

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	BMIT
Program:	Administrative Office Assistant
Submitter:	Michael Ivey
Date Submitted:	9/18/2017

A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1	demonstrate minimum acceptable skill levels in ten-key, keyboarding, and document processing.
2	interact effectively in oral and written communication.
3	participate in office related work experience to achieve the following desirable job qualities: demonstrate interpersonal skills on the job. manage multi-tasks efficiently.
4	

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

- * Students improve as they move through the keyboarding classes as far as speed and accuracy
- * Rigor was not emphasized in the current course material in advanced classes, so we evaluated and adopted new materials for keyboarding/document processing
- * Filing students have improves where more that 80% of competing students are able to maintain records accordingly

C. 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).

Student learning outcome align directly with program outcomes. Each program level is a direct measurement within a specified course of project. They also align directly with Institutional outcomes as students will gain skills necessary to be able to gainful employment.

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.

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

See item C

E. How do you engage in collegial dialog about student learning outcomes?

All faculty (five adjunct and one full-time part of load) work together to collect data. Once data collection is complete, we review and discuss the findings. The full-time faculty member tabulates and reports this information and then we decide where to go from there as a group. With everyone on the same page, it makes it easier for the student to know what is expected of him or her.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

All faculty in the area evaluated different textbooks and decided on a more "electronic" version of the text/software for our keyboarding course. This is ADA compliant and may better serve those students. It has only been implemented for the past three weeks so there isn't enough data to make any conclusions.