**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** BIMO.AAS; BIPCA.AAS; BIS.AAS

**Section I: Trend Data**

1. **Program Trend Data**

The BIMO.AAS program has seen an increase in the number of active students over the last five years. There was an increase of 50% in fall 08 over fall 07 and an increase of 34% in fall 09 over fall 08. Graduation rate for the program tripled in AY 08-09 over AY 07-08 and increased by 20% in AY 09-10 as compared with AY 08-09. The number of certificates issued for the one year certificate that is earned while working on this degree more than doubled in AY 09-10 over AY 08-09.

The number of active students in the BIPCA.AAS program has remained level over the last five years. The graduation rate for the program has increased from approximately 12% in AY 04-05 to just over 20% in AYs 08-09 and 09-10.

The number of active students in the BIS.AAS program has remained level over the last five years. The graduation rate for the program has decreased slightly from approximately 12% in AY 04-05 to approximately 10% in AY 09-10.

Study of the enrollment data by age groups and ethnicity for AY 09-10 compared to AY 05-06 shows an increase of 82% in African American/Black females ages 40-49 and 250% in ages 50-59; an increase of 95% in African America/Black males ages 40-49 and 250% in ages 50-59; an increase of 36% in Caucasian females ages 40-49 and 31% in ages 50-59, an increase of 66% in Caucasian males ages 40-49 and 48% in ages 50-59. The data is similar for AY 08-09 compared to AY 05-06.

In AY 09-10 the student seat count in our BIS 104, Intro to PC Usage, tripled since AY 05-06.

The student seat count in BIS 160, Introduction to Word, Excel, and PowerPoint, has continually increased over the last five years. There was an increase of 60% in AY 09-10 compared to AY 05-06 and an increase of 27% in AY 08-09 compared to AY 05-06.

The success rates in all but one of our degree program upper level courses continues to be above the division and Sinclair five year average overall success rates of 72% and 71% respectively.

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The increase in the number of students in the BIMO.AAS program is a reflection of the increase in the number of students attending Sinclair Community College. With the downturn in the economy over the last two years, we have seen an increase in students attending college to learn new skills to find new employment in the area. This is reflected by the increase in students in the age categories of 40-60 as noted above. We have been working with displaced workers to re-train them for the area job market. Many of the displaced workers are working on the one year certificate for this program, BUMS.CRT, and the number of certificates issued reflects the increase in the number of students in this certificate program.

We have added additional sections each quarter to accommodate the increase in the BIS 104 enrollments. An analysis was done of the student population to determine if there were any similarities. The results of the analysis shows:

* 70% of those who take the course are over 30, about 54% are over 40
* Roughly 1/4 of them are first-term students
* 37% are minority, well above the percent minority for the student population as a whole
* Half of them indicated an intent to earn an associate degree when they applied to the institution
* Roughly 20% indicated an intent to "obtain knowledge for personal interest" at time they applied to Sinclair
* Similarly, roughly 20% had a degree code of "PI" (personal interest) or "CD" (career development)

During Spring 10 and Summer 10 quarters, we used a web-based pre-test and post-test with the BIS 104 students to see if the test results showed any correlation to their final course grade or skills improvement from beginning to end of quarter. The results showed no correlations.

The increase in student enrollment in BIS 160 over the last two years required offering additional sections and hiring more adjuncts to teach. However, the overall student enrollment at Sinclair over the past two years led to space limitations. During the summer 2010, four computer classrooms were equipped with additional computers to accommodate 40 students in a classroom instead of 22. While this helped with the space limitations, it brought with it other challenges. The overhead projector is visible/readable to only students who sit in the first two rows of the classroom. This makes it difficult for students in the rest of the classroom to follow along during guided demonstration. The computer monitors sit on the desks and block the student’s view of instructor and projector and block the instructor’s view of the students (they are hidden behind the monitors). To be heard in the classroom now requires instructor and students to speak in a very loud voice and this makes sharing and communicating very difficult. Another challenge for the instructor is how to grade all those assignments in a timely manner. Instructors went from grading roughly 80 assignments weekly to 160 assignments weekly (if they were only teaching two sections of BIS 160). We adopted the use of a web-based grader that allows students to complete their assignments and submit them in a dropbox that grades them immediately and provides the students with feedback about what was correct and incorrect and then students have an opportunity to correct and resubmit again and not have to wait a week for feedback from the instructor. The process of going through the feedback and determining how to correct their work requires the students to use critical thinking skills, if the student chooses to correct their work.

While the success rates in our upper level courses are at or above college and division rates, our entry level courses such as BIS 101, 104, 105, and 160 are below. We have spent much time over the years searching for a method of assessing entering students’ computer skills, but the testing is expensive and time consuming, neither of which is attractive to the college. Students continue to self advise about which computer course they should begin with. Advisors are provided with information about these courses and some guidelines about placing students. The BIS 104 course continues to be a flex course so students who are misplaced in BIS 160 can step back into BIS 104 for the quarter.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? 2004-2005
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

1. Focus on improving success rates in poorly performing classes.

2. Examine retention within programs and explore ways to improve graduation rates.

3. Consider marketing strategies to improve enrollment in BIS degree and certificate programs.

4. Promote a sense of departmental belonging to our BIS majors.

5. Capture information about our BIS students and find a means to communicate information to them and to solicit information from them on a regular basis.

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

No changes.

1. What progress has been made toward meeting any of the goals listed above in the past year?

1. It appears that all but one of our upper level courses have good success rates as noted in the trend data in Section 1 a) above.

No progress has been made to date with BIS 105 and BIS 160, courses used to meet Sinclair’s computer literacy general education requirement. The success rate for BIS 105 has fallen from 65.6% in AY 05-06 to 57.4% in AY 09-10. The success rate for BIS 160 has fallen from 63.3% in AY 05-06 to 54.5% in AY 09-10.

We continue to search for data that will help us identify those students who will be unsuccessful and for a method of assessing students’ computer skills to help place students in the appropriate computer course.

An analysis of students dropping BIS 160 shows approximately 300 each quarter from Fall 2009 through Spring 2010. The number of students dropping is pretty consistent from week to week until just before the last day to drop, then there is a large increase in those dropping the course just before the deadline. In an effort to find out why students are dropping BIS 160 and what we could have done to retain them, we contacted approximately 500 BIS 160 students from Spring 10 quarter via email and requested they complete a 3 question survey. Of those 500 students, 57 responded. Of these 57, 74% reported the class was required for their degree program. We asked why they dropped the class, 19% reported it was too much work ( and this was also noted in comment section for other reasons), 19% reported personal reasons, 15% reported a work conflict, and 54% sited other reasons. We also asked if we could have done anything to help them successfully complete the course, responses included reducing the materials/assignments and number of students in the class and allowing class time to complete work.

Many students are surprised by the amount of out-of-class work (5-10 hours per week) that is required by a college level course.

We have also noticed that our enrollment in BIS 104, a computer course for students that have little to no computer skills, has tripled since AY 05-06. During Spring 10 and Summer 10 quarters, we used a web-based pre-test and post-test with the BIS 104 students to see if the test results showed any correlation to their final course grade or skills improvement from beginning to end of quarter. The results showed no correlations.

2. Examination of Sinclair program retention rates and BIS Department program retention rates over the last five years shows that other than the 06/FA cohort, our retention rates have been at or above Sinclair and division retention rates.

3. We work closely with area high schools and Miami Valley Tech Prep Consortium offering proficiency testing, quick start classes, articulation agreements, and participation in various activities for high school juniors and seniors to provide information about BIS degree programs and certificates. We also partner with Workforce Development to provide training to employees of local companies.

4. No progress has been made to date.

It appears that we have 300-400 students in our programs at any point in time. It is difficult to identify our students early on in the programs as we do not have an entry level course where only BIS majors enter. Our entry level courses such as BIS 101, BIS 104, BIS 105, and BIS 160 (enrollment of approximately 7,000 students a year) are used by many students who need to improve their computer skills or meet Sinclair’s computer literacy general education requirement and our modular courses such as M35, M45, M55, and M85 (enrollment of approximately 1,500 students a year) are used by many to update their computer skills for their current job.

5. Last year we began the process of setting up a Facebook account dedicated to the BIS Department’s students to use as a means of communicating with our BIS majors, current and past. We attended a social media meeting for Sinclair but felt the message received from this meeting was individual departments should not create social media accounts. A central Sinclair social media account would be created and any information a department wanted to send would be sent to the group in control who would determine what should be disseminated to the public. Therefore we abandoned this project and continue to rely on our postings to our department website within Sinclair’s website and communications that our Business Advisors send for us to provide information to our current students. We are in the process of designing a survey in our capstone course, BIS 215, to use in fall 10 to solicit information from our soon-to-graduate students. We invite a recent BIS program graduate to serve on our BIS Advisory Board for one or two years after graduation.

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

Recommendations for Action from 2004-05:

1. Develop a systematic process to ensure internal and external stakeholder needs are met. Incorporate student input when developing improvement plans to ensure understanding of learner needs.

For item 1 above—we use meetings with our BIS Advisory Board members, quarterly student feedback forms and internship worksite visits, and quarterly visits with internship worksite supervisors to solicit input about the skills necessary to be successful in the workplace and to ensure our programs are aligned with local job opportunities.

2. Determine the impact of curricular changes on individual BIS students and the achievement of course and program level outcomes. For instance, has the addition of ENG 199 increased student success in sequel courses and the program?

For item 2 above—as of this report, the incorporation of materials from BIS 250 into BIS 251 has improved the success rate from 73.33% in Winter 2009, the quarter we incorporated these materials, to 92.31% in Winter 2010. We have also seen an increase in the success rate for the sequel course, BIS 252, from 63.64% in Spring 2009 to 100% in Spring 2010.

3. Help BIS students make good selections when choosing computer courses: continue efforts to improve advising for BIS learners; develop communications for students and counselors to clarify which course/module best serves entry-level learners; develop an entry-level skill pre-assessment to guide student course selection and improve student success.

For item 3 above—the chairperson for BIS communicates changes to courses and programs to the Business Advisors through email and meetings so they have current information for advising students. The advisors send emails about these changes to the appropriate degree seeking students. The BIS Department website is updated with changes to courses and programs so students can make plans accordingly.

The development of an entry-level skill pre-assessment to guide student course selection has not been successful. During Spring 10 and Summer 10 quarters, we used a web-based pre-test and post-test with the BIS 104 students to see if the test results showed any correlation to their final course grade or skills improvement from beginning to end of quarter. The results showed no correlations.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| **Business Information System**  Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Exhibit appropriate professional attitude and work ethics related to situations in business and industry; understand customer service requirements within the work setting. | BIS 201  BIS 202  BIS 215  BIS 270 |  | * Simulations, * Performance appraisals |
| **2)** Perform applicable technical skills (keyboarding, application software competency, software integration, transcription) and non-technical skills (decision-making, planning, time management). | BIS 103  BIS 215  BIS 220  BIS 251  BIS 252  BIS 270 |  | * Simulations, * Performance appraisals |
| **3)** Demonstrate proficiency with computer technology at a level compatible with business/industry requirements. | BIS 103  BIS 215  BIS 220  BIS 270 |  | * Simulations, * Performance * appraisals |
| **4)** Apply quantitative skills appropriate to business information occupations. | BIS 215 |  | * Simulations |
| **5)** Use specialized terminology effectively. | BIS 116  BIS 251  BIS 252 |  | * Simulations |
| **6)** Demonstrate good human relations skills on the job in various settings such as one-to-one, team, and groups. | BIS 270 |  | * Performance appraisals |
| **7)** Express himself/herself clearly and logically in both written and spoken forms. | BIS 116  BIS 215  BIS 220  BIS 270 |  | * Simulations, * Performance appraisals |
| **8)** Manage the computerized flow of information, media, and documents throughout the life cycle: input, processing, output, distribution, use, storage, retrieval, and disposition. | BIS 114  BIS 215  BIS 270 |  | * Simulations, * Performance appraisals |
| **9)** An ability to think rationally, systematically, and logically and to solve problems through proper means of analysis/synthesis. | BIS 215  BIS 270 |  | * Simulations, * Performance appraisals |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Based on course success rates for BIS 215, Practicum, BIS 220, Computer Applications for Medical Office, BIS 251, Transcription I, BIS 252, Transcription II, and BIS 270, Internship, students are performing Business Information Systems’ program outcomes at 95%, 96%, 81%, 97%, and 98% respectively, which are acceptable for the program outcomes.

However, the success rate for BIS 201, Customer Service, has declined from 80% in 2005-2006 AY to 68% in 2009-2010 AY. This needs to be analyzed. BIS 201 is taken by high school students and students in other departments. BIS 202, Advanced Customer Service, which is only used by Business Information Systems students, shows a success rate of 88% which is acceptable for program outcome #1.

BIS 103, Advanced Keyboarding and Document Formatting, has also seen a decline in student success rate from 71% in 2005-2006 AY to 65% in 2009-2010 AY. This is not an acceptable rate for program outcomes #2 and #3 above and needs to be analyzed.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

The incorporation of materials from BIS 250 into BIS 251 has improved the success rate from 73.33% in Winter 2009, the quarter we incorporated these materials, to 92.31% in Winter 2010. We have also seen an increase in the success rate for the sequel course, BIS 252, from 63.64% in Spring 2009 to 100% in Spring 2010.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

No changes have occurred.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to do to address them in the coming year.

* Continue to search for an assessment tool to measure student computer skills so students can be more accurately placed in the appropriate computer class.

Meetings were held with BIS Department chairperson, Sinclair Testing Center personnel, and others to look at various assessment tools available. Individuals tried a couple tests and came together to discuss the results. During Spring 10 and Summer 10 quarters, we used a web-based pre-test and post-test with the BIS 104 students to see if the test results showed any correlation to their final course grade or skills improvement from beginning to end of quarter. The results showed no correlations. At this point, the available tests are either cost prohibitive, too time intensive, or do not adequately assess skills.

* Develop a Facebook account to use to communicate with our BIS majors.

We attended a social media meeting for Sinclair but felt the message received from this meeting was individual departments should not create social media accounts. A central Sinclair social media account would be created and any information a department wanted to send would be sent to the group in control who would determine what should be disseminated to the public. Therefore we abandoned this project and continue to rely on our postings to our department website within Sinclair’s website and communications that our Business Advisors send for us to provide information to our current students.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

* Continue to search for an assessment tool to measure student computer skills so students can be more accurately placed in the appropriate computer class. We will know we are successful when we have less students requesting a change from one computer class to another during the first two weeks of the quarter.
* Develop a survey to deploy in our BIS 215 course that will solicit information from our soon-to-be graduates. We will know we are successful when we have the survey in the course portal and students have responded.
* Find a way to acquire the names and address of our new BIS majors each quarter and send them a welcome letter. We will know we are successful when we have the names of new majors each quarter and are able to send the welcome letter.
* Hold an informational meeting once a quarter and invite BIS majors to drop in during the session to ask questions and get updated information. We will know we are successful when we begin holding the meetings and have our majors attending to ask questions and get updated information.