A. **Unit Under Review: Office Administration Department – Program Review**

Program Evaluation Team: Debbie Saunders

Verification Team Members: Stephanie Grohs, Beth Hauscarriague, Solange Kada

B. **Statement of Completion**

The report was complete and easy to follow.

C. **Strengths of the Program**

After reviewing the report the Verification Team found the following:

- The faculty members of the Office Administration Program provide high quality instruction to certificate and degree seeking students. This is demonstrated through continuous improvement and development of curricula in the program to meet the ever-changing requirements and methods in technology.

- Developed and implemented a six-unit Certificate of Achievement.

- Implemented a linked class between CISA 170A and ENGL 17.

- Course outlines are revised on a regular basis to provide for constant changes in technology and software applications. All course outlines are revised approximately every two years which exceeds the standard revision cycle (approximately every five years).

- The teaching methodology of the Office Administration Program allows for flexibility among its students. This includes the self-paced office skills classroom which accommodates a large number of students throughout the day and evening allows students to complete their classes at their own pace. The office skills lab also offers a standard office environment of what businesses expect of their employees.

- Bi-lingual instructional assistant is available for students whose primary language is Spanish.
D. **Areas for Program Improvement**

- Retention proves to be one of the biggest challenges for the Office Administration Program. The flexibility of the self-paced classes may be a benefit for some, but it also allows for students to more easily “fall through the cracks.” The discipline faculty are making strides in this area by increasing instructor/student contact via email, reviewing student folders more frequently, and encouraging students to meet with instructors to discuss progress concerns.

- Institutional support is needed for marketing the Office Administration Program and its courses. With an organized marketing plan, enrollments should increase. Currently advertising is done primarily by the faculty and staff of the program using flyers, brochures, advertisements and in-class announcements.

- Institutional support is needed for necessary training for instructors and instructional assistants. Constantly changing technology requires ongoing training of the staff in order to stay abreast of these changes.

- In line with training, equipment is also necessary in order to keep up with technology. Periodic upgrade and/or replacement of computers is required. A plan should be established and incorporated into the budget to account for this need.

E. **Summary**

The faculty in the Office Administration Program recognize the importance of keeping the curriculum current. Course outlines are routinely revised to incorporate constant changes in technology. The program faculty meet regularly with program advisory committee. This is done in part to review currency and applicability of the courses in the program. The program and course-level SLO matrix is also complete. During Fall 2007 the course-level outcomes will be entered into WebCMS. The self-paced classroom environment continues to be a positive learning experience offering flexibility for all students whose lives are filled with a variety of obligations and responsibilities. The program will focus on increased contact with students so that the potential of “falling through the cracks” decreases and retention increases.

The Office Administration Program should be commended for responding to the needs of the community through its constant self-evaluation of courses and services offered within the program. The program strives to meet the needs of a variety of students including Office Administration majors, students working to upgrade skills, students seeking skills for personal enrichment, and learning and physically disabled students progressing at their own rates. This is a challenge that the faculty and staff have embraced with enthusiasm. They continue to meet the needs of our student population providing a professional and positive learning environment.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Office Administration

DATE: April 12, 2007

1. MISSION
   A. Program Mission Statement
      The Office Administration program prepares students for entry-level positions in business,
      industry, and government by providing a well-rounded, up-to-date curriculum. It not only
      addresses the needs of a diverse student population seeking an Office Assistant certificate and/or
      Office Administration AS degree, but it also addresses the needs of those students wishing to
      retrain in a different field or upgrade their skills for their current occupation.

      The courses offered in the program are regularly updated to assure that the program remains
      current and relevant to students’ needs. A close relationship with the business community and
      surrounding schools is maintained, which helps assure that students can be guided to employment
      and educational opportunities as they develop.

   B. The program falls within one or more of the following categories (check all that apply):
      ✓ Transfer/Degree
      ✓ Vocational
      ❑ Remediation
      ❑ Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program
      evaluations. Discuss the recommendations of the review teams relevant to the program
      and how the program responded.
      Not applicable

   B. Indicate the sources of information used in Question 2A.
      ❑ Accreditation Self-Study Planning Agenda
      ❑ Accreditation Final Report
      ❑ Previous program evaluation recommendations
      Not applicable

   C. Review the recommendations from any other licensing or accreditation bodies. Discuss
      the recommendations of the review teams relevant to the program and how the program
      responded.
      Not applicable
D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. **CURRICULUM AND INSTRUCTION**

A. Prepare/revise the **Student Learning Outcomes Matrix**.
   The SLO matrix for the Office Administration has been prepared and revised accordingly.

B. Review the course outlines of record:
   - Assess the appropriateness of the degree and certificate requirements.
     The degree and certificate requirements are appropriate and were last updated fall 2006.
   - Evaluate the appropriateness of courses to the program.
     Upon review of the course outlines of record, it is determined that all courses are appropriate to the program.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation.
     The pre- and co-requisites and recommended preparation for courses in the program are appropriate.
   - Determine which course outlines have not been undated since the last program evaluation or within the past five years.
     See attached Curriculum Action Plan.
   - Write SLOs and Assessment Guides for the program and for each course.
     The program Assessment Guide and SLOs are complete. The Assessment Guide and SLOs for courses are being developed.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
   See attached Curriculum Action Plan.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
   The Office Administration instructors (Julie Hall and Debbie Saunders) regularly and timely review and revise course outlines. In so doing, we coordinate all syllabi with those revisions. Syllabi revision takes place approximately every two years, or more frequently, or as we update software. Any incongruence in the syllabus compared to the outline is carefully evaluated and measures taken to ensure congruence between the syllabus and official course outline.

E. Assess Student Learning Outcomes
   - Explain the methods used to assess student learning outcomes. Which student performances were assessed and where the assessment occurred (please be specific).
     The assessment of student learning outcomes will be determined once SLOs have been established for each course.
F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.

  The courses required in the Office Administration program are coordinated and taught by Julie Hall and Debbie Saunders. We meet regularly and review established standards to confirm and reaffirm that academic rigor is followed in all courses. We collaborate in selecting texts and instructional material and share best practices. All of this is reviewed and shared with adjunct faculty teaching in our area.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

  We present content via teaching methods that address the diverse learning styles of students. We also consult extensively with students and beyond office hours to review student performance, make recommendations, provide one-on-one instruction, encourage study groups outside of class, and help students discover and use appropriate support services. Most of the classes required in the Office Administration program are offered in our self-paced computer lab, the Business Skills Center. There, students are provided with individual assistance; detailed syllabi and handouts for their respective class; computer-aided instruction; remedial instruction as needed; publisher-supplied DVDs and website resources. For our large population of native Spanish speakers, we are fortunate to have a bilingual IA who assists them. Since we have this wonderful asset, we have seen a greater success and persistence rate for these students. I believe because of their success in the Business Skills Center, word of mouth has generated a greater number of Spanish-speaking students in the BSC. The BSC classes are all self-paced which helps provide a comfort level that traditional classes may not. This helps with retention. Also, many of the classes offered in the BSC build on previous classes. Students are successful in one or more of the entry-level classes, which encourages them to persist and take successive classes. A Certificate of Achievement was developed last fall to acknowledge student success. Students can now earn this award by completing the following classes: CISA 186 – Beginning Word Processing; CISA 284 –
Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence. Throughout the program, faculty present content via teaching methods that address the diverse learning styles of students, using tools such as the Internet, PowerPoint, multimedia, computers, detailed handouts, specialized assistive technology computer hardware and software; publisher-supplied DVDs; remedial instruction; hands-on individualized instruction; and the like.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. COMMUNITY OUTREACH AND ARTICULATION

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

We meet regularly with our Office Education Advisory Committee and get valuable feedback from them as to the community needs. We frequently receive contacts from employers who are looking for part-time office help. Some of these positions are paid positions; some are unpaid internships. Our brochures are distributed to counselors, schools, the NVC Career/Re-entry Center, and other appropriate places. Last semester we developed a trifold brochure detailing the classes offered in our self-paced computer classroom (Business Skills Center). These were also appropriately distributed.

Since high schools have ceased offering office education classes, it has been difficult to recruit interested students and articulate classes with the high schools in the area. This is a common concern for community colleges who offer office education programs.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

As noted above, high schools have ceased offering office education classes, which makes it difficult to recruit. However, our program participated in the American Canyon College Awareness night in October 2006 by setting up a booth and distributing flyers and brochures highlighting our program.

Since this is an AS/Certificate program and not a transfer program, the courses have been established to achieve the goal of the degree/certificate: to enable students completing the required courses to get an entry-level office position. Consequently, no solid relationships with four-year institutions have been established.

C. What has the program done to establish relationships with the business community (if a vocational program)?

The instructors regularly attend applicable conferences and belong to a number of national, state, and local professional organizations. It is through these that the instructors can network with individuals from the profession and the business community. Also, as noted above, we regularly
meet with our Advisory Committee, which is comprised of individuals from ten different businesses in the community.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
The Office Education Advisory Committee meets regularly, providing constructive feedback and suggestions for improvement or enhancement of the program. Most recently, the committee noted that the program would benefit by adding an Excel class. In response thereto, CISA 167 was developed and passed through the Curriculum Committee and is now a part of the certificate and degree requirements. To assist our committee members in promoting our program, we frequently mail flyers and other notices advertising our classes for them to post at their respective places of employment.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

REVIEWS AND SIGNATURES
Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: ______________________________

Division Chair/Supervisor Signature: ______________________________

Date: ______________________________
5. **STUDENT SUCCESS AND EQUITY**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The Office Administration Program has seen increases and decreases in enrollment over the years. Enrollment decreased in 2004-2005 when the college saw an overall enrollment decrease. The College experienced a larger decrease in 2005-2006, which the Office Administration program experienced as well. It should be noted that students experienced enrollment difficulties in CISA 170 and CISA 171, which necessitated the program coordinator changing the designations of CISA 170, Parts 1, 2, 3 to CISA 170A, CISA 170B, CISA 170C (same with CISA 171) in order to accommodate Datatel. With the previous designations of Part1, Part 2, Part 3, Datatel would not allow students to enroll in more than one part of CISA 170/171 either simultaneously or subsequently. Datatel’s not allowing this may have hurt enrollment in these classes. Also, in spring 2006, the program coordinator was on sabbatical and some of the classes normally part of her load were not offered in her absence per the directive of the then-Vice President of Instruction. Program enrollment was up in 2006-2007 (1.5% vs. 2.6% college-wide), and it is anticipated there will be an increase in program enrollment in 2007-2008 based on beginning numbers tracked by the program coordinator.

Retention is a matter that the two full-time instructors are actively addressing. Recently, we’ve implemented more contact with students by e-mail to reinforce the importance of staying on schedule in order to complete their self-paced class. Additionally, more frequent contact is being employed along with troubleshooting more rapidly. Each student has a folder for each class taken in the BSC itemizing his/her progress. Notes are placed in folders to assist each in his/her progress. Additionally, students are encouraged to meet with their instructor to discuss progress concerns. Retention in the Office Administration Program has decreased since 2004-2005 to 55.4% compared to college retention of 85.7% (2006-2007). The lower retention for our program is due to the nature of the flexible, self-paced, individualized scheduling that is used in the Business Skills Center, our numerous online classes, the rigor of the courses, and the level of discipline these require. (The majority of the classes required for the Office Administration program degree/certificate are offered in our self-paced classroom and online.) Some of our students have a difficult time staying on schedule despite our frequently emphasizing the importance of keeping current. Our self-paced offerings allow students time for a job, but sometimes that is the very reason they drop. Their work hours change; or they find they cannot juggle family responsibilities, daycare, work, classes, and homework all at the same time. Usually when one or more of these occur, students drop classes to focus on other priorities demanding their attention. It is our perception that self-paced and online classes experience an unusually high
attrition rate. The following is a list of the numerous self-paced courses offered in the Business Skills Center:

BUSI 90 – BUSINESS MATH
BUSI 176 – MACHINE CALCULATIONS
BUSI 177 – RECORDS MANAGEMENT
BUSI 275 – MACHINE TRANSCRIPTION
CISA 130 – COMPUTER LITERACY
CISA 170 A – KEYBOARDING 1/PART 1
CISA 170 B – KEYBOARDING 1/PART 2
CISA 170 C – KEYBOARDING 1/PART 3
CISA 171 A – KEYBOARDING 2/PART 1
CISA 171 B – KEYBOARDING 2/PART 2
CISA 171 C – KEYBOARDING 2/PART 3
CISA 172 – KEYBOARDING SKILL DEVELOPMENT (9-wk class offered 1st 9 wks)
CISA 172 – KEYBOARDING SKILL DEVELOPMENT (9-wk class offered 2nd 9 wks)
CISA 270 – KEYBOARDING 3
CISA 287 – DESKTOP PUBLISHING (9-wk class offered 1st 9 wks)
CISA 287 – DESKTOP PUBLISHING (9-wk class offered 2nd 9 wks)
CISA 288 – PRESENTATION SOFTWARE (9-wk class offered 1st 9 wks)
CISA 288 – PRESENTATION SOFTWARE (9-wk class offered 2nd 9 wks)
CISA 289 – ADVANCED DESKTOP PUBLISHING (9-wk class offered 1st 9 wks)
CISA 289 – ADVANCED DESKTOP PUBLISHING (9-wk class offered 2nd 9 wks)

Many of the courses offered above are used by students for personal enrichment and/or to upgrade their skills. Because these students are not going toward a specific goal of a degree or certificate, it is easy to withdraw if they get behind. In another effort to address retention concerns, the BUSI 90 (Business Math) class will be divided into three one-unit classes. Since so many students struggle with math, we feel that dividing this class into more digestible parts will improve retention. Also, small group lectures over the week’s chapters are being incorporated in the hopes that clarification of some confusing concepts for students will be cleared and ultimately result in greater retention.

We are striving to improve course completion in the program, but we feel course completion is low in the Office Administration Program for the same reasons outlined above. Course completion has declined from 48.7% in 2004-2005 to 44.6% in 2006-2007 compared to college statistics that indicate 69% completion rate in 2004-2005 and 71% in 2006-2007. Another reason for low course completion is the rigor that our courses have. Some students are unable to meet the high standards that we maintain in all our classes, but these standards are representative of what businesses expect their employees to have. Our reputations and those of the program and college are on the line, and we wish to continue that reputation in turning out well-prepared students for the workforce.

By equity group, Hispanics represent the largest segment (30%-37.2%) of our students after whites (37%-38%). Proportionately, the Office Administration program has a larger number of Hispanics enrolled compared to the college. Hispanics’ success rate is 45% on average while whites average 50.5%. College-wide averages for these two groups are 67% completion by Hispanics; 73% for whites. The low percentage of students who are Filipino (6% in 2006-2007) saw a 60% completion rate in 2006-2007. As might be expected in an Office Administration program, most of the students are female (average 68%). This is consistent as the profession is female dominated. According to the most recent North Bay Counties Occupational Outlook (2003-2004), local surveys indicate that 90% of Administrative Assistants are female; 95% of secretaries (except medical and legal) are female. Most of the students enrolled in the Office

1 See http://www.work-info.com/publications/NorthBay04.pdf
Administration program classes are in the “Under 21-29” age range. A fairly significant amount of students are in the 30-49 age range. This may be attributed to many students reentering the workforce after years of being at home raising a family, needing skills’ upgrades, or current employees needing additional skills and/or upgrades for possible promotion. The majority of students enrolled claimed no disability, but the percentage of disabled is larger than college-wide figures (14.7% vs. 8.5% college-wide in 2006-2007).

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

Frequent and numerous assessments occur in all courses. These assessments are in the form of assignments, exercises incorporating skills learned, quizzes, exams, and the like. Students receive immediate feedback by way of grades and comments and are encouraged to meet with instructors as needed. The two full-time instructors in the BSC are very visible and available to students for assistance both in the classroom and in their offices. It becomes obvious very quickly if a student needs additional assistance. Because of the numerous ways in which students are assessed, we are able to provide additional practice or switch them to a more appropriate class. Also, in the BSC, we have the good fortune (and necessity) of having a bilingual IA who can assist and assess those students whose first language is not English. Also, the Writing Center is an additional help to those at-risk students taking a class focused on writing. There they receive individualized instruction and tutoring in specific writing areas identified by the instructor. Also, the Business & Computer Studies Division has a computer lab staffed with IAs that is open beyond the classroom hours in the BSC so students can use it for additional practice or for getting current with their class.

C. What has the program done to formalize links with support services for students?

The Office Administration program faculty and staff are knowledgeable as to what support services are available for students. Faculty and IAs refer students to support services such as Counseling, DLS, Special Services, Writing Center, Testing and Tutoring Center, MESA and other appropriate support services. Additionally, we guide students to other appropriate classes offered in the BCS Division. Because of the nature of the BSC lab, individualized instruction is provided to all students, and each student’s particular needs are mainly met in the classroom.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

Currently, there are two full-time instructors who are responsible for teaching the courses offered in the Office Administration Program. In addition, the program also has four part-time instructors teaching in the BSC self-paced classroom and other Office Administration courses. The data show a 2.90 ratio of FT/PT in Fall 2004 indicating 74% full-time faculty. In Spring 2005, the ratio was 83%:17%. In a discussion with the NVC Research Analyst, she stated that no additional/more current data was available . . . only these two semesters.

Two full-time faculty is absolutely the minimum in this program with the number of courses offered, particularly those online and self-paced. With rapid changes in technology, there must be rapid responses/changes/updates to our courses, all of which use technology. Consequently, this requires at least two full-time faculty to continue this overwhelming responsibility, particularly since online and self-paced courses must be completely planned in detail prior to the course starting, including handouts and tests. The program and all courses offered would suffer in quality and enrollment if fewer than two full-time faculty were involved. The BSC serves between 600-700 students per year. Because of the large number of students taking classes taught by the two full-time faculty, and the number of courses offered, and to be developed and offered, anything less than two would be detrimental to enrollment and student success.
Additionally, teaching pedagogy best practices reinforce the fact that full-time faculty are more effective in helping students achieve course goals than are adjunct faculty, who simply do not have the time to volunteer hours to consult with students, attend department meetings, or plan and implement improvements to the program.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Despite the few certificates/degrees awarded in the Office Administration program, many individuals take courses sufficient to attain entry-level job skills and seek jobs using these skills without completing the certificate/degree requirements. The majority of the awards in our program are certificates (3 in 2004-2005; 2 in 2005-2006; 1 in 2006-2007). This is most likely because many students attain some skills taking a few classes in our program, but do not complete the certificate/degree requirements as they are able to secure jobs with the courses they complete in our program. Many students are supporting families and have time to take only a few classes to get enough skills to secure employment. Once they start working, they no longer have the time to return to college to complete their degree/certificate.

The success of the office Administration program is validated by the number of NVC employees who have either taken courses in our program or achieved an Office Administration degree and/or certificate. Some of the current or recently employed college employees (permanent and temporary; full- and part-time) who either completed courses in our program or achieved certificates/degrees include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Unit</th>
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<tbody>
<tr>
<td>Angelica Torres</td>
<td>Admissions &amp; Records</td>
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<tr>
<td>Margarita Ceja</td>
<td>Admissions &amp; Records</td>
</tr>
<tr>
<td>Will Alonzo</td>
<td>Admissions &amp; Records</td>
</tr>
<tr>
<td>Kathy Franco</td>
<td>Business &amp; Computer Studies Division</td>
</tr>
<tr>
<td>Linda Hunter</td>
<td>Business Office</td>
</tr>
<tr>
<td>Solange Soja</td>
<td>Business Office</td>
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<tr>
<td>Vangie Pare</td>
<td>Business Office</td>
</tr>
<tr>
<td>Carmen Contreras</td>
<td>Business Skills Center</td>
</tr>
<tr>
<td>Valerie Exum</td>
<td>Business Skills Center</td>
</tr>
<tr>
<td>Catalina Ramirez</td>
<td>Child Care Center</td>
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<tr>
<td>Hilda Torres</td>
<td>Child Care Center</td>
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<tr>
<td>Laura Rodriguez</td>
<td>EOPS</td>
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<tr>
<td>Mary Sigler</td>
<td>EOPS</td>
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<tr>
<td>Cindy Lynch</td>
<td>HEOC</td>
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<tr>
<td>Becky Gonzales</td>
<td>Human Resources</td>
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<tr>
<td>Michelle Bullock</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Christina Rivera</td>
<td>Office of Instruction</td>
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<tr>
<td>Tawny Abernathy</td>
<td>Office of Instruction</td>
</tr>
<tr>
<td>Kristine Hannum</td>
<td>Workability III</td>
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</tbody>
</table>

The Office Administration Program continues to turn out outstanding academic achievers. This is reaffirmed by the individuals on the Office Administration Advisory Committee who support our presumption that our graduates meet the demanding requirements of entry-level positions in their respective businesses.

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2 This is only a partial list developed from memory by the Office Administration Program Coordinator.
Last year a Certificate of Achievement was developed by the program coordinator to recognize those students who are unable to complete all the requirements for a certificate or degree, but have completed several courses. This six-unit certificate not only encourages persistence, but also provides students with documentation that can be presented to prospective employers showing successful completion of CISA 167, 186, 284, and 288.

The Hospitality Program being developed in the BCS Division has determined that many of the classes offered in the Office Administration Program are beneficial and needed in the hospitality industry. Because of this, the program has been developed incorporating and requiring many of the Office Administration classes as part of its certificate/degree.

Additionally, many of the classes offered in the Office Administration Program are useful to those students who are not Office Administration majors; e.g., keyboarding, Excel, Word, PowerPoint, Business Communication, and others. Students realize the benefits in taking these courses, even though they are not required as part of their majors. Consequently, there are students taking Office Administration classes who are not necessarily majors, thus not completing degrees or certificates in Office Administration. A case in point is the recent linking of English 17 with CISA 170A effective Fall 2007. Students enrolling in English 17 are required to take CISA 170A simultaneously even though none of these students are Office Administration majors. Emily Cosby knew the benefits that students would gain by taking CISA 170A and created this link. Certainly, it will be beneficial for these students in their learning experience.

F. Reflect on your responses in Section 5 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan.

See Schedule A.

6. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The Office Administration Program enrollment is aligned with the overall college enrollment in its increases/decreases. In the academic years 2004-2005, the college enrollment decreased 2.0%; the Office Administration Program enrollment declined 4.4%. Overall college enrollment saw a decrease of 6.6% in 2005-2006 while the Office Administration Program enrollment decreased 13.2%. Of note, the program coordinator was on sabbatical during the spring 2006 semester and some of the classes normally part of her load were not offered in her absence per the directive of the then-Vice President of Instruction. From that sabbatical, several outreach, retention, and persistence efforts were implemented and enrollment in the Office Administration program increased 1.5% in 2006-2007 while college enrollment increased 2.6%. This increase more closely aligned the overall college enrollment with the Office Administration enrollment. (Course fees were reduced in spring 2006 and that fact probably became more publicized beginning fall 2006.) It appears that the increase in enrollment will continue as enrollment numbers in the Office Administration program starting fall 2007 are strong. CISA 170A (Beginning Keyboarding) saw its highest enrollment since fall 2003 when the program coordinator started keeping track of first day enrollment numbers in keyboarding. One week into the fall 2007 semester, CISA 170A enrollment was over the maximum enrollment cap of 100.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Faculty WSCH for the Office Administration Program increased from Fall 2005 (300.74) to Fall 2006 (669.20) (far exceeding the college) with a sizeable dip in Spring 2006 (168.14). (Spring
2006 is the semester the program coordinator was on sabbatical.) The Fall 2006 numbers are perplexing as the numbers for the remaining semesters through Spring 2007 are much more constant with the Fall 2005 numbers, with Spring 2007 at 218.70. Other than Fall 2006, the Office Administration numbers are lower than the college.

The Office Administration Program productivity numbers have remained relatively stable except for a large spike in Fall 2006 (22.31). This unusual spike coincides with the Office Administration program WSCH numbers for Fall 2006. Productivity has slightly fluctuated from 6.84 in Fall 2004 to a low of 5.60 in Spring 2006 (when the program coordinator was on sabbatical) increasing to 7.29 in Spring 2007. Other than Fall 2006, these numbers are lower than college-wide numbers.

Average class size has grown from 11.3 in 2004-2005 to 12.4 in 2005-2006 and then class size dramatically increased in just a year to 19.6 in 2006-2007. As indicated above, Fall 2007 numbers (particularly in CISA 170A) look to continue this growth. In the last few years, we have been more efficient in our course offerings, thus better populating the classes. One essential thing to consider is that our class sizes are limited to the number of computers we have in each classroom. All courses offered in the Business Skills Center (except for Business Math) require the use of computers. For our BUSI 176 (Machine Calculations offered as one of the combined classes in the Business Skills Center), we have only four machine calculators, which obviously restricts the number of students we can have in that class at any one time.

We look forward to the college-wide marketing plan being implemented soon in the hopes that the increase in our class enrollments and class size will continue. Many of the classes offered in the Business Skills Center are not only degree/certificate requirements but personal enrichment courses desired by the community. With the amount of students served in the Business Skills Center, the number of papers graded, the variety of courses offered (16 different courses) plus the five other courses outside the BSC taught by the two full-time instructors in the Office Administration Program, it is obvious that two full-time instructors are absolutely the minimum for this program. If there were any fewer than two full-time, the Business Skills Center could not continue with up-to-date offerings nor could the additional five courses taught outside the BSC.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

We are proud to state that 88% of the respondents strongly agree/agree that the courses affiliated with this program are offered at convenient times. This may be due in large part to the fact that the majority of the courses offered in the program are either online or in the self-paced classroom, which accommodates our students’ busy lives. Seventy-nine percent strongly agree/agree that the instruction in this program meets their needs as students. Ten percent strongly disagree/disagree and seven percent are neutral.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Seventy-nine percent strongly agree/agree that the courses are well organized. Of that, 45% of online respondents strongly agree/agree. It may be of note that some students may be confusing the web hosting platform and its various components with the actual organization of the course. Seventy-seven percent strongly agree/agree that they are satisfied with the course offerings in the Office Administration program. With these results, it is apparent that the courses are scheduled appropriately to meet student needs. Overall, students taking classes offered in the program are satisfied with the courses, their organization, times offered, expectations and the like. One area to review is whether there is an appropriate balance of lecture, group work, and other activities. Fifty-one percent strongly agree/agree that there is an appropriate balance. Twelve percent
disagree/strongly disagree and 26% believe the statement did not either apply or did not offer a response. The balance issue may be a result of many of the courses being offered online or in our self-paced classroom. However, the online respondents were neutral in many of their responses compared to the onground class responses. One area that stands out is that 42% of the online respondents stated they were neutral regarding their satisfaction with the course offerings in the program. It should be noted that online responses comprise a very small portion of respondents. Only 12 of 67 surveys were completed online and submitted. On the whole, the results favorably indicate that we should continue what we are doing, but work to improve on the appropriate balance of lecture, group work, and other activities.

As an aside, we have had in several semesters (the most recent being Fall 2007) students in the Napa Unified Transition classes taking some of our classes—primarily keyboarding. Some students have successfully passed the classes while others have enjoyed the learning environment and the skills they acquired. While these students are not pursuing a degree/certificate, they gain valuable skills and an increase in self-confidence. Certainly a win-win situation for us and them!

Additionally, the ESL population has discovered the value of taking computer classes and has been reassured that they will receive the individual help they may need in the BSC lab because of its individualized teaching approach and our bilingual IA. The ESL students’ success has encouraged additional enrollment and has boosted their confidence reinforcing the fact that they can succeed in an environment where English is the primary language. Many have started the keyboarding class intending to just complete the one-unit course, but have progressed on to subsequent classes once they experienced success. They realize the skills they are attaining are extremely useful and necessary in today’s employment market, even if they are not able to pursue a degree/certificate. Others take a class or classes and are personally enriched by their newly acquired skills.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The Office Administration degree and Office Assistant certificate programs provide unique training in marketable skills. These skills enable successful students to seek positions such as those reflected in the State of California’s Labor Market website as “Office Clerks” and “Executive Secretaries & Administrative Assistants.” The website shows an hourly mean for Office Clerks at $13.55, with projected demand increasing 10.4% from 2004-2014, for 13,420 annual openings. The hourly mean for Executive Secretaries and Administrative Assistants is even more impressive at $21.32, with projected demand increasing 14.7% from 2004-2014, for 6,880 annual openings.

F. Reflect on your responses to Section 6 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

See Schedule A.

7. **Planning & Budget Requests**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the

---

3 http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSSelection.asp?menuChoice=occExplorer
division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. Program/Discipline Plan
Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Staffing
Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

C. Operational Budget
Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

D. Program-Specific Equipment
Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

E. Technology
Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

F. Facilities Improvement/Renovation
Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

G. Professional Development
1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.
2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.

H. Learning Resources/Media Materials
Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3H/5F</td>
<td>1. Increase student success and retention</td>
<td>1. 1</td>
<td>1. More student contact by instructors and IAs and earlier troubleshooting.</td>
<td>1. More time.</td>
</tr>
<tr>
<td></td>
<td>3H</td>
<td>2. Keep course outlines of record current.</td>
<td>2. 2</td>
<td>2. Put Office Administration program courses on 5-year revision cycle.</td>
<td>2. More time; administrative help.</td>
</tr>
<tr>
<td></td>
<td>4E/5F</td>
<td>3. Strengthen relations with business community.</td>
<td>3. 3</td>
<td>3. More networking efforts by program coordinator, faculty and staff.</td>
<td>3. Release time for program coordinator.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**
- 2. Accreditation & External Reviews
- 3. Curriculum & Instruction
- 4. Community Outreach & Articulation
- 5. Student Success & Equity
- 6. Enrollment Trends & Student Satisfaction
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
</table>

No new faculty request is being made at this time. However, it is absolutely imperative two full-time faculty remain in the Office Administration program. Future requests may be made based on enrollment trends and course development.

*N=New, R=Replacement

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
</table>

Usual and customary Office Administration program needs are funded as part of the Business & Computer Studies Division budget.

Submitted By: _____________________________   ______ ____________________
Budget Center Manager      President/Vice President

Approved By: _____________________________   ______ ____________________

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SCHEDULE D

PROGRAM-SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usual and customary Office Administration program needs are funded as part of the Business & Computer Studies Division budget.

| B. Non-instructional |                 |                                  |                               |

Usual and customary Office Administration program needs are funded as part of the Business & Computer Studies Division budget.

Submitted By: [Signature]  
Approved By: [Signature]

Budget Center Manager: [Name]  
President/Vice President: [Name]
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

- Replacement of computers in Room 1433 $34,000.00*
- Upgrade of computers in Room 1436 7,000.00*
- Replacement of desks (currently using furniture/desks from 60’s/70’s) 48,000.00*
in rooms 1432, 1433, 1436 @ approximately $12,000/20 desks

With the constant changes and upgrades in technology, periodic upgrade and/or replacement of computers is ongoing.

*Estimates provided by K. Franco in collaboration with I.T.

Submitted By: ___________________________   ______ ____________________
Budget Center Manager      President/Vice President

Approved By:       

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SCHEDULE F

FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

The 1400 building needs to be renovated in accordance with the original planned use of bond funds. However, this has been deferred pending future funding.

RENOVATION IS ABSOLUTELY NECESSARY!

Cost estimates will be provided for priority projects only.

Submitted By:         Approved By:
___________________________   ______ ____________________
Budget Center Manager      President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   More funding for conferences/workshops/training in subject matter area for full- and part-time faculty and Instructional Assistants.

2. What pedagogical training needs have been identified in your program review?
   More time to share best practices between full- and part-time instructors information about and use of learning styles current pedagogical theories and practices

3. What types of technology does your program use? What technology training needs have you identified?
   Currently use computers for teaching and hosting online classes.
   Use MS Office Suite; pertinent websites; publisher-provided software that accompanies textbooks.
   Software training needs are ongoing.

4. What are the leading publications specific to your discipline and/or program?
   NBEA Business Education Forum; Delta Pi Epsilon Journal; CBEA Newsletters and Journals; FACCC publications

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager                  President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

<table>
<thead>
<tr>
<th>Books including Reference:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>None at this time</td>
</tr>
</tbody>
</table>

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

- Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/ comments:

Estimated cost for new materials:

<table>
<thead>
<tr>
<th>Periodical Titles: (Newspapers, Journals, Magazines)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>None at this time</td>
</tr>
</tbody>
</table>

Recommendations/comments:

Estimated cost for new materials:

<table>
<thead>
<tr>
<th>Electronic Databases and Indexes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of databases to add:</td>
<td>None at this time</td>
</tr>
</tbody>
</table>

Recommendations/comments:

Estimated cost for new materials:

<table>
<thead>
<tr>
<th>Media Collection (closed captioned or DVD):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>None at this time</td>
</tr>
</tbody>
</table>

Recommendations/comments:

Estimated cost for new materials:

---

Yes ___ No ___ Are library/learning resource service hours adequate for this course/program?

Yes ___ No ___ Is the quantity of materials sufficient for students within needed time frame?

Yes ___ No ___ Will library/learning resources assignments be used in your course?

Yes ___ No ___ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_______ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

_______ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
PROGRAM EVALUATION SUMMARY FOR

Office Administration

Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements  (major achievements, changes, implementations, progress since last program review)
We provide high-quality instruction to certificate and degree students in Office Administration. Seventy-nine percent of students’ surveyed indicate they strongly agree/agree with the quality of instruction with 10 percent strongly disagreeing/disagreeing. The classes in this program attract many students who are not Office Administration majors, but take our classes because they realize the importance of the skills we teach. Upgrades to current software occur as new software comes out. This requires many changes in the courses (about every two years). Consequently, we proudly state that we keep current with technology, which is absolutely vital for success in our area. Recently, we linked CISA 170A with English 17 and developed a six-unit Certificate of Achievement to attract and encourage persistence.

Strengths (unique characteristics, special capacities)
With our self-paced classroom, we can accommodate a large number of students and allow them to complete their classes at their own pace. This self-scheduling aspect is particularly attractive to students whose lives are filled with numerous obligations/responsibilities. We have Office Administration majors, students working to upgrade skills, students seeking skills for personal enrichment, and learning and physically disabled students progressing at their own rates based on their individual time commitments. This allows for flexibility in work, child and family care, and provides a positive learning environment with individualized instruction and help.

Challenges (concerns, difficulties, areas for improvement)
Because of the nature of self-paced classes and online instruction, students tend to drop more easily than when there is a structured meeting time. Some students may not be disciplined adequately to work effectively in this type of instructional environment. Stepped-up efforts to retain students have been implemented Fall 2007 to address the retention issue.
Because it is imperative to keep current with technology, we need to upgrade equipment regularly. While this is fairly expensive, it is absolutely necessary to preserve the integrity of the classes we offer . . . all of which rely on computers. Another aspect of keeping up with technology is the constant upgrading of the skills of full- and part-time instructors and Instructional Assistants. This is ongoing and there has not been sufficient resources/time/funding for conferences, workshops, training, and the like.
Because enrollment fluctuates, we are eagerly anticipating that a comprehensive college marketing plan will be completed soon which will market all of the college’s programs, including ours. It is our expectation that an effective and successful plan will increase enrollment. Currently, we do our own advertising in the form of flyers, brochures, advertisements, and in-class announcements about the various classes we offer.

Process: Briefly describe the process used to complete the PEP Report.
The PEP report was prepared solely by the program coordinator and reviewed by the full-time faculty member.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
The data was complete and valuable. However, it would be more efficient and would facilitate the preparation of the PEP report if a complete set of the data were provided at once rather than providing most of it and later supplementing it piecemeal.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Vice President (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development by October 18, 2007 for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

Verified on: ______________________________
Verification Committee Signatures: ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President ___________________________________________
Date Letter Sent: ________________________________________________
Recommend review in 2 years: Yes _____ No _____
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

OFFICE ADMINISTRATION

1. Apply current computer software applications using correct techniques for daily office use
2. Interact professionally and effectively through oral and written communication
3. Apply and integrate comprehensive office skills accurately
4. Demonstrate professional behavior as dictated by corporate culture
5. Analyze and solve problems using a variety of methods
## Program Evaluation and Planning

### Student Learning Outcome (SLO) Matrix

**Office Administration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Software Applications</th>
<th>Communication Skills</th>
<th>Comprehensive Office Skills</th>
<th>Professional Behavior</th>
<th>Problem-Solving Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA 170</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISA 171</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GUID 110/COUN 110</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>COMS 110</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISA 167</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CISA 186</td>
<td>X</td>
<td></td>
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<tr>
<td>BUSI 185</td>
<td></td>
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<td>BUSI 176</td>
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<td>BUSI 177</td>
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<td>BUSI 275</td>
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<tr>
<td>CISA 270</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Office Administration
Program Faculty: Debbie Saunders; Julie Hall

DATE: March 8, 2007

1. COURSE REVIEW TIMELINE
The following courses have been revised within the last five (5) years and do NOT require substantive changes to remain current. These courses will be submitted to the Curriculum Committee with established SLOs by Debbie Saunders and Julie Hall during the Fall 2007 semester.

BUSI 90; BUSI 185; CISA 167; CISA 170A, B, C; CISA 171A, B, C; CISA 186; CISA 284.

2. COURSE REVISION LIST AND TIMELINE
The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, SLOs, or conditions on enrollment:

A. Revisions Due by Fall 2007
   These courses have not been revised within the past five years and are part of the core curriculum for our program. They will be revised and timely submitted to the curriculum committee by both Debbie Saunders and Julie Hall during the fall 2007 semester. The changes will go into effect in spring 2008.
   CISA 172; CISA 270; BUSI 176; BUSI 177; BUSI 275

B. Revisions Due by Fall 2008
   These courses have not been revised in the past five years. They will be revised and timely submitted to the curriculum committee by both Debbie Saunders and Julie Hall during the fall 2008 semester. The changes will go into effect in spring 2009.
   CISA 287; CISA 288; CISA 289; CISA 130

C. Courses Moved to Archived Status
   All courses in the Office Administration program are current and no courses need to be archived at this time.

3. NEW COURSES
We meet regularly with the Office Administration program advisory committee to determine the currency and applicability of the courses offered. As a result, no new courses will be proposed at this time. The most recent course developed in response to our Advisory Committee’s suggestion was CISA 167 – Introductory Excel for Business Professionals. This was approved fall 2006 as a degree and certificate requirement.
4. **COURSE-LEVEL STUDENT LEARNING OUTCOMES**
   Our program and course-level student learning outcome matrix is complete. Debbie Saunders and Julie Hall will enter the course-level outcomes into the WebCMS archive for every course by the end of fall 2007.

5. **DEGREE OR CERTIFICATE REVISION TIMELINE**
   The Office Administration degree and Office Assistant Certificate was revised and approved fall 2006 by the Curriculum Committee, incorporating a new course (CISA 167) as recommended by our advisory committee. Consequently, our degree/certificate program is current and will be revised as needed in the future.