Bakersfield College 2018-2019
Program Review – Annual Update

Program Name: Administrative Office Assistant

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.

Instructional Programs only:

A. List the degrees and Certificates of Achievement the program offers
   a. AA in Administrative Office Assistant
   b. Office Assisting JSC
   c. Office Assisting CA
B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
   a. N/A
C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
   a. N/A

Program Goals:

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Give students skills to gain employment which meets the institutional goal of Student Learning. This is an ongoing goal and is constantly evaluated and updated. We investigate what skills are required by large and small employers in the Bakersfield/Delano area and investigate new materials in order to be sure our students have the most up-to-date knowledge.

2. **Program Goal:** Retrain current market employees with new and improved skills on the job. Some industries have shrunk their workforce and require managers to do his or her own administrative work. We provide that training for them to be successful. This meets the institutional goal of Student Learning and is ongoing in the area.

B. List new or revised goals (if applicable)
   Program Goal: Investigate Model curriculum C-ID

   List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning
   (Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

   Progress on goal achievement: just approved at the state level in the past week.

   Status Update – Action Plan and link to Resource Requests:

Program Analysis:
Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
No major challenges experienced this year in the program

2. How does your trend data (or other data your area collects) impact your decision making process for your program?
District has finally categorized the office tech course as "open/Entry" classes so add/drop dates are now recognized. Success and retention numbers have improved significantly as compared to how they were recorded prior. This helps us staff the lab in a more efficient manner and when students are needing the most help.

3. Evidence of Department Dialog of data
   No evidence was maintained during discussions of assessment implementation and evaluation.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

   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 student 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."

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
   As discussed, open/entry designation is now in Banner for our classes so success and retention are now reporting increased from previous years. When in actuality, it has always been close to where it is now being reported.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

All students are treated fair and equitably in our courses. Data broken down by course/program has not been presented.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.
   a. N/A

8. The college has embarked on significant efforts such **as Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
   a. I am currently working with Dean Mourtzano and department/campus people on a guided pathway for the business department.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
   a. I worked closely with the High School group for dual enrollment for the business courses. Tamara Combs at Centennial High School and I still communicate regarding dual enrollment as well as articulation agreements.

Analysis of Received Resources from Previous Cycle
Discuss the type of resources you received and their Impact on program effectiveness?
Facilities: N/A
If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.
1: Space Allocation
2: Renovation
3: Furniture
4: Other
5: Beyond Routine Maintenance

Technology: N/A
If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?
1: Replacement Technology
2: New Technology
3: Software
4: Other_____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Last year we installed new, more rigorous coursework for students to complete to make them even more competitive in today's job market. The program is designed for students to be well-rounded as an office manager or receptionist depending of which level of certificate or degree they obtain. Employer feedback has been very positive regarding hard skills students are bringing to the work place. Soft skills are and always have been a major point of contention from employers.

We are maintaining a status quo not requesting any new employee/equipment/facility this year.