



Instructional Program Review Summary 2003-2004

Instructional Area: **Business Studies**

Department: **Office Administration**

Discipline: **Administrative Assistant**

January 22, 2004

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The Office Administration Department has designed curriculum to provide students with increased knowledge of specialized areas of office procedures and techniques. The specialized curricula prepare students with marketable skills to meet their individual requirements, current demands, and future needs of the business world.

Overview of how the program review was conducted. The department chair formed a review committee; explained to each member the purpose and procedure. SWOT was scheduled and completed. Sent results of SWOT to review committee members to review. Department chair completed draft of answers to the analysis portion of the program review. Met with Roni Cook, full-time instructor of Office Administration and review committee member, to critique the draft. Revised accordingly. Sent the second draft via e-mail to other three review committee members to critique and to request their program improvement recommendations. Department chair completed online forms to submit to OIE. Phone calls and e-mails as needed.

Summary of findings:

Progress on previous program review recommendations. The marketing recommendation was implemented first year, then budget constraints put it on hold. The flex (open entry/open exit) delivery format of 9 Office Administration courses were designed and implemented. Accuracy of advising for this department has gradually improved. All Office Administration courses were modified into WECM courses in compliance with the required timeline.

Program strengths. Variety of delivery methods
Curriculum is always current and includes industry standards
Caring, conscientious, competent faculty and staff
State of the art office technology

Areas for improvement.

Improved advising for Office Administration from ACC advisors
Reinstate annual employer survey
Increase enrollment
Enhance OA/TWC partnership

Key planning issues.

Develop OA student data base each semester to improve communication
Continue to develop online courses
Reinstate annual employer survey

Conclusions: What are the major conclusions regarding the present state of the program?

- 1) The program has exemplary personnel, equipment, and facilities
- 2) The program needs increased enrollment and completers
- 3) The program needs to strengthen partnerships inside and outside ACC

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The Office Administration Department plans to implement new procedures to improve communication with local employers, ACC, and students. This department will continue to review and improve our current curriculum and to develop more online or hybrid courses.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name **Jane Billingsley** ACC Faculty Industry Representative
 Student

Name **Veronica Cook** ACC Faculty Industry Representative
 Student

Name **Gail Bunce** ACC Faculty Industry Representative
Student

Name **Mary Joy Guzman** ACC Faculty Industry Representative
 Student

Name **Norma Ruiz** ACC Faculty Industry Representative
Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

This department was originally known as Office Systems Technology. OST was one of the original programs of study beginning at the Rio Grande Campus in 1973. Average enrollment per semester during the first 15 years was over 400. This program included 2 full time instructors and numerous adjuncts. During the 90s, businesses began to reduce the number of secretaries by centralizing or sharing administrative office services rather than one secretary for each administrator. The computer came along and replaced typewriters and word processors. With the efficient use of a computer, one office worker can produce what two or three workers could using older technology. As time goes on, more and more administrators will produce their own short memos or just use e-mail. These trends have reduced the high demand for office assistants that we saw in the past. There is still a demand for highly skilled administrative assistants, but now these individuals must have mastery of each of the MS Office applications in addition to the typical office procedures skills. With the decreased demand for office assistants, enrollment in this program decreased also. In an effort to use

the two computer labs more efficiently, nine courses were redesigned as flex courses (distance learning). The nine courses are all scheduled in one lab at the same time. This course delivery method also increases accessibility since students may come to the flex lab anytime during operating hours. They may also complete computer assignments at home with the proper software. This program will continue to incorporate current trends into our curriculum, to remain up to date with the most recent release of MS Office Suite, and to require skill standards according to local industry demands in order for our graduates to be highly marketable. Office Administration plans to enhance partnerships with internal and external organizations in order to better suit the needs of our students. This department has moved 5 times since 1973. From 1973-1980 OST was housed at Ridgeview; from 1981-1987 at Rio Grande; from 1987-1991 at Rutherford; for summer and fall 1991 at Southwest Center; from 1992-1998 at Northridge; from 1999-present at Eastview.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name **Jane Billingsley** ACC Faculty Industry Representative
 Student

Name **Veronica Cook** ACC Faculty Industry Representative
 Student

Name **Gail Bunce** ACC Faculty Industry Representative
 Student

Name **Mary Joy Guzman** ACC Faculty Industry Representative
 Student

Name **Norma Ruiz** ACC Faculty Industry Representative
 Student

Name ACC Faculty Industry Representative
 Student

Name ACC Faculty Industry Representative
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

Variety of delivery formats
 Strong, current curriculum

Student support from faculty/staff
State of the art office technology

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Scheduling issues
Advising

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

ACC partnerships
External partnerships
Local demand for office skills

Threats: What are the external factors that could negatively impact your program's future?

Administration
Advising
Enrollment

Discuss changes from the program's previous SWOT analysis.

Some strengths of the program were (1) adapting to needs of the community (2) flexible class schedule (3) up-to-date computer software/equipment (4) community input sought on continuous basis. Some weaknesses were (1) lack of community awareness of program (2) lack of marketing (3) low enrollment (4) lack of open campus format for courses. Opportunities were listed as (1) open entry courses/format (2) open campus/internet courses (3) WECM (4) low cost compared to local proprietary institutions. Threats of the program (1) Advising (2) Lack of collaboration between advising and academic departments (4) no marketing plan.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

The mission statement should reflect the current department name: Office Administration instead of OST.

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing “service-area adults with the postsecondary and higher education they need and can use for productive useful lives?”

Based on the fact that all of our AAS graduates are working in the field before they graduate, it would appear that this program provides this community with the desired skills for productive employment. The state report for employment of graduates within one year of graduation indicates 100% and 92% for the past two years.

In what ways does the program demonstrate an open, responsible exchange of ideas?

This department demonstrates an open, responsible exchange of ideas each time the Office Administration Advisory Committee meets. In several traditional delivery courses students are encouraged to share their creative ideas for problem solving in a business environment. Faculty also shares ideas by e-mail, phone, and face-to-face.

In what ways does the program provide an open door to educational potential?

Office Administration has current Tech Prep Articulation Agreements in place with all members of the Capital Area Tech Prep Consortium. This department also provides the opportunity for all of our courses to be combined with Continuing Education. Many CE students take courses in Office Administration. Students sponsored by Gary Job Corps, Capital Idea, and Texas Rehabilitation Commission enroll in Office Administration courses.

In what ways does the program take targeted action to address internal needs within available resources?

Due to construction and renovation at the Eastview Campus last summer (2003), this department did not have a lab in which to offer any courses. Mary Kohls, department chair of CIS, graciously offered to share her open lab at Riverside. We were able to offer all of our flex courses at Riverside for the summer. In an attempt to increase our number of graduates, we will be combining Administrative Office Procedures I with Administrative Office Procedures II and Business Communications I with Business Communications II. This department provides office skills training that can benefit ACC employees. Some of our graduates are employed by ACC.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

This department rewrites course materials for six courses with each new version (release) of Microsoft Office Suite. New editions for texts in lecture courses are adopted every 2-3 years. Skill standards for Office Administration curriculum comply with industry requirements based on local workforce job postings and recommendations from advisory committee. Numerous SCANS competencies are included in course curriculum. Syllabi are posted on department web site or faculty web site to facilitate advising. Graduates easily find jobs in their field.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Faculty evaluations are either excellent or very good. Four out of seven active adjunct instructors have been teaching for this Office Administration for over 15 years. This department complies with all ACC board policies, THECB guidelines, and SACS requirements.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

Office Administration skills such as keyboarding, mastery of the Microsoft Office Suite, business document production, proofreading, effective communication, business math applications, time management, decision making, job searching, prioritizing, and teamwork are clearly in demand in our workforce according to local job postings. Many of these skills are included in the SCANS competencies. The successful Office Administration student leaves with marketable skills, improved self-esteem, and many worthwhile life skills.

Describe the results of the program's most recent assessment of community need.

According to the US Department of Labor <http://stats.bls.gov/oco/ocos151.htm>, this occupational group will experience slow growth through 2010. Skilled workers will be needed to replace existing jobs in this field. Texas Workforce Commission www.tracer2.com/cgi/dataAnalysis/occPrjReport.asp states 1,874,690 as projected employment for office and administrative support occupations through 2010 in the Central Texas workforce development area. Members of our advisory committee who represent local employment agencies continue to request our graduates. Currently, the Austin American Statesman lists at least 40 job openings for office support personnel.

How do the program's five-year enrollment trends compare with those of the College overall?

The enrollment for ACC overall has increased in the past five years. The enrollment for Office Administration has also increased in the past two years. Fall 2003 enrollment for Office Administration is currently 285—the most since

1999—not including October and November sessions. Generally speaking, workforce programs tend to experience increased enrollment when there is increased unemployment.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Fall 2001 EVC

10 sections flex (distance learning)

7 daytime traditional

5 evening traditional

Spring 2002 EVC

11 flex

5 daytime traditional

5 evening traditional

Fall 2002 EVC

2 online

9 flex

6 daytime traditional

5 evening traditional

Spring 2003

1 online EVC

10 flex EVC

2 daytime CYP

2 daytime EVC

5 evening EVC

List the number of sections taught (by location).

For the past four years Office Administration has taught approximately 60 combined sections total during an academic year on the Eastview Campus.

List the number of sections closed or canceled per course.

Fall 1999	OST 1073	1
	OST 1113	1
	OST 2072	1

Spring 2000	OST 1023	1
	OST 1113	1
	OST 2001	1
	OST 2072	1

Fall 2000	*ITSW 1310	1
	*POFI 1271	1

	POFI 1449	1
	POFM 1309	1
	*POFT 1127	2
	*POFT 1231	1
	POFT 1321	1
	*POFT 1329	1
	POFT 1449	1
	*POFT 2203	2
	*POFT 2301	2
	POFT 2312	1
	*POFT 2321	4
	POFT 2331	1
	POFT 2359	1

Spring 2001	*ITSW 1310	2
	POFI 1345	1
	POFI 1449	1
	POFT 1321	1
	*POFT 1329	2
	*POFT 2301	2
	POFT 2331	1
	POFT 2359	1

Fall 2001	*ITSW 1310	2
	*POFI 1345	2
	*POFI 1371	2

*POFI 2301 4 incorrect because there are final gradesheets for 3 of these sections

	*POFT 1127	4 incorrect for the same reason
	*POFT 1231	1
	*POFT 1329	1
	*POFT 2203	6 incorrect because only 4 sections were offered
	*POFT 2301	5 incorrect for the same reason
	*POFT 2321	6 incorrect for the same reason

Spring 2002	POFI 1345	2
	POFL 1359	3
	POFT 1321	1
	POFT 1449	1
	POFT 2203	2
	POFT 2321	1
	POFT 2331	1

Fall 2002	POFT 1321	1
	*POFT 2203	1
	*POFT 2301	1

POFT 2312	1
POFT 2331	1

Spring 2003 *ITSW 1310	1
POFT 2312	1

*Flex courses that are combined to offer 4 sections in fall and 3 sections in spring

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Based on Table 8 Age, Ethnicity, and Gender of Students by Term and Course for 1999-2003 for Office Administration and the Fact Book 2002-2003 for ACC data—

Office Administration average age of students is 32
ACC the majority of students are under 30

Average ethnicity breakdown of Office Administration students fall semesters

1999-Spring 2003

White--37.15%

Black--20.11%

Hispanic--31.68%

Asian American--6.59%

Average ethnicity breakdown of ACC students fall semesters 1998-2002

White--63.8%

Black--6.4%

Hispanic--20.58%

Asian American--5.96%

Office Administration student population is more diverse than overall ACC students.

Average gender breakdown of Office Administration students fall 1999-Spring 2003

Female—85.77%

Male—14.12%

Average gender breakdown of ACC students fall semesters 1998-2002

Female—54.28%

Male—45.72%

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

Limited course offerings in traditional delivery format due to limited lab/classrooms and low enrollment. Forced to offer 10 combined flex (distance learning) courses which are not suitable for all students' learning styles.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Reports available for ACC college-wide are non-mastery rates, which include D, F, and W grades. This report asks for completion (A, B, C, D) rates to be compared. Departmental data is available for non-mastery, but not for ACC. Ds are included in ACC reports. Makes more sense to use non-mastery rates for both.

Only data for fall 1997 and fall 2001 is available college-wide. This report will use fall 2001 data.

College-wide non-mastery fall 2001 = 31.2%

Office Administration non-mastery fall 2001 = 42.2%

Non-mastery rate for Office Administration in fall 1997 was 23.3%. The reason for this increase is that beginning fall 2000 this department had to begin offering 10 out of 19 courses as distance learning exclusively.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Office Administration had a 33% graduation rate for fall 1999.

How do withdrawal rates for courses compare to College norms?

Office Administration withdrawal rate for fall 2001 was 28.3%. College average is 22.5%. Average of distance learning is 32.9%. Over half of Office Administration courses are distance learning.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The capstone course is ITSC 2331 Integrated Software Applications III. Grade Distribution Reports indicate that from 2000-present:

A = 9

B = 4

C = 4

D = 1

F = 1

This course requires competency of the Microsoft Office Suite applications and 50 wpm. Students must be able to work independently, prioritize tasks, and be

creative given minimum instruction. Projects and performance assessments provide a very thorough and rigorous culmination to all previous Office Administration courses.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

To maintain academic standards and achieve consistency—most recent version of Microsoft Office Suite used for 6 Office Administration courses. Texts for these courses are MOS certified. These six courses must be completely rewritten with each new release of the Microsoft Office Suite. New editions of texts for lecture courses are adopted regularly. Materials for all courses are revised each semester as needed. Skill standards are based on advisory committee recommendations. The same text is required for individual courses (regardless of different instructors). Only three courses in Office Administration course inventory are taught by different instructors.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

See much of answer above. Veronica Cook, full-time faculty, is working with Terry Arzola, instructional design specialist at ACC, this semester to evaluate and update all traditional delivery Office Administration courses.

Are learning outcomes defined for courses and the program? Yes No

Are course texts up-to-date?. Yes No

Are course and program listings in the ACC Catalog up-to-date? Yes No

Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).

Traditional courses use Web sites provided by author/publisher for test review and as an instructional resource. Internet is used extensively in the Administrative Office Procedures I and II courses. Topic specific video tapes and PowerPoint presentations are viewed in several lecture-based courses. Guest speakers provide excellent outside viewpoints and experience for lecture courses.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Three Office Administration courses have been offered online. Only one consistently has enough enrollment. Nine Office Administration courses are offered in the flex delivery mode which is very much like distance learning. Students may complete all coursework at home with the current Microsoft Office

Suite. Only performance assessments must be completed in the flex lab at Eastview. Only one course in Office Administration curriculum does not require use of a computer.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

At least three of Office Administration lecture-based courses focus on problem solving, active learning, and work-based elements. All Office Administration courses involve numerous SCANS competencies due to the practical nature of the objectives of the courses.

List below the current discipline-specific courses within the program and the date of the latest review.

Course	ITSC 2331	Date of Last Review	spring 2002
Course	POFT 1321	Date of Last Review	summer 2003
Course	POFT 1309	Date of Last Review	fall 2002
Course	POFI 1371	Date of Last Review	summer 2002
Course	POFI 1449	Date of Last Review	summer 2002
Course	POFT 1329	Date of Last Review	summer 2002

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain) One instructor is in the process of meeting SACS criteria; she teaches only in the fall. All other instructors are in compliance.

What is the ethnic diversity of the faculty?

One Hispanic instructor and 9 White.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Current in discipline and methodology—required professional development. Three adjuncts also teach for AISD in this discipline with required professional development and assessment of teaching performance. Business English text now incorporates Web sites for supplemental assignments and reviews.

What recognition has been given to faculty within the last year?

Several “cheers” for Pat Tallent and Roni Cook in Business Studies newsletter. Roni Cook received a certificate of appreciation from the THINK TANK/Cedar Park Schools and Business Community/ACC. Pat Tallent received a certificate of appreciation as faculty advisor for the International Business Student Association.

Describe professional development activities in which program faculty participate.

Time management

Dealing with difficult students

Teaching with computers
Seeking Eureka: Is voice recognition software for you and your students?
Technology: Draw tools in Microsoft Word
WWW Internet Sleuths
HTML: Design and Navigation
HTML: Web Editors and Tables
Ideas for Evaluating Online Courses
Teaching Strategies: Active Learning
Teaching Strategies: Using Classroom Assessment Techniques
THINK TANK/Cedar Park Schools and Business Community/ACC
Facilitative Leadership

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

Percent and total number—8 out of 10 = 80% participate in professional development on a regular basis.

Describe the types of discipline-related professional development activities offered.

Discipline-related professional development offered by ACC Professional Development Department—"Getting the Kinks out at the Office" ergonomics and PowerPoint 1 & 2.

What percent of sections do full-time faculty teach?

The average percent of sections that full-time faculty have taught for the past 5 years is 56.2%.

What percent of contact hours do full-time faculty teach?

The average percent of contact hours for full-time faculty for the past 5 years is 56.6%.

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Alternative modes of instruction include student-led discussion groups, small group instruction, 1-on-1 instruction, brainstorming, case studies. The in-focus projector is used extensively in the traditional lecture/lab courses for demonstrations, Internet searches, access to Web sites, and viewing videos.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

This program has excellent instructors, equipment, furniture, supplies, lab space, lab assistants, and administrative assistants. The overall resources of this program provide the ability to offer students highly marketable training and skills.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The average percent of sections that full-time faculty have taught for the past 5 years is 56.2%. The average percent of sections that adjunct faculty have taught for the past 5 years is 41.2%. There are 3 FT faculty and 7 adjunct faculty. Two adjunct faculty typically teach 2 courses per semester; one teaches two only in the fall semester; the remaining four usually teach one course for fall and spring semesters.

How up-to-date is the equipment used by the program? The computer equipment, software, and furniture for this program are state-of-the-art. The computer labs for Office Administration currently use Microsoft Office XP Professional.

Identify possibilities for improving the efficiency of the program's use of resources.

Offer more online courses

Combine higher-level lecture courses with similar introductory courses

Offer the flex lab as an open lab for accounting and computer science students.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Performance—no data available

Cost to students—

Southern Careers Institute	58 QCH	(38.63 CCH)	\$ 6,750
Virginia College at Austin	52 QCH	(34.63 CCH)	\$11,180
Virginia College at Austin	96 QCH	(63.94 CCH)	\$20,640
Austin Business College	100 QCH	(66.6 CCH)	\$18,818
Austin Business College	40 QCH	(26.64 CCH)	\$ 9,564

Austin Community College	12 CCH	\$ 567 + books
Austin Community College	18 CCH	\$ 849 + books

QCH=quarter credit hours
CCH=college credit hours

Enrollments—

Data only available for Austin Business College

Fall 2002 enrollment 238

This number includes all programs at ABC. Breakdown for office specialization not available.

ACC fall 2002 Office Administration enrollment 268 (includes all 4 sessions).

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The major source of revenue for this program is state funding, tuition revenue, and lab fees based on the TY2002 Program Revenues vs. Expenses Report.

Compare program costs to those of other ACC programs.

Of the 37 workforce programs included in the FY2002 Program Revenues vs. Expenses Report, 14 had a positive marginal surplus and 23 did not. Those workforce programs have a negative marginal surplus range from 20.8% to 160.9%. Office Administration had a negative marginal surplus of 40.5%.

Compare the program's actual expenditures to the approved program budget for the previous two years.

FY02 budget was \$310,537. FY02 printouts of all subcodes of actual expenditures was \$320,393.05. FY03 budget was \$325,856. Actual expenditures for FY03 were \$312,957.75.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

Office Administration doesn't have or require an external accrediting agency.

When was the most recent program revision?

Most recent program revision occurred in 2001-2002. There will be another program revision 2003-2004. Both revisions due to WECM changing course rubric and title.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

In fall of 1999, there were 36 declared majors; 12 graduated, which results in 33%.

Average number of semesters it takes for students to gain degree/credential.

No data available

Number of graduates within the last three years

There have been 33 graduates in Office Administration in the past three years.

Demographics of graduates

Demographics of graduates for 2000-2001:

21% White

21% Black

36% Hispanic

21% Asian

93% female

7% male

29% economically disadvantaged

7% individuals with disabilities

7% non-traditional majors

21% academically disadvantaged

Demographics of graduates for 2001-2002

57% White

29% Hispanic

14% Asian

86% female

14% male

14% economically disadvantaged

14% non-traditional majors

Percent of graduates who are employed within one year of graduation.

Office Administration graduates employed within one year of graduation:

97-98 95.65% employed

98-99 88.24% employed

99-00 100% employed

00-01 91.7% employed

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?
Office Administration has an internship agreement with 3M. They employ some of our students who have one year left to graduate. These interns are paid \$11/hour. Most of those students are hired fulltime. For the past several years, practically all of our AAS graduates are already working before they graduate, so the internship requirement is waived.

Percent of employers indicating satisfaction with graduates.

This department has never received a complaint from an employer of any of our graduates.

Discuss the most recent results of Focus Group or internal survey of employers.
Focus Group or internal survey of employers—no data

Number of employers indicating need for more graduates

For the past 4 years, Evins Personnel Consultants and Remedy Intelligent Staffing, 3M, and IBM have requested more graduates. Representatives of these companies sit on our Advisory Committee.

Provide evidence of SCANS competency integration into course syllabi and programs.

Please see syllabi available on our departmental Website
www2.austincc.tx.us/ofad.

How often does the program's advisory committee meet to discuss curriculum issues?

The Office Administration Advisory Committee meets in the fall and in the spring of each academic year. At almost every meeting curriculum issues are discussed.

When and where are advisory committee minutes maintained and posted?

The minutes of these meetings are posted online at ACC website
accweb.austincc.edu/minutes/ostachpg.htm.

Evidence of recent review of curriculum by external advisory committee.

Please see committee minutes for past 4 years at
accweb.austincc.edu/minutes/ostachpg.htm.

Advisory committee validation of entry level skills

Advisory Committee members validated the entry level skills listed below via e-mail in November 2003.

- Mastery of MS Word, Excel, Access, PowerPoint
- Exposure to Outlook
- Minimum 60 wpm on 5 minute timing with no more than 5 errors
- Ability to process business documents efficiently

- Ability to proofread documents effectively
- Minimum 200 KSPM on ten key
- Time management
- Prioritizing
- Teamwork
- Creative thinking
- Decision making
- Problem solving
- Office Management
- Ability to multi-task
- Flexibility
- Interpret and communicate information—read textual or numerical information and then transform it into a flyer; spreadsheet; database object; business letter; memo or report; table; chart
- Ability to proficiently search the Internet for business purposes
- Ability to compose and format effective business letters, memos, and reports

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

Number of articulation agreements with universities and colleges

Number of courses that transfer

Number of student complaints about problems with course transfer

Discuss the results of the most recent Survey/focus group of transfer institutions.

Discuss data from transfer institutions if available.

Number of students transferring successfully.

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

Some of Office Administration's assets are faculty, curriculum, instructional resources, and student diversity, and placement rate. This program will strive to improve communication with industry partners, students, and ACC advisors and Health Sciences.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Office Administration program is a small, but valuable part of Austin Community College. This program will continue to stay abreast of business trends to maintain the integrity of our curriculum and, therefore, confident placement of our graduates. Other goals are improved communication with students and the community which should increase enrollment and completers.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

Gain additional current local input regarding required skills for administrative assistants in order to ensure curriculum is addressing local employment needs. Improve communication with students. Improve communication with internal and external partnerships. Improve accessibility of courses for students.

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

<http://stats.bls.gov/oco/ocos151.htm>,
www.tracer2.com/cgi/dataAnalysis/occPrjReport.asp, final grade sheets, Fact Book 2002-2003, all reports included in Program Review binder,
www.austincc.edu/ofad, accweb.austincc.edu/minutes/ostachpg.htm,
www.nces.ed.gov/ipeds/cool/Search.asp,
<https://workshops.austincc.edu/accountlookup.asp>, instructor transcripts from ACC Human Resources.

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan Form for Office Administration Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

Note on Requests for Funds : Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

2004-05				
Goal: Gain additional current local input regarding required skills for administrative assistants in order to ensure curriculum is addressing local employment needs.				
Estimated completion date: 12/04, but ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Reintroduce local area employer survey	50% response	\$100.00	Inability to gain knowledge of needs from local employers.	F/T faculty

Goal: Improve communication with students.				
Estimated completion date: 12/04, but ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal: Improve communication with internal and external partnerships				
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Estimated completion date:12/04				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Open house at EVC hosted by Office Admin for City of Austin HR, TWC, ACC CE, ACC Advisors, ACC HR, Health Sciences.	Increase in enrollment and increase placement rates for graduates	\$500--increase enrollment	enrollment and placement may not improve	F/T faculty

Goal:Improve accessibility of courses for students				
Estimated completion date:8/04, but ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Develop additional online courses	Increase in enrollment	n/a	n/a	F/T faculty

2005-06				
Goal:Gain additional current local input regarding required skills for administrative assistants in order to ensure curriculum is addressing local employment needs..				
Estimated completion date:12/04, but ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Reintroduce local area employer survey	50% response	\$100	Inability to gain knowledge of needs from local employers.	F/T faculty

Goal:Improve communication with students.				
Estimated completion date:12/04, but ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

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Goal:Improve communication with internal and external partnerships

Estimated completion date:ongoing

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Open house at EVC hosted by Office Admin for City of Austin HR, TWC, ACC CE, ACC Advisors, ACC HR, Health Sciences.	Increase in enrollment and increase placement rates for graduates	\$500--increase enrollment	enrollment and placement may not improve	F/T faculty

Goal:Improve accessibility of course for students

Estimated completion date:8/04, but ongoing

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Develop additional online courses	Increase enrollment	n/a	n/a	F/T faculty

2006-07

Goal:Gain additional current local input regarding required skills for administrative assistants in order to ensure curriculum is addressing local employment needs.

Estimated completion date:ongoing

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Reintroduce local area employer survey	50% response	\$100.00	Inability to gain knowledge of needs from local employers	F/T faculty

Goal:Improve communication with students

Estimated completion date:ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal:Improve communication with internal and external partnerships				
Estimated completion date:ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Open house at EVC hosted by Office Admin for City of Austin HR, TWC, ACC CE, ACC Advisors, ACC HR, Health Sciences.	Increase in enrollment and increase placement rates for graduates	\$500--increase enrollment	Enrollment and placement may not improve	F/T faculty

Goal:Improve accessibility of courses for students				
Estimated completion date:ongoing				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Develop additional online courses	Increase enrollment	n/a	n/a	F/T faculty