

Bakersfield College

Program Review – Annual Update

Program Name: Administrative Office Assistant

Program Type: Instructional Student Affairs Administrative Service Other

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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- 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.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on 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.

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)	Status Update – Action Plan

1. Give students skills to get a job	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: ___9/18/2017_____ (Date)	Upgraded to newest version of software for keyboarding; Need to evaluate if software is better than previous.
2. Give students skills to advance on his or her current job	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: ___9/18/2017_____ (Date)	Same as above.

B. 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)	Status Update – Action Plan
Improve success and retention	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Student enrollment is a revolving door throughout the entire semester. I need to on a biweekly basis drop all non-attending students. Unfortunately this will not help with retention.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Students are able to “practice” their final exams. A simulated practice exam is administered prior to them taking the real final. This helps the students know where they need to study and how long it will take them to compete. It also reduced test anxiety.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Nothing different other than the retiring of a classified member of the staff who was not replaced.

2. How does your trend data impact your decision making process for your program?

One of the biggest trends we watch is student attendance times. We want to ensure students are helped in a timely manner so we track when students are in the lab completing assignments. With that information we schedule instructor hours around those times ensure all questions and support of our students in handle in the fastest time possible.

3. Were there any changes to student 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. 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.

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.”

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty none	
Professional Development:	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	

<p><i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>		
<p>Facilities: <i>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.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance none</p>	
<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____ none</p>	
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____ none</p>	

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

none

Conclusions & Snapshot:

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.

A majority of classes in the Administrative Office Assistant program are open-entry/open-exit courses where students are able to drop in as their schedule permits and enroll and complete classes self-paced. This allows many students with disabilities or ones that just require more time to be able to work at their own pace and develop those skills to give them employability. Areas of concern are when students register but never show to the class because they are in need of units for other reasons. Since this may happen after the census date, the student will receive a grade of at least a W which negatively affects the success and retention of these classes.

This semester we have 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 on which level of certificate or degree they obtain.