**Department/Program Review Summary**

**2017-18**

**Department:** Business Administration Associate of Science

**Date of Review:** April 6, 2018

**Review Team Members and Titles:**

Dave Collins, Provost

Janeil Bernheisel, Manager of Curriculum, Transfer, and Articulation, Provost Office

Joann Bevelhymer, Wright State

Bob Coates, Professor, Art

Angie Currier, Chairperson/Professor, Biology

Jared Cutler, Assistant Provost of Accreditation and Assessment

Randall Fletcher, Advising Manager, Academic Advising and Adjunct Faculty in Marketing Instruction

Laura Hinkebein, Associate Project Director for Transfer Initiatives, Connect 4 Completion

Susan Luken, Associate Professor, Biology

Matt Massie, Manager, Student and Community Engagement & Adjunct Faculty in Marketing Instruction

Shari Rethman, Dean, Liberal Arts, Communication and Social Sciences

Cindy Schoonover, Professor, Nursing

Hanna Weldeselasse, Predictive Analytics Researcher, Research, Analytics and Reporting

**Department Members Present:**

Elizabeth Orlando, Dean, Business and Public Services

Jackie Myers, Assistant Dean of Business and Public Services and Professor, Accounting

**Commendations:**

* This Business Administration transfer program provides a much-needed pathway for Sinclair graduates to transfer into Business programs at four-year institutions. Between FY 2011-12 and FY 2016-17 there were over 500 graduates from this program, positioning them to further their educational aspirations in university programs. Great care has been taken to ensure that students in the program are not left with excess credits. The transferability of this program – both in Ohio and outside of the state – is truly commendable.
* The transfer data that was provided in the self-study was outstanding – there was excellent data regarding the number of graduates who transfer to four-year institutions and which institutions they are transferring to.
* There are an impressive number of articulation agreements for this program, which are crucial for helping graduates transition seamlessly into programs at four-year institutions.
* The self-study indicated a recognition that this program relies heavily on numerous courses across the institution. The self-study did a nice job of giving due credit to the courses and departments that support this program.
* Being overseen by a Divisional Assessment Coordinator, who also oversees ABCSP accreditation, is a great benefit to this program. It was evident to the Review Team that the self-study had been written by someone who had experience working with and interpreting data.
* During the meeting with the Review Team, the Assistant Dean who oversees this program was very open to feedback, and had a willingness to listen to the input of the Review Team. It was clear that their suggestions were taken seriously, and the Review Team appreciated the subsequent discussion that was possible as a result.
* In the self-study, the increase in completions over the last several years was attributed to efforts by Business and Public Services department personnel and Academic Advisors to ensure that students are in the appropriate program of study. In the past, there has been some confusion in the minds of students between the Business Administration transfer program and occupational programs such as General Business Management, and efforts have been made to better educate students in the differences between these programs. It appears that these efforts are paying off in terms of an increased number of students who actually want the transfer degree being able to complete it by being advised into the appropriate program of study.
* Academic advising is involved in the oversight of this program, and has a strong relationship with the Assistant Dean who oversees this program. This relationship plays an important role in helping Advisors guide students to transfer without excess credits. It is also instrumental in the efforts to ensure that every student in this program has a MAP, and is in the degree program appropriate to their educational goals. An Academic Advisor is included in all Leadership Team meetings in the division, and this helps to maintain the strong connections between this program and Academic Advising.
* The Assistant Dean and others deserve a great deal of credit for their work developing a 15 month version of this program, which has the potential to help students reach their educational goals more quickly.

**Recommendations:**

* Should this program be housed in a department? The Dean and Assistant Dean, in consultation with appropriate faculty in the division, should explore whether this program might be structurally better served under a department chairperson.
* What can we learn about graduates who complete the degree without transferring to a four-year university? Is there systematic outreach that could be done that might provide information on outcomes for non-transferring graduates? Could ODJFS data provide any information in this regard in consultation with RAR?
* In light of Program Review meetings that have already been held for the Liberal Arts – Associate of Arts, Liberal Arts – Associate of Science, and Engineering University Transfer degrees, clearly these programs face similar challenges and issues. It is recommended that the Dean and Assistant Dean from Business and Public Services lead a series of meetings with the Deans and Assistants Deans from Liberal Arts, Communication, and Social Sciences, and Science, Mathematics, and Engineering to discuss issues including, but not limited to, the following:
	+ An overall strategy encompassing all of these degrees
	+ Whether these transfer degrees should be housed in departments or just in the division
	+ Building a shared sense of identity and community in these transfer programs
	+ Approaches for developing articulation agreements
	+ Shared marketing opportunities
	+ Development of Advisory Committees (along with questions of internal/external membership)
	+ A common gathering place on campus for students in these programs
	+ Other common challenges

At present, there is little coordination between these transfer programs. The end product of these meetings should be a strategy document that explicitly describes common approaches for these programs and addresses the issues listed above.

* The team recommends development of an Advisory Committee for this program, consisting largely of representatives from the departments that support this program, and representatives from four-year transfer institutions and other external stakeholder groups if possible.
* What opportunities exist for capturing reverse transfer in this program? The Associate Project Director for Transfer Initiatives should be consulted to develop an approach to attempt to capture reverse transfer completions.
* The curriculum of this program should be analyzed in terms of student success. Which courses are fewer students completing successfully? Are there course combinations students take that lead to greater or lower rates of success in the program? Are there curricular adjustments that could be made that might increase student success in the program?
* Steps should be taken to develop a sense of community and identity among students in this program. Could a common meeting/lounge/study area be identified as part of backfill? What about an eLearn Community? What other steps might build a sense of cohesion in the program?
* How can we formalize a review early in the program to ensure that students are in the program appropriate to their goals? Excellent work has been done recently educating students about this – what needs to be done to ensure that this effort continues?

**Overall Assessment of Department’s Progress and Goals:**

An excellent list of goals for the next five years was developed in the self-study. The self-study was very forward-thinking in terms of generating goals that would allow continuous improvement, and many of the recommendations from the Review Team mirror suggestions made within the self-study.

This is a crucial degree program for many Sinclair students, one that creates a bridge that extends to the baccalaureate degree and beyond for many students interested in Business. The division’s attention to this degree has been essential in maintaining the smooth transition to baccalaureate programs that graduates of this program currently enjoy. While a number of recommendations have been made in this document, the most important priority is to ensure that this transfer program continues to provide a viable pathway to the next level of education.

The Assistant Dean who oversees this program deserves a great deal of credit for keeping the program running smoothly, particularly in light of the challenges of overseeing a program that has no faculty or courses under direct control. The Dean and various departments that support this program also deserve credit for their role in providing the valuable pathway to a baccalaureate program that this program offers.

**Institutional or Resource Barriers to the Department’s Ability to accomplish its Goals, if any:**

* One challenge faced by this and other transfer programs at Sinclair is the development of a sense of community and identity among students in these programs. Would common lounge/study/meeting spaces for students in these programs be a feasible strategy for fostering this sense of community?
* Like the other transfer programs, this one is overseen at the division rather than the department level. Is this appropriate? Should all similar programs consider being housed within a department? What other common issues do these programs face, and how can we develop more consistent approaches to addressing them? Since currently these programs are not housed in a department, how do students know who to talk to when they have concerns or problems? For example, there is no “Business Administration” department, and it may not be apparent to students which is the appropriate office at Sinclair to voice concerns.
* Much has been done to counter the confusion between the transfer degree and the occupational degrees – how can we make the differences more apparent on the Sinclair website?
* Reverse transfer is going to be a greater emphasis at Ohio institutions in the years to come – how can we as an institution make getting reverse transfer completions a more efficient process?
* Ensuring students are in the appropriate degree program is not just a concern for the Business Administration transfer degree – how can we do a better job campus-wide making clear which programs are designed for transfer and which are designed to lead straight into occupations? Again, does the website distinguish between these programs to an appropriate extent?