either oral or written presentations. The faculty witness, through direct observation, the oral and written communication skills of graduating majors. Evaluation of student progress is measured through these observations and this helps the faculty to better understand needed improvement areas.

Many forms of formative assessment exist. For example, oral presentations are required in many of the management courses. For example, students are required to make an oral presentation in MAN 1157 when they present their business case for an RFID solution. Throughout many of the courses, faculty employ process education type exercises and projects to help further student understanding of written and oral communication.

Although much information is gained relative to student mastery of oral and written communication, the department knows that it must develop a more formal method for measuring and tracking written and oral communication so that future curricular improvements may be made (this holds true for other general education outcomes).

**Critical Thinking/Problem Solving** – Obviously, the discipline of Management is rooted firmly in the principles of critical thinking, decision-making and problem solving. The program relies on certain key courses, positioned at critical curriculum milestones, to ensure the students continue to improve thinking skills. The Management degree relies heavily on the MAN 2150 (Organizational Behavior) and MAN 2155 (Management Information Systems) courses, along with required courses in math (e.g. MAT 2170 – business statistics) and Economics (e.g. ECO 2160 – Macroeconomics and ECO 2180 Microeconomics) to help students hone skills to seek information, apply this information to complex problems, and determine proper courses of action based on their findings (i.e. critical thinking). These are areas that employers (through advisory board comments) repeatedly emphasize and, of which they desire to be taught, and improved, at the collegiate level. Although no formal instrument is employed to track and measure this outcome (see comments in communication section relative to the need for formalized instruments) the results from our capstone course as well as observations from other more formative courses, have caused department faculty to continue to involve projects, cases, and other forms of critical thinking pedagogy into many courses including those considered more introductory or foundational.

**Computer and Information literacy skills**

Much like its thinking counterpart, computer and information literacy are skills required, more frequently, by employers. Therefore, the department not only requires courses in BIS and CIS but use department courses MAN 2155 (Management Information systems) and MAN 2210 (Introduction to Project Management), as well as the previously mentioned capstone course, to help students improve their Computer & Information skill sets. As an example, the department has continued to use the wireless laptop-based classroom environment (room 5335) that allows students to use the latest computer technology to access information, work on teams, and execute work-related projects. Additionally, the MAN 2101 course requires the student to access videos via ANGEL or CD ROMS as they work through major course outcomes.

**Values, Citizenship, Community**

Again, as social sciences, the discipline of Management integrates with issues relating to people and society. Recent examples of business fraud, at both the executive and shareholder levels, further highlight issues of ethics and morality as well as responsibility to individuals and community. The program has positioned these key general education areas throughout the curricula. For example, the program has chosen to introduce ethical issues and individual/organizational responsibility in the foundational courses to ensure that students understand that issues of truth, honesty, integrity, values and social responsibility are at the heart of organizational decision-making. These foundational areas are reinforced, throughout the curriculum, in courses such as Advertising (truth in advertising), Management Information Systems (security, privacy and ethical issues in information systems) and Introduction to Supervision (ethics in business) and formally summarized in the capstone experience which utilizes pedagogical methods of inquiry and contemplation to reflect on practical issues relative to organizational values. As with the other general education outcomes, a department goal is to work toward developing a better instrument for capturing and analyzing student achievement of these important outcomes.

1. **Evidence of student achievement in the learning outcomes for the program**

What evidence does the department/program have regarding students’ proficiency in the learning outcomes for the program? Based on this evidence, how well are students mastering and applying the learning outcomes? Based on the department’s self-study, are there any planned changes in program learning outcomes?

We have chosen several courses to look at student achievement in

the learning outcomes for the program. The first was the MAN 250 course. MAN 250 was first run during Fall 2011 and was developed, in advance of the semester conversion, as a combination of MAN 205 and MAN 225. The MAN 250 course was then converted to the MAN 2150 semester course. As such, this is a foundational course for the Management program and is assessed relative to GBM.S.AAS program outcome #5. The department faculty determined that the results of selected quiz questions, as answered by students, would be analyzed for assessment purposes. There are five main topic areas associated with the MAN 2150 course including the history/definition of management, planning, organizing, influencing and controlling. Two quiz questions were selected for each topic (10 questions total) and the results from randomly sampled sections of MAN 250 (Fall 2011, Spring 2012, Summer 2012) and MAN 2150 (Fall 2012) were analyzed (see Excel spreadsheet in Appendix B). In all, 19 separate sections were analyzed. Of the ten questions, students, on average, answered six correctly at an 80% or higher rate. The four questions answered at a lower rate included one question in the planning topic area (associated with the stages of planning,) one in the influencing topic area (associated with negative reinforcement) and both questions from the control topic area. Data for the MAN 2250 course is presented in Appendix B.

**Planned Changes**

As this was the first full year of for the current format of the MAN 250/2150, the time was spent collecting assessment data to understand the current status of the students’ learning. However, the data will be used to make improvements. Three areas of improvement will be initiated:

1) The Angel-based lessons for planning, influencing and controlling will be enhanced to include additional information associated with stages of planning, negative reinforcement and control.

2) Practice quizzes 2, 4 and 5 will be modified to include questions directly related to the above topics.

3) Collection and analysis of the data will continue.

**How will impact be determined?**

The analysis of the 10 selected questions will continue for subsequent terms and progress will be charted. The department will determined if the improvements provide increased success or whether additional changes are warranted.

**Concerns**

As a foundational course, more than 15 sections of MAN 2150 are taught each term. Currently, the Angel Management system does not provide an avenue to analyze quiz questions across multiple sections. Therefore, department faculty must analyze the results of each quiz and each section, separately. The separate results must then be manually recorded into an Excel spreadsheet where formulae are used to summarize the individual results and calculate the course totals. Approximately 8 person hours are required for this effort and the manual process, by its very nature, can be error-prone. While there is much value in the results of this process, duplicating this across many courses and programs (i.e. college-wide) can be a great waste of time and effort. A college provided automated process would enhance the analysis and results.

 As the GBM.S.AAS Capstone Course, the MAN 279/MAN 2279 course was the next course we have chosen, since this course impacts all program outcomes ( See Appendix C for course data). Although program outcomes 3, 4 and 5 reflect the foundations of the Management discipline, the various outcomes associated with general education are critical elements of the manager’s “toolbox” and will also be analyzed.

 The MAN 279 course was redesigned and activated during the Spring of 2011 and ran throughout the 2011-2012 academic year. It was then converted to the semester format and ran Fall of 2012. The various written student exercises were assessed and the data suggested two areas where student understanding could be improved:

Based on program outcome 5, the students struggle with identifying how contemporary organizations (in particular leaders and managers) view their organizations as systems and, thus, how they integrate their various processes into the system to produce desired outcomes.

Based on program outcome 1 and 2, the written communication supplied by the various teams often does not meet the expectations associated with graduating students.

**Planned Changes**

 As this was the first full year of for the current format of the MAN 2279, the time was spent collecting assessment data to understand the current the status of the students’ learning. Based on the assessment analysis, additional instructional material will be added to the course relative to systems thinking and how one analyzes an organization to determine systemic thinking and operation. The department is considering using Adobe Presenter and some additional video supplements to help students better understand systemic thinking and modeling.

**How will the Impact be determined?**

 The department will develop an assignment rubric that can be used to better quantify the students’ ability to understand the systemic concepts as well as better quantify general education outcomes. We will then be able to better track changes in student learning and compare progress throughout the students’ coursework.

 We used the MAN 107/MAN 1107 course to look at program outcomes 1, 3, and 5 (See Appendix D, Fig. 1 – Fig. 5 for assessment data). MAN 107 was developed in a semester format and offered for the first time in fall 2011. For fall 2012, the course was converted to MAN 1107. Several of the chapter tests align with the chosen program outcomes and the results of the tests were used to assess these outcomes. The test data suggest there are a couple of areas where student understanding could be improved.

1. The test in the area of business ethics shows that students struggle to grasp the concepts of ethics.
2. Students struggle with business concepts that involve critical thinking skills, managerial decision making, strategic implementation and differentiating the motivational theories.

**Planned Changes**

 Although the results demonstrate that students are passing the course, there is a need to further develop their understanding of the basic business concepts. Some of the causes may result from lack of actual workplace experience that helps to connect the managerial concepts to real world situations. We will continue to closely monitor the quiz results, and work towards identifying the most problematic areas in each chapter. Additionally, we will work to find more application based in-class activities, and homework assignments that tie the managerial concepts to actual workplace situations.

 For the GBM.SCM.S.AAS concentration, we have chosen the MAN 2259 course. This course was converted to the semester format as MAN 259 for the fall of 2011, and then to MAN 2259 for fall of 2012. Even though student success rates in the course remain high, as shown in the chart below, using three different assignments where students are asked to apply a real world understanding of interrelationships and contributions of the operational functions necessary for effective supply chain management using relevant case studies, it is obvious that students struggle with quantitative problems.

1. Based on program outcome 3, the students struggle with inventory and forecasting calculations which are critical for successful supply chain planning and execution.

**Planned Changes**

 Due to the lower scores in Fall ’11 and Winter ’12, on-line online Angel lessons were added to better explain the calculations. Students can view a problem set-up, calculate the answer, and then click an *Answer* icon to view the solution. Simply providing more online examples (in addition to problems in the text) has helped to improve students’ understanding and success rates. Moving forward, we plan to also incorporate LectureScribe White Board narrated presentations into the course. Viewing and listening to the instructor solve a problem should also increase student learning and success.

Student success rate for

MAN 259 (2159)

1. **Evidence of student demand for the program**

How has/is student demand for the program changing? Why? Should the department take steps to increase the demand? Decrease the demand? Eliminate the program? What is the likely future demand for this program and why?

Demand for the program has remained fairly consistent throughout

the past three years, and the number of program graduates has continued to increase over the last three years (see graph below). However, the department is more aware of students’ need to more accurately understand the purpose of the GBM.AAS degree as opposed to the BUS.AS degree. Several students each term approach the chairperson thinking they are prepared to transfer to Wright State or similar schools

Number of Program Graduates

and then find they are enrolled in the GBM.AAS degree and have taken courses they did not need to take and are lacking several general education courses needed in the transfer institutions.

Better communication between students, faculty, and academic

advisors could help students to better understand the purpose and limitations of each degree option so they are better able to plan their paths according to future educational and career plans.

Because the communication is unclear at this point, it is hard to

predict if demand for the GBM.AAS degree will remain constant or if students who learn about the BUS.AS degree will shift from the applied degree to the transfer degree. The robust math requirements in the BUS. AS degree may prevent some students from attempting the transfer degree and to remain in the applied degree program.

1. **Evidence of program quality from external sources (e.g., advisory committees, accrediting agencies, etc.)**

What evidence does the department have about evaluations or perceptions of department/program quality from sources outside the department? In addition to off-campus sources, include perceptions of quality by other departments/programs on campus where those departments are consumers of the instruction offered by the department.

The GBM.S.AAS program is fully accredited by the Accreditation

Council for Business Schools and Programs (ACBSP). The program was fully accredited in 2008 as part of the Business and Public Services Division’s accreditation. The division has since submitted two successful Quality Assurance reports. Two of the most important sources of data are employers and students. During the MAN 2270 Management Internship course, we survey employers about the quality of their intern, and we consistently hear that the intern has been hired, or offered a job. More importantly, we hear that the employer would gladly take another intern if business conditions provided a need for one. From the students ………..

What other programs are using our courses and how are we going to get their feedback????

1. **Evidence of the placement/transfer of graduates**

What evidence does the department/program have regarding the extent to which its students transfer to other institutions? How well do students from the department/program perform once they have transferred? What evidence does the department have regarding the rate of employment of its graduates? How well do the graduates perform once employed?

The GMB.AAS degree is not meant as a transfer program for

business students. As stated previously, some students choose to take the GBM.AAS program versus the BUS.AS program and are then able to successfully transfer to schools like Franklin University or Ohio University that typically take all course credit from Sinclair and apply it to their business or BTAS programs. However, more research needs to be completed in order to determine if students understand the implications of their program choices.

It is unclear how students perform once they transfer to partner

universities. However, the department began ongoing discussions with Wright State University (our largest transfer partner) to determine anecdotally how Sinclair students perform after transfer. This information will be developed as the year progresses. Other transfer partners, such as Ohio University, track the graduation numbers of Sinclair transfer students. See below

1. **Evidence of the cost-effectiveness of the department/program**

How does the department/program characterize its cost-effectiveness? What would enhance the cost-effectiveness of the department/program? Are there considerations in the cost-effectiveness of the department/program that are unique to the discipline or its methods of instruction?

As Table 1 shows, FTE has continued to grow for the last four years from

10% to 12% of the total for the division in spite of a downturn in enrollment college-wide.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 1: FTE (Annualized)** | **FY 2009 Actual** | **FY 2010 Actual** | **FY 2011 Actual** | **FY 2012 Actual** |
| FTE - Department | 264.5 | 290.5 | 324.1 | 339.1 |
| FTE - Division | 2,622.8 | 2,912.6 | 2,958.5 | 2,803.3 |

Revenue per FTE has remained relatively constant as compared to the division over the last four years while cost per FTE has gone from 10% below the division average to 20% below the division average as shown in Tables 2 and 3.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2: Revenue per FTE** | **FY 2009 Actual** | **FY 2010 Actual** | **FY 2011 Actual** | **FY 2012 Actual** |
| Department |  $5,027  |  $5,005  |  $5,036  |  $5,191  |
| Division |  $ 5,439  |  $5,385  |  $5,545  |  $5,663  |
|   |   |   |   |   |
| **Table 3: Cost per FTE** | **FY 2009 Actual** | **FY 2010 Actual** | **FY 2011 Actual** | **FY 2012 Actual** |
| Department |  $3,207  |  $2,592  |  $2,622  |  $2,810  |
| Division |  $3,579  |  $3,280  |  $3,338  |  $3,479  |

The contribution margin per FTE has risen above the division average

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 4: Contribution Margin per FTE** | **FY 2009 Actual** | **FY 2010 Actual** | **FY 2011 Actual** | **FY 2012 Actual** |
| Department |  $1,820  |  $2,413  |  $2,415  |  $2,381  |
| Division |  $1,859  |  $2,105  |  $2,206  |  $2,183  |

**Section IV: Department/Program Status and Goals**

1. **List the department’s/program’s strengths, weaknesses and opportunities**

Probably the biggest strength for the Management department is the

faculty team we have in place, and the level of involvement of the full-time faculty in areas outside of the classroom. Almost every member of the department is actively involved in activities, both inside, and outside Sinclair. Shown below in the table is a sampling of the activities in which the faculty are involved.

|  |  |
| --- | --- |
| **Faculty** | **Area of Involvement** |
| DeAnn Hurtado | - Serves as Assistant Dean - Chaired the Visiting Scholars Committee (2009 – 2012)- NISOD Award (2012)- Course coordinator for MAN 1110, MRK 2101, 2102, 2125, 2135, 2145, 2220- Participating in the Teaching Excellence Academy (2012-13)- Coordinates the BPS effort in international study-abroad and networking- Served on the SCTAI panel for Marketing and Business Administration |
| April Carpenter | - Serves as the State Lead for the SCTAI in Operations Management- Course Coordinator for MAN 1106, 1157, 2144, 2159- Serves on the College-wide Adjunct Faculty Committee |
| Ned Young | - Serves as the State Lead for the SCTAI in Supply Chain Management- Serves as the Co-PI for the NSF National Center for Supply Chain Technology Education Grant - Chair of the Faculty Issues Team- Course Coordinator for MAN 2150, 2279, 2155 |
| Dave Siefert | - Served as the State Lead for the SCTAI in Entrepreneurship- Served on the Small Business Ownership Forum Steering Committee- Served on the Sinclair Assessment Committee and sub-committee- Served on the College-Wide Merit and Promotion Committee- ENT program coordinator- Course Coordinator for MAN 2101, 2270- Worked on numerous grant proposals including grants with NSF and DOL- NISOD Award (2012)- Participating in the Teaching Excellence Academy (2012-13) |
| Dennis Brode | - Serves as President of ACBSP Region 4- Serves as President-elect of Kappa Beta Delta International Honor Society- Serves as a Site Evaluator for ACBSP- Serving a three-year term on the Associate Degree Board of Commissioners for ACBSP- Participated in the Teaching Excellence Academy (2011-12)- Serves as a member of the Curriculum Review Committee- Serves on the Grievance Committee |
| Randall Fletcher | - Serves as a Faculty Peer Reviewer for the CTL- Serves as a Wiley Faculty Mentor- Serves as a Supply and Logistics Officer in the U.S. Navy Reserves- Serves as a member of the College-wide Assessment Committee |

This breadth of involvement throughout the community and the larger

state educational environment strengthens the faculty and enables them to bring the “real world” into the classroom for our students. Additionally, by encouraging networking and relationship-building, essentially throughout the world, the BPS division is strongly represented in international areas and serves as a strong advocate for students and their educational opportunities throughout the Dayton community, the state of Ohio, and the world.

Although the BPS faculty members are well-connected, there are

areas to improve. Of some concern currently is the area of staffing. Although faculty members are well-trained and remain current in their areas of expertise, technology and workforce requirements have changed. An area of great change is in Marketing. It would benefit the department to garner the expertise of marketing professionals in the areas of social media and digital advertising. This could be accomplished through strategic recruitment of either adjunct or tenure-track faculty. Additionally, some of the curricular areas would be strengthened through specific recruitment of community leaders to join the advisory committee. A final area to strengthen is internship opportunities for students. While there are currently more internship offerings than students available to fill the internship spots, student awareness of and ability to complete an internship is somewhat lacking

We also see these weaknesses as areas of opportunities. While the

level of faculty involvement is welcome, and a real strength, it also has its drawbacks. Between the six members of the department, there were a total of 26 hours of release time that faculty received during fall semester. With the loss of an ACF position in spring 2012 and Dave Siefert’s retirement effective January 2013, as well as Sarah Gross’ departure in fall 2012. staffing continues to be an issue. As we move to more part-time faculty, supervising the increasing number of adjuncts requires more attention from the fulltime faculty and consumes more of their work time.

The second area of concern is internships. Students in the program

currently have the option of choosing either an internship (MAN 2270), or a capstone class (MAN 2279). Typically, fewer than 10% of the students choose the internship option. The department feels there is great value to the student who completes an internship, and the department plans to change the program to require each student to complete one internship experience prior to graduation. With the addition of Jesse Jones as the new Internship Coordinator for the BPS Division, we hope to develop enough interest and awareness from both students and employers to provide an adequate supply of students and demand from employers, to enable a required internship of all students completing AAS degrees. The benefits to the student are many. If the internship is completed early in the program, the students has real world experience from which to draw upon when concepts are being discussed in the classroom, as well as the networking opportunities presented. If the internship is completed later in the program, the student has the possibility of turning the internship into employment.

The third area of concern is the advisory board. While we have a

good advisory board at the current time, it is not a great advisory board. The department is working to develop a new model for our advisory board. We have drafted a new mission and are in the process of recruiting new members and will develop an advisory subcommittee for each of our program options. As we recruit members, we will ensure that the advisory board will truly advise us on issues of curriculum and programs. We also believe that the advisory board needs to be involved with the students in our program, so we are working to develop opportunities for advisory board members to be involved in areas of internships, social activities such as lunches, and opportunities to network.

An opportunity we have is to continue to develop cross-discipline

curriculum for students. We believe this is a win-win for students. Currently we have worked with the OPT department to develop OPT 2251, and require it in our Supply Chain Management concentration. We have also worked with the EET department to develop the RFID Short Term Certificate. We see additional areas of opportunity to develop cross-discipline curriculum is in the areas of SCM and in Marketing with Visual Communications.

1. **Describe the status of the department’s/program’s work on any issues or recommendations that surfaced in the last department review.**

A major improvement to the program, identified as a need during the

last Program Review, has been to strengthen transfer opportunities and the relationships with 4-year transfer institutions. The transfer degree is now managed through the dean’s office, currently by the Assistant Dean. Additionally, relationships between the BPS division and the major Business transfer partners of Wright State University and Ohio University continue to grow and strengthen. There is more communication between institutions and Sinclair now has better visibility into the number of students who transfer to these institutions.

Another area identified in the last study concerned the number of

course offerings. At the time of the previous study, several courses were required in the AAS degrees that caused students to duplicate work and delay graduation. Since the last study the curriculum has been streamlined and students now have a more direct path to graduation from the AAS degrees.

1. **Based on feedback from environmental scans, community needs assessment, advisory committees, accrediting agencies, Student Services, and other sources external to the department, how well is the department responding to the (1) current and (2) emerging needs of the community? The college?**

The department began a concerted effort two years ago to survey

current students throughout all courses in the BPS division in order to gauge their current employment situation and to ask about their future work and academic plans. Throughout this effort, the department now has a database that includes over 4,000 responses from students and provides some insight into student’s reasons for taking business courses and their future career plans.

The next step in the process is to efficiently contact students who

may be in the wrong degree according to their career plans (the AAS vs. the AS degree). Additionally, the department now has better insight into the companies for which our students work. This provides an opportunity to develop connections for student internships and advisory members.

The aforementioned information indicates that the department is

beginning to collect data, rather than anecdotal information, concerning the connection between students’ education and the needs of the community. As the data become clearer the department will develop plans to better meet the needs of both students and the community through better communication with the students while at Sinclair and a continued connection after graduation.

Additionally, the department has recently obtained information

through jobs projection data that indicate where the growing jobs are in the Dayton region. Not surprisingly, employers need students with digital marketing skills and sales skills. With this documented information faculty can help develop curriculum to properly educate students and prepare them for positions that actually exist.

Finally, the department’s Management Information Systems course

(MAN 2155) used a project development process to help students understand and learn information systems. However, the project focused on the use of an engineering change order system which the advisory board and faculty determined would not be a common system encountered by most of our students. Therefore the course was rewritten for the semester conversion (MAN 2155) and now includes projects based on human resources, supply chain, customer relationship and accounting/finance information systems. These systems are more aligned with the local community/employer needs and should help our students be more prepared and competitive.

1. **List noteworthy innovations in instruction, curriculum and student learning over the last five years**

There are several areas where the Management department has

demonstrated innovation in instruction, curriculum and student learning in recent years. To start, the GBM AAS degree was the first fully on-line degree in the Business division. This includes the capstone and internship classes. In 2009, the degree was fully on-line which allows students better access to courses and enhances their chance of completing the degree. At the current time, almost all of the department’s courses are offered in both a classroom and on-line format, allowing students the flexibility of completing coursework.

Another area of note is the curriculum design approach employed in

the MAN 2101 - Introduction to Supervision course. A modular approach was used when the course was re-designed in 2009 in an on-line format. This modular approach enabled the course to be easily updated for semesters by simply adding the additional modules required. In developing this approach, our thought was that the modules could be used as stand-alone units for training purposes, as well as in the course setting. The approach also engaged students more effectively, especially in the on-line classes. The modular approach was also used successfully in the re-design of the MAN 1107 - Introduction to Business course.

For fall semester 2012, two new certificate programs were developed

in conjunction with the Sinclair expansion at the Allen, Pickaway, Dayton, and Chillicothe Correctional Institutions. A Supply Chain Technician and Entrepreneurship and Business Management certificate were developed for inmates preparing for release.

In the area of Tech Prep, we have worked with MVCTC to develop a

Business Academy. The students take many of Sinclair's courses, taught by their high school teacher. The high school teacher works closely with our faculty, and has taken most of the courses at Sinclair prior to teaching them. When students graduate from the Business Academy at MVCTC in their senior year, they will have completed 23 semester credit hours, of which 12 are TAG courses and will transfer to 4-year Ohio public institutions. This program gives students a great start on their college degree.

Another area of innovation is the Dual Admission program the BPS

division created with Wright State University. As Sinclair students enroll as freshman, they identify their intention to continue at Wright State University and are dually admitted to both Sinclair and Wright State. These students are offered individual advising through both Sinclair and Wright State during their time at Sinclair and should experience an easier transition to Wright State.

1. **What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations?**

There are a couple of areas worthy of note in this area. First, the

department has recently begun discussion with Wright State to have Wright State teach a 3000 level management or marketing course at Sinclair to students considering transfer to Wright State. This offer is made in hopes that students will experience a university course while still in a familiar Sinclair setting, thus easing the transition to Wright State or another four-year institution. The second area the department has been working on is the expansion of its Supply Chain Management program to the Courseview campus. While there has been limited success to date, there has not been much in the area of marketing of the offerings to help drive enrollment.

1. **What are the department’s goals and rationale for reallocating resources? Discontinuing courses?**

Given that we just went through the semester conversion process,

which included a complete review and revamping of the curriculum, there are no plans to discontinue any courses at this time. We will continue to monitor our curriculum through feedback obtained from both internal and external sources and make any changes that will improve our programs. As for reallocating resources, currently we have no plans in this area.

1. **What resources and other assistance are needed to accomplish the department’s/program’s goals?**

In light of the current financial situation at Sinclair, staffing remains a

key issue. Currently, we are utilizing a pool of qualified part-time instructors, which allows the full-time faculty to continue to get involved in areas of interest outside the classroom. It appears that this pool will need to increase as the college is facing issues with the teaching load of part-time faculty.

The department requested funding for additional equipment to

support the RFID (Radio Frequency Identification) Certificate, which is a joint certificate with the EET department. In addition, lab space was also requested and we were given a small space on the first floor of building 13 (in the AIM Center space). While we are grateful for the space we have, there are issues, that if resolved, would make life easier. Currently, we have a spot in the corner of the glassed in lab area that is very small (approximately 12’ X 6’) and does not have provisions for storage of supplies and equipment. Because of the size of the area, the conveyor has casters to allow it to be moved out of the way when the adjoining lab space needs more room.

Finally, we feel that marketing of specific programs would aid in

driving enrollment, especially when a new certificate, or program is introduced. The "build it and they will come" approach does not work when students are not aware of the new offerings.

**Section V: Appendices: Supporting Documentation**

**APPENDIX A – Environmental Analysis**

**APPENDIX B – MAN 2250 Assessment Data**

**APPENDIX C – MAN 2279 Management**

**Capstone Student Feedback Data**

**APPENDIX D – MAN 1107 Assessment Data**

**APPENDIX E – Head Count and FTE Trend**

 **Data**

**APPENDIX F – FTE by Division Trend Data**

**APPENDIX G – ACS Data**

**APPENDIX H – Top 100 Report**