Instructional Program Review
Office Administration – AAS Degree

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Office Administration AAS degree

2. **Department and/or Program(s) Purpose Statement:**

   Train students to be successful office professionals.

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014-2015

4. **Date of Submission:**

   August 1, 2015

5. *Lead Person Responsible for this Program Review:*

   Name: Gay Mills
   Title: Professor and Program Coordinator
   E-mail: jgmills@actx.edu
   Phone Number: 371-5099

6. *Additional Individuals (Name and Title) Responsible for Completing this Program Review:*

   Camille Cargill, Instructor

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

   A .Overall Program Data (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion	X			
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)	X			
e. Grades A-C	X			
f. Annual Enrollment	X			
g. Survey, Focus Group, & Related Data	X			

   Based on the data in Part A, respond to the following two questions:
   i.   Identify one area in which your program(s) excel.

   > Our students are finding employment easily; there is a large demand for these skills in the Amarillo area.

   ii.   Identify one area in which your program(s) need to most focus for the next few years.

   > Ensure student success. Many of our students are returning students who lack confidence and need extra care and tutoring to be successful.

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X		
b. Grades A-C (IDS – Age)	X		
c. Grades A-C (IDS – Gender)	X		
d. Grades A-C (IDS – First Generation)	X		
e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
g. Course-level Enrollment (IDS)	X		
h. Survey, Focus Group, & Related Data	X		

   Based on the data in Part B, respond to the following two questions:
   i.   Identify two courses that are doing well.

   > POFT 1313—Professional Workforce Preparation and POFT 1301—Business English

ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> POFT 1309—Administrative Office Procedures I and ACNT 1303—Introduction to Accounting

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> Tutoring is listed as a No Excuses initiative, and—with Charlotte Goebel's peer tutor funding—we hired an advanced student to tutor Office Administrative students 10 hours per week. Some students have succeeded because of this extra assistance.

PART B – Strategic Planning:

Each department/program is expected to support **AC's Strategic Planning** initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

> Job training and retraining plays an important role in AC's Strategic Plan, and our courses are designed to prepare students for the workplace. Technology is also stressed in our Strategic Plan, and we are careful to remain on the "cutting edge" of software (we transition to new Microsoft versions as soon as they are released).

2. **(If applicable) What additional item(s) should AC's Strategic Plan address?**

> None that I am aware of.

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. **Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.**
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	POFT 1313, POFT 1309, POFT 2312
Critical Thinking Skills	POFT 2333, POFI 2340, ITSC 1309, ITSW 1304, POFI 2301, POFT 2301
Empirical & Quantitative Skills	ACNT 1303, POFT 1325

Teamwork	POFT 1313, ACNT 1303, POFT 1309
Personal Responsibility	POFT 1313, POFT 1309
Social Responsibility	POFT 1313
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Our Office Administration Advisory Committee members offer input to enhance our courses and ensure students are prepared for successful employment. Also, if a course has two or more sections offered, the syllabi is created and shared by all instructors teaching the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?
   (List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	POFT 2333, POFI 2331
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	POFT 2333
Projects/Essays	ITSC 1309, ITSW 1304, POFI 2301, POFT 2301, POFT 1309, POFT 2312, POFT 2333, POFI 2340, POFI 2331, ACNT 1303
Testing (i.e. course-based testing; finals)	ACNT 1303, POFT 1301, POFT 1309, POFT 1313, POFT 1325, POFI 1204, POFT 1319, POFL 1305
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> The data we are perusing, in conjunction with the advice of our Advisory Committee members, has caused us to review the value of our marketable skills certificates. This year we will explore the value of offering these short certificate programs compared to the possibility of students and employers assuming the short certificates are adequate for successful office employment.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Students use critical thinking skills to transfer computer software knowledge to application in Microsoft Word, Excel, Access, and PowerPoint. Several of our courses are software-related: POFI 2301, POFI 2340, POFI 2331, ITSC 1309, and ITSW 1304. Students who experience difficulty applying the textbook content (i.e., to an Excel spreadsheet) have the option of meeting with a tutor or with the instructor for additional assistance. We found that after one software course (usually beginning with Word Processing), students build confidence and generally are more successful in future software courses.

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

   > To adequately prepare students with proficient skills and knowledge to be successful in office employment.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

   > After completing at least 32 hours of Office Administration courses, 80 percent of majors will show proficiency in at least 3 of 4 competencies (speed, accuracy, composition, and formatting professional documents), based on electronic portfolios completed in Advanced Keyboarding (POFT 2333), as evaluated by a panel comprised of faculty and members of the industry.

3. Identify your results and analyze your data.

   > The average composite score of 22 portfolios evaluated for 2014-2015 was 4.2 (using a 5-point scale).

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

   > Perusing the portfolios indicated that more practice on accuracy is needed. Students' speed, composition, and formatting documents was good; however, accuracy needs improvement. Camille and I are researching drills and exercises that focus on keying accuracy. We will implement keyboarding accuracy practice in Intermediate Keyboarding (POFT 2301), Advanced Keyboarding (POFT 2333), and Speed and Accuracy (POFT 2303).

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

After analyzing the portfolio results, we will make accuracy a major focus in our keyboarding and software courses. We will consider revising our grading scale to reflect accuracy more fully, and we will devote more class time to accuracy practice.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Full-time and adjunct faculty are encouraged to attend CTL trainings. Blackboard training was required of all full-time and adjunct faculty.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

College readiness is the biggest obstacle our programs face. The majority of our students need developmental courses; some financial aid funds require program completion in 2 years. Completing the AAS program—with developmental math and reading—is very difficult to complete in 2 years and causes our students to attempt more courses than they are capable of successfully completing. I do not have a solution to this dilemma, but it is a problem that needs to be addressed.

4. Additional Comments Pertinent to this Review (Not Required):

Please rank the student's work on a 1-5 scale; three committee members will review the same student's work. Record your ranking score and initials in one of the boxes below:

Portfolio Evaluation

Planning and Evaluation Tracking (PET) objective/outcome: **"After completing at least 32 hours of Office Administration (OA) required courses, 90 percent of OA majors will show proficiency in at least 3 of 4 competencies (speed, accuracy, composition, professional documents), based on the electronic portfolios completed in Advanced Document Formatting, POFT 2333 (capstone course), as evaluated by a panel comprised of faculty and members of the industry."**

Ranking Scale:

5—Maximum proficiency (equivalent to a grade of A = 90-100)

4—Proficient (equivalent to a grade of B = 80-89)

3—Minimum proficiency (equivalent to a grade of C = 70-79)

2—Acceptable, but needs a large degree of improvement (equivalent to a grade of D = 60-69)

1—Unacceptable (equivalent to a grade of F = <60)

Proficiency Areas:

1. **Speed**: Number of assignments completed in allotted time:

    Completed ____ out of 39.

2. **Accuracy**: Error-free—no typos.

3. **Composition**: Correct use of grammar, word usage, punctuation, etc.; followed directions.

4. **Professional**: Correct format; applied common sense; used good judgment.

Portfolio Evaluations
Fall & Spring 2014-2015

Student's Name	Evaluation Average
Student 1	5
Student 2	4.5
Student 3	4.5
Student 4	4
Student 5	5
Student 6	5
Student 7	2.5
Student 8	5
Student 9	4.5
Student 10	3.5
Student 11	4
Student 12	3.5
Student 13	4
Student 14	4
Student 15	4.5
Student 16	3
Student 17	4
Student 18	4.5
Student 19	4
Student 20	5
Student 21	3.5
Student 22	5
Total Average	4.2

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Purpose

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The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

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The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

    Office Administration—Office Assistant Certificate

2. **Department and/or Program(s) Purpose Statement:**

    Train students to be successful entry-level office professionals.

3. **Program Review Year (i.e. Most Recent Academic Year)**

    2014-2015

4. **Date of Submission:**

    August 5, 2015

5. **Lead Person Responsible for this Program Review:**

    Name: Gay Mills
    Title: Professor and Program Coordinator
    E-mail: jgmills@actx.edu
    Phone Number: 371-5099

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

    Camille Cargill, Instructor

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

    A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion	X			
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)	X			
e. Grades A-C	X			
f. Annual Enrollment	X			
g. Survey, Focus Group, & Related Data	X			

   Based on the data in Part A, respond to the following two questions:
   i. Identify one area in which your program(s) excel.

   > Our students are finding employment easily; there is a large demand for these skills in the Amarillo area.

   ii. Identify one area in which your program(s) need to most focus for the next few years.

   > Ensure student success. Many of our students are returning students who lack confidence and need extra care and tutoring to be successful.

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
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e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
g. Course-level Enrollment (IDS)	X		
h. Survey, Focus Group, & Related Data	X		

   Based on the data in Part B, respond to the following two questions:
   i. Identify two courses that are doing well.

   > POFT 1313—Professional Workforce Preparation and POFT 1301—Business English

ii.   Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> POFT 1309—Administrative Office Procedures I and ACNT 1303—Introduction to Accounting

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> Tutoring is listed as a No Excuses initiative, and—with Charlotte Goebel's peer tutor funding---we hired an advanced student to tutor Office Administrative students 10 hours per week. Some students have succeeded because of this extra assistance.

PART B – Strategic Planning:

Each department/program is expected to support **AC's Strategic Planning** initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

> Job training and retraining plays an important role in AC's Strategic Plan, and our courses in this certificate are designed to prepare students for entry-level jobs. Technology is also stressed in our Strategic Plan, and we are careful to remain on the "cutting edge" of software (we transition to new Microsoft versions soon after they are released).

2. **(If applicable) What additional item(s) should AC's Strategic Plan address?**

> None that I am aware of.

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

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Critical Thinking Skills	POFT 2333, ITSC 1309, ITSW 1304, POFI 2301, POFT 2301
Empirical & Quantitative Skills	ACNT 1303, POFT 1325

Teamwork	POFT 1313, ACNT 1303, POFT 1309
Personal Responsibility	POFT 1313, POFT 1309
Social Responsibility	POFT 1313
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Our Office Administration Advisory Committee members offer input to enhance our courses and ensure students are prepared for successful employment. Also, if a course has two or more sections offered, the syllabi is created and shared by all instructors teaching the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	POFT 2333, POFI 2331
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	POFT 2333
Projects/Essays	ITSC 1309, ITSW 1304, POFI 2301, POFT 2301, POFT 1309, POFT 2333, ACNT 1303
Testing (i.e. course-based testing; finals)	ACNT 1303, POFT 1301, POFT 1309, POFT 1313, POFT 1325, POFI 1204
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> Due to the Coordinating Board requirements, we reduced the Office Assistant Certificate program from 40 semester hours to 30 semester hours, beginning Fall 2015.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Students use critical thinking skills to transfer computer software knowledge to application in Microsoft Word, Excel, Access, and PowerPoint. Several of our courses are software-related: POFI 2301, POFI 2340, POFI 2331, ITSC 1309, and ITSW 1304. Students who experience difficulty applying the textbook content (i.e., to an Excel spreadsheet) have the option of meeting with a tutor or with the instructor for additional assistance. We found that after one software course (usually beginning with Word Processing), students build confidence and generally are more successful in future software courses.

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1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> To adequately prepare students with proficient skills and knowledge to be successful in entry-level office jobs.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> After completing at least 32 hours of Office Administration courses, 80 percent of majors will show proficiency in at least 3 of 4 competencies (speed, accuracy, composition, and formatting professional documents), based on electronic portfolios completed in Advanced Keyboarding (POFT 2333), as evaluated by a panel comprised of faculty and members of the industry.

3. Identify your results and analyze your data.

> The average composite score of 22 portfolios evaluated for 2014-2015 was 4.2 (using a 5-point scale).

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> Perusing the portfolios indicated that more practice on accuracy is needed. Students' speed, composition, and formatting documents was good; however, accuracy needs improvement. Camille and I are researching drills and exercises that focus on keying accuracy. We will implement keyboarding accuracy practice in Intermediate Keyboarding (POFT 2301), Advanced Keyboarding (POFT 2333), and Speed and Accuracy (POFT 2303).

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IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> After analyzing the portfolio results, we will make accuracy a major focus in our keyboarding and software courses. We will consider revising our grading scale to reflect accuracy more fully, and we will devote more class time to accuracy practice.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> Full-time and adjunct faculty are encouraged to attend CTL trainings. Blackboard training was required of all full-time and adjunct faculty.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> College readiness is the biggest obstacle this program faces. The majority of our students need developmental courses. I understand that the State no longer requires students in Level 1 certificate programs to complete developmental courses; many of our students need developmental reading courses to be successful in all other courses but do not take them because they are not required. I do not have a solution to this dilemma, but it is a problem that needs to be addressed.

4. Additional Comments Pertinent to this Review (Not Required):

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   Office Administration Professional Certificate

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   Train students to be successful office professionals.

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4. **Date of Submission:**
   August 5, 2015

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    i.   Identify one area in which your program(s) excel.

    > Our students are finding employment easily; there is a large demand for these skills in the Amarillo area.

    ii.   Identify one area in which your program(s) need to most focus for the next few years.

    > Ensure student success. Many of our students are returning students who lack confidence and need extra care and tutoring to be successful.

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d. Grades A-C (IDS – First Generation)	X		
e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
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    i.   Identify two courses that are doing well.

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ii.   Identify two courses in which your dept./program(s) needs to most focus for the next few years.

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Objective	Course(s)
Communication Skills	POFT 1313, POFT 1309, POFT 2312
Critical Thinking Skills	POFT 2333, POFI 2340, ITSC 1309, ITSW 1304, POFI 2301, POFT 2301
Empirical & Quantitative Skills	ACNT 1303, POFT 1325

Teamwork	POFT 1313, ACNT 1303, POFT 1309
Personal Responsibility	POFT 1313, POFT 1309
Social Responsibility	POFT 1313
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Our Office Administration Advisory Committee members offer input to enhance our courses and ensure students are prepared for successful employment. Also, if a course has two or more sections offered, the syllabi is created and shared by all instructors teaching the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	POFT 2333, POFI 2331
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	POFT 2333
Projects/Essays	ITSC 1309, ITSW 1304, POFI 2301, POFT 2301, POFT 1309, POFT 2312, POFT 2333, POFI 2340, POFI 2331, ACNT 1303
Testing (i.e. course-based testing; finals)	ACNT 1303, POFT 1301, POFT 1309, POFT 1313, POFT 1325, POFI 1204, POFT 1319, POFL 1305
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> The data we are perusing, in conjunction with the advice of our Advisory Committee members, has caused us to review the value of our marketable skills certificates. This year we will explore the value of offering these short certificate programs compared to the possibility of students and employers assuming the short certificates are adequate for successful office employment.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Students use critical thinking skills to transfer computer software knowledge to application in Microsoft Word, Excel, Access, and PowerPoint. Several of our courses are software-related: POFI 2301, POFI 2340, POFI 2331, ITSC 1309, and ITSW 1304. Students who experience difficulty applying the textbook content (i.e., to an Excel spreadsheet) have the option of meeting with a tutor or with the instructor for additional assistance. We found that after one software course (usually beginning with Word Processing), students build confidence and generally are more successful in future software courses.

This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

> To adequately prepare students with proficient skills and knowledge to be successful in office employment.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> After completing at least 32 hours of Office Administration courses, 80 percent of majors will show proficiency in at least 3 of 4 competencies (speed, accuracy, composition, and formatting professional documents), based on electronic portfolios completed in Advanced Keyboarding (POFT 2333), as evaluated by a panel comprised of faculty and members of the industry.

3. Identify your results and analyze your data.

> The average composite score of 22 portfolios evaluated for 2014-2015 was 4.2 (using a 5-point scale).

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> Perusing the portfolios indicated that more practice on accuracy is needed. Students' speed, composition, and formatting documents was good; however, accuracy needs improvement. Camille and I are researching drills and exercises that focus on keying accuracy. We will implement keyboarding accuracy practice in Intermediate Keyboarding (POFT 2301), Advanced Keyboarding (POFT 2333), and Speed and Accuracy (POFT 2303).

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> After analyzing the portfolio results, we will make accuracy a major focus in our keyboarding and software courses. We will consider revising our grading scale to reflect accuracy more fully, and we will devote more class time to accuracy practice.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> Full-time and adjunct faculty are encouraged to attend CTL trainings. Blackboard training was required of all full-time and adjunct faculty.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> College readiness is the biggest obstacle our programs face. The majority of our students need developmental courses; some financial aid funds require program completion in a specific timeframe. Completing the Professional Certificate—with developmental math and reading—in a short time is very difficult and causes our students to attempt more courses than they are capable of successfully completing. I do not have a solution to this dilemma, but it is a problem that needs to be addressed.

4. Additional Comments Pertinent to this Review (Not Required):

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Office Administration—Basic Skills Marketable Skills Certificate

2. **Department and/or Program(s) Purpose Statement:**

   Train students in basic entry-level, receptionist-type skills.

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014-2015

4. **Date of Submission:**

   August 5, 2015

5. **Lead Person Responsible for this Program Review:**

   Name: Gay Mills
   Title: Professor and Program Coordinator
   E-mail: jgmills@actx.edu
   Phone Number: 371-5099

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

   Camille Cargill, Instructor

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

   A .Overall Program Data (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion	X			
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)	X			
e. Grades A-C	X			
f. Annual Enrollment	X			
g. Survey, Focus Group, & Related Data	X			

   Based on the data in Part A, respond to the following two questions:
   i.   Identify one area in which your program(s) excel.
   > Our students are finding employment easily; there is a large demand for these skills in the Amarillo area.

   ii.   Identify one area in which your program(s) need to most focus for the next few years.
   > Ensure student success. Many of our students are returning students who lack confidence and need extra care and tutoring to be successful.

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X		
b. Grades A-C (IDS – Age)	X		
c. Grades A-C (IDS – Gender)	X		
d. Grades A-C (IDS – First Generation)	X		
e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
g. Course-level Enrollment (IDS)	X		
h. Survey, Focus Group, & Related Data	X		

   Based on the data in Part B, respond to the following two questions:
   i.   Identify two courses that are doing well.
   > POFT 1313—Professional Workforce Preparation and POFT 1301—Business English

ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> N/A. There are only four courses in this marketable skills certificate, and they are all excellent courses.

III: Institutional Initiatives

PART A – No Excuses:
Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> Tutoring is listed as a No Excuses initiative, and—with Charlotte Goebel's peer tutor funding---we hired an advanced student to tutor Office Administrative students 10 hours per week. Some students have succeeded because of this extra assistance.

PART B – Strategic Planning:
Each department/program is expected to support AC's Strategic Planning initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

> Job training and retraining plays an important role in AC's Strategic Plan, and our courses are designed to prepare students for entry-level receptionist-type jobs. Technology is also stressed in our Strategic Plan, and we are careful to remain on the "cutting edge" of software (we transition to new Microsoft versions as soon as they are released).

2. **(If applicable) What additional item(s) should AC's Strategic Plan address?**

> None that I am aware of.

PART C– General Education Objectives
SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. **Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.**
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	POFT 1313
Critical Thinking Skills	POFI 2301, POFT 2301
Empirical & Quantitative Skills	N/A

Teamwork	POFT 1313
Personal Responsibility	POFT 1313
Social Responsibility	POFT 1313
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Our Office Administration Advisory Committee members offer input to enhance our courses and ensure students are prepared for successful employment. Also, if a course has two or more sections offered, the syllabi is created and shared by all instructors teaching the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	N/A
Projects/Essays	POFI 2301, POFT 2301, POFT 1313
Testing (i.e. course-based testing; finals)	POFT 1313, POFT 1301
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> The data we are perusing, in conjunction with the advice of our Advisory Committee members, has caused us to review the value of our marketable skills certificates. This year we will explore the value of offering these short certificate programs compared to the possibility of students and employers assuming the short certificates are adequate for successful office employment. This marketable skills certificate is 12 semester hours in length.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Students use critical thinking skills to transfer computer software knowledge to application in Microsoft Word (POFI 2301) and Intermediate Keyboarding (POFT 2301). Students who experience difficulty applying the textbook content have the option of meeting with a tutor or with the instructor for additional assistance.

This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

   > To adequately prepare students for entry-level, receptionist-type jobs.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

   > Students successfully completed the four courses in this marketable skills certificate with a grade of C or above.

3. Identify your results and analyze your data.

   > The data for Spring 2015 is not available at this time.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

   > We are deciding if we will continue the marketable skills certificates.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

   > We will make accuracy a major focus in our software and keyboarding courses. We will consider revising our grading scale to reflect accuracy more fully, and we will devote more class time to accuracy practice.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

   > Full-time and adjunct faculty are encouraged to attend CTL trainings. Blackboard training was required of all full-time and adjunct faculty.

3. What is the biggest issue/obstacle that your program currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   Some students completing the marketable skills certificate incorrectly believe they are adequately prepared for success in an office job; however, they are proficient in a few areas only. Occasionally, these completers present the certificate to prospective employers as evidence they are AC graduates (many employers do not understand the purpose of marketable skills certificates).

4. Additional Comments Pertinent to this Review (Not Required):

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Office Administration—Software Marketable Skills Certificate

2. **Department and/or Program(s) Purpose Statement:**

   Train students to understand computer terminology and Microsoft Word, Excel, Access, and PowerPoint.

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014-2015

4. **Date of Submission:**

   August 5, 2015

5. **Lead Person Responsible for this Program Review:**

   Name: Gay Mills
   Title: Professor and Program Coordinator
   E-mail: jgmills@actx.edu
   Phone Number: 371-5099

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

   Camille Cargill, Instructor

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

   A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion	X			
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)	X			
e. Grades A-C	X			
f. Annual Enrollment	X			
g. Survey, Focus Group, & Related Data	X			

   Based on the data in Part A, respond to the following two questions:
   i. Identify one area in which your program(s) excel.

   > Our students are finding employment easily; there is a large demand for these skills in the Amarillo area.

   ii. Identify one area in which your program(s) need to most focus for the next few years.

   > Ensure student success. Many of our students are returning students who lack confidence and need extra care and tutoring to be successful.

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X		
b. Grades A-C (IDS – Age)	X		
c. Grades A-C (IDS – Gender)	X		
d. Grades A-C (IDS – First Generation)	X		
e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
g. Course-level Enrollment (IDS)	X		
h. Survey, Focus Group, & Related Data	X		

   Based on the data in Part B, respond to the following two questions:
   i. Identify two courses that are doing well.

   > POFI 2301—Word Processing and ITSW 1304—Introduction to Spreadsheets

   ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> Tutoring is listed as a No Excuses initiative, and—with Charlotte Goebel's peer tutor funding---we hired an advanced student to tutor Office Administrative students 10 hours per week. Some students have succeeded because of this extra assistance.

PART B – Strategic Planning:

Each department/program is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

> Job training and retraining plays an important role in AC's Strategic Plan, and our courses are designed to prepare students for entry-level computer/software-related jobs. Technology is also stressed in our Strategic Plan, and we are careful to remain on the "cutting edge" of software (we transition to new Microsoft versions as soon as they are released).

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

> None that I am aware of.

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	N/A
Critical Thinking Skills	POFI 2340, ITSC 1309, ITSW 1304, POFI 2301
Empirical & Quantitative Skills	N/A
Teamwork	N/A
Personal Responsibility	N/A
Social Responsibility	N/A
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Our Office Administration Advisory Committee members offer input to enhance our courses and ensure students are prepared for successful employment. Also, if a course has two or more sections offered, the syllabi is created and shared by all instructors teaching the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?
(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	N/A
Projects/Essays	ITSC 1309, ITSW 1304, POFI 2301, POFI 2340
Testing (i.e. course-based testing; finals)	POFI 1204
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> The data we are perusing, in conjunction with the advice of our Advisory Committee members, has caused us to review the value of our marketable skills certificates. This year we will explore the value of offering these short certificate programs compared to the possibility of students and employers assuming the short certificates are adequate for successful office employment. This marketable skills certificate is 14 semester hours in length.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Students use critical thinking skills to transfer computer software knowledge to application in Microsoft Word, Excel, Access, and PowerPoint. Several of our courses are software-related: POFI 2301, POFI 2340, ITSC 1309, and ITSW 1304. Students who experience difficulty applying the textbook content (i.e., to an Excel spreadsheet) have the option of meeting with a tutor or with the instructor for additional assistance. We found that after one software course (usually beginning with Word Processing), students build confidence and generally are more successful in future software courses.

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services.
Each program not directly responsible for core curriculum courses must still annually identify at

least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> To adequately prepare students with computer knowledge and computer software proficiency to be successful in office employment.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> Students successfully completed the five courses in this marketable skills certificate with a grade of C or above.

3. Identify your results and analyze your data.

> The data for Spring 2015 is not available at this time.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> We are deciding if we will continue the marketable skills certificates.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> We will make accuracy a major focus in our software courses. We will consider revising our grading scale to reflect accuracy more fully, and we will devote more class time to accuracy practice.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> Full-time and adjunct faculty are encouraged to attend CTL trainings. Blackboard training was required of all full-time and adjunct faculty.

3. What is the biggest issue/obstacle that your program currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   > Some students completing the marketable skills certificate incorrectly believe they are adequately prepared for success in an office job; however, they are proficient in computer terminology and Microsoft software only. Occasionally, these completers present the certificate to prospective employers as evidence they are AC graduates (many employers do not understand the purpose of marketable skills certificates).

4. Additional Comments Pertinent to this Review (Not Required):