

# 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: BUSINESS INFORMATION TECHNOLOGY - AAS DEGREE AND CERTIFICATE

DATE: 8 JANUARY 2008

**DEMONSTRATION OF LEARNING:** *What assignments or projects demonstrate student learning outcomes are achieved?*  
 [Note: evidence of learning contained in Assessment methods and Findings sections.]

Learning Outcomes	Assessment methods
Produce mailable quality business documentation presentations	<ul style="list-style-type: none"> <li>• BUS 132: Writing internal/external business documentation (e.g. memos, letters, reports, tables) in standardized formats in bi-weekly modular assignments and end-of-quarter Technical Portfolio compilation.</li> <li>• Analyzed by peer collaborations and assessed by instructor review.</li> </ul>
Demonstrate awareness and respect of multi-cultural and intellectual diversity	<ul style="list-style-type: none"> <li>• BUS 140: Researching and preparing a comprehensive intercultural report on global customer relations.</li> <li>• Written report evaluated by instructor and interactive team presentations assessed by peers.</li> </ul>
Demonstrate personal/business ethics and productive employer/employee interactions	<ul style="list-style-type: none"> <li>• BUS 197: Applying learning objectives developed and negotiated with industry supervisors.</li> <li>• Learning Objective Agreement and Student Performance Evaluation completed by employers.</li> </ul>
Demonstrate creativity and adaptability in business environments	<ul style="list-style-type: none"> <li>• BUS 185: Designing a social entrepreneurship business plan for developing countries.</li> <li>• Evaluated by a collaboration of interdisciplinary instructors.</li> </ul>
Demonstrate self-esteem and self-confidence in group, as well as individual, activities	<ul style="list-style-type: none"> <li>• BUS 216: Researching business etiquette in preparation for a formal business luncheon attended by professional business executives.</li> <li>• Business etiquette techniques assessed by collaborative pre-luncheon demonstrations</li> </ul>
Demonstrate effective interpersonal skills, leadership, initiative, self-	<ul style="list-style-type: none"> <li>• BUS 172: Developing a campus-wide personnel database demonstrating letter writing, interviewing, consulting, project planning, and campus employee training.</li> <li>• Assessed by training participant surveys and interactive student-instructor analysis.</li> </ul>

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motivation, and independence in project completion	
Demonstrate resourceful networking skills	<ul style="list-style-type: none"> <li>• BUS 140: Negotiating with industry representatives to arrange a job shadowing session and interviewing primary sources for intercultural customer relations project.</li> <li>• Assessed by comprehensive written report and team-integrated, audience-interactive presentation.</li> </ul>
Apply ergonomic and safety factors in the workplace	<ul style="list-style-type: none"> <li>• BUS 170: Researching, compiling, and documenting best practice ergonomic methods relevant to various industry environments.</li> <li>• Assessed by instructor and peer review.</li> </ul>

**EXTERNAL EVIDENCE?** *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

**Technical Advisory Committee (TAC):** BIT meets with industry-comprised TAC twice yearly to review current program offerings and provide advice about new competencies demanded by industry.

**Curriculum Review:** Following committee review, BIT received commendations on faculty credentials, integrated curriculum design, and project-based outcomes. Recommendations included course outline updates and improvement of computerized assessment data collection.

**Cooperative Education:** Faculty coordinators conduct onsite internship visits to assess the quality of student work performance with company supervisors.

**FINDINGS:** *What have you learned from your outcomes assessment activities?*

Students are integrating skills from all their coursework and experiences as evidenced by creation of comprehensive project orientations e.g. BUS 171 "Train-the-Trainer" component.

BIT has identified that students are not able to collaborate as efficiently as demanded by industry because of computer network infrastructure limitations.

Critical thinking and time management skills need to continually be expanded in the BIT curriculum.

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**ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

**BUS 216:** The Professional Development class conducts a professional business luncheon in collaboration with the Culinary Arts Academy in order to prepare students for professional business interactions.

**2004:** BIT actively participated in the Assessment as Learning initiative.

**October 2007:** Instructors began revising BIT program-level outcomes.

**BUS 131:** BIT instructors collaborated and negotiated with administration to incorporate an experienced ESL instructor from Basic and Transitional Studies to teach this Integrated Communications I course.

**Team Teaching:** BIT instructors designed and implemented a collaborative teaching methodology for BUS 170 and BUS 172 in order to maximize student learning outcomes and to expand BIT Program outcomes.

**ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

Promote the integrated BIT Program philosophy by creating curriculum collaborations within SCCD, partnerships with industry, globally-impacting student project orientations.

- **Modular Certificates:** BIT faculty is designing specialized Business Information Technology Certificates in Accounting, Project Management, and Business Systems Analyst for individuals who want to develop specific skills but do not want to complete the longer degree or certificate programs.
- **Design a Curriculum (DACUM):** BIT faculty is negotiating with the Executive Dean of Workforce Education for BIT Program review and enhancements from industry representatives.
- **BUS 185:** This Small Business Management class is creating a best practices business model for the Global Impact Program in the International Education Program to deliver as part of an aid development trip to Peru.
- **BUS 170/BUS 172:** These two Business Information Technology courses are collaborating with the Information Technology Program to teach Microsoft Outlook 2007. **Seattle University/SCCC Partnership:** BIT faculty is coordinating local business mitigation consulting project orientations between Seattle Central Community College and Seattle University, e.g. beginning with Information Technology Programs.

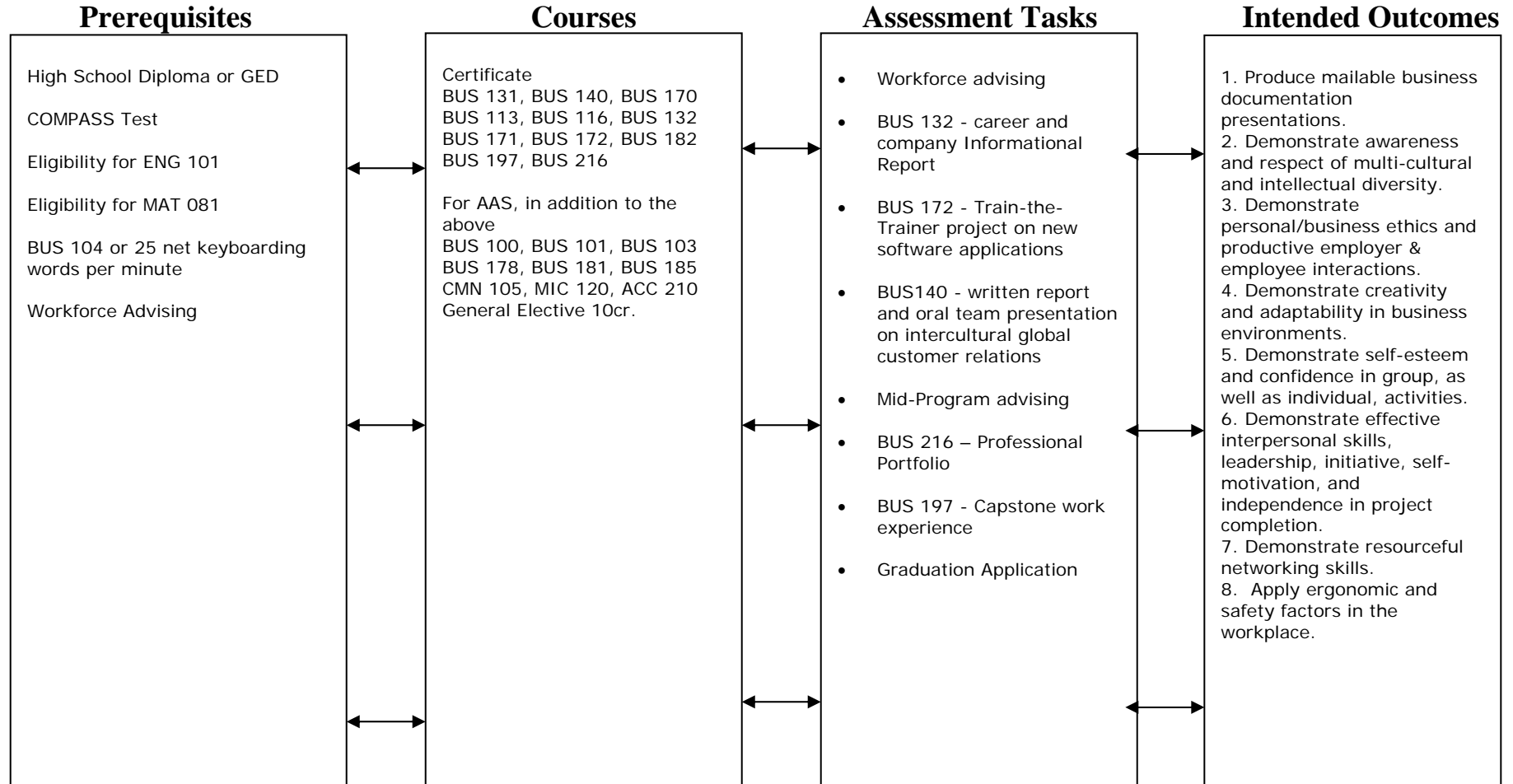
Program Name:

***Business Information Technology – AAS Degree & Certificate***

Revised 7 January 2008

**Theme(s):** Customer Service, diversity, integrated communications, life-long learning, professionalism

**Program Role:** Program prepares students for entry level business occupations or for transfer to a four-year business program.



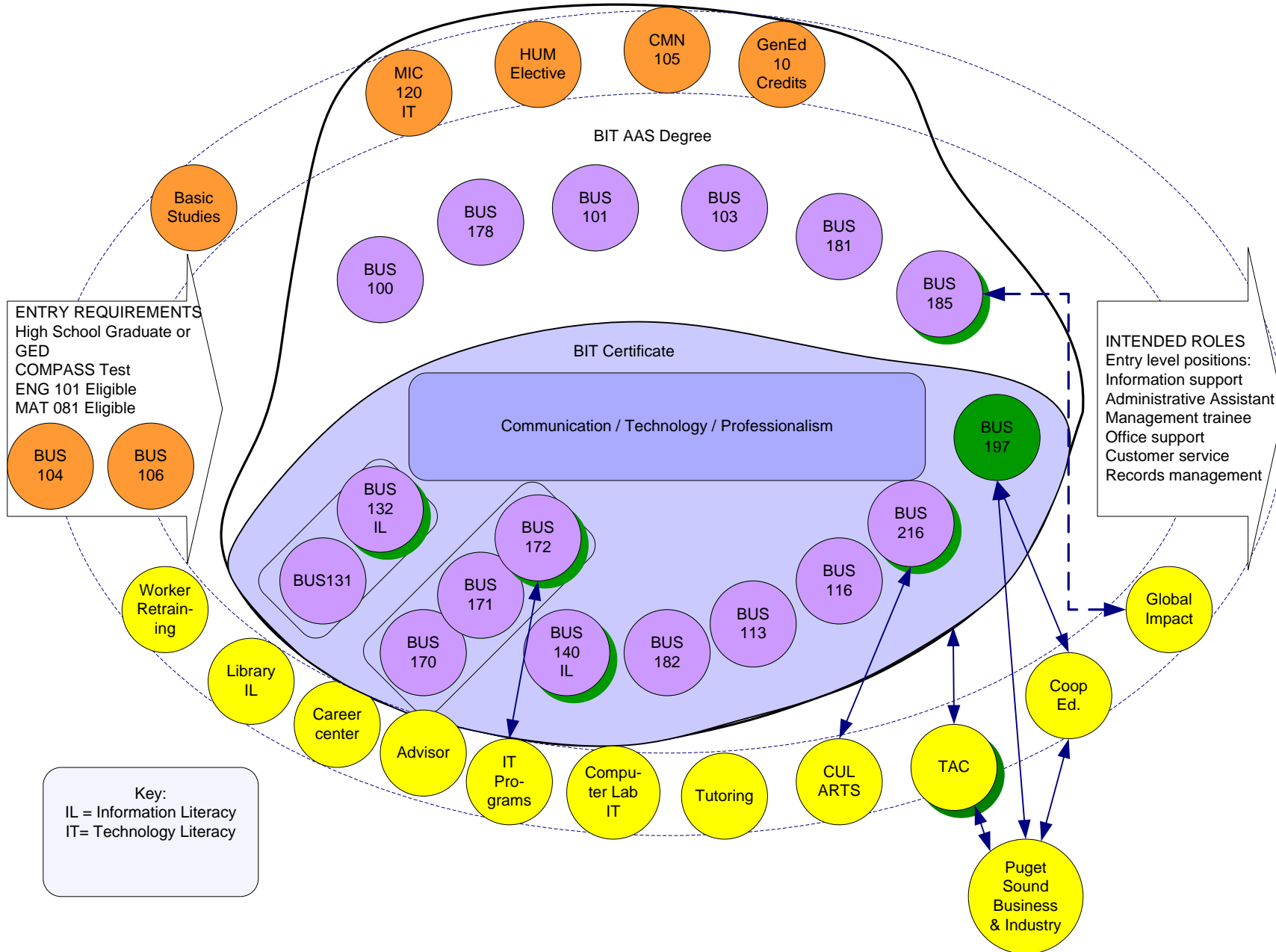
*What must students understand to demonstrate the intended outcome?*

*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO “out there” that we’re responsible for “in here”??*

Program: Business Information Technology – AAS Degree and Certificate  
 Snapshot on: 26 October 2007



**Intended Learning Outcomes:**

1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate personal/business ethics and productive employer/employee interactions.
4. Demonstrate creativity and adaptability in business environments.
5. Demonstrate self-esteem and confidence in group, as well as individual, activities.
6. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
7. Demonstrate resourceful networking skills.
8. Apply ergonomic and safety factors in the workplace.

**INTENDED ROLES**  
 Entry level positions:  
 Information support  
 Administrative Assistant  
 Management trainee  
 Office support  
 Customer service  
 Records management

Global Impact

Coop Ed.

Puget Sound Business & Industry

## Program Assessment Inventory

Program: Business Information Technology – AAS Degree and Certificate

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Early program</i>	<i>Mid program</i>	<i>End of program</i>
<b><i>Students are prepared to learn (prerequisites)</i></b>			
ASSET test scores	<b>X</b>		
COMPASS test scores	<b>X</b>		
SLEP test scores			
Keyboarding proficiency	25 net wpm	45 net wpm	60 net wpm
<b><i>Students are assessed as they move through the program</i></b>			
Competencies assessment	<b>X</b>	<b>X</b>	<b>X</b>
Internship feedback			<b>X</b>
Pre-Mid-Post assessment	BUS 131, BUS 132, BUS 170, BUS 171, BUS 172, BUS 197, BUS 216		
Service Learning experience feedback			
Student course evaluations	Conducted quarterly		
Student focus groups			
Student grades	Conducted quarterly		
Student interviews			
Student self assessment	Integrated throughout program		
Student surveys			
Student peer assessment	<b>X</b>	<b>X</b>	<b>X</b>
<b><i>Students are assessed as they complete the program</i></b>			
Completion statistics	By college		
Capstone projects	<b>X</b>	<b>X</b>	<b>X</b>
Graduation statistics	By college		
Portfolios	<b>X</b>	<b>X</b>	<b>X</b>
Presentations	<b>X</b>	<b>X</b>	<b>X</b>
<b><i>External assessment data is collected</i></b>			
Transfer rates	By college		
Employer surveys			<b>X</b>
Technical Advisory Committee	Meets twice yearly		
License certification success rates			
Performance in 4 year programs			
Employment rates			
Salary statistics			
Survey of former students			

## **Business Information Technology (AAS)**

Students will demonstrate effective communication, computation, critical thinking, technological, human relations, and problem-solving skills necessary to be successful in the workplace and to assume training and managerial responsibilities.

Students will demonstrate basic computer literacy in information processing, spreadsheets, databases, records management, desktop publishing, web design and maintenance, and records management.

Students will:

1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate personal/business ethics and productive employer/employee interactions.
4. Demonstrate creativity and adaptability in business environments.
5. Demonstrate self-esteem and confidence in group, as well as individual, activities.
6. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
7. Demonstrate resourceful networking skills.
8. Apply ergonomic and safety factors in the workplace.

## **Business Information Technology (Certificate)**

Students will integrate effective communication, computer literacy in information processing/spreadsheets/database management, business computations and documentation to acquire and promote in successful employment.

Students will:

1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
4. Demonstrate resourceful networking skills.
5. Apply ergonomic and safety factors in the workplace.

## DRAFT

### BIT: new Learning Outcomes from Oct. 26, 2007 Assessment Workshop

What do we want the student to do “out there” that we’re responsible for “in here”?

1. Communicate effectively in various modalities in order to negotiate with internal and external customers
  - Communicate ideas
  - Train others (train the trainers)
  - Write persuasively in order to
    - sell a business plan
    - create a PR statement
  - Negotiate customers & contracts
  - Effective public speaking
2. Work collaboratively with internal and external customers in order to provide products and services
  - Provide solutions
  - Quantitative & qualitative reasoning
  - Trouble-shooting
  - Think critically
  - Brainstorm
  - Present ideas
  - Collaborate virtually
3. Actualize professional qualities in leadership, ethics and adaptability (“in order to”?)
  - Intercultural sensitivity
  - Sense of social engagement & responsibility
  - Skill transferability
  - Entrepreneurial
  - Life-long learning
  - Identify & utilize assets
4. Utilize technology in order to analyze and manage information
  - Work efficiently
  - Manage records
  - Create web pages
  - Integrate the academic into the practical
  - Analyze business information and environment
  - Analyze data
  - Format business documents
  - Work ergonomically and safely