**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Administrative Assistant

Program Type:  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.

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| ***Instructional Programs only:***   1. List the degrees and Certificates of Achievement the program offers 2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. |

**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College 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.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_10/2/2016\_\_ (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 | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_10/2/2016(Date) |  |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1.Improve success and retention | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Drop students more frequently for non-attendance. | immediately | Mike Ivey |
| 2.Require higher level skills from students as per advisory committee | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Review curriculum and investigate new textbooks | immediately | Mike Ivey |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

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).

First day enrollments are lower across the classes and this is due to changes in financial aid. Census numbers are lower in beginning keyboarding (part a) and remain constant in more advanced levels of the course. This is probably due to students already taking similar courses in high school and adult school.

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.

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

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| --- | --- | --- | --- | --- | --- |
| Administrative Office Assistant | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|  | 4 | 6 | 12 | 2 | 5 |

1. Other program-specific data (please specify or attach).
2. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| --- | --- | --- | --- | --- | --- | --- |
| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Office Assistant JSC | 0 | 0 | 1 | 12 | 13 | 15 |
| Office Assistant I CA | 7 | 24 | 11 | 2 | 0 | 5 |
|  |  |  |  |  |  |  |
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**IV. Program Assessment:**

Use attached **Assessment Report Form Comprehensive Tab**

1. Discuss your program’s strengths.

Open/entry – exit classes allows students to work at his or her own pace. The lab hours have been extended to allow more access for students.

1. Discuss your program’s weaknesses.

Hard to keep track of students enrolling and unenrolling. Students are able to enroll at any time and the instructor has no way of knowing except to print new roll sheets. A better attendance system can help with notifications. Textbook costs are increasing and a student is required to purchase a $90 access code in addition to textbook. Pricing become prohibitive for students.

1. *If applicable,* describe any unplanned events that affected your program.

Retirement of Lupe Gamino, teacher aid, ha require faculty to be more hands on with attendance system (SARS). Students are now being dropped sooner for nonattendance.

**V. Resource Analysis:** 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.

N/A

1. Professional Development:
2. 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.

Publisher have come and demonstrated new textbook software. Input from adjunct has been important in the adoption of 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? Dirty labs are a hindrance. Custodians are not allowed to clean workstations.
3. 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?

Updated computers in the lab have allowed software upgrades.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? Students are trained with newest equipment for job skills
2. Discuss the effectiveness of technology used in your area to meet college strategic goals. Students gain skills for employability.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. No increase requested

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities. Adjunct faculty all do the required units in staff development. Full-time person is in charge of equivalency committee and participates in community activities such as board of directors for not for profit companies.
2. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making. Adjunct faculty are all invited to attend department meetings and most do so happily.

**VIII. 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.

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