Annual Program Of Administrative Office Assistant For 2018-2019

Prepared by Jody Coy

October 24, 2018
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1.0 Program Data and Resource Repository

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 vs 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
3.0 Assessment of Student Learning Outcomes

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:

Students gain employability skills by meeting outcomes designed for student success in the courses outlined for Administrative Office Management certificate and AAS 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.

**Fall Keyboarding**

This course is taught by appointment however students attend more like an online class, for future courses I feel it will be beneficial for the students to meet with the instructor at least once per section to stay on task and gain full benefit of the course.

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, with both students scoring 96% in the course.

This course is taught by appointment however students attend more like an online class, for future courses I feel it will be beneficial for the students to meet with the instructor at least once per section to stay on task and gain full benefit of the course.

**Fall Human Relations**

In this course we utilized the Business Office and the Human Resource 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.

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 Resource 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.

**Fall 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 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.

**Spring 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%

**Spring 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 Level 1 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.
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:

- 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).

Narrative:

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

The plan for Fall 2018 is to broaden the advisor group to include other local business managers as well as high school business instructors in our service area to increase enrollment in AOM to better meet the industry soft skills requirements.

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:

Occupational Employment and Wages, May 2017

43-6011 Executive Secretaries and Executive Administrative Assistants

Students who complete the Administrative Office Management course may obtain employment in high-level administrative support areas conducting research, preparing statistical reports, handling information requests, and performing clerical functions such as preparing correspondence, receiving visitors, arranging conference calls, and scheduling meetings, may also train and supervise lower-level clerical staff. Though the growth is slow the need for employees to fill these positions are there and the hourly wage is fair for the field.

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>596,080</td>
<td>0.6 %</td>
<td>$28.56</td>
<td>$59,400</td>
<td>0.2 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$17.17</td>
<td>$21.62</td>
<td>$27.60</td>
<td>$34.65</td>
<td>$41.00</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$35,720</td>
<td>$44,960</td>
<td>$57,410</td>
<td>$72,080</td>
<td>$85,280</td>
</tr>
</tbody>
</table>

Occupational Employment and Wages, May 2017

43-1011 First-Line Supervisors of Office and Administrative Support Workers

Directly supervise and coordinate the activities of clerical and administrative support workers.

National estimates for this occupation:
Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,458,380</td>
<td>0.3 %</td>
<td>$28.14</td>
<td>$58,540</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$16.09</td>
<td>$20.34</td>
<td>$26.47</td>
<td>$33.79</td>
<td>$42.69</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$33,470</td>
<td>$42,300</td>
<td>$55,060</td>
<td>$70,270</td>
<td>$88,800</td>
</tr>
</tbody>
</table>

**Occupational Employment and Wages, May 2017**

**43-3011 Bill and Account Collectors**

Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customer's account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; and keeping records of collection and status of accounts.

**National estimates for this occupation:**

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>271,700</td>
<td>1.4 %</td>
<td>$18.10</td>
<td>$37,650</td>
<td>0.4 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$11.50</td>
<td>$13.75</td>
<td>$16.99</td>
<td>$21.22</td>
<td>$26.45</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$23,920</td>
<td>$28,600</td>
<td>$35,330</td>
<td>$44,140</td>
<td>$55,020</td>
</tr>
</tbody>
</table>

Listed above are examples of specific career stats, the major group (all Office and Administrative Support Occupations) estimates are: Major groups include all areas of administrative support.

Employment estimate and mean wage estimates for this major group:
<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,965,480</td>
<td>0.1 %</td>
<td>$18.24</td>
<td>$37,950</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this major group:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$10.24</td>
<td>$12.68</td>
<td>$16.70</td>
<td>$22.24</td>
<td>$28.77</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$21,300</td>
<td>$26,380</td>
<td>$34,740</td>
<td>$46,270</td>
<td>$59,850</td>
</tr>
</tbody>
</table>

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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?

Narrative:
Students in the AOM program can earn an Administrative Office Management certificate or they may earn their AAS.

This program is offered online as well as on campus allowing those in another state or country the opportunity to earn their certificate or AAS degree. The course is designed to allow students online to interact with students on campus.

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 will gain work experience opportunities with campus offices and local companies via internships.

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.

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 skills 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 companies via internships.

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.
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:

1. Provide funding for faculty to continue education and attend conferences, like the annual iTRAC Teaching & Learning conference, Wichita, $30; The Teaching Professor Annual Conference, $699 plus travel and hotel.
2. The 3 labs are used by multiple programs, so this request may be in other program review budget items. Consider removing the worn out carpet in AC 107 and AC 108 and the carpet in AC 106, polish...
the cement flooring. Not replacing the carpet with carpet but polishing the existing floors will allow the buildup of static electricity to be reduced and or eliminated, protecting the users and units.

3. The desk in AC 107 need to be updated to a computer style desk and setup facing the monitors, which will make a more conducive learning environment. The current desks are large and there is not enough room to turn the desk, exchanging the desk for computer tables would allow space for the students to face the monitors in the front of the classroom. The desks also sit low to the ground and do not allow proper ergonomic positioning. The cost of the 12 computer table stations with two students at a station $170.00 each, total of $2040.00.

4. If funds were available, the chairs could be replaced for $40 to $60 each, there are 65 chairs in the 3 labs. The expected cost is between $2600.00 to $3900.
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 completed by Jody Coy. Anita Chappuie provide IR data. The Administrative Office Management Advisory Committee provided their expert opinions.

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.

Narrative:

Does this academic program have any opportunities for scholarships from ICC?

I agree with the narrative of this Annual Review.

Brian Southworth, Division Chair-STEMB. November 14, 2018
10.0 Appendices

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