1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

There is no data on the program as it is a new program. Assessment will continue to make sure courses are relevant to outcomes.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

There is no data on the program as it is a new program. Assessment will continue to make sure courses are relevant to outcomes.

4.0: EXTERNAL CONSTITUENCIES 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. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

4.1 Program Advisory
Present: Jody Coy*, Brenda with Kansas Works, spoke in the Fall as I was getting the program organized and contacting others in the community to join the board.
Brenda and I discussed the need for soft skills in the work place and the offering of classes on ground as well as online availability for the working community.
This is the organization of my Advisory Board: Jody Coy*, Val Windsor with Penmac, Mark McNally with Kansas Works, and Kim Kays with Express Employment.

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

See Resource B for examples of external constituencies that may apply.

Narrative:

N/A

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

Customer Service Representatives	
2016 Median Pay	$32,300 per year $15.53 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2016	2,784,500
Job Outlook, 2016-26	5% (As fast as average)
Employment Change, 2016-26	136,300
Kansas Number of Jobs, 2016	29,900
Kansas 2016 Annual Mean Wage	33,860

Financial Clerks/Billing and Posting	
2016 Median Pay	$38,080 per year $18.31 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2016	1,440,400
Job Outlook, 2016-26	9% (As fast as average)
Employment Change, 2016-26	127,900
Kansas Number of Jobs, 2016	5320
Kansas 2016 Annual Mean Wage	34470

Information Clerks	
2016 Median Pay	$32,920 per year $15.83 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2016	1,516,800
Job Outlook, 2016-26	3% (Slower than average)

Employment Change, 2016-26	38,600
Kansas Number of Jobs, 2016	2470
Kansas 2016 Annual Mean Wage	38,790
Human Resources Specialists	
2016 Median Pay	$59,180 per year $28.45 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	547,800
Job Outlook, 2016-26	7% (As fast as average)
Employment Change, 2016-26	38,900
Kansas Number of Jobs, 2016	250
Kansas 2016 Annual Mean Wage	50,960

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Bill and Account Collectors,
on the Internet at https://www.bls.gov/ooh/office-and-administrative-support/bill-and-account-collectors.htm (visited *January 30, 2018*).

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.

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 Resource D for detailed descriptions of the vitality recommendation categories*.)

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 honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

There is no previous data on the program as it is a new program. Assessment, goal will continue to make sure courses are relevant to outcomes.

1. Provide students with the opportunity to intern on campus as well as in our local community and area. Students will receive the chance to practice work within their degree area using learned skills both technical and soft.
2. Utilize community and local advisory groups to give advice with direction of program areas as well as assist in putting program completers to work upon receiving certification or degree.
3. Faculty attend conferences to stay up to date on industry standards, as budgets allow.
4. Bring more up to date, hands-on simulation curriculum to recruit other students into courses and
possibly programs.
5. Attend career fairs to share tools of trade and education opportunities.
6. Work on 2 + 2 with universities. (Transfer Degrees)

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments.
These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

There is no data on the program as it is a new program.
Future budget requests are as follows:
1500.00 funding for faculty to continue education and attend conferences.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This review was completed by Jody Coy, the AOM instructor.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with all but the recommendations. These recommendations have been used in at least 6 other annual reviews and do not feel targeted toward AOM, especially the one referring to CIT students. I agree with the recommendations that refer to common spaces and the addition of a faculty member in 2017. Many of these recommendations feel more like department recommendation, but not for a specific program. Brian Southworth STEMB Division Chair. 2.15.2018