SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

> *Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.*

Program Title Business Computer Systems and Management   **Date Submitted** 4/16/2016

Key Findings: We offer multiple modes of instructional delivery which enables students to achieve their educational and career goals. This offers students the flexibility to complete their programs of study through traditional face-to-face, hybrid or fully online format, with some of our certificates offered fully online. The department retention rates are lower (72%) than the college-wide results (85%). Our success rates for all types of classes is 73% which is higher than overall college wide success rates of 71%. Based on last year's self-study findings, the department developed a practice of monitoring and encouraging early student engagement during the first few week of course, which resulted in increased student success rates. The department will continue to work on strategies that increase our retention and success rates for the coming school year. Determine the direction of the dept.

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Alma Cervantes, faculty; Sita Motipara, Coordinator & faculty; Barbara Corzonkoff, faculty; Janice Weeks, faculty; Teresita Del Castillo-Brown, Instructional Aid

2. Contact Person (include e-mail and telephone):   motipara@smccd.edu x4356,

3. Program Information

A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

1 Administrator; 1 full-time faculty; 3 Adjunct, 1 FT classified; 2 Permanent PT lab assistants,
0 volunteers, 3 student workers

FT Faculty:	1	**PT/OL Faculty (FTE):**	3
FT Classified:	1	**PT Classified (FTE):**	
Volunteers:		**Student Workers:**	1

B. Program mission and goals
   State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)

The Business Computer Systems & Management program echoes the college's Mission-Vision-Values and goals by providing students with open access; transfer opportunities and workforce development through degrees and certificates; and introducing emerging areas of study. This helps to fulfill Skyline College's mission "Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment". This also helps to fulfill the College's Vision statements of student success and academic success.

The main goals of the program are to (a) Provide excellent instruction by highly qualified faculty to prepare students for transfer, success in business careers, and personal growth; (b) Encourage faculty research, collaboration, faculty-student interaction, and professional activities that enhance faculty skills and student learning; (c) continue to try to build strong partnerships with industry and the community by strengthening outreach programs; (d) provide support to enhance distance learning opportunities for staff and students by implementing latest learning tools and technology; (e) provide new areas of study and certificates that align with "California's Doing What Matters initiative" along with the CTE focus, (f) identify best practices and continuous improvement through membership in the international business program accreditation body ACBSP.

4. Program/Service Area Student Learning Outcomes and Program Data
   A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1st). (200 word limit is recommended.) Tool: https://sanmateo.tracdat.com/tracdat/

The BCM program has been going through major modifications of certificates/degrees and courses since Fall 2014.

Course SLOs were assessed in 2013-2014 based on the 3-year assessment cycle. Courses in the 2014-15 three-year course assessment schedule for BCM were not offered or have been deleted. Trac Dat report for 2013-14 attached.

Spring 2015: Classes in the assessment cycle were cancelled.

Based on the new course offerings, we will be updating our three year assessment cycle and assessing all slos for each course beginning in Fall 2016.

B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)
Tool: http://www.skylinecollege.edu/prie/programdata.php

The BCM. Productivity Report indicates the load from 2010/11 to 2011/12 decreased from 607 to 550. In 2012/13 the load dropped to 402 and in 2013/14 to 370. It increased to 391 in 2014/15. Some of the possible reasons for the drop in load are: our multimedia classes (Photoshop, Dreamwever and In-design) were deleted and offered in the Digital Media Department, some of our classes are offered now on once a year basis, we are in the process of updating our current offerings of certificates which has resulted in not offering some of the BCM classes temporarily, some of our classes are offered in two parts which sometimes results in low enrollment for the second part. The department will continue to track courses that are divided in two parts and start later in the semester for enrollment pattern. We will continue to merge our one and two units classes to three unit courses to help with enrollment issues and help with enrollment management. We are deciding the direction of the BCM. Department. The Dean works with course substitutions for students to help them obtain their Multimedia Technology Degree and Certificate since the department is not offering the program.

The Productivity Report (2010/11 to 2014/15) indicates the head count decreased in 2011/12 from 1295 to 1135 and further decreased to 1071, to 820 to 677 in 2014/15. Students with FTES of 188.75 in 2010-11 decreasing to 105.11 in 2012-13 and continue decreasing to 80.07 to 54.27 in 2014/15. The department will monitor these decreases. The BCM. Student population is ethically and culturally diverse, with an average (2010/11 to 2014/15) of 19% Asian, 24% White-Non-Hispanic, 18% Hispanic, 15% Filipino, and 6% African Americans. There are more females in the program with a 5-year average of 62% and 37% males with 2% unreported. The percentages haven't fluctuated over the five year period.

The BCM Department retention rate has averaged 83% for the years 2010-2015 where college wide rate averaged 85%. The BCM department success rate averaged 62% for the years from 2010-2015 where college wide rates averaged 70%. The department will utilize the following strategies to improve success and retention rates.

1. Early Warning Notices-Encourage faculty to send students who are not successfully fulfilling course requirements a notice.

2. Faculty will attend CTTL workshops/seminars to learn new pedagogical approaches to teaching and learning and attend the online Canvas training. Faculty are committed to increasing success rates to 75%, and fulfilling the Skyline College Promise.

3. The Writing Laboratory/Learning Center support services. Recommend students attend to support basic reading, writing and math skills.

4. We will reconsider modifying our low-unit course offerings to three units to increase course attractiveness and transferability.

5. Work with the Advisory Committee and DSN, Alex Kramer to determine the relevancy of the current certificates/ and degrees in the department.

C. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.)
(200 word limit is recommended.)

The department looked at the projected employment occupations in the San Francisco, San Mateo, and Redwood City Metro area with four areas related to Business Computer Systems & Management in the top eight listed in the table below:

2010-2020 Largest Projected Employment Occupations in San Francisco, San Mateo, and Redwood City Metro area

Area of Occupation	Projected Employment	Growth Rate
Office & Administrative Support	169,150	1.0%
Sales & Related Occupations	121,260	1.6%
Food Preparation and Serving	113,510	2.1%
Business & Financial Operations	105,200	2.1%
Management	100,670	1.4%
Computer and Mathematical	71,940	3.4%
Computer Specialist	69,650	3.4%
Business Operations Specialist	64,630	2.5%

Analysis:
- The combined projected employment for 2010-2020 in the business sector is 303,430. This supports the viability of office support programs. The new Business Information Worker Certificate has been approved which is targeted for general office support jobs.
o There are three areas of occupations of projected employment in the Business Computer Systems & Management career area that have a high growth rate in San Francisco, San Mateo, and Redwood City Metro area. These areas of occupation support our program and they are: Office & Administrative Support, Computer Specialist, and Business Operations Specialist.

5. Curricular Offerings

A. Program Curriculum and Courses. If your program does not offer curriculum, please state "N/A". Tools: CurricUNET http://www.curricunet.com/smcccd; https://sanmateo.tracdat.com/tracdat/

> Respond to the following:
>
> - What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
>
> - Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.
>
> - Note that you've done the following for new courses on TracDat:
>
>   - Uploaded SLOs?
>
>   - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?
>
>   - Uploaded assessment method(s) (need not be specific)?

BCM. 106 - Microsoft Outlook for Fall 2016
The faculty will upload the SLOs, map the course-level SLOS to PSLOs and ISLOs and upload assessment methods in Fall 2016. We will add the new course to the three-year revised calendar of assessment.

B. Identify Patterns of Curriculum Offerings

> Respond to the following:
>
> - Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.
>
> - Describe the ideal curriculum cycle.
>
> - Discuss any issues.

The department has designed the course offerings and sequencing of courses for certificates, degree, to ensure timely completion within the 2-year curriculum cycle. The BCM courses meet the standards and criteria for courses as prescribed in Title 5 regulations as applied to community colleges and which mandates requirements for curriculum-related issues, including transferability, appropriate number of units, and expected outcomes to include, but not limited to, critical thinking and cultural diversity. BCM. courses are offered in traditional, hybrid and online formats allowing flexibility in our instructional delivery increasing access to students. Most courses a r e offered in both the fall and spring with some courses offered in the summer. Students are able to complete their courses of study within the 2-year curriculum cycle.

We offer course offerings, certificates and a degree in the areas of Office Management, Office Assistance and the new Business Information Worker. Certificate. Employment opportunities are good for skilled, capable, and dependable business professionals. Employers are looking for business professionals with excellent communication skills, organizational skills, human relations skills and enthusiasm for the job and organization. Graduates can explore opportunities that match their interests and education in a variety of

businesses.

An ideal curriculum cycle is currently in place. The dept. is having an Advisory Committee Meeting in May to advise the department on: review of program's sequence and scheduling of courses and delivery options; review and suggestions on content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career pathway. Verification of moving the BCM. dept. to Business.

6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

The BCM program has continued evaluating their AS degree programs and certificates/courses to meet current industry needs, updated skill sets, and emerging occupations. The Industry needs have changed dramatically where more than basic computer skills are now required in today's employment market. The BCM. Department is researching and updating the course offerings which include new tools and technology used in today's offices. We are working with the Deputy Sector Navigator with program restructuring. Through the ongoing process, faculty and staff strive to maintain the goals and mission of the Division, College and District. This self-study process provides an opportunity for reflection, involvement, collaboration, and helps us recognize the need for continuous improvement to our program.

7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections. Note: resource requests should be connected to action plans

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Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

Based on SLO analysis, the BCM. Program is meeting its Program Student Learning Outcomes. Our program's Action Plan includes the following:

1. Develop BIW (Business Information Worker's certificate program (three levels) as adopted by "The Information and Communication Technologies and Digital Media" Doing What Matters Sector Navigator Team. First level has been developed and has been approved by the Curriculum Committee. Second and third levels will be developed. **BIW Cert Attached**
2. Continue modifying one to two unit courses to three units courses for content coverage which will enhance student learning and student success.
3. Discuss opportunities and needs with Division Dean regarding offering of courses in BCM.
4. Review curriculum needs including assessment of SLOs, PSLOs and ISLOs to meet accreditation standards with faculty. Plan for and coordinate data collection and other ongoing requirements of

the SLOAC cycle.

5. Review BCM. PSLOs to ensure proper fit for the programs.

6. Review the overall Curriculum of the BCM program to facilitate transfer CTE program requirements. Ongoing evaluation of existing certificates, degrees and courses which will meet labor market trends and demands. Increase online certificates so students can complete their program of study fully online.

7. Continue working with CTTL in enhancing and improving online course delivery by participating in Wwrkshops and training in new pedagogical techniques for teaching 21st learners.

Questions that will serve as a focus of future inquiry:

1. Was the BCM curriculum reviewed and modifications made to meet the demands of the labor market?

2. Did the department increase the number of certificates that can be completed fully online?

3. Was BCM faculty effective in pedagogy-related ideas and methodologies as evidenced by achievement of course SLOs, and higher student success?

4. Were the PSLOs updated to ensure a proper fit for the program?

5. Were the 1 and 2 unit courses modified to 3 units?

6. Were enhancements made to online course delivery, new technologies added and faculty online training conducted?

8. Resource Identification

A. Professional Development needs

Professional development activities that BCM faculty may participate in include:

1. Attend CTE conferences held annually to become better informed with CTE trends.

2. ACBSP Conference providing professional development and leadership opportunities for faculty in development of outcome assessments processes linking goals, activities, and outcomes and for faculty to keep their programs current through curriculum development.

3. League for Innovation Conference dedicated to improving organizational teaching and learning, and discovering new approaches for enhancing the community college experience.

4. NBEA Conference with educational sessions that meet the varied and common goals of business educators, including technology workshops to expand specific skills and introduce additional technology, and general sessions where prominent technology and business speakers are featured.

5. Skyline Center for Transformative Teaching and Learning Workshops and Activities.

6. Online Webinars offered by a variety of educational organizations and publishers.

7. BCM faculty require ongoing training in new software applications and upgrades, online delivery training, and technologies to keep skills updated.

8. Participate in training for new Learning Management System changing from WebAccess to Canvas.

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

1. Basic Skill information about students would help faculty identify the support and resources they need to be successful in the classes.
2. Transfer data to four year colleges and universities by BCM students.
3. Job placement data would be helpful in developing curriculum and programs of study.

APPENDIX A

--Faculty and Staff hiring, Instructional Equipment and Facilities Requests
--Business Information Certificate
--BCM Trac-Dat Report 2013-14

Annual Program Planning Resource Needs

Program BCM   **Date**   April 15, 2016

	Needs	How does this request align with your assessment of student outcomes	How does this request align with your action plan	Estimated cost for facilities and equipment
Personnel	1. Maintain current FT faculty ratios. 2. 3.	Full time faculty will provide continuity and leadership in the department. It will provide accurate monitoring of student outcomes.	Yes, it fully aligns with the request.	No additional cost
Equipment	1. Clickers to be used in the BCM/BUS Classrooms 2. PowerPoint Remote 3 4.	Clicker technology provides for quick and immediate feedback from students adding to strategy of improving student's success rate. PowerPoint remote allows an Instructor freedom to move around the classroom.	Yes, it fully aligns with request	$1,800 $60
Facilities	1. Turn the portion of the middle room into a Business Hub 2. 3. 4.	Business student meeting room.	Yes, it fully aligns with request	$20,000

Skyline College
Business Information Worker
Certificate of Achievement

The Business Information Worker (BIW) Certificate of Achievement prepares students for entry-level office and administrative support positions in a variety of office environments. This certificate is a job readiness certificate for office workers, and was developed with local employers. Essential components of the Business Information Worker curriculum include a solid foundation in Microsoft Windows, Outlook and MS Office software, as well as strong digital and web literacy skills. Graduates of the Business Information Worker program bring essential crtical thinking, problem solving, and interpersonal skills to the workplace.

Career Opportunities:

After successful completion of the Business Information Worker Certificate of Achievement employment includes: General Office Clerk, Administrative Assistants, Customer Service Representatives, and Receptionists and Information Clerks.

Program Learning Outcomes:

Upon Completion of Certificate requirements, students will be able to:

- Apply critical thinking and analytical skills in decision making and problem solving.
- Identify the basics of information technology and apply software applications to enhance efficiency of business functions.
- Create effective oral and written business communications utilizing modern communication technologies.

			Units
Required Core Courses			**Units**
BCM.	100	Beginning Computer Keyboarding	1.5
BCM.	104	Introduction to Computers with Windows I	1.5
BCM.	106	Microsoft Outlook	1
BCM.	214	Word Processing I: Word	1
		or	
BCM.	215	Word Processing II: Word	2
BCM.	225	Spreadsheets I: Excel	1
		or	
BCM.	226	Spreadsheets II: Excel	2
BUS.	103	Introduction to Business Information Systems	3
BUS.	101	Human Relations at Work	3
BUS.	401	Business Communications	3

Total Units	15 - 17

Department Assessment Coordinator: Christine Roumbanis

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
SKY BCM 100 - Beginning Computer Keyboarding - Beginning Keyboarding - (Pending CC approval) The student will be able to keyboard for 3 minutes with 25 net words per minute with 3 or less errors without looking at their hands or the keyboard. **Assessment Cycles:** 2014-2015 **Start Date:** 10/23/2014 **Course Outcome Status:** Active	**Assessment Method:** Completion of 11 lessons and a capstone 3 minute timed writing. **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** Achieve 25 net words per minute with the 11 required lessons and then on a timed writing achieve 25 wpm for 3 minutes with 3 or less errors. **Assessment Method:** 3 minute timed writing **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** Completion of the 3 minute timed exit timing with 25 mwpm and 3 or less errors		
SKY BCM 101 - Cmputr Keyboarding Skill Build - Advanced Keyboarding - (Pending CC approval)The student will be able to keyboard 10 words per minute beyond the speed they had when they began the class. Improve keyboarding skills focusing on concentration and technique to attain a minimum of 35 nwpm or an increase in speed and accuracy of at least 10 nwpm with no more than 5 errors on a 5-minute timed writing. **Assessment Cycles:** 2014-2015 **Start Date:** 10/23/2014 **Course Outcome Status:** Active			
SKY BCM 222 - Bus Presentations I-PowerPoint - Well Designed Presentation - Build well-designed PowerPoint presentations for a range of professional client scenarios.	**Assessment Method:** Major homework assignment. **Assessment Method Category:** Other **Success Criterion:** 80% of students will score greater than 80% on	03/22/2014 - Criterion Met-- Over 90% of students scored 90% or higher on the major homework assignment. **Result Type:** Criterion met	

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Assessment Cycles: 2013-2014 **Start Date:** 01/13/2014 **End Date:** 02/24/2014 **Course Outcome Status:** Active	the homework assignment. **Related Documents:** 222 sp14 assessment instrument.pdf	**Reporting Cycle:** 2013 - 2014 **Resources Needed to Implement Action Plan:** No resources needed.	
SKY BCM 225 - Spreadsheets I - Analyze - Analyze data and enhance document design and presentation by applying appropriate visual displays (charts) to a spreadsheet. **Assessment Cycles:** 2013-2014 **Start Date:** 09/01/2009 **End Date:** 11/16/2011 **Course Outcome Status:** Active	**Assessment Method:** Apply a 3-point Analytic Rubric to the Case Study Assignment **Assessment Method Category:** Other **Success Criterion:** 70% will score 10 points or higher on the End of Chapter Assignment. The total score for the rubric is 12 pts. **Related Documents:** Fall 10 3-pt analytic rubric results.xls 3 pt rubric Project 2.pdf		
	Assessment Method: Survey - Questions 5-10 were evaluated. **Assessment Method Category:** Survey **Success Criterion:** 70% of students will strongly agree with the five questions on the survey. **Related Documents:** CAOT 225 survey analysis.doc caot 225 sloac survey results 2011-12.doc	08/16/2010 - Criterion Met-- 8/16/2010 The criteria benchmark was met for five out of six of the questions sureyed. Based on student's responses regarding whether or not they feel prepared to move onto the next course, only 60% felt strongly capable. This gives the dept. insight into the pedagogy of the class. After discussion with faculty, we feel that more time should be spent on applied projects of spreadsheets to enhance critical thinking and application of concepts. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012 **Resources Needed to Implement Action Plan:** No resources are needed. **Related Documents:** Fall 10 CAOT 225 survey analysis.doc 2009f-CAOT_Assessment Survey_traditional_oct09.doc caot 225 sloac survey results 2011-12.doc	11/16/2011 - The course outline was changed to include more hands-on assignments so students get more practice and utilize critical thinking in solving Excel problems. **Action Plan Category:** Revise course syllabus or outline **Follow-Up:** 11/16/2011 - Administered the survey to 10 students in the CAOT 225 MWF course. The Criteria established for the survey was that 70% of students will strongly agree with the six questions on the survey. This survey was conducted to a random group of students in the CAOT 225 course. Out of the six questions evaluated, 10/10 students strongly agree that their skills have increased after taking the course. 7/10 students strongly agree that they are better able to apply formulas. 8/10 students strongly agree that they can create professional spreadsheets. 8/10 students strongly agree that they are able to create visual representations (charts). 9/10 students strongly agree that the course helped them achieve their

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Follow-Up: goals. 7/10 students strongly agree that they feel prepared to move onto the next course. 10/10 students would recommend this class to a friend. 8/10 students responded that they are taking the class to acquire job skills and 7/10 wants to earn a vocational certificate. The criteria benchmark was met for all of the questions surveyed. Based on student?s responses regarding whether or not they feel prepared to move onto the next course, 70% felt strongly capable. 8/10 students strongly agree that they can create professional spreadsheets and 7/10 are able to apply formulas. 8/10 students strongly agree that they are able to create charts. The benchmark that 70% will strongly agree with Questions 5-10 of the 13 question survey was met. It appears that by adding more hands on assignments where students practiced applying formulas and creating spreadsheets enhanced critical thinking and application of concepts. 11/16/2011 - Include more projects and homework assignments that include critical thinking. Change the percentage of homework and projects on the syllabus. Less emphasize on quizzes and tests. **Action Plan Category:** Conduct Further Assessment **Follow-Up:** 11/16/2011 - Administered the survey to CAOT 225 MWF course to 20 students. The Criteria established for the survey was that 70% of students will strongly agree with the six questions on the survey. This survey was conducted to a random group of students in the CAOT 225 course. Out of the six questions evaluated, 10/10 students strongly agree that their skills have increased after

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Follow-Up: taking the course. 7/10 students strongly agree that they are better able to apply formulas. 8/10 students strongly agree that they can create professional spreadsheets. 8/10 students strongly agree that they are able to create visual representations (charts). 9/10 students strongly agree that the course helped them achieve their goals. 7/10 students strongly agree that they feel prepared to move onto the next course. 10/10 students would recommend this class to a friend. 8/10 students responded that they are taking the class to acquire job skills and 7/10 wants to earn a vocational certificate. The criteria benchmark was met for all of the questions surveyed. Based on student?s responses regarding whether or not they feel prepared to move onto the next course, 70% felt strongly capable. 8/10 students strongly agree that they can create professional spreadsheets and 7/10 are able to apply formulas. 8/10 students strongly agree that they are able to create charts. The benchmark that 70% will strongly agree with Questions 5-10 of the 13 question survey was met. It appears that by adding more hands on assignments where students practiced applying formulas and creating spreadsheets enhanced critical thinking and application of concepts.
	Assessment Method: Midterm test - The exam consisted of 34 true or false and multiple choice questions. **Assessment Method Category:** Exam **Success Criterion:** 70% or higher on the 34 true or false and multiple choice questions. **Related Documents:** CAOT 225 test analysis.doc		

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Assessment Method: Hands-On Quiz - 43 points **Assessment Method Category:** Exam **Success Criterion:** 80% of students will score 35 points or higher on the hands-on quiz which includes analyzing data and creating an appropriate chart. **Related Documents:** bcm 225as quiz 2 hands-on instructions.doc quiz 2 hands-on rubric.pdf	10/19/2013 - Criterion Not Met-- 10/19/2013 The criteria benchmark was not met, 76% of students scored 35 points or higher on the hands-on quiz. This data provides the department insight into the pedagogy of the class. After discussion with faculty, we feel that more time should be allocated in class instruction in analyzing data and creating appropriate visual representations (charts). We will increase the amount of applied projects including creation of charts to enhance critical thinking and application of concepts. **Result Type:** Criterion not met **Reporting Cycle:** 2013 - 2014 **Resources Needed to Implement Action Plan:** No resources are needed. **Related Documents:** bcm 225_ch 2 Hands-On grade results.xlsx	03/19/2014 - Include more class time for students in analyzing data and creating appropriate visual representations (charts). Re-administer the Hands-On Quiz to two BCM. 225 courses in Spring 2014. Compare the results. **Follow-Up:** 09/26/2014 - Administer the Hands-On Quiz again and compare results.
SKY BCM 226 - Spreadsheets II: Excel - Analyze build workbooks - Analyze data, build and enhance workbooks using intermediate functions, formulas, and charts to evaluate data. **Assessment Cycles:** 2013-2014 **Start Date:** 09/01/2013 **End Date:** 12/13/2013 **Course Outcome Status:** Active	**Assessment Method:** Survey, Questions 5-10 **Assessment Method Category:** Survey **Success Criterion:** The Criteria established for the survey was that 80% of students will strongly agree with the six questions on the survey. **Related Documents:** BCM_Assessment Survey_traditional_fall 2013.pdf	01/20/2014 - The criteria benchmark was not met for all of the questions surveyed. Based on student's responses regarding the questions, whether or not they can interpret data and create charts and how prepared they feel using the intermediate features of Excel for their current job or in a new job, only 60% of students felt strongly capable. The other criteria benchmarks were met with 88% or greater. The benchmark that 80% of students will strongly agree with Questions 5-10 of the 13 question survey was not met as the overall total for the five questions was 79%. It appears from the results that by adding more hands on critical thinking assignments where students apply their skills will enhance their confidence with intermediate features. **Result Type:** Criterion not met **Reporting Cycle:** 2013 - 2014 **Resources Needed to Implement Action Plan:** No resources are needed to implement the action plan. **Related Documents:** BCM 226 survey analysis.pdf BCM 226 survey results.pdf	01/30/2015 - Add more hands on critical thinking assignments where students apply their skills to enhance confidence with the intermediate features of Excel. The survey will be administered to two courses in Fall 2015: one online and one traditonal course. **Action Plan Category:** Conduct Further Assessment **Follow-Up:** 03/16/2014 - The faculty will follow-up with more assessments and results documented.
SKY BCM 416 - Adobe InDesign Essentials - Professional Layouts - Create professional-looking layouts for magazine articles, newsletters, flyers, and brochures.	**Assessment Method:** 1.1 Major Assignment: Greeting Card/Ad Design Project Assessment method: 3 point Analytic Rubric Criteria: 70% will score 70% or higher 1.2 Major Assignment: Midterm Project:	12/15/2012 - Criterion Met--2.1 The criterion of 70% of students scoring 70% was met and exceeded. 2.2 The criterion of 70% of students scoring 70% or higher was exceeded. 2.3 The criterion of 70% of students scoring 70% or	

Course Outcomes 1 and ctu.unitid = 856	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Assessment Cycles: 2013-2014 **Start Date:** 08/23/2013 **End Date:** 12/18/2013 **Course Outcome Status:** Active	Pacifica Life Magazine Assessment method: 10 point weighted Rubric Criteria: 70% will score 70% or higher 1.3 Major Assignment: Culminating Final Project Assessment method: 10-point Norm & Weighted Rubric Criteria: 70% will score 70% or higher **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** 2.1 Major Assignment: Greeting Card/Ad Design Project: 80% scored 70% or higher 2.2 Major Assignment: Midterm Project: Pacifica Life Magazine 80% scored 70% or higher 2.3 Major Assignment: Culminating Final Project: Brochure: 80% scored 70% or higher **Related Documents:** BCM 416 Course Documents Fall 2012	higher was met and exceeded. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013 **Related Documents:** BCM 416 Course Documents Fall 2012	
	Assessment Method: Skills Based Final project with 10 point analytic rubric. **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** 70% of students will score 70% or higher on the final project. **Related Documents:** InDesign Final Project fall2013.pdf	12/18/2013 - The Criterion was met. 88% of students scored 70% or higher on the final project. **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 **Resources Needed to Implement Action Plan:** No resources needed	03/23/2014 - Update the final project exam with modifications for theme and criteria. **Action Plan Category:** Other