**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Administrative Assistant (stacked with COA and JSC)

Program Type: X Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission: The Administrative Office Assistant programs are designed to provide the skills and competencies needed to become an efficient and productive member of an office support team. Courses are designed to help students learn to analyze and coordinate office duties and systems, develop proficiency in the use of integrated software, and improve oral and written communication. Emphasis is placed on non-technical as well as technical skills. Students have the option of completing certificates and/or a two-year degree program. The programs are designed in a nested fashion so that a student who completes the COA can easily progress to the AA without loss of units. The programs are designed to prepare the student for employment as office support staff to assist managers, executives, and professionals. The programs directly support the CTE portion of the College’s mission.

Program Mission Statement: The mission of the Administrative Office Assistant AA/ Office Assistant COA programs are to provide individuals with quality academic, technical, and professional skills that are required for employment in the office environment.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. **Provide students with skills for employment.** | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_\_9/15 \_\_\_ (Date) | Curriculum review and revision is ongoing with a particular emphasis on software programs that will meet the needs of students |
| 2. Provide students with skills needed for advancement in his or her current field | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_9/15\_\_\_\_\_ (Date) |  |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

No demographic data breakdown has been provided for these Administrative Office Assistant programs, and we cannot identify students in specific courses without either guessing as to the students‘ demographic information. Demographic data is provided in aggregate for the complete BMIT – Business Administration course offerings, but it is not broken down by “Subject Major.” Reviewing the aggregate results indicates that, other than a slight increase in Hispanic/Latino students, and a significant reduction in African American students, no significant trends can be identified.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

Student enrollment in the beginning courses 252A and 252B remains steady with a headcount of 364 students at census, down from 407 last year.

1. Success and retention for face-to-face, as well as online/distance courses.

Success and retention for the open lab courses remains very low, with a very high no-show rate contributing to this low rate of less than 50%. Data provided for success and retention is incorrect due to not having DATE-BASED BANNER. With an open-entry/open-exit course, a student can register for the class up to the last census date of the semester. Banner only recognizes the course as a semester long course, therefore, if a student were to register for the class after the first census date and drop the class 5 minutes later, they would receive a W grade on their transcript. The enrollments are constantly fluctuating in the lab as students add and drop the courses we provide. Below is a graph of the data that was collected and as you can see, higher level courses with prerequisites have much higher success and retention rates. The introductory courses, with the worst numbers, do not have prerequisites and the instructors in the area do not feel that they would be advantageous to student success but a hindrance on them enrolling on the course.

By contrast, the Office Procedures course has a retention rate of 96.2% with a success rate of 88.5%. This course is considered a capstone course for this program.

1. Changes in the achievement gap and disproportionate impact (Equity).

Since there is no previous data for comparison, this question cannot be addressed.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

Over the past 10 years, we have noticed students have been losing speed and accuracy in their timed writings. We investigated new software that will help individualize instruction to better develop those skills. Last year’s observations directly influenced the change of software. While this software was better able to diagnose deficiencies and assist students in remediation, the advanced levels of the software did not offer enough of the features needed for students to achieve their employment goals. New software is being evaluated at this time.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

n/a – no resources have been requested for this program.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO). An example of the mapping for one course in the program:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**BSAD B88 Office Procedures**](http://www.curricunet.com/kccd/build/courses/c_builder/edit_course_main.cfm?courses_id=6982) | | | | |
| **Student Learning Outcomes** | **Measure** | **PLO** | **ILO** |
| 1. Analyze how the office employee combines skills, attitudes, and knowledge to be an efficient and successful employee. | Post Test | 1-3  1-4  2-3  2-4 | I  II  III |
| 2. Classify attitudes and traits as they apply to cultural diversity, ethical behavior, and human relations issues. | Post Test | 1-3  1-4  2-3  2-4 | I  II  III |
| 3. Plan and arrange on-site and off-site mock company meetings and conferences including travel requirements, mode of transportation, hotel accommodations, rental cars, meals, and so forth. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |
| 4. Use technology and language skills to prepare written documents including letters, memos, email, agendas, itineraries, minutes, graphs, and reports. | Post Test | 1-3  1-4  2-3  2-4 | I  II  III |
| 5. Practice and dramatize desired telephone techniques and methods of greeting clients under a variety of circumstances. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |
| 6. Recognize time management guidelines and apply them to scheduling appointments, and keeping appointment calendars. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |
| 7. Examine the steps for records management and describe how to use them to process incoming and outgoing records for easy storage and retrieval. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |
| 8. Develop working personal employment documents including resume, cover letter, and follow-up letters that student will ultimately use in securing employment. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |
| 9. Develop a personal portfolio and office guide. | Simulated problem | 1-3  1-4  2-3  2-4 | I  II  III |

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

n/a

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year. The software change in the Office Technology Lab resulted in an increased cost for students and not surprisingly, a decrease in enrollment.
2. Describe *any significant changes* in your program’s weaknesses since last year. None noted
3. If applicable, describe any unplanned events that affected your program. None noted

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled. No positions are requested.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success. We have offered professional development for our adjunct instructors and the offers have been declined. All of the lab faculty (including the six part-time faculty) participated in training on the new software.

1. What professional development opportunities and contributions can your program make to the college in the future?

The one full-time faculty member who regularly teaches in this program is assigned a significant overload and oversees three programs. He cannot be asked to take on more projects.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

Our facilities continue to be a problem area, with many students remarking as to the lack of cleanliness and basic repairs in instructor reviews. The restrooms in the Business Education building continue to deteriorate. Some of the locks in the women’s restroom stalls are inoperable. Since this program’s participant are largely female, the lack of clean and operable facilities is a particular concern.

1. How will your Facilities Request for next year contribute to student success?

We have requested that our building be cleaned in our Facilities request. We hope that our requests are helpful.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

n/a

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? n/a
2. Discuss the effectiveness of technology used in your area to meet college strategic goals. n/a

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. n/a

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

During the 2014-2015 school year this program’s number of awards decreased significantly from 66 to 41, with large increases for some awards and large decreases for others. We have been told that only the first degree or certificate earned by an individual student is counted, and perhaps the ordering of the awards has been changed. The data is not consistent with our knowledge of the progress of our students.

Administrative jobs continue to be a steady source of employment for our students and our programs prepare students for employment in this field.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

X Curricular Review Form **(Instructional Programs Required)**

X [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_