CURRICULUM REVIEW SELF-STUDY

FOR

BUSINESS INFORMATION SYSTEMS

FALL 2007

PERFORMED BY

MYRTICE SHELTON-BEATTY

CATALOG COURSE

DESCRIPTIONS

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

		Revision needed	No Revision necessary
Course Number	BIS 1000		✓
Course Number	BIS 1010		✓
Course Number	BIS 1050		✓
Course Number	BIS 1070	✓	
Course Number	BIS 1090	✓	
Course Number	BIS 1300	✓	
Course Number	BIS 1450		✓
Course Number	BIS 1700	✓	
Course Number	BIS 2000	✓	
Course Number	BIS 2433		✓

The analysis of the catalog course descriptions revealed the following:
- BIS 1070's course description should be changed to reflect a singular software package being taught.
- BIS 1090's course description should be changed to reflect that a broad overview of many areas of the law will also be covered.
- BIS 1300's course description should be changed to reflect that "teamwork" is not incorporated into the course.
- BIS 1700's course description should add a teamwork collaboration component, along with a statement that attendance at a professional meeting will be required.
- In BIS 2000's course description the statement, "Knowledge of other Microsoft programs" should be changed to include "knowledge of other graphics programs."

BUSINESS INFORMATION SYSTEMS

ssociate in Applied Science (BIS.AAS)

The Business Information Systems curriculum is designed to provide students with an educational background for employment in the administrative/management support area and to aid individuals currently employed to obtain skills needed to attain a higher level in business.

Graduates of the program will be prepared for such employment opportunities as administrative professional, office coordinator, word processor, data entry, medical secretary, legal secretary or executive assistant.

Many student outcomes may be achieved through this curriculum including those outlined below.

- Specialized employment opportunities
- Various certificates of completion and competencies
- Opportunities to prepare for and take the entry-level examination and become a certified administrative professional
- Specialized education and training using computer hardware and software
- Development of effective personal and interpersonal skills
- Education in a capstone specialized area
- Attainment of an associate degree

Prior to beginning the Major Requirements listed below students should be computer literate, have the skills to key text at a minimum rate of 35 words per minute, and have knowledge of the proper formats for a variety of business documents. These necessary skills can be obtained from your life experiences or by taking the following courses:

Prerequisites for Entry		Credits
BIS 1000	Keyboarding	2
BIS 1010	Keyboarding Skill Building	2
CIS 1000	Computer Literacy	1

Major Requirements		
BIS 1050*	Formatting	2
BIS 1070*/**	Word Processing	3
BIS 1300*/**	Document Processing and Production	4
BIS 1450*	Transcription Technology	4
BIS 1700*	Applied Business Systems Procedures	4
BIS 2000	Desktop Publishing	3
CIS 1050*/**	Personal Computer Productivity Tools (MS-Office)	4
CIS 1060*	Personal Computer Spreadsheet Concepts	3

Required Supportive Courses		Credits
ACC 1500	Fundamental Accounting	3
or		
ACC 2510	Principles of Accounting I	4
BUS 1100	Introduction to Business	4
BUS 2030	Business Law I	3
BUS 2530	Principles of Management	3
ENG 1350●	Business Communications	3
PSY 2630●	Human Relations and Organizational Behavior	3
SPE 1290●	Interpersonal Communications	3
or		

ᴸ<u>SPE 1610</u>●   Fundamentals of Speech   3

Required Electives
Students must also select a minimum of 6 credits from the following courses:

CC 2520	Principles of Accounting II	4
IS 1090	Introduction to the Legal Office Environment	2
BIS 2433	Internship	3
BUS 1310	Principles of Supervision	3
BUS 2040	Business Law II	3
BUS 2700	Business and Labor Relations	3
BUS 2800	Human Resource Management	3
CIS 1070	Personal Computer Presentation Concepts	3
CIS 1080	Personal Computer Database Concepts	3
CIS 1500	Introduction to Software Engineering	4
CIS 1400	Introduction to Web Systems	4
CIS 2232	Fundamentals of System Support	4
MDA 1350	Medical Law and Ethics	3
MED 1103	Medical Terminology	3
PER 1300	Stress Management: Neuromuscular Relaxation	2

See Graduation Requirements for an <u>Associate in Applied Science Degree</u>.

*   **When all courses marked with an asterisk are completed, students may apply for a certificate.**
**   **When all courses marked with a double asterisk are completed, the student may apply to the discipline for a competency certificate.**
●   Course may be used to meet General Education requirements.

BIS
CURRENT COURSE DESCRIPTIONS

BIS 1000 – KEYBOARDING...2 Credits

COURSE DESCRIPTION: Students will develop basic touch keyboarding skills on the computer that will enable them to efficiently input information on a variety of keyboards. Using this equipment, students will learn the alphabetic, numeric, and symbol reaches along with the ten-key numeric keypad. Individual competencies will be assessed at the beginning of the course and individual goals will be established. This course serves not only the Business Information Systems students but students in other fields as well.

COURSE DESCRIPTION: Students will increase accuracy and speed in keyboarding skills. Individual competencies will be assessed at the beginning of the course and individual goals will be established. This course serves not only the Business Information Systems student but students in other fields as well.

COURSE DESCRIPTION: Students will type model documents through which they will master a variety of document formats.

COURSE DESCRIPTION: Student will learn to apply all aspects of word processing skills to produce acceptable copy to a variety of business documents. Proper keyboarding, formatting and text editing skills will be stressed as the student learns basics through advanced word processing functions of the most popular, current word processing software packages utilized in business and industry today. Course/lab fees.

COURSE DESCRIPTION: Introduction to the Legal Office Environment will introduce students to legal terminology, law office procedures, ethics, and confidentiality.

BIS 1300 – DOCUMENT PROCESSING AND PRODUCTION..........................**4 Credits**

PREREQUISITES: BIS 1070, CIS 1050

COURSE DESCRIPTION: Students will increase their basic skill competencies in software suite integration. The assignments will expand the skills learned in CIS 1050 and will require the application of critical thinking and decision-making skills relating to the production of a variety of business documents. Human relations skills will be emphasized in assignments involving teamwork. Course/lab fees.

COURSE DESCRIPTION: This course is designed to provide the communication skills necessary to speak, write, transcribe, and transmit information. It will focus on the changing communications technology in business while emphasizing the fundamentals of English. Students will learn and develop competencies in transcription, proofreading, and editing skills as they relate to using technology to communicate information and increase productivity. Applications are designed to present concepts of communication systems and enable students to use telecommunications software to transmit data. Course/lab fees.

PREREQUISITES: BIS 1300, ENG 1350, SPE 1290

COURSE DESCRIPTION: Students will develop competencies in administrative support functions. Emphasis is placed on decision-making activities, time management, prioritizing oral and written communications and the exercise of effective human relations. Practical applications will be completed using business applications software. Course/lab fees.

COURSE DESCRIPTION: Students will develop competencies in the application of terminology and concepts of desktop publishing software in the production and design of professional quality documents using a desktop computer. Emphasis will be placed on graphics, word processing, and page layout. Students should have prior knowledge of other Microsoft Office programs. Course/lab fees.

COURSE DESCRIPTION: The student will work with a cooperating employer a minimum of 180 hours gaining practical, on-the-job training in his/her career specialty. A seminar consisting of individual and/or group projects is required along with evaluations from the employer and faculty co-op coordinator. The student should have completed all major requirements and required supportive courses in the BIS program prior to taking this class.

SYLLABUS REVIEW

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (*CONTINUED*)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

In BIS the need for revisions includes:

A. Affirmatively including the course catalog description with prerequisites (if applicable).
B. "When Available" should be noted on all syllabi so students know when the part-time faculty member may be reached.
C. BIS need require "boilerplate" wording on general safety and a disclaimer allowing for reasonable revision to the syllabus when warranted.

My analysis is that the BIS syllabi are overall sufficient and appropriate in that they meet OCC's mandatory items, adopt most recommended items, and often incorporate appropriate elements of the optional items and beyond.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number BIS 1000	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	5	100 %
Course Goals	5	"
Grading Standards and Practices	5	"
Tentative Schedule of Assignments and Tests	5	"
Recommended Items (per Academic Senate)		
Course Name and Number	5	100 %
Instructor, Office Location, Method of Contact	5	"
Office Hours	N/A	—
Available Assistance	5	100 %
Course Catalog Description with Prerequisites	1	20 %
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	5	100 %
List of Supportive Materials (where available)	4	80 %
Evaluation/Testing System & Policies	5	100 %
Attendance Policy	5	"
Safety Instructions	O	0 %
Disclaimer Allowing for Reasonable Revisions	O	0 %
Optional Items		
Semester Meeting Times & Room	5	100 %
Teaching/Learning Strategies	O	0 %
Applicable Forms Pertinent to Course	O	"
Reference to Student Policies in OCC Catalog	O	"
Policy on Use of Computing Resources	O	"
Description of Required Computing Skills	O	"
Policy on Plagiarism	O	"
Student Bill of Responsibilities	O	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number BIS 1010	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100 %
Course Goals	4	"
Grading Standards and Practices	4	"
Tentative Schedule of Assignments and Tests	4	"
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	"
Office Hours	N/A	—
Available Assistance	4	100 %
Course Catalog Description with Prerequisites	0	0 %
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	4	100 %
List of Supportive Materials (where available)	4	100 %
Evaluation/Testing System & Policies	4	100 %
Attendance Policy	4	"
Safety Instructions	0	0 %
Disclaimer Allowing for Reasonable Revisions	0	"
Optional Items		
Semester Meeting Times & Room	4	100 %
Teaching/Learning Strategies	4	"
Applicable Forms Pertinent to Course	4	"
Reference to Student Policies in OCC Catalog	0	0 %
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW.

Coordinator: Use a separate sheet for each course.

Course Number $BIS \ 1050$	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	7	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	1	"
Available Assistance	0	0%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	0	"
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	0	"
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number $BIS\ 1070$	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100%
Course Goals	3	75%
Grading Standards and Practices	4	100%
Tentative Schedule of Assignments and Tests	4	"
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	"
Office Hours	2	100%
Available Assistance	1	25%
Course Catalog Description with Prerequisites	4	100%
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	4	100%
List of Supportive Materials (where available)	3	75%
Evaluation/Testing System & Policies	4	100%
Attendance Policy	1	50%
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	4	100%
Optional Items		
Semester Meeting Times & Room	4	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	0	"
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number *BIS 1090*	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals		
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100% — 0%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	N/A	—
Available Assistance	1	0%
Course Catalog Description with Prerequisites	1	0%
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	N/A	—
Disclaimer Allowing for Reasonable Revisions	0	0%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	0%
Policy on Plagiarism	0	""
Student Bill of Responsibilities	0	""

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number BIS 1300	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	N/A	—
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	"
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	0	0%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number BLS 1450	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	N/A	—
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	"
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	0	0%
Safety Instructions	0	"
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number BIS 1700	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100 %
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100 %
Instructor, Office Location, Method of Contact	1	"
Office Hours	N/A	—
Available Assistance	0	0 %
Course Catalog Description with Prerequisites	1	100 %
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100 %
List of Supportive Materials (where available)	0	0 %
Evaluation/Testing System & Policies	1	100 %
Attendance Policy	1	"
Safety Instructions	0	0 %
Disclaimer Allowing for Reasonable Revisions	1	100 %
Optional Items		
Semester Meeting Times & Room	1	100 %
Teaching/Learning Strategies	0	0 %
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	1	100 %
Policy on Use of Computing Resources	0	0 %
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW .

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number *BIS 2000*	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	0	0%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	0	0%
Office Hours	N/A	—
Available Assistance	0	0%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	0	0%
Evaluation/Testing System & Policies	0	"
Attendance Policy	1	100%
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	0	0%
Applicable Forms Pertinent to Course	0	"
Reference to Student Policies in OCC Catalog	0	"
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW
B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number $BIS\ 2433$	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	I	100%
Course Goals	I	"
Grading Standards and Practices	I	"
Tentative Schedule of Assignments and Tests	I	"
Recommended Items (per Academic Senate)		
Course Name and Number	I	100%
Instructor, Office Location, Method of Contact	I	"
Office Hours	I	"
Available Assistance	O	0%
Course Catalog Description with Prerequisites	I	100%
General Education Attributes (where pertinent)	N/A	—
Required Books and Supplies	I	100%
List of Supportive Materials (where available)	O	0%
Evaluation/Testing System & Policies	I	100%
Attendance Policy	O	0%
Safety Instructions	O	"
Disclaimer Allowing for Reasonable Revisions	I	100%
Optional Items		
Semester Meeting Times & Room	I	100%
Teaching/Learning Strategies	O	0%
Applicable Forms Pertinent to Course	O	"
Reference to Student Policies in OCC Catalog	O	"
Policy on Use of Computing Resources	O	"
Description of Required Computing Skills	O	"
Policy on Plagiarism	O	"
Student Bill of Responsibilities	O	"

ENROLLMENT TRENDS

AND

STUDENT RETENTION

DATA ANALYSIS

Core Review

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

**ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:**

Upon receipt and review of the Dashboard information for the BIS program, my analyses of the salient results are as follows:

BIS Enrollment

Overall enrollment continues strong, yet is trending downwards. The data discloses that a decrease in the raw number of students by over 400 students over the last three years; but also that the program remains firmly above the 1,000 student mark. The Headcount Trend is a much less severe decline in student enrollment in BIS. The .97 Headcount Ratio equates to a difference that at this point is not clearly statistically significant.

The non-significance of the impact of the Headcount Ratio downturn is born out by the Credit Hour Ratio which is placed at 1.0! Thus, I conclude from the data that BIS has fewer students *trying* the courses, but those that are firmly entrenched in the program are taking more credits per term.

Minority Students

BIS has been the beneficiary of changes in our economy which is pushing workers from the industrials into the service areas. BIS achieved 203.2% of the target for minority students, in large part because of the program's attractiveness to minority workers who have lost opportunities in manufacturing and who are seeking re-entry into computer-based service positions.

Additionally, I have found that persons who have English as Second Language are being attracted to BIS as being the terminal degree for those seeking opportunities in the administrative support area. BIS has historically been a mainstay for OCC's minority population and the data discloses that trend to be continuing and strengthen in each of the last three academic years (37.2% ('03-'04); 37.6% ('04-'05); 38.2% ('05-'06)).

Appreciating the attraction of the program to minority students, certain classes within BIS have been strengthened in the areas of interest to minority and ESL students by including education in typical office protocols and classroom material related to tips on interpersonal relations within the business setting.

BIS Student and Course Success

Of concern to BIS is the clear up tick in the percent of students who withdraw from BIS classes in lieu of completing same. The rate of Withdrawals has increased from 14.9% during the '03-'04 academic year to the current rate of 24.4%. The reasons for student withdraws are varied and understudied. Many students have simply stopped coming to class and that pattern is followed by a withdrawal without any information or conversation with the teaching staff. Other students, who have chosen to share their reasoning, have stated that they are leaving a class for work, family, or other non-academic personal reasons.

Unfortunately, the data lacks specificity as to the courses, teaching staff and times-of-day of the classes that the students are withdrawing from, as I have not personally seen a 25% drop-out rate in any of the BIS classes I teach. I suspect that the drop out rate is highest in the introductory classes as students facing the reality of the academic pursuit of computer based classes for the first time, give up when the classes prove more time consuming than they had expected.

While Withdrawals are increasing, those students with Incompletes have fallen noticeably. The overall course completion rate has drifted downward from 69.4% in '03-04 to 62.4% in the last academic year. The large increase in Withdrawals, balanced by
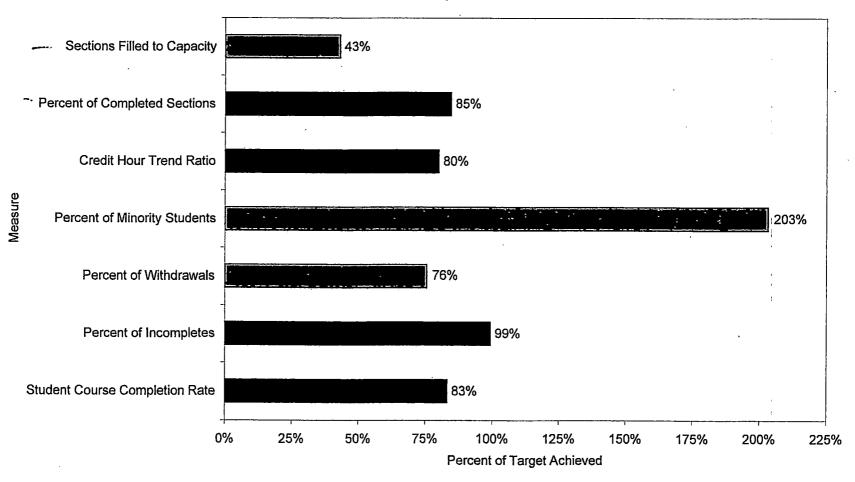
only a moderate decrease in Incompletes mathematically dictates a decrease in the overall completion rate.

Core Review Summary

The Dashboard basic statistics regarding student entry and exit from the BIS classes expose a program that continues to attract a large population of students who if not committed to the study of BIS systems become disillusioned and drop-out or otherwise fail to complete their classes. The program continues to attract minority & ESL students seeking to translate earned degrees into passports into the American corporate mainstream.

Oakland Community College
Percent of Target Achieved
2005-06

Business Information Systems BIS

Source: Office of Assessment and Effectiveness
Updated On: 7/17/2007

Oakland Community College
Program Dashboard Report
2005-06

Business Information Systems BIS
Dashboard Score: 8.34

Measures	Current Score	Benchmarks Trouble Score	Target Score	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	38.8%	75.0%	90.0%	43.1%	18.0%	0.78
Percent of Completed Sections	76.2%	75.0%	90.0%	84.7%	14.2%	1.20
Credit Hour Trend Ratio	1.00	0.71	1.25	80.0%	15.3%	1.22
Percent of Minority Students	38.2%	16.9%	18.8%	203.2%	6.1%	1.24
Percent of Withdrawals	24.4%	15.0%	0.0%	75.6%	12.0%	0.91
Percent of Incompletes	0.7%	3.0%	0.0%	99.3%	7.9%	0.78
Student Course Completion Rate	62.4%	60.0%	75.0%	83.2%	26.5%	2.20

Program Dashboard
Detail Report

Prefix BIS
Title   Business Information Systems

	Program			College Wide
	2005-06	**2004-05**	**2003-04**	**2005-06**
Sections Filled to Capacity	38.8%	41.7%	49.9%	83.2%
Percent of Completed Sections	76.2%	86.9%	81.8%	86.6%
Headcount Trend Ratio	0.97	1.04	1.08	1.02
Credit Hour Trend Ratio	1.00	1.05	1.11	1.02
Percent of Minority Students	38.2%	37.6%	37.2%	27.9%
Percent of Withdrawals	24.4%	20.1%	14.9%	17.8%
Percent of Incompletes	0.7%	2.1%	1.0%	1.6%
Student Course Completion Rate	62.4%	67.6%	69.4%	68.2%
Dashboard Score	8.34	8.79	9.06	

Sections Filled to Capacity

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	2004-05	2003-04
Total Students	1,172	1,431	1,624
Total Capacity	3,017	3,429	3,257
Sections Filled To Capacity	38.8%	41.7%	49.9%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	**2004-05**	**2003-04**
Active Sections	112	179	139
Cancelled Sections	35	26	31
Total Sections	147	206	170
Percent of Completed Sections	76.2%	86.9%	81.8%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	2004-05	2003-04
Headcount Year 1	1,299	1,290	1,304
Headcount Year 2	1,624	1,299	1,290-
Headcount Year 3	1,479	1,624	1,299
Headcount Year 4	1,164	1,479	1,624
Headcount Period 1	1,467	1,404	1,298
Headcount Period 2	1,422	1,467	1,404
Headcount Ratio	0.97	1.04	1.08

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	2004-05	2003-04
Credit Hour Year 1	3,015	2,995	2,958
Credit Hour Year 2	3,979	3,015	2,995
Credit Hour Year 3	3,482	3,979	3,015
Credit Hour Year 4	2,973	3,482	3,979
Credit Hour Period 1	3,492	3,330	2,989
Credit Hour Period 2	3,478	3,492	3,330
Credit Hour Ratio	1.00	1.05	1.11

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix   BIS

Prefix Title Business Information Systems

	2005-06	2004-05	2003-04
Minority Students	312	394	423
Total Students	816	1,048	1,137
Percent of Minority Students	38.2%	37.6%	37.2%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	2004-05	2003-04
Total Withdrawals	262	269	218
Total Grades	1,074	1,341	1,467
Percent of Withdrawals	24.4%	20.1%	14.9%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	**2004-05**	**2003-04**
Total Incompletes	7	28	14
Total Grades	1,074	1,341	1,467
Percent of Incompletes	0.7%	2.1%	1.0%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix   BIS

Prefix Title   Business Information Systems

	2005-06	**2004-05**	**2003-04**
Successful Grades	670	906	1,018
Total Student Grades	1,074	1,341	1,467
Student Course Completion Rate	62.4%	67.6%	69.4%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

DISCIPLINE/PROGRAM

NEEDS AND RESOURCES

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

Some of the resources/services mentioned in the survey were as follows:
- The addition of more space
- A dedicated computer room for students to complete assignments, so they do not have to disturb a class already in session
- More speakers from business and industry providing real-life presentations on a regular basis

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Desktop Publishing (BIS 2000) needs to be two courses—one to learn the program—one to learn technique.

**DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:**

My analysis of the discipline's needs and resources reveals that currently the discipline receives sufficient resources; however, space and the continuous lack of a dedicated computer lab for students taking BIS classes is a disturbance and reflects a Need of the discipline to eradicate a major obstacle to instruction.

Although the curriculum is not in need of revision or major redevelopment, the program could benefit from having a cadre of speakers from business and industry to attend classes on a regular basis to provide students with more real-life experiences.

INPUT FROM INTERNAL

AND

EXTERNAL COMMUNITY

DATA ANALYSIS

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.

Faculty Perceptions of Occupational Programs Analysis

    (See attached)

Student Perception of Occupational Programs Analysis

    (See attached)

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

    (See attached)

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY

Faculty Perceptions of Occupational Programs Analysis

My analysis of the faculty's perceptions of the BIS program revealed that the vast majority of the faculty Strongly Agree or Agree that BIS courses are meeting the expectations outlined in the program, that the courses prepare students for the workplace, that they are satisfied with the quality of instruction and course offerings, feel informed about what's happening within the department and OCC in general, believe that the department is committed to student success, feel comfortable making suggestions, and believe that the program prepares students for real-world application.

The areas where the faculty's perceptions were found to be more neutral or disagree were in the level of student preparedness for the rigors of the program. Three out of the seven faculty members indicate that many students are not ready for the level of commitment and time courses in this program require; thus, the reason four out of six faculty members disagree with Question 4 which states, "The program can be more competitive with other institutions that offer similar programs" and believe our program exceeds that of other institutions.

A few items that the faculty would like to change would be to offer more external office experiences for students, have the Academic Support Office (PASS) provide more support for students in need of their services, and add a second Desktop Publishing course to the program.

Overall, the data inspires confidence that adjunct staff (I am the only full-time Faculty in my area) is well satisfied with the direction of the program and its effectiveness in providing students with worthwhile and earnest education in BIS. The weaknesses' perceived by the adjuncts are most related to their being disconnected to OCC life as a result of only coming on campus weekly to teach their courses. A mechanism to send emails to adjuncts keeping them up-to-date with campus life, Board actions, and student activities would prove worthwhile and likely would abate the only area of improvement that they have identified.

Student Perceptions of Occupational Programs Analysis

My analysis of the data collected from the students was most revealing. First of all, I learned that 57% of the students that completed the survey are students whose program of study represents a broad range of programs, including but not limited to Paralegal, Journalism, Accounting, Early Childhood, Science, and Library Tech who take BIS classes because of the skills taught in the program that provide real world application.

By and large, students Agree that the program meets their expectations, the courses are preparing them for the workforce, they are satisfied with the quality of instruction they are receiving, and that the instructors are knowledgeable about their respective subject matter.

Most students are satisfied with their course offerings, they believe they are adequately informed about what's happening in the program, and their instructors aid them in understanding the usefulness of their program of study while making the subject matter interesting.

Overall, 80% of the students surveyed are satisfied with their program of study and over 83% of the students disagreed or strongly disagreed that they would like to attend another institution due to dissatisfaction at OCC.

A few of the comments gleaned from students with regard to what they would change about the program are as follows:

1. More hands-on experiences
2. More times and locations for classes
3. Start more classes after 6 p.m.
4. Students are not aware they can test out of courses
5. More tutors
6. Teach "real-world" experiences

Once again, I am inspired by the results of the survey, the direction of the program and feel confident that with a few minor changes to the program, we can remain a viable asset to students of all programs.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The analysis of the Advisory Committee perceptions of the BIS program uncovered that on the whole, the committee either Strongly Agree or Agree that the BIS program at OCC is meeting the expectations of the Advisory Committee by offering courses that more than adequately prepare students for the workforce. The Advisory Committee is not only informed of what's happening in the program, but play a major role in the decision-making process and developing curriculum.

The Advisory Committee is satisfied with the direction of the program, but feels strongly about keeping the program current with emerging trends in the office environment and the changing role of the administrative assistant. Thus, they have recommended the following changes to the program:

1. A requirement that students spend a day each term in a real office.
2. A project management component be added as a class or incorporated into an existing class.
3. CIS 1080 should become a major requirement as more and more admin's are becoming responsible for gathering and analyzing data.

On the whole, I am satisfied with the Advisory Committee's perceptions of the BIS program as I look to them to help direct and guide this program in the direction it should go. I am confident in their knowledge of the industry and completely in agreement with the recommendations being suggesting.

DATA ANALYSIS
E. Faculty Perceptions of BIS

Question 1		Question 2		Question 3		Question 4	
Program Meets Expectations	Number	Courses Prepare Students for the Workplace	Number	Program Can be Academically More Challenging	Number	Program Can be More Competitive with Other Institutions/Similar Programs	Number
Strongly Agree	4	Strongly Agree	6	Agree	1	Strongly Agree	1
Agree	3	Agree	1	Neutral	3	Agree	0
Neutral	0	Neutral	0	Disagree	3	Neutral	2
Disagree	0	Disagree	0	Strongly Disagree	0	Disagree	4
Strongly Disagree	0	Strongly Disagree	0			Strongly Disagree	0

DATA ANALYSIS
E. Faculty Perceptions of BIS

Question 5		Question 6		Question 7		Question 8	
Satisfied with Quality of Instruction	Number	Faculty Members are Knowledgeable about Course Subject Matter	Number	Satisfied with Course Offerings	Number	Program has Real-World Application	Number
Strongly Agree	5	Strongly Agree	3	Strongly Agree	5	Strongly Agree	5
Agree	1	Agree	0	Agree	1	Agree	2
Neutral	0	Neutral	4	Neutral	0	Neutral	0
Disagree	0	Disagree	0	Disagree	1	Disagree	0
Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0

DATA ANALYSIS
E. Faculty Perceptions of BIS

Question 9		Question 10		Question 11		Question 12	
Students are Prepared for the Rigors of the Program	Number	I Am Informed About What's Happening	Number	Opportunities are Available to Make Suggestions	Number	Department has a Commitment to Student Success	Number
Strongly Agree	2	Strongly Agree	2	Strongly Agree	1	Strongly Agree	2
Agree	1	Agree	4	Agree	3	Agree	4
Neutral	3	Neutral	1	Neutral	3	Neutral	0
Disagree	1	Disagree	0	Disagree	0	Disagree	1
Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0

DATA ANALYSIS
E. Faculty Perceptions of BIS

Question 13		Question 14
I Am Satisfied with the Direction of this Program Because	**Number**	**Things I Would Like to Change About the Program**
		Add a second Desktop Publishing Course
It prepares students for employment	7	
Working with Advisory Committee keeps program moving in the right direction	1	Offer more external office experiences
Feedback from students indicates program is headed in the right direction	2	More Academic Support (PASS) for students
I know other programs at other institutions do not compare to OCC	0	

DATA ANALYSIS

E. Student Perceptions of BIS

Question 1		Question 2	Question 3		Question 4	
					Courses are Preparing Me for	
			Program Meets			
Program of Study	**Response**	See Question 1	**Expectations**	**Response**	**the Workforce**	**Response**
Business Info. Systems	21		**Strongly Agree**	34	**Strongly Agree**	33
Medical Transcription	14		**Agree**	49	**Agree**	53
Paralegal	10		**Neutral**	11	**Neutral**	9
Business	9		**Disagree**	0	**Disagree**	0
Court Reporting	6		**Strongly Disagree**	1	**Strongly Disagree**	0
CIS	5					
Gen. Ed	4					
Undecided	8					
Other Programs	18					

DATA ANALYSIS
E. Student Perceptions of BIS

Question 5 I Would Like to Change my Program of Study	Response	Question 6 I Would Like to Attend Another Institution Due to Dissatisfaction at OCC	Response	Question 7 Satisfied with the Quality of the Instructors	Response	Question 8 Instructors are Knowledgeable	Response
Strongly Agree	2	Strongly Agree	1	Strongly Agree	31	Strongly Agree	44
Agree	1	Agree	1	Agree	53	Agree	45
Neutral	9	Neutral	5	Neutral	8	Neutral	4
Disagree	47	Disagree	42	Disagree	2	Disagree	1
Strongly Disagree	36	Strongly Disagree	46	Strongly Disagree	1	Strongly Disagree	1

DATA ANALYSIS
E. Student Perceptions of BIS

Question 9		Question 10		Question 11		Question 12	
Satisfied with Course Offerings	Response	Instructors Help Me Understand Usefulness of My Progam of Study	Response	Instructors Make Subject-Matter Interesting	Response	I Am Informed About What's Happening in the Program	Response
Strongly Agree	27	Strongly Agree	28	Strongly Agree	26	Strongly Agree	18
Agree	48	Agree	45	Agree	51	Agree	37
Neutral	15	Neutral	15	Neutral	13	Neutral	27
Disagree	3	Disagree	7	Disagree	4	Disagree	9
Strongly Disagree	2	Strongly Disagree	0	Strongly Disagree	1	Strongly Disagree	4

DATA ANALYSIS
E. Student Perceptions of BIS

Question 13				Question 14		
The Department is Committed to Student Success	Response			I Am Satisfied with My Program of Study	Response	
Strongly Agree	31			Strongly Agree	27	
Agree	39			Agree	53	
Neutral	23			Neutral	13	
Disagree	1			Disagree	1	
Strongly Disagree	1			Strongly Disagree	1	

DATA ANALYSIS
E. Student Perceptions of BIS

Question 15
One Thing You
Would
Like to Change
About the
Program

We need more tutors
More times and locations for classes
Start classes later than 6 p.m.
Change fees for students who live here with a "work" visa

Make classes more interactive or use elements from the real world
Offer more medical billing courses
More electives toward each program of study
Make students aware that they can test out of courses
Offer more science classes
More hands-on experiences

COMPARABLE

COURSES/PROGRAMS

AND

TRENDS

<u>DATA ANALYSIS</u>

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Answer the following questions.

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)
   a. Eastern Michigan University
   b. Central Michigan University
   c. Ferris State University

   (See attached for specific courses)

2. List the institutions with which articulation agreements exist that include the courses in your Program (Consult with the Counseling Department)

   There are none that exist between OCC and other four-year institutions. We do; however, have in place over 100 articulation agreements between Oakland County high schools and OCC via Tech Prep.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

   (See Section G discussion of job trends).

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

   • The data shows that employers expect their administrative support personnel to have a greater range of occupational knowledge, skills, and abilities. Some of those include customer and personal service, a command of the English language, clerical knowledge, computer savvy, active listening, reading and writing comprehension, speech clarity, and oral and written expression to name a few.

- Due to the 4-year institutions no longer offering secretarial programs, employers will look to the community college to teach negotiation, delegation, budgeting, project management, and supervision for admins seeking executive-level responsibility and compensation.

- Telecommuting (by administrative assistants)

- Home-based administrative services businesses (Virtual Assistants)

services... | for students | for faculty | for staff | EASTERN MICHIGAN UNIVERSITY

ict Information & Communications Technology

EMU Online Services

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Online Directory

Online Admissions

Online Course Schedule

Transfer Equivalency

Job Classifications

Parking Hang Tags

Section Enrollment Reports

EMU Homepage

Print This Page

EMU TRANSFER EQUIVALENCIES FOR
OAKLAND CMTY COLLEGE

Updated: September 28, 2007

Instructions: Click here for instructions detailing how to interpret reports.

* See Group Equivalencies at the bottom of this listing if there is a group code in the GROUP column.

Quick Links:

- Choose another school
- Transfer Services
- Other Useful Links

Trans Subj	Trans Num	Trans Title	Trans Eff Term	Group	EMU Subj	EMU Num	EMU Title
		Subject Code Listing: BIS					
BIS	1000	Keyboarding	Winter 2007		BMMT	000	General Transfer Credit
BIS	1000	Keyboarding	Winter 1985		BEDU	119	Keyboarding for Computers
BIS	1010	Keyboarding Skill Building	Winter 2007		BMMT	000	General Transfer Credit
BIS	1010	Keyboarding Skill Building	Winter 1985		BEDU	000	General Transfer Credit
BIS	1050	Formatting	Winter 2007		BMMT	000	General Transfer Credit
BIS	1050	Formatting	Winter 1985		BEDU	000	General Transfer Credit
BIS	1060	Proofreading/Text Editing	Winter 2007		BMMT	000	General Transfer Credit
BIS	1060	Proofreading/Text Editing	Fall 1986		BEDU	000	General Transfer Credit
BIS	1070	Word Processing	Spring 2007		BMMT	123	Word Process/Keyboarding Appl
BIS	1070	Word Processing	Fall 1986		BEDU	123	Word Prcsg/Kybrdg Applcn
BIS	1090	Intro to Legal Office Environ	Fall 1986		LEGL	000	General Transfer Credit
BIS	1130	Shorthand Fundamentals	Winter 1985		BEDU	000	General Transfer Credit
BIS	1140	Intermediate Shorthand	Winter 1985		BEDU	000	General Transfer Credit
BIS	1160	Shorthand/Notetaking	Winter 1985		BEDU	000	General Transfer Credit
BIS	1220	Machine Shorthand I	Winter 2007		BMMT	000	General Transfer Credit
BIS	1220	Machine Shorthand I	Winter 1985		BEDU	000	General Transfer Credit
BIS	1230	Machine Shorthand II	Winter 2007		BMMT	000	General Transfer Credit
BIS	1230	Machine Shorthand II	Winter 1985		BEDU	000	General Transfer Credit
BIS	1240	Machine Shorthand III	Winter 2007		BMMT	000	General Transfer Credit
BIS	1240	Machine Shorthand III	Winter 1985		BEDU	000	General Transfer Credit
BIS	1300	Document Process/Production	Winter 2007		BMMT	000	General Transfer Credit
BIS	1300	Document Process/Production	Winter 1985		BEDU	000	General Transfer Credit
BIS	1404	Court Practice I	Fall 1986		LEGL	000	General Transfer Credit
BIS	1450	Transcription Technology	Winter 2007		BMMT	000	General Transfer Credit

BIS	1450	Transcription Technology	Fall 2003	BEDU 119	Keyboarding for Computers
			OR	BEDU 000	General Transfer Credit
BIS	1450	Aplied Tech Communications	Winter 1985	BEDU 000	General Transfer Credit
BIS	1500	Dictation & Transcription	Winter 1985	BEDU 325	Adv Notetaking/Transc for Prof
BIS	1610	Medical Transcription I	Winter 2007	BMMT 000	General Transfer Credit
BIS	1610	Medical Transcription I	Fall 1986	BEDU 000	General Transfer Credit
BIS	1620	Medical Transcription II	Winter 2007	BMMT 000	General Transfer Credit
BIS	1620	Medical Transcription II	Winter 1985	BEDU 000	General Transfer Credit
BIS	1700	Applied Busn Systems Procedure	Winter 2007	BMMT 000	General Transfer Credit
BIS	1700	Applied Bus Systems Procedures	Winter 1985	BEDU 000	General Transfer Credit
BIS	2000	Desktop Publishing	Winter 2007	BMMT 000	General Transfer Credit
BIS	2000	Desktop Publishing	Winter 1985	BEDU 000	General Transfer Credit
BIS	2040	Office Machines & Processes	Winter 1985	BEDU 000	General Transfer Credit
BIS	2100	Advanced Applications	Fall 1986	AACR GEN	General Credit
BIS	2101	Intro to Word Processing	Fall 1986	AACR GEN	General Credit
BIS	2102	Word Processing Applications	Fall 1986	AACR GEN	General Credit
BIS	2103	Intro to Spreadsheets	Fall 1986	AACR GEN	General Credit
BIS	2104	Spreadsheet Applications	Fall 1986	AACR GEN	General Credit
BIS	2105	Introduction to a Database	Fall 1986	AACR GEN	General Credit
BIS	2106	Database Applications	Fall 1986	AACR GEN	General Credit
BIS	2107	Intro to an Integrated Pkg	Fall 1986	AACR GEN	General Credit
BIS	2108	Integrated Pkg Applications	Fall 1986	AACR GEN	General Credit
BIS	2109	Graphics	Fall 1986	AACR GEN	General Credit
BIS	2154	Court & Caption Report (Legal)	Fall 2003	LEGL 000	General Transfer Credit
BIS	2154	Conf & Court Reporting (Legal)	Fall 1986	LEGL 000	General Transfer Credit
BIS	2160	Court & Caption Report (Med)	Winter 2007	BMMT 000	General Transfer Credit
BIS	2160	Court & Caption Report (Med)	Fall 2003	BEDU 000	General Transfer Credit
BIS	2160	Conf & Court Reporting (Med)	Winter 1985	BEDU 000	General Transfer Credit
BIS	2301	Court & Caption Report Co-op	Fall 2003	LEGL 000	General Transfer Credit
BIS	2301	Conf & Court Reporting Co-op	Fall 1986	LEGL 000	General Transfer Credit
BIS	2404	Court Practice II	Fall 1986	LEGL 000	General Transfer Credit
BIS	2433	Office Internship I	Winter 2007	BMMT 000	General Transfer Credit
BIS	2433	Office Internship I	Winter 1985	BEDU 000	General Transfer Credit
BIS	2464	Medical Transcription Intern	Fall 1986	AACR GEN	General Credit

Grouped Equivalencies

Note: A "Grouped Equivalency" is a situation where a single course at one school is equivalent to multiple courses at another. In this context, a course from a transfer school might be equivalent to two EMU courses, or

Central Michigan University

TransferCREDIT
equivalency

CMU
CENTRAL MICHIGAN
UNIVERSITY

Choose A State   **Choose a Country(International)**   **Choose a School**   **Choose a Department**
Michigan   Oakland Community College   BIS

Oakland Community College   **CMU Equivalents**

Course	Credit Hours	Course Title		CMU Course Dept	Credit Hours	Unv.Pgm	Competency	Notes
BIS 1000	2.00	KEYBOARDING		BIS 112	2.00			WAS OIS 1000
BIS 1010	2.00	KEYBOARDING SKILL BUILDING		NO CRED	0			WAS OIS 1010
BIS 1050	2.00	FORMATTING		BIS CRED	2.00			WAS OIS 1050
BIS 1060	2.00	PROOFREADING/TEXT EDITING		NO CRED	0			WAS OIS 1060
BIS 1070	3.00	WORD PROCESSING		BIS 113	3.00			
BIS 1090	2.00	INTRO LEGAL OFFICE ENVIRONMENT		BIS CRED	2.00			WAS OIS 1090
BIS 1130	4.00	SHORTHAND FUNDAMENTALS (GREGG)		BIS CRED	4.00			DISCONTINUED
BIS 1140	4.00	INTERMEDIATE SHORTHAND (GREGG)		BIS CRED	4.00			DISCONTINUED
BIS 1160	4.00	SHORTHAND/NOTETAKING (ALPHA)		NO CRED	0			DISCONTINUED
BIS 1220	4.00	MACHINE SHORTHAND I		NO CRED	0			WAS OIS 1220
BIS 1230	4.00	MACHINE SHORTHAND II		BIS CRED	4.00			WAS OIS 1230
BIS 1240	4.00	MACHINE SHORTHAND III		BIS CRED	4.00			WAS OIS 1240
BIS 1300	4.00	DOCUMENT PROCESSING & PROD		BIS CRED	4.00			
BIS 1404	4.00	COURT PRACTICE I		BIS CRED	4.00			WAS OIS 1404
BIS 1450	4.00	TRANSCRIPTION TECHNOLOGY		BIS CRED	4.00			
BIS 1500	4.00	DICTATION & TRANSCRIPTION		NO CRED	0			Discontinued at OCC
BIS 1610	4.00	MEDICAL TRANSCRIPTION I		NO CRED	0			WAS OIS 1610
BIS 1620	4.00	MEDICAL TRANSCRIPTION II		NO CRED	0			WAS OIS 1620
BIS 1700	4.00	APPLIED BUS SYSTEMS PROCEDURES		BIS CRED	4.00			
BIS 2000	3.00	DESKTOP PUBLISHING		BIS CRED	3.00			
BIS 2040	3.00	OFFICE MACHINES & PROCESSES		BIS CRED	3.00			DISCONTINUED
BIS 2100	1.00	ADVANCED APPLICATIONS		CPS CRED AND BIS CRED	1.00 AND 0			
BIS 2101	1.00	INTRO TO WORD PROCESSING		CPS 105 AND BIS 105	1.00 AND 0			
BIS 2102	1.00	WORD PROCESSING APPLICATIONS		CPS CRED AND BIS CRED	1.00 AND 0			
BIS 2103	1.00	INTRO TO SPREADSHEETS		CPS 106 AND BIS 106	1.00 AND 0			
BIS 2104	1.00	SPREADSHEET APPLICATIONS		CPS CRED AND BIS CRED	1.00 AND 0			
BIS 2105	1.00	INTRO TO A DATABASE		CPS 107 AND BIS 107	1.00 AND 0			
BIS 2106	1.00	DATABASE APPLICATIONS		CPS CRED AND BIS CRED	1.00 AND 0			
BIS 2107	1.00	INTRO TO INTEGRATED PACKAGE		BIS CRED	1.00			
BIS 2108	1.00	INTEGRATED PACKAGE APPLICATION		BIS CRED	1.00			
BIS 2109	1.00	GRAPHICS		CPS 108 AND BIS 108	1.00 AND			

College List
Military

Scholarships

College Visits

Transfer Equivalency

Oakland Cmty College

BIS100, Keyboarding, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1000, Keyboarding, 2.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 2.000

Oakland Cmty College

BIS101, Keyboarding Skill Bl, 2.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 2.000

Oakland Cmty College

BIS1010, Keyboarding Skill Buildi, 2.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 2.000

Oakland Cmty College

BIS105, Formatting, 2.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 2.000

Oakland Cmty College

BIS1050, Formatting, 2.000

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 2.000

Oakland Cmty College

BIS106, Proofread/Text Edit, 2.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 2.000

Oakland Cmty College

BIS1060, Proofreading/Text Editin, 3.000

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 3.000

Oakland Cmty College

BIS107, Word Processing, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 3.000

Oakland Cmty College

BIS1070, Word Processing, 3.000

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 3.000

Oakland Cmty College

BIS109, Legal Terminology, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1090, Intro/Legal Office Envir, 3.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS113, Shorthand Fund-Gregg, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS114, Int Shorthand-Gregg, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS116, Shorthand/Notetaking, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS122, Machine Shorthand I, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS1220, Machine Shorthand 1, 4.000

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS123, Machine Shorthand Ii, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS1230, Machine Shorthand 2, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS124, Machine Shorthandiii, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS1240, Machine Shorthand 3, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS130, Document Proc/Produc, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1300, Document Process & Prod, 3.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS140.4, Court Practice I, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS1404, Court Practice 1, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS145, App Tech Communicat, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1450, Transcription Tech, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS150, Dictation/Transcript, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS161, Med Transcription I, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1610, Medical Transcription 1, 4.000

FERRIS STATE UNIVERSITY EQUIV

MRIS General Credit, 4.000

Oakland Cmty College

BIS162, Med Transcription Ii, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1620, Medical Transcription 2, 4.000

FERRIS STATE UNIVERSITY EQUIV

MRIS General Credit, 4.000

Oakland Cmty College

BIS170, App Bus Sys Procedur, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS1700, App Bus Sys Procedures, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS200, Desktop Publishing, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS2000, Desktop Publishing, 3.000

FERRIS STATE UNIVERSITY EQUIV

ISYS General Credit, 3.000

Oakland Cmty College

BIS204, Office Mach & Proces, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 3.000

Oakland Cmty College

BIS210, Bus Software App/Mic, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000
BUSG General Credit, 3.000

Oakland Cmty College

BIS210.1, Intro/Word Process, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.2, Word Proc Applicat, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.3, Intro/Spreadsheets, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.4, Spreadsheet Applicat, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.5, Intro/Database, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.6, Database Application, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.7, Intro/Integ Pkg, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.8, Integ Pkg Applicat, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS210.9, Graphics, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS2100, Adv Applications, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2101, Intro/Word Processing, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2102, Word Processing App, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2103, Intro/Spreadsheets, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2104, Spreadsheet App, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2105, Intro/Database, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2106, Database App, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2107, Intro/Integrated Package, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2108, Integrated Package App, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS2109, Graphics, 1.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 1.000

Oakland Cmty College

BIS215.4, Conf/Court Rep-Legal, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CSYS 101, Machine Shorthand 1, 4.000

Oakland Cmty College

BIS215.5, Dfkldj, 9.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CSYS 101, Machine Shorthand 1, 9.000

Oakland Cmty College

BIS2154, Conference & Court Legal, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS216, Conf/Court Rep-Med, 4.000

FERRIS STATE UNIVERSITY EQUIV

CSYS 102, Machine Shorthand 2, 4.000

Oakland Cmty College

BIS2160, Conference & Court Medic, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS230.1, Conf/Crt Rep/Co-Op, 1.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 1.000

Oakland Cmty College

BIS2301, Conference & Court Coop, 1.000

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 1.000

Oakland Cmty College

BIS240.4, Court Practice Ii, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS2404, Court Practice, 4.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 4.000

Oakland Cmty College

BIS243.3, Office Internship I, 3.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 3.000

Oakland Cmty College

BIS2433, Office Internship 1, 3.000

FERRIS STATE UNIVERSITY EQUIV

BUSG General Credit, 3.000

Oakland Cmty College

BIS246.4, Med Trans Internship, 4.000 *** Not Valid For Current Course ***

FERRIS STATE UNIVERSITY EQUIV

CRED General Credit, 4.000

Oakland Cmty College

BIS2464, Medical Transcription In, 4.000

FERRIS STATE UNIVERSITY EQUIV

MRIS General Credit, 4.000

FSU Home Search	Admissions	Directories

DATA ANALYSIS

G. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. Discuss how your program serves transferring students.

   The BIS program treats all students as transferring students, whether they are 'transferring' from High School graduation, twenty years of work experience in a diminishing occupation, or coming to us from another college. As such BIS fits its program to the incoming student in a myriad of ways.
   - Prior skill assessment
   - Interview with faculty
   - Credit by Examination
   - Prepare students with basic through advanced skills to further aid them in their educational journey

2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.

   The BIS program does not currently have in place any articulation agreements with other 4-year institutions; however, in Tech Prep we have articulation agreements into the Program with the majority of high schools in Oakland County.

3. Discuss employment opportunities for students in both the current and future job market.

   Available data projects an increase in new jobs within the BIS field of 4,454 jobs over the next five years and a need for 17,334 replacement workers. Thus, our market will need to hire **21,788** graduates of programs such as ours! The knowledge required to obtain these positions are matched, at the higher levels of the profession, to the curriculum of BIS. In our current tight economy, organizations understand the importance of the *new* office worker, who is charged with the obligation to think, have a customer service mentality and be forwarding looking.

The integration of computers into the American workplace is complete. Virtually no business with over 20 employees operates without some computer usage and in the center of the process stands the office professional whether called a Secretary, Executive Assistant, Administrative Assistant, Office Clerk or Typist. The future will be less dependant on the data/programs stored within a company's computers and more dependant on the inter-connectivity of those computers to the internet where both public and private uses will be the mark of how business gets done! That future will be ever more fruitful for BIS graduates as they are educated in the programs and processes that are at the foundation of present and future businesses.

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

   BIS will continue to morph its technical education toward web-based program applications, and PC based business document production. BIS has in the past, and will continue in the future, to offer our students the newest versions of the leading Office program.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

   BIS is fortunate to be a beneficiary of a business environment that will continue to grow jobs in every area of the country and within every business, government or other sizable organization. The numbers are hopeful for OCC BIS students as there are jobs available now and in the future.

ASSESSMENT

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it to your review.

1. How have you used the findings from your Program Assessment to improve your program?

   I have not used the PA in formulating changes to the program as of yet; however, if more specific data from each class is made available, I will revisit the assessment's findings because class by class level data will make it more possible to understand the difference in students' performances in Day vs. Night classes or Full-time vs. Adjunct taught courses. This additional information will make it possible to assess the PA's recommendations and drive the decision to implement changes.

2. What revisions to your Program Assessment Plan would you suggest?

   Reduce the benchmark for BIS 1300's "learned technical skill of software integration" and BIS 1000's "blind typing speed" from 80% to 70%. The change to a more reasonable target is appropriate because in large part, the data shows most of the students in the early BIS 1000 classes are not BIS majors and are taking these classes to gain basic skills—not to prepare for higher level BIS classes. The benchmark for BIS 1300 should be reduced to reflect the inherent difficulties of this capstone class for students' learning of software integration.
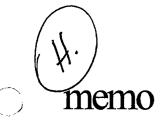
3. Discuss the SAGE findings that apply to the instruction in your Program. Obtain these findings from the Office of Assessment & Effectiveness.

   SAGE impacts the General Education side of the program more so than it does in the courses being surveyed here.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

In summary, the Outcomes of the BIS course work shows overall progress is being made in reaching the aggressive standards that have been set for our students' accomplishments. We have found a high correlation between student success and class attendance and can track student

failures directly to their poor choices in deciding whether or not to come to class on a regular basis---especially during the first 5 weeks of class. The Program will benefit from data mining details of each BIS class so that instead of broad statements generally appropriate to the Program, we can get information that allows for fine tuning of the day/times that BIS classes are offered.

Date: 9/19/07

To: Marty Orlowski

From: Karen Lee

RE: BIS Program Assessment Plan

Upon reviewing the Business Information Systems (BIS) program assessment feedback forms from the last two years, one can observe that for the learning outcome: students will be able to demonstrate their learned technical skills of software integration, and the corresponding benchmark: 80% of the students will be rated on their technical knowledge and successfully pass BIS 1300 with a score of 80% or better; that the benchmark was met in 2006 (89%), but not in 2007 (67%). The feedback form noted that attendance was a factor and that no modifications or changes were going to be made.

The following factors should be considered:
- Is the course being offered at a good time for students?
- Is the course being offered on a good day for students?
- Should the learning outcome be assessed in another course?
- Is the course being taught by full time faculty or adjunct faculty?
- Do students have out-of-class support for the course?

For the learning outcome: students will be able to competently type without looking at the keyboard and the corresponding benchmark: 80% of the students will successfully pass, with a score of 25 net words per minute (nwpm) or better on a 5-minute timed writing; the benchmark was not met in 2006 (50%) or in 2007 (73%). The feedback form noted that attendance was again a factor, as well as low competency of the students. No modifications or changes were noted to take place.

The following factors should be considered:
- Is the course being offered at a good time for students?
- Is the course being offered on a good day for students?
- Should the learning outcome be assessed in another course?
- Is the course being taught by full time faculty or adjunct faculty?
- Do students have out-of-class support for the course?
- Should the benchmark be adjusted to 70% of the students meeting the benchmark?
- Should a pre-requisite be established for the course?

For the other learning outcomes and the corresponding benchmarks, the benchmarks were met with high success in 2006 and 2007; with 85% or above meeting the benchmarks. It should be noted that these benchmarks were measured using students who were much further along in the BIS program. This is a factor that needs to be considered. When reviewing the BIS program assessment file from 2005, one notices that all of the benchmarks were tied to graduates, now they are all related to individual courses. Are we interested in how students are doing early on in the BIS program or near the end of the program?

Faculty Sign-Off Form*

For Curriculum Review of Program:

_____

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____

Signature _____

Date _____

* This form is to be copied by and distributed to all faculty within the Program to ensure awareness and participation.