Comprehensive Program

Of

Administrative Office Management

For

2019-2020

Prepared by

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# 1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

###

### Narrative:

Individuals will develop skills in office management, business software, accounting, and leadership, all of which are in demand in organizations both large and small. Students in this program will learn these skills in a hands-on environment, which includes possible internship opportunities with the college campus and local business offices. Students who successfully complete Document Processing, Excel, Access are eligible to sit for the Microsoft office Suite Certification. Students who successfully complete the 2- year degree or 2 semester certification programs are ready to move on to higher learning and/or enter the labor market.

**Administrative Office Management: Degree: Associate of Applied Science**

Four-Semester Plan

First Semester:

Course Title Credit Hours

Administrative Assistant (OTC1063) 3

Intro Database (CIT1552) 2

Keyboarding (OTC1001) 1

Computerized Accounting (ACC1033) 3

English Composition I (ENG 1003) 3

Financial Accounting (ACC1044) 4

Term Total 16

Second Semester

Cert B

MOS Access Certificate Credit Hours

General Office Procedures (OTC1163) 3

Advanced Database (CIT1562) 2

Office Technology (OTC1043) 3

Records Management (OTC1051) 1

Intro to Spreadsheets (CIT1202) 2

Intro to Business (BUS1093) 3

 Term Total 14

Third Semester

MOS Excel Certificate Credit Hours

Advanced Spreadsheets (CIT1214) 4

Cultural Studies Elective\* 3

Business Communication (BUS2013) 3

Document Processing (OTC1014) 4

Computer Concepts & Applications (CIT 1003) 3

Term Total 17

Fourth Semester

MOS Word Certificate Credit Hours

Advanced Document Processing (OTC2003) 3

Business Ethics (BUS2113) 3

Human Relations in Business (MDM1033) 3

Business Math (BUS1013) 3

Intern & Seminar Office Tech (OTC1093) 3

Term Total 15

Total: 62

\*See Liberal Studies degree categories for list of classes

**Administrative Office Management Degree:**

**Certificate**

Two-Semester Plan

First Semester:

Course Title Credit Hours

Administrative Assistant (OTC1063) 3

Intro to Database (CIT1552) 2

Keyboarding (OTC1001) 1

Computerized Accounting (ACC1033) 3

English Composition I (ENG 1003) 3

Financial Accounting (ACC1044) 4

Term Total 16

Second Semester

Cert B

MOS Access Certificate Credit Hours

General Office Procedures (OTC1163) 3

Advanced Database (CIT1562) 2

Office Technology (OTC1043) 3

Records Management (OTC1051) 1

Intro to Spreadsheets (CIT1202) 2

Intro to Business (BUS1093) 3

 Term Total 14

TOTAL: 30

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

**AOM Assessment Data AY 2018**

**Number of Faculty:**

1 full time

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 5 total credit hours taught, with 3 total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average Class size:**

1 student in Face-to-Face classes

2 students in online classes

1.5 students across AOM all courses

**Completion rates:**

100% face-to-face

100% online

100% all AOM courses

Pass (‘C’ or better) rates:

100% face-to-face

100% online

100% all AOM courses

**Number of Majors:**

0 AAS AOM (0 returned in Fall 2018), 1 Cert AOM (0 returned)

**Degrees Awarded:**

0 AAS AOM, 0 Cert AOM

**AOM Program Review Data AY 2019**

**Number of Faculty:**

1 full time (Coy)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 19 total credit hours taught, with 12 total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average Class size:**

1.25 students in Face-to-Face classes

1.40 students in online classes

1.33 students across all courses

**Completion rates:**

80.0% face-to-face

28.6% online

50.0% all courses

**Pass (‘D’ or better) rates:**

100% face-to-face

100% online

100% all courses

**Pass (‘C’ or better) rates:**

100% face-to-face

100% online

100% all courses

**Number of Majors:** 2 Cert majors (1 returned in Fall 2019 but switched to AAS AOM, the other did not return); 0 AAS majors

**Degrees Awarded:** 0

# 2.0 Student Success

##  2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

### Narrative:

Student success is defined as the successful completion of an Associates of Applied Science or Certificate in Administrative Office Management. For those students in, or seeking gainful employment into the workforce, success is defined as gaining knowledge and skills to help achieve employment or greater responsibility in their present positions.

## 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

The intention of the Faculty teaching Business and Computer Technology classes is to make the curriculum interesting, timely and promote the desire on the part of students to continue to increase their knowledge in an office setting. The intent to make classes available on ground as well as in an online environment to assist students from diverse backgrounds and life situations the ability to receive their degree or certificate.

#

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels.  Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

###

### Narrative:

Students gain employability skills by meeting outcomes designed for student success in the courses outlined for Administrative Office Management certificate and Associates of Applied Science degree. The AOM program was reintegrated in the schedule in the Spring of 2017 based on the need for soft skills and various office technical skills by the workforce. Each semester faculty reflect on assessment data for the semester and determine if there are high priority changes that need made or if changes will be implemented in the new semester.

Individual course outcome data can be found in Appendix A.

Upon completion of the Administrative Office Management program the student will be able to:

Compose complex business documents, including memos, emails, letters, resumes, and reports.

Demonstrate a commitment to diversity and enhanced employability through the understanding and practice of human relations, teamwork, customer service and leadership skills.

Demonstrate excellent communications skills including, speaking, writing, and presenting information.

Demonstrate proficiency in using computer hardware and software, including Microsoft Office applications.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

Assessment data reports for AY 17-18, 18-19 are in the appendix. The data gathered shows the accuracy in which students completed outcomes, and what changes will be made to better meet outcomes not met. As you review the outcomes you will find most measures were met or exceeded expectations and small changes will need to be made to a few courses to enhance student success.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

###

### Narrative:

Assessment continues to be an important part of understanding student success. AY (2020-2021) outcomes in all classes are entered into Canvas and are measured and reflected upon so faculty can make data driven decisions on improvements. The AY 2017-2018 and AY 2018-2019 of assessment data for AOM Program are found in Appendix A. Faculty reflect and make changes each semester depending on course needs.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

###

### Narrative:

* Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Present: Jody Coy\*, Val Windsor- Penmac, replaces with Amanda Cadle – Penmac, Mark McNally -KansasWorks, replaced with Brandy Benedict – KansasWorks, Kim Kays – Express Employment.

The advisory board meets once a semester:

Meeting minutes: The need for training in soft skills for the workplace and meeting the needs of the non-traditional students wishing to hone their job skills or wishing to obtain the next level of education or employment. Offering online classes to better meet the needs of the community as well as our high-school population.

Amanda and Kim both expressed the need for soft skill in the workforce and expressed the need for a QuickBooks and Conflict Resolution course to be offered. I spoke with them about the Accountant Assistant Certificate which would include QuickBooks and Payroll Accounting courses for AY 2020-2021 upon approval from Academic Council.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

N/A

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

Independence Community College’s regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvements on campus. The Administrative Office Management Associates of Applied Science and certificate falls under the normal HLC accreditation for the college.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

 3. The institution uses the information gained from assessment to improve student learning.

**5.0 Curriculum Reflection**

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### 5.1 Reflection on Current Curriculum

### Narrative:

What types of jobs can students get after being in your program? (Please use state and national data?)

<https://www.bls.gov/ooh/office-and-administrative-support/bookkeeping-accounting-and-auditing-clerks.htm>

Employment opportunities include: Supervisors of Office and Administrative Support Workers, Administrative Services Managers, Executive Secretaries and Executive Administrative Assistants, Administrative Assistant, Administrative Secretary, Administrative Specialist, Administrative Technician, Clerk Typist, Department Secretary, Office Assistant, Secretary, Staff Assistant, Accounts Payable Supervisor, Accounts Receivable Manager, Administrative Supervisor, Customer Service Manager, Customer Service Supervisor, Office Coordinator, Office Manager, Office Supervisor, Staff Services Manager. Administrative Office Management participants will have the opportunity to make connections with local employment agencies to assist them in finding employment in these areas upon graduation.

How dynamic is the curriculum? When was the last reform or overhaul?

The AOM Program offers a variety of courses to strengthen soft skills a skill lacking in what employers are looking for based on information gathered from the advisory committed.

The ICC Marketing Department is putting together a market push for the AOM Program and will be adding the Accountant Assistant Certificate upon Academic approval. This program is in its 3rd year of reform however there has been no substantial marketing or recruiting to the program. New to the program upon Academic Council approval will be an Accountant Assistance Certificate for Fall 2020 with a focus on QuickBooks and Payroll.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

Individuals may obtain an Associates of Applied Science, Administrative Office Management Certificate as well as become certified in Microsoft Office Suite -Word, Excel and Access. Individuals will develop soft skills needed in office management, business software, accounting, and leadership all of which are in demand in organizations both large and small. Students will gain work experience opportunities with campus offices and local businesses.

6.0 Faculty Success

6.1 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

Jody Coy, has been with the department for almost 3 years however, she has worked at ICC for nearly 17 years. Associate Professor Coy has a BS in Computer Information Systems and is currently working on her MA in Business Education, Information Systems/Operations Management. She has been the chair of the Events Committee for 10 years and a member of Faculty Association. She was a member of Professional Development for 5 years and is a member of Council of Chairs, and a member of Classified Staff for 8 years before the group was dissolved.

6.2 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

The program has one student on track to finish the AOM Associates of Applied Science in the Spring 2021

There have been 4 students set for the Certiport Microsoft Office certification exam and 2 have become certified Microsoft Office Excel Specialist

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

My goal is to get students as much work experience while they are in school by finding placements for students in offices on campus to gain real world work experience, they can be put on a resume to assist in gainful employment. I have met with my advisory committee and expressed my goal to find placements for students in their last semester of the AOM Program for a smooth transition from the classroom to the workforce.

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

### Narrative:

Student(s) in the AOM Program have met or exceeded with above average expectancy on projects, assignments and exams. Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100%, Student showed strong computer and records management skills. This is shown by exceeding the expected 85% on all measured materials.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

I am recommending a Revitalization: Revitalizing the AOM program to include Intro to Accounting as a foundation course. Also, I am adding a certificate opportunity for an Accounting Assistant (Bookkeeper) to give students further workforce opportunities based on the employment needs in our area.

Employment of bookkeeping, accounting, and auditing clerks is projected to decline 4 percent from 2018 to 2028. Technological change and automation are expected to reduce demand for these workers in the metropolitan areas, The AOM Advisory Board does not see this here in the non-metropolitan area. The AOM Advisory Board has informed me that our area is very much in need of employee pools with the necessary skills to fill the area labor market in the Administrative Assistant and Bookkeeping fields, until they inform us that the need is no longer there for our area I believe we should continue to offer courses in the Administrative and Bookkeeping field.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

Goal 1: Maintain or increase student engagement in program specific courses during the next 3-4 years (2020-2023) by increasing experiential learning opportunities for students. To help achieve this goal program faculty should attend professional development opportunities with focus within Administrative Office Managements and Bookkeeping. Student engagement would be measured by student survey and assessment measures.

Goal 2: Maintain or improve student academic performance in Administrative Office Management and Bookkeeping skills during the next 3-4 years (2020-2023). The student performance will be evidenced by passing scores on final exams or final projects in program courses. Accomplishing this goal will help prepare students for the work force.

Goal 3: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3-4 years (2020-2023). The improvement will be evidenced by successful completion of the Administrative Office Management and Bookkeeping degree/certificate. This goal will help prepare students for the work force.

7.4 Mission and Strategic Plan Alignment

Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

The Administrative Office Management Program meets ICC mission and vison by promoting academic excellence and cultural enrichment, with opportunities of student interactions with diverse backgrounds and providing students with degree/certificate enhancing student skills and employment opportunities.

The Administrative Office Management Program aligns itself with the Higher Learning Commission’s

Criterion 3: Teaching and Learning: Quality, Resources, and Support.

3. A. The institution’s degree programs are appropriate to higher education.

 1. Courses and programs are current and requires levels of performance by students appropriate to the degree or certificate awarded.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

 5. Instructors are accessible for student inquiry.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

 3. The institution uses the information gained from assessment to improve student learning.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

Budget requests are as follows:

1. Provide $2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on projects for classes.

2. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year).

3. Remove the carpet in AC108 as the carpet in the lab is very worn and has holes in several spots. It does not look nice when giving tours to prospective students and their parents. Removing the carpet and replacing it with a product that has a high traffic tolerability that will last much longer than carpeting. Like that placed in AC107. There is also carpeting in AC106 that is newer, so it doesn’t need to be replaced until it shows wear.

4. Replacement chairs in two of the three computer labs ($60-$80 each, 24+17=65, in total about $3,900-5,200).

5. Laptops with higher bandwidth need to replace the ones that are currently being used in AC107 for computer classes and other classes when not in use by computer classes. This is an issue that our IT department is aware of and the current laptops will be placed in service elsewhere on campus.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

This program review was written by Jody Coy, Associate Professor. The data for student information on enrollment and completion rates provided by the Institutional Research Office, Anita Chappuie.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

The data presented in the comprehensive program review of the Associate of Applied Science in Administrative Management at ICC is informative and I agree with the findings. This degree needs to have a significant enrollment increase in order for it to be a viable program at ICC and ICC need to be strategic in attempting to market the degree in the near future. The program will be carefully monitored for its viability as a program offering. Mark Allen, VPAA, 4/21/2020.

Narrative:

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

**Fall 2017 – Spring 2018**

Fall 2017

Keyboarding

1. The student will be able to complete appropriate keying techniques, using the home row method.

2. The student will be able to complete beginner work with less than 12% errors.

3. The student will be able to complete advanced lessons with at least 6% accuracy.

Students will score at least an 80 % in the course.

The 2 students in the class completed the course above the 80 % accuracy on timed test.

The 2 students in the class scored above a 96 % for the course.

This course is taught by appointment however students attended more like an online for future courses I think it will be beneficial for the students to meet with instructor at least once per section.

Human Relations

1. The student will be able to understand and apply effective communication styles. Chapter 3 Quiz

2. The student will be able to explain how moral intelligence contributes to personal and organizational success. Chapter 5 Quiz

3. The student will be able to apply knowledge and practice constructive self-disclosure. Chapter 8 Quiz

Students will complete Chapter 3, 5, and 8 quizzes with above a 75%.

Students completed Chapter 3 course quiz with above a 75%, students average score was 79%, high score was 89 % and low score was 67%

Students completed Chapter 5 course quiz with above a 75%, students average score was 86%, high score was 100 % and low score was 70%

Students completed Chapter 8 course quiz with above a 75%, students average score was 77%, high score was 90 % and low score was 65%

In this course we utilized the Business Office and the Human Recourse departments to setup mock interviews with the students having roles in the hiring and interviewee process and setup and lead team building exercises that the departments participated in.

Document Processing

1. Customize and format themes, paragraphs, charts, and pages.

2. Insert special features and references.

3. Protect and prepare documents.

Students will complete the class with a score of 85% in the course. Student scored 92%

Students completed Chapter 2 L2 Concept Exam with above an 85%, students average score was 100%, high score was 100 % and low score as 100%

Students completed Chapter 5 L2 Concept Exam with above an 85%, students average score was 100%, high score was 100 % and low score as 100%

Students completed Chapter 8 L2 Concept Exam with above an 85%, students average score was 100%, high score was 100 % and low score as 100%

Student completed course with little assistance from the instructor, this class would do well being taught online.

Spring 2018

Business Communications

Learning Outcomes: Upon completion of this course, students will be able to do the following:

1. Examine and explain the process of communication. (1)

2. Demonstrate business quality writing. (3)

3. Apply appropriate communication strategies. (5)

Students will score at least an 80 % on the final project fulfills 1 &3.

Of the eight (8) students in the class 6 completed with a score of 100% on the final project.

Students will score at least a 40 % on the Resume and Request letter fulfills 2.

Of the eight (8) students in the class 5 completed with a score of 40% on the Resume.

Of the eight (8) students in the class 5 completed with a score of 40% on the Request Letter.

Students participated in writing a proposal letter referencing a business they were interested in opening.

Students prepared and presented a business presentation in class.

Business Ethics

1. The student will be able to construct an ethical framework for decision-making.

2. The student will be able to explain the impact of business decisions on stakeholders of the business.

3. The student will be able to identify how business ethics is as much an individual issue as an

 organizational issue.

Students will score at least an 75 % on the final project. Fulfills 1,3 & 6

Students will score at least an 75 % on Chapter 3 quiz. Fulfills 2

Students completed Chapter 3 course quiz with an average score of 73%, high score was 100 % and low score was 27%

Intro to Spreadsheets

1. Create, save, and print an Excel workbook. (L1 Chapter 1)

2. Write and apply formulas appropriately. (L1 Chapter 2 & L2 Chapter 2)

3. Apply formatting techniques to enhance a workbook. (L1 Chapter 3 & L2 Chapter 1)

Students should complete Chapter 1 - L1 Project with at least an 85%, students average score was 100%, high score was 100 % and low score as 88% (1)

Students should complete Chapter 7 L1 Project with at least an 85%, students average score was 100%, high score was 100 % and low score as 90% (2)

Students should complete Chapter 2 L2 Skills Check with at least an 85%, students average score was 22.5%, high score was 100 % and low score as .1% (2)

Students should complete Chapter 3 L1 Project with at least an 85%, students average score was 100%, high score was 100 % and low score as 85% (3)

Students should complete Chapter 1 L2 Skills Check with at least an 85%, students average score was 100%, high score was 100 % and low score as .2% (3)

Currently the final is the practice test for the certification exam in GMetrix it is suggested that they score at least an 80% to take the certification test. It is my goal to have students take the certification test in place of the final.

It appears that students do well in chapters in the Level1 section, and seem to struggle in the Level 2 section, I will administer more practice exercises with a goal for student scores to be higher in Level 2 assignments.

**Fall 2018 – Spring 2019**

Intro to Database CIT1552

1. Manage and create tables, create relationships between tables. Unit 1 Chapter 1 & Unit 1 Chapter 2
2. Perform queries, modify, filter, and view data, export and import data. Unit 1 Chapter 3

Unit 1 Chapter 7 and Unit 1 Chapter 8

 3. Create and modify tables in design view, create forms and reports**,** create reports and mailing

 labels. Unit 1 Chapter 4, Unit 1 Chapter 5 and Unit 1 Chapter 6

Students should complete Unit 1 Chapter 1 - Project Students score at least an 85%, students average score was 87%, high score was 87 % and low score as 87% (1)

Students should complete Unit 1 Chapter 2 - Project Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (1)

Students should complete Chapter 3 Project Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (2)

Students should complete Chapter 7 Project Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (2)

Students should complete Chapter 8 Project Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (2)

Students should complete Chapter 4 Skills Check Students should score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (3)

Students should complete Chapter 5 Project Students score at least an 85%, students average score was 87.5%, high score was 87.5 % and low score as 87.5% (3)

Students should complete Chapter 6 Project Students score at least an 85%, students average score was 90%, high score was 90 % and low score as 90% (3)

Currently the final is the practice test for the certification exam in GMetrix. It is suggested that students score at least an 80% on the certification exam in GMetrix to take the certification test. It is my goal to have students take the certification test in place of the final.

This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

Administrative Assistant OTC 1063

1. **Demonstrate understanding of business functions and skills required to perform them. Chapter 1 (1)**
2. **Recognize how automation of offices requires workers to make more decisions when selecting the best of many available options for completing job task. Chapter 7 (2)**
3. **Recognize different types of software and their purposes in accomplishing specific office task.**

**Chapter 11 (3)**

1. **Conduct oneself in a businesslike manner. (5)**

Students should complete Chapter 1 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (1)

Students should complete Chapter 6 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (1)

Students should complete Chapter 7 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (2)

Students should complete Chapter 2 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (5)

Students should complete Chapter 4 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (5)

Students should complete Chapter 5 – Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (5)

Students should complete Chapter 11 –Premium Quiz Students score at least an 85%, students average score was 100%, high score was 100% and low score as 100% (4)

This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

Records Management 1 OTC 1051

**1. Identify various kinds of physical and electronic record formats, describe the life cycle of records and information Chapter 1(1)**

**2. Identify and define electronic business activities. Identify common problems and challenges for records system. Chapter 2(2)**

**3. Learn and explain the need for indexing rules in alphabetic storage Chapter 3, Chapter 4 (3)and Chapter 5**

Students should complete Chapter 1 –Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (1)

Students should complete Chapter 2 –Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (2)

Students should complete Chapter 3 –Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (3)

Students should complete Chapter 4 –Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (3)

Students should complete Chapter 5 –Quiz Students score at least an 85%, students average score was 100%, high score was 100 % and low score as 100% (3)

This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

Assessment Report for ***Computerized Accounting ACC 1033***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| 1. Describe a manual accounting system (Chapter 4 -1 Case Problems, Chapter 4 Quiz) (Outcome 1) | Met  | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time.  |
| 2. Enter the beginning balances of a business. Chapter 2-1 Case Problems, Chapter 2 Quiz) (Outcome 2) | Met | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time. |
| 3. Prepare journal entries for a business (Chapter 6-1 Case Problems, Chapter 6 Quiz) (Outcome 3) | Met | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time. |

Learning Outcome #1: Describe a manual accounting system Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 4 -1 Case Problems |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students score at least 80% on the case problems for the chapter*.* |
| Measure 1 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Chapter 4 Quiz |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 85 % of students score at least 80% on the chapter quiz*.* |
| Measure 2 Results | 90 % of students scored 67.5%, students average score was 74% and a low score of 0%, Therefore, this measure is considered unmet. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students need review for quizzes. Test scores are lower than expected study guide will be implemented. |

Learning Outcome #2: Enter the beginning balances of a business.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 2 -1 Case Problems |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students score at least 80% on the case problems for the chapter*.* |
| Measure 1 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Chapter 2 Quiz |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 85 % of students score at least 80% on the chapter quiz*.* |
| Measure 2 Results | 100 % of students scored 97.5%, students average score was 98% and a low score of 97.5%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students understood the material given and met the outcome with higher than expected scores  |

Learning Outcome #3: Prepare journal entries for a business

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 6 -1 Case Problems |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students score at least 80% on the case problems for the chapter*.* |
| Measure 1 Results | 90% of students score at least an 100%, students average score was 60% and a low score of 0%, Therefore, this measure is considered Partially met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Chapter 6 Quiz |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 90% of students score at least 90% on the chapter quiz*.* |
| Measure 2 Results | 90 % of students scored 97.5%, students average score was 98% and a low score of 0%, Therefore, this measure is considered Partially met. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings |  |

Assessment Report for ***General Office Procedures OTC 1163***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| 1.Demonstrate qualities and skills necessary for the office assistant. Chapter 1 - 4 Quiz For Your Discussion Chapter 2 | Partially Met | I plan to assign students presentations for them to demonstrate skills necessary for the Office Assistant.  |
| 2.Communicate effectively in diverse office settings. Chapter 5 -8 QuizFor Your Discussion Chapter 6 |  Met | I plan to add time in an office setting for students to observe communication.  |

Learning Outcome #1 Demonstrate qualities and skills necessary for the office assistant.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 1-4 True False Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 80% on the quiz*.* |
| Measure 1 Results | 100 % of students scored an 80%, students average score was 80% and a low score of 80%, Therefore, this measure is considered met. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I believe it would be in the student’s best interest to have a in class review before administering the quiz. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | For Your Discussion Chapter 2 |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 85 % of students who complete Chapter 2 For Your Discussion achieve at least 80% (40 pts) on the assignment*.* |
| Measure 2 Results | 100% of students scored a 45%, students average score was 90% and a low score of 90%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students performed well in the learning environment this assignment was administered. No change at this time. |

Learning Outcome #2: Communicate effectively in diverse office settings.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 5 -8 QuizMultiple Choice /True False Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 80% on the quiz*.* |
| Measure 1 Results | 100 % of students scored an 80%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Reviewing chapter points with student before quiz improved students score. Knowledge of this pre and post chapter test.  |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | For Your Discussion Chapter 6 |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 85 % of students who complete Chapter 2 For Your Discussion achieve at least 80% (40 pts) on the assignment*.* |
| Measure 2 Results | 100% of students scored a 45%, students average score was 80% and a low score of 80%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students performed well in the learning environment this assignment was administered. No change at this time. |

Assessment Report for ***Intro to Spreadsheet CIT 1204/HY01***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| Construct and apply linking techniques to move and copy data between workbooks. | Partially Met | Students understood conceptsNo further action at this time |
| Develop various work products using importing and exporting. | Partially Met | Students understood conceptsNo further action at this time |
| Enhance document design and presentation of worksheets and workbooks through the use of charts, bitmapped graphics, and clip art |  Partially Met | Review with students to be sure they understand and be sure assignment is attempted. Two of the three students did not do the assignment |

Learning Outcome #1: Construct and apply linking techniques to move and copy data between workbooks.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Level 1 Chapter 1 Skills Check |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 80 % of students who complete the skills check achieve at least 80% on the skills check*.* |
| Measure 1 Results | 100% of students scored a 100%, students average score was 100 % and a low score of 100%, Therefore, this measure is considered met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Level 1 Chapter 2 Skills Check |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 80 % of students who complete the skills check achieve at least 80% on the skills check*.* |
| Measure 2 Results | 67% students scored an 80%, students average score was 80% and a low score of 50%, Therefore, this measure is considered partially met. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students understood the material given, one student struggled with the work. I will review in class to be sure students understand material. |

Learning Outcome #2: Develop various work products using importing and exporting.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Level 1 Chapter 5 Skills Check |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 80 % of students who complete the skills check achieve at least 80% on the skills check*.* |
| Measure 1 Results | 67% students scored an 80%, students average score was 80% and a low score of 40%, Therefore, this measure is considered partially met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Level 1 Chapter 6 Skills Check |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 80 % of students who complete the skills check achieve at least 80% on the skills check*.* |
| Measure 2 Results | 67% students scored an 80%, students average score was 80% and a low score of 50%, Therefore, this measure is considered partially met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students understood the material given, one student struggled with the work. I will review in class to be sure students understand material. |

Learning Outcome #3: Enhance document design and presentation of worksheets and workbooks through the use of charts, bitmapped graphics, and clip art

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Level 2 Chapter 8 Skills Check |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 80 % of students who complete the skills check achieve at least 80% on the skills check*.* |
| Measure 1 Results | 1 student scored an 100%, students average score was 100% and a low score of 0%, two students did not attempt skills check. Therefore, this measure is considered partially met. |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students understood the material given, one student struggled with the work. I will review in class to be sure students understand material. |

Assessment Report for ***Keyboarding OTC 1001***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| 1. The student will be able to complete appropriate keying techniques, using the home row method.
 | Met | This course is taught by appointment however students attended more like an online for future courses I think it will be beneficial for the students to meet with instructor at least once per section.  |
| 1. The student will be able to complete beginner work with less than 12% errors.
 | Met |  |
| 1. The student will be able to complete advanced lessons with at least 6% accuracy.
 | Met |  |
| 4.  |  |  |

Learning Outcome #1: The student will be able to complete appropriate keying techniques, using the home row method.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | 1-30 Posttest Timing # 1 |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | Students will score at least an 80 % in the course.The 1 student in the class completed the course above the 80 % accuracy on timed test.  |
| Measure 1 Results | 100% of students score at least an 90%, students average score was 90% and a low score of 90%, Therefore, this measure is considered met. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students practicing at home as well as during class sessions will improve typing skills.  |

Learning Outcome #2: The student will be able to complete beginner work with less than 12% errors.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | 1-30 Posttest Timing # 4 |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | Students will score at least an 80 % in the course. |
| Measure 1 Results | 100% of students score at least an 85%, students average score was 85% and a low score of 85%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students practicing at home as well as during class sessions will improve typing skills.  |

Learning Outcome #3: The student will be able to complete advanced lessons with at least 6% accuracy.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | 1-30 Posttest Timing # 6 |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | Students will score at least an 80 % in the course. |
| Measure 1 Results | 100% of students score at least an 90%, students average score was 90% and a low score of 90%, Therefore, this measure is considered met. |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | Students practicing at home as well as during class sessions will improve typing skills.  |

Assessment Report for ***Office Technology OTC 1043***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| 1.Proper business email etiquette and office procedures. Chapter 4 quiz  | Met | I utilized MindTap for this course, it is student friendly and the work flow is efficient.No future action planned at this time.  |
| 2.Computer, telephone, photocopier and fax equipment knowledge. Chapter 2 & 6 quiz | Met | I plan to take the students around to office machines on campus and operate them to operate the different types of office equipment for hands on experience |
| 3. Organization using OutlookChapter 11 & 12 quiz | Met | I will require students to setup an account to utilize Outlook for the hands on experience. |

Learning Outcome #1: Proper business email etiquette and office procedures.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 4 Matching Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 85% on the quiz*.* |
| Measure 1 Results | 85% of students score at least an 85%, students average score was 99% and a low score of 99%, Therefore, this measure is considered met. |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I used Mindtap for this class, it has a learning environment that is student interactive.  |

Learning Outcome #2: Computer, telephone, photocopier and fax equipment knowledge. Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 2 Matching Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 85% on the quiz*.* |
| Measure 1 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I used MindTap for this class, it has a learning environment that is student interactive.  |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Chapter 6 Matching Quiz |
| Measure 2 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 2 Target Goal | 85 % of students who take the quiz achieve at least 85% on the quiz*.* |
| Measure 2 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I used MindTap for this class, it has a learning environment that is student interactive.  |

Learning Outcome #3: Organization using Outlook

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 11 Matching Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 85% on the quiz*.* |
| Measure 1 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I used MindTap for this class, it has a learning environment that is student interactive.  |

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Chapter 12 Matching Quiz |
| Measure 1 Type |

|  |  |  |
| --- | --- | --- |
|  |  | Direct |
|  |  | Indirect |

 |
| Measure 1 Target Goal | 85 % of students who take the quiz achieve at least 85% on the quiz*.* |
| Measure 1 Results | 100% of students score at least an 100%, students average score was 100% and a low score of 100%, Therefore, this measure is considered met. |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: |

|  |  |  |
| --- | --- | --- |
|  |  | Met |
|  |  | Partially Met |
|  |  | Not Met |

 |
| Findings | I used MindTap for this class, it has a learning environment that is student interactive.  |

Assessment Report for ***Records Management I OTC 1051***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
| 1. Identify various kinds of physical and electronic record formats, describe the life cycle of records and information (1) |  | N/A Students Withdrawal |
| 2. Identify and define electronic business activities. Identify common problems and challenges for records system. (2) |  | N/A Students Withdrawal |
| 3. Learn and explain the need for indexing rules in alphabetic storage (3)(4)(5) |  | N/A Students Withdrawal |