

The new program that started Fall 2000 is based on departmental efforts that started during the 1998-1999 academic year. During Winter 1999, the BIS department met weekly to examine the curriculum. Several techniques were used to facilitate the curriculum review. A matrix analysis was used to look at overlaps and redundancy in courses; a survey of Distance Learning students was conducted with help from Institutional Planning and Research; Perception Analyzer was used to match school experience to work experience during a joint BIS/Medical BIS advisory committee meeting.

The BIS department has been a college leader in successfully developing and implementing the modular curriculum architecture. During 1999, a modular curriculum design was completed for eleven one-credit-hour course modules that are aligned with the Microsoft Office competencies; an additional module has been added since then: M15: Introduction to Windows. These courses are part of the BIS degree program requirements as well as providing course options for all degrees across the college to fulfill general education computer requirements. These modules are offered in three alternative learning formats: traditional, take-home CD-ROM, and through the Internet.

The department has an active Advisory Committee that contributes to and examines curriculum changes. In addition to input from the advisory committee, curriculum review is also provided by interaction with a number of professional groups with which the BIS faculty are active. These include International Association of Administrative Professionals (IAAP), The Association of The Collegiate Business Schools and Programs (ACBSP), local and national American Association of Medical Transcriptionists (AAMT), the local and national Medical Group Management Association (MGMA), Business Professionals of America (BPA), the National Business Educators Association (NBEA), the Ohio Business Teachers Association (OBTA) and the Western OBTA.

BIS faculty serve on local high school or joint vocational school advisory committees. The department is working on tech-prep programs with local vocational schools. DACUMS have been conducted and competency statements are being prepared for medical secretarial students. This is a collaborative effort between the schools and their respective advisory committees.

Finally, feedback from the Professional Mentoring Program (BIS 215) is invaluable for gathering information on the degree program which is used for curriculum revisions

- II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

The program learning outcomes were reviewed and revised during 2000 as part of the program curriculum update. All changes are reflected below.

An entry-level graduate with an Associate of Applied Science Degree in Office Information Systems from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Apply quantitative skills appropriate to business information occupations.	ACC 111; MAT 105; BIS 116; ECO 105, ECO 201
2. Perform applicable technical skills (keyboarding, application software competency, software integration, transcription) and non-technical skills (decision-making, planning, time management).	BIS 101, 102, 103, 105, 109, 114, 115, 116, 117, 135, 136, 137, 138, 172, 215, 250, 251, 252, 270, 297
3. Demonstrate proficiency with computer technology at a level compatible with business/industry requirements.	CIS 107; BIS 103, 115, 116, 135, 172, 211, 212, 215, 223, 242, 160, M21-22, M31-34, M41-44, M51-53, M61, M62, M63, M64, M70-71, M81-82
4. Exhibit appropriate professional attitude and work ethics related to situations in business and industry; understand customer service requirements within the work setting.	MAN 205; MAN 245, BIS 115, 116, 212, 215, 201, 202, 270
5. Use specialized terminology effectively.	LAW 101; BIS 136, 137, 138, 211, 212, 217, 225, 230, 231; HIM 260, 261; LAP 105
6. Demonstrate good human relations skills on the job in various settings such as one-to-one, team, and groups.	MAN 245; BIS 105, 115, 116, 201, 202, 215
7. Express himself/herself clearly and logically in both written and spoken forms.	ENG 131, 132; COM 206, 285; MAN 245; All BIS Courses
8. Manage the computerized flow of information, media, and documents throughout the life cycle: input, processing, output, distribution, use, storage, retrieval, and disposition.	BIS 101, 102, 103, 104, 105, 109, 114, 116, 117, 135, 136, 137, 138, 212, 215, 250, 251, 252, 270, 297

Learning Outcomes	Related Courses
9. An ability to think rationally, systematically, and logically and to solve problems through proper means of analysis/synthesis.	General Education & Humanities Electives BIS M11, 135, 215, 250, 251, 252

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Methods(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Formative assessment is conducted via ten different Skills Checklists which have been developed by the BIS faculty. The checklists were updated Spring 1999 and made available to all faculty through a shared drive. Each checklist indicates all individual tasks associated with that competency area and is used by the students and faculty to monitor skill development. Individual faculty members take responsibility for drafting one of the checklists. Then the entire department gives input for modification and revisions. Checklists help to systematize student performance evaluation and ensure uniform coverage of the content areas. Each checklist is objective in nature (yes-no checkoffs or 1-5 rating scale) and is administered several times during the quarter. Although not used for computing the final course grade, the checklists are useful for faculty evaluation of students and for student self-assessment. The checklists are made available to distance learning students through web-site access. They are particularly valuable in making sure that part-time faculty are aware of skill emphases in the content areas.

Through a Learning Challenge Grant, the BIS department is pilot testing use of standardized tests on-line that assess Microsoft Office User Specialist (MOUS) competencies. The test efforts have been directed toward skill assessment of Microsoft Word. Previously, the department was examining the use of SAM (Skills Assessment Manager), but they are now piloting the use of NetG. The Grant research will study the link between student learning styles, choice of course delivery method and course completion success. Currently, data is being collected on student learning style and course grades in Introduction to Word. The department is conducting the research in order to assist students in choosing an appropriate course delivery method which in turn is expected to increase course retention.

The BIS department has been awarded an Exploratory Grant for Fall of 2000. The project will create a course enhancement prototype for BIS 105 and BIS M70 and M71 (Internet modules). The course enhancement site materials will be available to students in traditional classes as well as full-time and part-time faculty.

Several members of the department presented at the League for Innovation in the Community College Conference in November 2001. One presentation dealt with the different ways that department improved quality between part-time and full-time faculty; the other presentation dealt with the evaluation and placement of students for success in computer courses.

The department has also elected several full-time faculty to serve as coordinators within the program. Because of the exceedingly large number of part-time faculty, it is the responsibility of these coordinators to maintain consistent and constant contact with part-timers in ensure uniformity of course syllabi, tests, grading scale, and materials. Evaluation of part-time faculty is also routine. As a further method for maintaining quality control over the program, there is also a collective review of texts, tests, and other electronic and hard copy materials.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is completed via a number of different assessment tools. The Office Proficiency Assessment and Certification Program (OPAC) is one of the assessment tools used in BIS 215, Administrative Support Techniques and BIS 215 Practicum. This is a PC-administered modular assessment tool which was developed by IAAP. The MOUS certification is being piloted as a possible summative assessment tool.

BIS 215 students also participate in the professional mentoring program whereby students are paired with a professional mentor from the field of work. Students communicate in writing with their mentors and spend eight hours working with them. BIS 215 requires that students complete personality inventories, conduct research in the LRC or on the Internet, and make an oral presentation to the class on a topic of their choice. Assessment techniques have expanded to include increased utilization of the checklists, grade contracts and peer assessment with teams. BIS 215 also includes an exercise where students receive simulation exercises developed by three SCC secretaries. The SCC secretaries evaluate the completed work.

Every BIS major is also required to enroll in BIS 270 Internship. Students must work 20 hours per week and are evaluated with the use of a departmentally developed tool, "The Employer Evaluation of Intern's Professional Qualities." Students, faculty, and employers all use this evaluation tool. In addition, during site visits to internship locations, the faculty member receives program-based evaluative comments from the employer and student intern.

The Business Professionals Association state competition saw eight Sinclair program students place. These students will now compete in the nationals.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

The department has found that the ten checklists are invaluable tools for accurately assessing student skill levels regardless of the changes in software packages, length of course (i.e., flex courses), or other technological changes that are occurring. This is particularly true for the Learning Challenge Grant modules which are being developed. As the department pilots new delivery methods, the checklists ensure consistency and quality of student performance.

The mentoring results received in BIS 215 indicate that students need more feedback on interpersonal skill development. Additional feedback from BIS 215 has caused the department to add teamwork/group work, problem solving and organizational skills exercises to BIS 215 as well as other BIS courses.

Employer feedback about the level of BIS student performance has been excellent; students report that they are well received in the workplace.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The department is beginning to establish a departmental tracking system using multiple data points which will allow the department to conduct data analysis on the checklists, MOUS or IAAP examinations, and results of internship evaluations. This type of data analysis will be the next step in using the information for program improvement.

The department has developed a “core” which would provide a foundation curriculum to the BIS degree and the degree options. Assessment tools for appropriate student placement into the curriculum is also being examined.

The department is examining BIS 215 (BIS Practicum) to make the assessment activities more substantive, more “hands on” and to give students more time in the field. There are efforts being made to make the assessments “authentic.” College mentors were used with students during Winter 2000. Mentors are selected to match students in special areas. These changes have come about through feedback from the student interns and the BIS Advisory Committee which is requiring proof of skill competency. There is currently a partnering with Student Services in an effort to provide more authentic learning experience opportunities.

BIS is currently reviewing options for New Directions/Welfare to Work training. Organization of the training and education program around modules may mirror some of the curriculum which has been developed for the degree programs. The department is also interested in partnering with the Job Center to develop a remote training site. Non-credit offerings are being done using NetG and RightClick software.

Because of changes in the workplace, there are constant changes in the technology which is used in the BIS courses. It is difficult to keep up with the marketplace; some faculty maintain seven to ten course “preps” per quarter, with on-going changes in software packages. Software “duality” is sometimes another concern.

The mode of delivery is changing, in part because of the modules. Courses are being taken off-site and some courses are incorporating the use of distance learning and the Internet. Process Education is highlighted in some of the courses. All of these changes impact the department and its ability to maintain the type of quality program which it has. However, it is anticipated that the creation of coordinators will help ensure the quality of the program although this does create an extra burden on the full-time faculty serving in those roles.

VI. General Education: A description of how within the major the three primary general education outcomes* (communication, thinking, values/citizenship) are assessed.

The BIS/BIS Department has incorporated General Education Learning Outcomes for the three primary areas into the master syllabi for the BIS/BIS module offerings as well as BIS 160.

The BIS Department contributed samples of student work from the BIS internship course Spring 1999 for the General Education Committee's effort to complete a college-wide summative assessment of general education skills. Those papers, as well as others that were collected from other departments, were assessed by the General Education Committee during Spring 2000.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are stressed in many of the BIS/BIS courses. Courses which emphasize written communication skills include: BIS 115 (Business Information Systems), 116 (Medical Office Procedures), 136 (Intro to Medical Terminology), 137 (Intermediate Medical Terminology), 138 (Advanced Medical Terminology), 105 (Intro to Computers), 215 (BIS Practicum), and 217 (Electronic Files Management). Degree-seeking students are also required to take MAN 245 (Office Management) which stresses writing. Faculty are aware of, and use when appropriate, the checklists developed by the college for assessment in these areas.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are stressed in many of the BIS courses. Courses which emphasize oral communication skills include BIS 101 (PC Keyboarding), 105, 160, 201, 202, 215, 217, M51 (Intro to Powerpoint), M52 (Intermediate Powerpoint) M53 (Advanced Powerpoint) and MAN 245 as described above. Faculty are aware of, and use when appropriate, the checklists developed by the college for assessment in these areas.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are stressed in many of the courses, particularly in the medical transcription classes. All BIS courses expect students to use thinking skills in problem solving, critical thinking, analysis, creative thinking, lateral thinking (using transfer skills) and back thinking (sum to part). Students are assessed through course activities utilizing these skills.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

The BIS courses which include values/citizenship/community learning activities are BIS 115, 116 and 215 as well as MAN 245. Students in BIS 115, and 116, 201, 202 discuss ethical situations, delve into legal and moral issues and examine individual honesty. Students in BIS 215 have values reinforced through the professional mentoring practicum program; students also contribute to the community through college projects that are part of the course.

The Business Professionals Club reinforces professional behaviors and activities which promote positive values and citizenship skills. The BPA sponsors student awards for community service in nursing homes, elementary schools, and the Veteran's Administration Hospital.

VI. Recommendation(s)/Comment(s):

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee were piloted by faculty during the 1998-99 academic year.