OFFICE TECHNOLOGY

**I. General Information**

A. List the Instructional Area(s)

Office Technology

B. The program is offered (please select all appropriate locations):

Reedley College Madera Center ☐Oakhurst Site Distance Education

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

TOP code 0514.00

D. General description of program(s) or service(s) offered:

D1. Current staffing (full-time and part-time faculty)

Full-time faculty: 3

Toni Ensz, Reedley

Pam Gilmore, Reedley

Francine Underwood, Madera

Part-time faculty: 4

Anita Dekker, Reedley

Tiffany Dix, Reedley

R. Pherson, Madera

G. Medina, Madera

D2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit:

OT1 COMPUTER BASICS

OT5 DOCUMENT FORMATTING

OT6 DATA ENTRY ESSENTIALS

OT10 MEDICAL TERMINOLOGY

OT11A MICROSOFT WORD ESSENTIALS

OT11C WORD PROCESSING PROJECTS

OT12A MICROSOFT EXCEL ESSENTIALS

OT12C SPREADSHEET PROJECTS

OT13A MICROSOFT ACCESS ESSENTIALS

OT16 PREPARING FOR A JOB INTERVIEW

OT17 JOB RETENTION AND RESPONSIBILITIES

OT28 MEDICAL MANAGER

OT41 MEDICAL ADMINISTRATIVE ASSISTANT

OT42 MEDICAL DOCUMENT PREPARATION

OT44 FILING PROCEDURES

OT48 TODAY’S RECEPTIONIST

OT150 BEGINNING KEYBOARDING

OT151 CHAMPIONSHIP KEYBOARDING

OT152 SPEED TYPING

D3. list of degrees and certificates;

|  |  |
| --- | --- |
| Associate of Science Degrees: | |
| Administrative Assistant | Medical Administrative Assistant |
| Certificates of Achievement: | |
| Administrative Assistant | Medical Administrative Assistant |
| Office Assistant | Receptionist |

D3. Does your program allow AP credit;

☐ Yes No

D4. Does your program have articulation agreements (eg. 2+2, Occutrack);

☐ Yes No

D5. brief facilities overview;

Madera: The Office Technology program at the Madera Center uses classroom AV 242, and occasionally AV 139 and TM 11.

Reedley: OT faculty have first access to two computer labs on the Reedley campus: Business Education 41 (BE41) and Computer Technology Lab 1 (CTL-1). These labs have a capacity of 36 and 40 students respectively, all of which contain Microsoft Office 2013, Medical Office software, and Data Entry software. While CTL-1 is a new, clean, modern looking lab, BE41 is in dire need of esthetic updating. As stated elsewhere in this review, BE41 appears to be “stuck” in the 1950’s i.e. paint and window coverings.

D6. equipment requirements including ongoing maintenance requirements and costs;

Madera: The equipment in AV 242 is approximately 10 years old. Over the next several years computers and other equipment will need to be replaced – starting with chairs. The chairs were purchased in 2004 and no longer meet the needs of typing students. Each year after that computers, monitors, and printers will all need to be replaced. A high speed scanner is also required for the new goals and objectives of OT 44 and OT 41. We will also need 2 new printers. Our printer broke this semester and we were without a printer for about 3 weeks. That made completing the goals and objectives for a number of courses impossible.

Reedley: The technology we need is the same equipment that industry and businesses currently use. Our equipment has an absolute lifespan of approximately 7 to 10 years so must be replaced periodically in a phase replacement plan of about 5 years. CTL-1 was equipped with network mini computers rather than full desktop computers. These have not been sufficient for the needs of an Office Technology computer lab. They are extremely slow; they lose network connection often and we are unable to share files throughout the lab without many of our users being locked out of the network drive. The Reedley College Vice President of Instruction has instructed the Computer Technology Department to replace these with full desktops but this instruction has not been followed. Office Technology 1 (Computer Basics) also teaches students about fully functional desktop (among others) computers. This, while we have no fully functional desktop computers in our labs.

Reedley and Madera: OT44 Filing Procedures course has been updated (eff. Spring 2017) to include document scanning and electronic filing procedures. This update reflects the needs of our students’ prospective employers. Because of this update, both Reedley and Madera are in need of document scanners.

Our Data Entry software is extremely old, runs badly, and is no longer supported by the author/publisher. We have transitioned this course from using this software to using and teaching Quick Books. We were able to transition to this new software because Reedley College owns a site license, not because we have requested a site license in the past. This is a concern at this time in that we need to be able to use this software in our Data Entry course.

D7. supply requirements, if any.

Madera and Reedley: Various paper supplies for typing certificates and data entry certificates. Paper and toner for printers. File folders and other filing procedures supplies; white board markers; meeting supplies for our advisory committee meetings

E. Mission and Strategic Plan

E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

*Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.*

1. Accessible: Office Technology faculty are responsible for all class and room scheduling for every 9-week session at Reedley College. With two full-time faculty and 2 part-time faculty, we are able to schedule courses so that students are able to complete their certificates in the most efficient time as possible. We especially schedule the CalWORKS certificate (Office Assistant Certificate of Achievement) in order that students may complete in 27 weeks. We expect several retirements (full time and part time) over the next few years. Without replacements, we will not be able to maintain the 27-week completion goal and may lose our relationship with CalWORKS.
2. High-quality innovative learning opportunities: With our semi-annual meetings with our Office Technology Advisory Committee members, we are able to bring the most up-to-date soft and hard skills to the classroom. Student success is further ensured by faculty meeting one-on-one with students throughout their programs to discuss their education as well as their personal struggles. Office Technology faculty are finding frustration with our current computer technology (hardware) in that we do not have fully functioning desktop computers in our CTL-1 lab. As stated earlier, the computers in this lab are slow, lock up often, lose network connection often, and make it difficult to share documents.
3. Associate Degree Programs: There are two degrees currently being offered within the Office Technology area of instruction: Administrative Assistant and Medical Administrative Assistant.
4. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population. Our modern facility (CTL-1) promotes this passion as well. BE41 needs to be updated, as stated elsewhere in this report. Our students’ goals are specific to their choice of certificate or degree. Throughout their programs, faculty bring encouragement to students through real-life in-class examples. We also encourage our students, if appropriate, to set their sights toward a more robust certificate or degree. We even encourage our most talented students to consider a Business Administration degree or Transfer degree.

**1. Student Success**

1.1 Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2)

1.2 Offer instructional programs that provide basic skills, transfer preparation, and career technical education.

1.3 Increase students' campus and community engagement in order to facilitate persistence and completion rates for all students. (DO 1.5, 4.3)

1.4 Develop strategies to address unique needs of students to aid their academic success. (DO 1.1)

Examples:

* 1. Every OT student is required to meet one-on-one with OT faculty to discuss their Student Education Plan and a review of their chosen OT Program. They are encouraged to continue asking their Program Advisors (Toni Ensz, Pam Gilmore, Francine Underwood) questions regarding their chosen Program throughout their chosen Program.
  2. Office Technology Programs provide career technical education.
  3. OT faculty share information discovered through their Advisory Committee members/meetings with students in order to encourage them in their “real life” studies of office environments and careers. This coming cycle, we will be looking at the viability of adding a COTR-19G to our Programs, giving students an opportunity to experience an office environment. With the goal of updating classroom BE41 in mind, we are hoping to bring our Advisory Committee and our students together in a clean, modern facility for “open house” events.
  4. Because many OT students at Reedley College are single mothers receiving public assistance, OT faculty share strategies for success to this unique population throughout the curriculum. Examples include childcare issues, transportation issues, and money management.

**2. Student Access and Services**

Reedley College is devoted to providing access and services for students to obtain their educational goals. (DO 2.1)

2.1 Evaluate course offerings to ensure sequencing that will allow students to finish a program in a reasonable amount of time.

2.2 Improve student admission, registration, counseling and orientation services to optimize student educational planning. (DO 2.2)

2.3 Provide broad-based instructional support services relevant to the diverse needs of the students. (DO 2.3)

2.4 Maintain a safe environment conducive to learning while providing services and activities that maximize the opportunity for educational and personal growth.

Examples:

* 1. The OT faculty are responsible for course sequencing and scheduling course offerings each and every nine weeks in such a way as to have not overlapping courses. We schedule courses so that students are able to complete their Programs within 27 weeks. Our goal is and has always been to provide students with smooth progress through their respective Programs.
  2. OT1, Computer Basics, is the desired entry point into the OT Program. A requirement for all OT1 students is to meet with faculty, face-to-face, to go over their Student Education Plans, share Program printouts, and discuss Certificate vs. Degree. We use OT1 as an orientation service to optimize student educational planning.
  3. OT faculty work with the Tutoring Centers at both campuses, providing tutor recommendations. Faculty also encourage students to form study groups and seek tutoring in the Tutoring Centers.
  4. One of the primary concerns of OT faculty is the diverse needs of our diverse student populations. Most of our students come from extremely difficult life situations. Faculty must be aware of these struggles and always seek ways to apply “tough love” to hold students accountable while showing empathy to them in their situations.
  5. We are listing the goal of updating the esthetics of classroom BE41 and relating this goal to SP1.1.3 and 2.4. Students should be able to be proud of their work environment. Pride in one’s surroundings promote success. Other than the tables, computers, and chairs, BE41 looks like it is stuck in the ‘50s, i.e. paint and window coverings.

**3. Teaching and Learning**

Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success.

3.1 Align curriculum to increase certificates and degree completion. (DO 3.2)

3.2 Improve courses and programs through the analysis of multiple measures for basic skills courses, transfer level courses, career technical education and distance education. (DO 3.3)

3.3 Provide and support opportunities for faculty development that foster innovation. (DO 3.5)

3.4 Ensure continuous integration and implementation of the colleges' Program Review and Student Learning Outcomes assessment to improve institutional effectiveness. (DO 1.4, 3.4)

Example:

The Office Technology Program at Reedley is uniquely positioned to provide the highest quality instructional programs utilizing the most modern equipment and technologies. Because of the fast paced improvement in online technologies, cloud storage and technical advances in general, staff development training needs to be done on a continuous basis, which provides faculty, both fulltime and adjunct opportunities to continuously learn new skills and knowledge within the information technology vocations. Because technology changes so quickly, class program and certificates must be evaluated continuously against the current technology being developed in business and industry. This requires a commitment to provide faculty and staff continuous training opportunities to stay abreast of the fast paced industry.

E2. Describe how your program supports the College Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Report Program/Department Name: Office Technology Year: 14-15** | | | | |
| **Strategic Objective** 1.2  Offer instructional programs that provide basic skills, transfer preparation, and career technical education. | | | | |
| SPECIFIC  Activities/Projects  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| We provide six instructional programs that provide career technical education. | We report out on SLO assessments | Taught class |  | Ongoing |
| **Annual Report Program/Department Name: Office Technology Year: 14-15** | | | | |
| **Strategic Objective** 4.1  Assess, maintain, and develop effective and relevant career technical education programs in collaboration with business and industry partners. (DO 4.1) | | | | |
| SPECIFIC  Activities/Projects  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| We meet with our Business Advisors twice each year in order to maintain relevancy with our students. | Our Business Advisors are enthusiastic and very willing to meet with us. | Invitations and a meal and an agenda. |  | Ongoing |
| **Annual Report Program/Department Name: Office Technology Year: 14-15** | | | | |
| **Strategic Objective** 4.2  Pursue continued support of signature programs, including infrastructure improvements in order to align with industry standards. (DO 3.2, 4.2) | | | | |
| SPECIFIC  Activities/Projects  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| We continually research industry needs, labor market data, and Business Advisory input to assure that OT instructors are current in computer hardware, software, and office procedures. | Implementation into our class lectures and activities | Implemented into our class lectures and activities |  | Ongoing |

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

**Previous Program Goals**

| **Goal** | **Status** | **Outcome** |
| --- | --- | --- |
| **Additional teacher’s workstation in BUS41** | **Completed 13-14** | **OT faculty is now able to monitor and assist students in their work from throughout the classroom.** |
| **Four new laser printers: 2-POR5, 2-BUS41** | **Completed 13-14** | **Provide sufficient printing services to our students.** |
| **One color ink-jet printer: BUS41** | **Still waiting 13-14 (&15-16)** | **No response from our RAPP** |
| **Continuation of the 5-year computer replacement cycle** | **Ongoing** | **Students in OT as well as other courses benefit from the most current technology.** |
| **Self-contained HVAC system for the Business Education wing of Reedley College** | **Ignored** | **Students and faculty continue to suffer from cold in the winter and heat in the summer. BUS41 was issued 2 box fans. That fixed it. (sarcasm intended)** |

**Madera Center**

| **Goal** | **Status** | **Outcome** |
| --- | --- | --- |
| **Instructional and Lab Supplies** | **Ongoing** | **A small budget has been requested.** |
| **Computer replacement in Office Technology Labs** | **Still waiting** | **Still waiting** |
| **OT 44 new SLO** | **Implementing** | **Waiting for new equipment** |
| **Scanner to meet OT 44  SLOs** | **Still Waiting** | **Waiting** |
| **New Printers (2** | **Still waiting** | **Still waiting** |

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status** | **Outcome** |
|  |  |  |
|  |  |  |
|  |  |  |

**II. Quantitative Analysis**

These data provide an initial and important framework for review of programs and the program as a whole, for all campus sites. You may choose to only include data which is conclusive to your review and program goals. State why any data sets are not analyzed (ie. In line with the College). You must reference all campus sites where appropriate.

Please note that these data should be integrated with the qualitative analysis and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the Institutional Researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below. Include in the analyses:

* Significant fluctuations
* Impact of trends on Program
* Possible data elements to support this analysis.
* Total Enrollment
* Enrollment by Demographics: age, gender, & ethnicity
* Course Completion
* Success
* Program Mark Analysis Report
* FT/PT Enrollment Status
* WSCH/FTEF
* Number of Degrees/Certificates Awarded
* Perkins Core Indicators (if career-technical education program)
* Additional Data

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENROLLMENT TRENDS** | | |  |  |  |  |  |  |  |  |
| HEADCOUNT (Unduplicated) | | |  |  |  |  |  |  |  |  |
|  | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **REEDLEY COLLEGE** | 331 | 349 | 282 | 247 | 246 | 248 | 261 | 243 | 251 | 245 |
| **MADERA CENTER** | 292 | 282 | 273 | 281 | 259 | 200 | 190 | 195 | 177 | 219 |
| **OAKHURST** | 17 |  | 12 |  |  |  |  |  |  |  |

When we compare academic year 2010/11 with the remaining four years in this cycle, we see a significant drop. This was caused by the significant California budget adjustment experienced by the CalWORKS program, thus many fewer enrollees in subsequent years. Although the budget has since been restored, we have not seen any regains in enrollment. Aside from the first year in this cycle, it is noted that every spring shows steady enrollment; every fall shows steady enrollment. Fall is consistently higher enrolled than spring which reflects the college as a whole.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ETHNICITY | |  |  |  |  |  |  |  |  |  |
| **REEDLEY COLLEGE** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **Hispanic** | 81% | 81% | 82% | 82% | 87% | 87% | 84% | 88% | 85% | 85% |
| **White/ non-Hispanic** | 10% | 10% | 13% | 12% | 7% | 8% | 8% | 9% | 7% | 10% |
| **African-American/ Non-Hispanic** | 1% | 1% | 1% | 0% | 1% | 1% | 2% | 0% | 0% | 1% |
| **American Indian/Alaskan** | 0% | 0% | 0% | 1% | 1% | 0% | 0% | 0% | 2% | 1% |
| **Asian/Pacific Islander** | 5% | 5% | 2% | 2% | 4% | 3% | 4% | 2% | 4% | 1% |
| **Race/Ethnicity Unknown** | 4% | 4% | 2% | 3% | 1% | 0% | 3% | 1% | 2% | 1% |

REEDLEY: Ethnicity in OT is fairly consistent with Hispanic being the predominant ethnic group served. This statistic continues to encourage OT faculty to learn more about local Hispanic cultural values as they relate to work and success outside the home.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **African-American/** | | 6% | | 6% | | 9% | | 5% | | 8% | | 4% | | 7% | | 3% | | 6% | | 5% | |
| **Non-Hispanic** | |
| **American Indian/Alaskan** | | 2% | | 2% | | 3% | | 3% | | 1% | | 1% | | 2% | | 2% | | 2% | | 3% | |
| **Asian/Pacific Islander** | | 6% | | 6% | | 5% | | 10% | | 6% | | 7% | | 11% | | 9% | | 8% | | 7% | |
| **Hispanic** | | 52% | | 52% | | 53% | | 53% | | 58% | | 64% | | 57% | | 62% | | 60% | | 68% | |
|
| **Race/Ethnicity Unknown** | | 7% | | 7% | | 4% | | 3% | | 2% | | 4% | | 3% | | 3% | | 3% | | 1% | |
| **White/ non-Hispanic** | | 27% | | 27% | | 27% | | 26% | | 25% | | 20% | | 21% | | 22% | | 20% | | 16% | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| **OAKHURST** | | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **African-American/** | |  | |  | | 0% | |  | |  | |  | |  | |  | |  | |  | |
| **Non-Hispanic** | |
| **American Indian/Alaskan** | |  | |  | | 0% | |  | |  | |  | |  | |  | |  | |  | |
| **Asian/Pacific Islander** | |  | |  | | 0% | |  | |  | |  | |  | |  | |  | |  | |
| **Hispanic** | |  | |  | | 8% | |  | |  | |  | |  | |  | |  | |  | |
|
| **Race/Ethnicity Unknown** | |  | |  | | 8% | |  | |  | |  | |  | |  | |  | |  | |
| **White/ non-Hispanic** | |  | |  | | 83% | |  | |  | |  | |  | |  | |  | |  | |
| GENDER |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| **REEDLEY COLLEGE** | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **Female** | 82% | | 82% | | 83% | | 86% | | 85% | | 79% | | 82% | | 86% | | 84% | | 84% | |
| **Male** | 17% | | 17% | | 16% | | 13% | | 13% | | 19% | | 16% | | 14% | | 16% | | 15% | |
| **Unreported** | 1% | | 1% | | 1% | | 1% | | 1% | | 1% | | 2% | | 1% | | 0% | | 1% | |

REEDLEY: Again, no change nor indication of any trends over time. Office employment continues to be seen as a female-dominated occupation.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **Female** | 85% | | 85% | | 86% | | 83% | | 89% | | 84% | | 89% | | 83% | | 87% | | 89% | |
| **Male** | 14% | | 14% | | 13% | | 16% | | 10% | | 16% | | 10% | | 14% | | 11% | | 9% | |
| **Unreported** | 1% | | 1% | | 1% | | 1% | | 1% | | 0% | | 1% | | 3% | | 2% | | 1% | |
|  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| **OAKHURST** | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **Female** | 82% | |  | | 92% | |  | |  | |  | |  | |  | |  | |  | |
| **Male** | 18% | |  | | 8% | |  | |  | |  | |  | |  | |  | |  | |
| **Unreported** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| AGE CATEGORY | | | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| **REEDLEY COLLEGE** | | | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | 14FA | | 15SP | |
| **19 or Less** | | | 23% | | 23% | | 21% | | 23% | | 23% | | 22% | | 21% | | 19% | | 14% | | 10% | |
| **20-24** | | | 40% | | 40% | | 43% | | 41% | | 52% | | 52% | | 46% | | 46% | | 50% | | 52% | |
| **25-29** | | | 13% | | 13% | | 10% | | 11% | | 9% | | 6% | | 14% | | 19% | | 18% | | 16% | |
| **30-34** | | | 7% | | 7% | | 7% | | 9% | | 7% | | 11% | | 7% | | 7% | | 7% | | 10% | |
| **35-39** | | | 4% | | 4% | | 5% | | 6% | | 4% | | 2% | | 3% | | 3% | | 4% | | 4% | |
| **40-49** | | | 8% | | 8% | | 6% | | 6% | | 4% | | 4% | | 7% | | 6% | | 5% | | 4% | |
| **50+** | | | 4% | | 4% | | 7% | | 4% | | 2% | | 2% | | 2% | | 1% | | 2% | | 4% | |
| **Not Reported** | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |

REEDLEY: The fluctuations observed here take place between the 19 or less category and the 20-24 category. Other categories remain fairly constant. It appears that younger students are either seeking education elsewhere or are waiting to come to Reedley College. This is an interesting statistic that may indicate our need to promote our Programs to local high schools.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | | 14FA | | 15SP | |
| **19 or Less** | 15% | | 15% | | 13% | | 15% | | 14% | | 13% | | 15% | | 12% | | | 10% | | 22% | |
| **20-24** | 40% | | 40% | | 32% | | 33% | | 42% | | 40% | | 36% | | 38% | | | 36% | | 31% | |
| **25-29** | 18% | | 18% | | 20% | | 22% | | 14% | | 14% | | 17% | | 17% | | | 24% | | 20% | |
| **30-34** | 12% | | 12% | | 13% | | 11% | | 11% | | 13% | | 11% | | 14% | | | 12% | | 12% | |
| **35-39** | 5% | | 5% | | 8% | | 6% | | 7% | | 8% | | 10% | | 5% | | | 7% | | 9% | |
| **40-49** | 7% | | 7% | | 8% | | 7% | | 6% | | 7% | | 7% | | 7% | | | 6% | | 4% | |
| **50+** | 3% | | 3% | | 5% | | 6% | | 7% | | 6% | | 5% | | 7% | | | 5% | | 2% | |
| **Not Reported** |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
| **OAKHURST** | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | | | 14FA | | 15SP | |
| **19 or Less** | 29% | |  | | 0% | |  | |  | |  | |  | |  | | |  | |  | |
| **20-24** | 29% | |  | | 17% | |  | |  | |  | |  | |  | | |  | |  | |
| **25-29** | 18% | |  | | 0% | |  | |  | |  | |  | |  | | |  | |  | |
| **30-34** | 0% | |  | | 17% | |  | |  | |  | |  | |  | | |  | |  | |
| **35-39** | 0% | |  | | 8% | |  | |  | |  | |  | |  | | |  | |  | |
| **40-49** | 12% | |  | | 33% | |  | |  | |  | |  | |  | | |  | |  | |
| **50+** | 12% | |  | | 17% | |  | |  | |  | |  | |  | | |  | |  | |
| **Not Reported** | 0% | |  | | 8% | |  | |  | |  | |  | |  | | |  | |  | |
| UNIT LOAD | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |
| **REEDLEY COLLEGE** | | 10FA | | 11SP | | 11FA | | 12SP | | 12FA | | 13SP | | 13FA | | 14SP | 14FA | | 15SP | |
| **FULL TIME** | | 49% | | 49% | | 49% | | 47% | | 41% | | 52% | | 46% | | 44% | 34% | | 42% | |
| **PART TIME** | | 51% | | 51% | | 51% | | 53% | | 59% | | 48% | | 54% | | 56% | 66% | | 58% | |

REEDLEY: The high numbers of part time students participating in the Office Technology program reflects that many of our students are young, single mothers, with children in limited childcare or in school only part of each day. Since our Programs assume full time student status, we should re-evaluate our course scheduling. CalWORKS will not pay for childcare if a student has a break during their school day. Knowing this, we schedule their days with no breaks. This means they must retrieve their children from childcare as soon as classes are over. Once they are away from campus, the chance that they will be able to study or practice their learned skills is reduced. We should consider re-working our class schedules to allow for CalWORKS-approved breaks between classes to encourage students to study and practice skills on campus.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **FULL TIME** | 43% | 43% | 30% | 32% | 35% | 35% | 39% | 33% | 29% | 29% |
| **PART TIME** | 57% | 57% | 70% | 68% | 65% | 65% | 61% | 67% | 71% | 71% |
|  |  |  |  |  |  |  |  |  |  |  |
| **OAKHURST** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **FULL TIME** |  |  |  |  |  |  |  |  |  |  |
| **PART TIME** |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MARK ANALYSIS |  |  |  |  |  |  |  |  |  |
| **REEDLEY COLLEGE** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **A** | 24% | 23% | 35% | 18% | 25% | 28% | 24% | 22% | 18% | 16% |
| **B** | 20% | 21% | 23% | 25% | 25% | 25% | 24% | 24% | 23% | 23% |
| **C** | 16% | 15% | 15% | 20% | 15% | 13% | 14% | 13% | 14% | 14% |
| **CR** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **D** | 6% | 6% | 4% | 7% | 4% | 6% | 4% | 6% | 5% | 6% |
| **F** | 19% | 16% | 8% | 13% | 16% | 11% | 9% | 13% | 14% | 11% |
| **I** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NC** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NP** | 1% | 2% | 1% | 1% | 1% | 2% | 4% | 5% | 7% | 5% |
| **P** | 6% | 6% | 8% | 8% | 7% | 6% | 14% | 12% | 11% | 15% |
| **RD** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **W** | 8% | 10% | 6% | 7% | 6% | 9% | 7% | 5% | 9% | 10% |
| **Total** | **774** | **723** | **815** | **630** | **649** | **656** | **669** | **589** | **605** | **570** |

REEDLEY: We are unsure why there tends to be so few “D”s in our classes. The class curve seems to be pretty consistent A-C. A “D” grade in Office Technology is not passing so we are still questioning why there is a “D” grade offered. Please note the Pass/NoPass data. All of our keyboarding classes are P/NP ONLY. The data for P/NP in 13FA reflects the addition of online (hybrid) keyboarding classes AND the increase in speed requirements implemented that semester.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **A** | 46% | 53% | 53% | 56% | 55% | 40% | 53% | 52% | 48% | 53% |
| **B** | 17% | 15% | 14% | 14% | 17% | 17% | 16% | 13% | 16% | 14% |
| **C** | 7% | 8% | 5% | 8% | 5% | 11% | 5% | 6% | 9% | 6% |
| **CR** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **D** | 1% | 2% | 3% | 2% | 2% | 3% | 2% | 2% | 4% | 1% |
| **F** | 8% | 12% | 12% | 8% | 12% | 13% | 16% | 13% | 14% | 8% |
| **I** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| **IP** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NC** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NP** | 1% | 0% | 0% | 0% | 0% | 1% | 0% | 1% | 0% | 1% |
| **P** | 10% | 5% | 4% | 5% | 2% | 6% | 4% | 7% | 4% | 12% |
| **W** | 9% | 4% | 8% | 6% | 8% | 8% | 3% | 6% | 6% | 4% |
| **Total Grades** | **593** | **555** | **489** | **560** | **469** | **339** | **329** | **330** | **249** | **385** |
|  |  |  |  |  |  |  |  |  |  |  |
| **OAKHURST** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **A** | 41% |  | 50% |  |  |  |  |  |  |  |
| **B** | 24% |  | 0% |  |  |  |  |  |  |  |
| **C** | 6% |  | 8% |  |  |  |  |  |  |  |
| **D** | 6% |  | 0% |  |  |  |  |  |  |  |
| **F** | 6% |  | 8% |  |  |  |  |  |  |  |
| **I** | 0% |  | 0% |  |  |  |  |  |  |  |
| **RD** | 0% |  | 0% |  |  |  |  |  |  |  |
| **W** | 18% |  | 33% |  |  |  |  |  |  |  |
| **Total Grades** | **17** |  | **12** |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| STUDENT ACHIEVEMENT INDICATORS | | | | | | | |
| **REEDLEY COLLEGE** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **GPA** | 2.3 | 2.4 | 2.8 | 2.3 | 2.9 | 2.7 | 2.7 | 2.5 | 2.3 | 2.4 |
| **SUCCESS** | 65 | 65.6 | 80.4 | 71.4 | 72.6 | 72.4 | 76.1 | 70.5 | 65.6 | 67.5 |
| **RETENTION** | 91.6 | 90 | 94 | 92.5 | 93.8 | 90.7 | 93.4 | 94.6 | 91.2 | 90.2 |
| **ATTRITION** | 8.4 | 10 | 6 | 7.5 | 6.2 | 9.3 | 6.6 | 5.4 | 8.8 | 9.8 |

REEDLEY: We may ask ourselves, “Why do we lose a student who is struggling?” It’s because they are struggling! And we try our best, with multiple strategies, to retain a struggling student and help them become successful. But we always ask ourselves, “Why do we lose a SUCCESSFUL student?” The difficulty here is that, because they are not struggling, we do not notice them. Suddenly, they have dropped without any warning at all. This seems most prevalent in 11SP, 13SP, and 15SP…all SPRING semesters. Now that we see this, we will consider a couple of Spring Events (workshops, celebrations, contests) that can motivate our successful students to continue to the end.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **GPA** | 3.06 | 3 | 2.99 | 3.19 | 3.35 | 2.7 | 2.83 | 2.94 | 2.74 | 3.06 |
| **SUCCESS** | 80.9 | 81.3 | 76.3 | 82.9 | 78.7 | 74.9 | 79.3 | 78.8 | 76.7 | 85.2 |
| **RETENTION** | 90.9 | 95.7 | 91.8 | 93.8 | 92.3 | 91.7 | 96.7 | 94.2 | 94.4 | 95.8 |
| **ATTRITION** | 9.1 | 4.3 | 8.2 | 6.2 | 7.7 | 8.3 | 3.3 | 5.8 | 5.6 | 4.2 |
|  |  |  |  |  |  |  |  |  |  |  |
| **OAKHURST** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **GPA** | 3.1 |  | 3.3 |  |  |  |  |  |  |  |
| **SUCCESS** | 70.6 |  | 58.3 |  |  |  |  |  |  |  |
| **RETENTION** | 82.4 |  | 66.7 |  |  |  |  |  |  |  |
| **ATTRITION** | 17.6 |  | 33.3 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FTE/FTES | |  |  |  |  |  |  |  |  |  |
| **REEDLEY COLLEGE** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **Contract** | 2.1 | 1.87 | 2.07 | 2.07 | 2.07 | 1.67 | 1.7 | 1.63 | 1.43 | 1.83 |
| **(Fac. Workload)** |
| **Part Time** | 1.58 | 1.34 | 1.07 | 0.75 | 0.82 | 0.47 | 1 | 1 | 1 | 1.07 |
| **(Fac. Workload)** |
| **Extra Pay** | 0.01 | 0.56 | 0.08 | 0.28 | 0.31 | 0.64 | 0.33 | 0.4 | 0.66 | 0.73 |
| **(FT Fac. Workload)** |
| **FTEF** | 3.69 | 3.77 | 3.21 | 3.09 | 3.19 | 2.77 | 3.03 | 3.03 | 3.09 | 3.63 |
| **FTES** | 52.67 | 49.13 | 42.76 | 44.20 | 46.06 | 44.01 | 44.33 | 39.08 | 40.68 | 39.11 |
| **FTES per FTEF** | 14.25 | 13.03 | 13.32 | 14.28 | 14.42 | 15.89 | 14.64 | 12.91 | 13.14 | 10.78 |
| **WSCH per FTEF** | 430.10 | 396.24 | 413.37 | 432.25 | 435.33 | 479.44 | 437.25 | 389.92 | 402.99 | 328.27 |
| **FT:PT LHE Ratio** | 1.33:1 | 1.39:1 | 1.94:1 | 2.76:1 | 2.53:1 | 3.57:1 | 1.7:1 | 1.63:1 | 1.43:1 | 1.72:1 |
| **HEADCOUNT (Unduplicated)** | 331 | 349 | 282 | 247 | 246 | 248 | 261 | 243 | 251 | 245 |

REEDLEY: The indicated reduction of WSCH is due to the fact that one full time OT instructor is in the classroom less because of her Department Chair duties.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MADERA CENTER** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **Contract** | 1 | 1 | 1 | 1.14 | 1.08 | 1.18 | 1.02 | 1.01 | 0.88 | 1 |
| **(Fac. Workload)** |
| **Part Time** | 2.01 | 2.28 | 2.23 | 2.24 | 1.88 | 0.52 | 0.64 | 0.76 | 0.89 | 0.86 |
| **(Fac. Workload)** |
| **Extra Pay** | 0.33 | 0.2 | 0.09 | 0.03 | 0.01 |  |  | 0.2 | 0.1 | 0.23 |
| **(FT Fac. Workload)** |
| **FTEF** | 3.34 | 3.48 | 3.32 | 3.41 | 2.97 | 1.7 | 1.66 | 1.97 | 1.88 | 2.09 |
| **FTES** | 42.11 | 38.95 | 36.57 | 40.26 | 40.10 | 26.63 | 25.02 | 28.66 | 21.88 |  |
| **FTES per FTEF** | 12.62 | 11.19 | 11.02 | 9.00 | 10.10 | 15.66 | 15.09 | 14.56 | 11.66 |  |
| **WSCH per FTEF** | 351.44 | 312.81 | 289.83 | 245.2 | 224.92 | 453.38 | 428.12 | 411.3 | 304.13 |  |
| **FT:PT LHE Ratio** | 0.5:1 | 0.44:1 | 0.45:1 | 0.51:1 | 0.58:1 | 2.29:1 | 1.58:1 | 1.33:1 | 0.99:1 | 1.16:1 |
|  |  |  |  |  |  |  |  |  |  |  |
| **OAKHURST** | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA | 15SP |
| **Contract** |  |  |  |  |  |  |  |  |  |  |
| **(Fac. Workload)** |
| **Part Time** | 0.2 |  | 0.2 |  |  |  |  |  |  |  |
| **(Fac. Workload)** |
| **Extra Pay** |  |  |  |  |  |  |  |  |  |  |
| **(FT Fac. Workload)** |
| **FTEF** | 0.2 |  | 0.2 |  |  |  |  |  |  |  |
| **FTES** | 1.7 |  | 1.20 |  |  |  |  |  |  |  |
| **FTES per FTEF** | 8.50 |  | 6.00 |  |  |  |  |  |  |  |
| **WSCH per FTEF** | 255 |  | 180 |  |  |  |  |  |  |  |
| **FT:PT LHE Ratio** |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OVERALL STUDENT PERFORMANCE – DEGREES AND CERTIFICATES (AS REPORTED BY THE Institutional Researcher) | | | | | |
| **REEDLEY/MADERA/OAKHURST** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | 2013-2014 |
| **ASSOCIATE OF SCIENCE** | 5 | 2 | **0** | 0 | 0 |
| **CERTIFICATE – 18-30 UNITS** | 39 | 35 | **45** | 21 | 22 |
| **TOTALS** | 44 | 37 | **45** | 21 | 22 |
|  |  |  |  |  |  |  | |  |  |
| ADDITIONAL DATA AS PROVIDED BY ADMISSIONS & RECORDS - REEDLEY COLLEGE | | | | | | |
| **REEDLEY ONLY** |  |  | **2011-2012** |  | **2013-2014** |
| **ASSOCIATE OF SCIENCE** |  |  | **12** |  | **26** |
| **CERTIFICATE – 18-30 UNITS** |  |  | **62** |  | **43** |
| **TOTALS** |  |  | **74** |  | **69** |

REEDLEY and MADERA: Once again, another Program Review Cycle is upon us and we have horrible data when it comes to “Completion”? How can both Madera and Reedley run at 90%+ Retention rates but so few graduate? We have the additional data from Admissions/Records because we were planning for our Certificate Ceremonies. The disparity between the data is ridiculous! We are using exclamation points because this is the FOURTH PROGRAM REVIEW with questionable or outrageous data.

Office Technology is very proud of the numbers of “Completers” we have. All 69 of them (Reedley only) rather than a measly 22 across ALL campuses. Again, something is wrong with this picture!

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

F2F (Lecture/Lab), DE, Hybrid

C. Use any conclusive comparison data provided/requested\* to analyze the success of the modes listed in B above. Compare these modes to total program and College data for:

* Enrollment
* Retention
* Success
* Program Mark Analysis
* GPA

\*Programs offering under 50% online courses may submit a comparative data request to the Institutional Researcher.

The following data was shared with Department Chairs on 5/3/15. Reedley campus did not offer Distance Ed courses until Fall 2015. This data is for Madera only.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2014 SU, 2014 FA, and 2015 SP | Traditional | | | | Distance Ed | | | | Success |
| Active Course | Section | Student | Retention | Success | Section | Student | Retention | Success | Difference |
| OT10 | 7 | 251 | 89% | 73% | 6 | 217 | 90% | 60% | 12% |

D. Analyze how the program’s historical funding patterns have impacted the program

There is no pattern. We ask for items off of our Program Review list. Sometimes they are approved. Most of the time they are not approved with no reason given. Then suddenly we receive the item without asking for it. Sometimes we request items via mini-grant process and are denied because there is money somewhere else. Deadlines come and go with confusion everywhere. Then, after the deadline has passed, we receive word that we should, once again, request funding for an item because money has been found. Pattern? None that we can see. But our Program (remarkably) is not severely impacted by this.

**Budget Summary (to be completed by Dean)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **20     -20** | **20     -20** | **20     -20** | **20     -20** | **20     -20** | **Total Division Budget**  For the 5th year  **20     -20** | **Percent of Division 20     -20** |
| **Salaries** |  |  |  |  |  |  |  |
| **Benefits** |  |  |  |  |  |  |  |
| **Instructional Supplies** |  |  |  |  |  |  |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Non-Instructional Supplies** |  |  |  |  |  |  |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Operating Expenses** |  |  |  |  |  |  |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Equipment** |  |  |  |  |  |  |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |

**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

OT faculty and advisory committee members meet on an ongoing, collegial, basis to share self-reflective dialogue about the continuous improvement of student learning.

B. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_595812_1&course_id=_23199_1>

C. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

OT1 Computer Basics: Excel skills are unclear (61% class average) Re-evaluate lab assignments. Work with students more and assign less lab to be completed on their own.

Internet, WWW, email concepts are unclear (62% class average) Re-evaluate lesson plan to allocate more time in class to these topics. The computers in CTL-1 are not fully functioning desktop computers which makes teaching about the basics of computer technology very difficult.

OT11A Microsoft Word Essentials: Assessments 3 and 4 showed a lower than expected result. Further evaluation of student rubrics indicate that the exams need to be re-written to be more easily understood. As an area of instruction, OT faculty will be coming up with better assessments in these areas. Footnotes need more attention within our lesson plans.

OT12A Microsoft Excel Essentials: Fall 11/Spring 12

1. Moving from Office 2007 to Office 2010 along with the new textbooks required, it seems that students are suddenly having a great deal of trouble with SLO H and I. Instructors will break this chapter (material) down and teach it differently in the Fall '12, assessing again to look for improvements.

2. The instructor did not teach to SLO E (macros) because she felt that this topic has become too difficult for the student base enrolled in this program. She admits her mistake and will teach this topic from now on.

3. SLO D was taught but was not assessed. This will be corrected as well.

4. All other SLOs were assessed and found to be within the "good enough" range (70% or higher).

Fall 12: Outcome D. effectively use custom and conditional formatting assessed poorly so faculty re-taught and re-assessed at the end of the course which brought student scores up above 70%.

OT13A Microsoft Access Essentials: OT faculty has reviewed these outcome assessment results and find that they fall within the parameters of success. There is a concern on the creation and use of Queries (Chp 2), but, as indicated, the students continue creating and using queries through the rest of the course, and by the final, the overall results are favorable.

OT16 Interview Preparation: Outcome E. OT faculty has reviewed these outcome assessment results and found that, according to these results, we need to work on dressing for the interview. These results don't show that the final interview also assesses appropriate dress, and the student would not have a successful final interview if not appropriately dressed.

OT17 Job Retention: This course is scheduled to be taught again in Fall 2012. SLO "C" will be addressed in that we will give more examples to the students through lecture and more practice through class work and homework. SLO "E" will be addressed in the same way as our proposed solution to SLO "C" above. Reassess in Fall 2012.

OT44 Filing Procedures: SLO assessments went well during this cycle but our industry research indicated we needed to include electronic records management in our curriculum. We re-wrote the curriculum and it was approved effective Spring 2017. We added .5 unit to the course to include this topic and will be acquiring document scanners in each lab, Reedley and Madera campuses.

OT48 Today’s Receptionist: Outcome C received lower than expected results. Further evaluation indicates that the lecture material and the assessment need to be aligned further. The instructor is working on this.

<https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1012765_1&course_id=_23199_1>

D. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

Office Technology faculty used SLO assessment results in order to assess our Program Learning Outcomes. We do not have any way to assess students upon completion of their certificate or degree.

<https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_2907793_1&course_id=_23199_1>

E. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

Desktop computers in CTL-1 (pages 3, 4, 25)

Scanners in both sites (pages 3, 26)

Quick Books software in both sites (page 3)

General supplies (page 4)

Supplies for events (page 20)

Retirement replacement (page 4)

Addition of COTR-19G in our Programs (page 5)

Update BUS41 (pages 2-6)

Staff development (pages 6-7)

Re-evaluate scheduling for completion (pages 4, 6, 32)

Re-evaluate scheduling for full time status (page 16)

|  |  |
| --- | --- |
| Assessment Type | Total number of courses using this assessment type |
| Item analysis of exams, etc. | 19 |
| Assignments based on rubrics | 10 |
| Assignments based on checklists |  |
| Direct observation of performances | 1 |
| Student self-assessments |  |
| CAT (clickers, mediated responses) |  |
| Capstone projects or final summative assessments | 2 |
| Other |  |

|  |  |
| --- | --- |
| Action Plan | Total number of courses using this action plan |
| Results are positive--no changes | 7 (post) |
| Conduct further assessment | 7 |
| Use new or revised teaching methods | 4 |
| Develop new methods of evaluating student work | 3 |
| Plan purchase of new equipment or supplies |  |
| Make changes in staffing plan |  |
| Engage in professional development about best practices | 1 |
| Revise the course sequence or prerequisite | 1 |
| Revise the course syllabus or outline |  |
| Unable to determine |  |
| Other |  |

| Course | Enrollment  ’09-‘15 | Enrollment  ’14-‘15 | Completion  ’08-‘13 | Completion  ’14-‘15 | Success Rate  ’08-‘13 | Success Rate  ’14-‘15 |
| --- | --- | --- | --- | --- | --- | --- |
| \*OT-1 | *1082* | 141 | *89%* | 92% | *66%* | 65% |
| OT-5 | *397* | 27 | *91%* | 93% | *74%* | 74% |
| OT-6 | *641* | 71 | *96%* | 96% | *86%* | 89% |
| \*\*OT-10 | *2833* | 427 | *89%* | 88% | *67%* | 64% |
| OT-11A | *858* | 96 | *88%* | 93% | *72%* | 75% |
| OT-11C | *559* | 86 | *94%* | 95% | *81%* | 80% |
| OT-12A | *580* | 72 | *89%* | 92% | *67%* | 69% |
| OT-12C | *296* | 49 | *90%* | 94% | *76%* | 78% |
| OT-13A | *430* | 59 | *94%* | 93% | *71%* | 78% |
| OT-16 | *564* | 70 | *92%* | 86% | *75%* | 74% |
| OT-17 | *677* | 105 | *94%* | 97% | *73%* | 87% |
| OT-28 | *482* | 64 | *88%* | 94% | *69%* | 75% |
| OT-41 | *425* | 51 | *92%* | 92% | *77%* | 77% |
| OT-42 | *375* | 47 | *91%* | 98% | *81%* | 85% |
| OT-44 | *732* | 81 | *90%* | 90% | *63%* | 72% |
| OT-48 | *582* | 62 | *91%* | 94% | *61%* | 63% |
| OT-150 | *237* | 126 | *92%* | 95% | *70%* | 73% |
| OT-151 | *200* | 113 | *94%* | 94% | *76%* | 71% |
| OT-152 | *139* | 62 | *99%* | 97% | *73%* | 61% |

\*OT1 Computer Basics fulfills the RC Computer Familiarity Graduation Requirement therefore OT serves students across the campus.

\*OT10 Medical Terminology is a recommended course in many of the Sciences therefore it serves students across the campus.

**IV. Qualitative Analysis**

Please note that these data should be integrated with the quantitative analysis, and SLO assessment to help support your Summary Statements and Goals. You must reference all campus sites, where appropriate.

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

Political: Office Technology continues to train students who are participating through CalWORKS. This “Welfare-to-Work” program, funded by the State of California, is dependent upon legislation and annual state budgets.

Economic: According to the following tables from the Bureau of Labor Statistics, the labor market for the Programs we offer is strong in the medical fields and weak in the non-medical fields. We compared these data with our current certificate/degree completion data and find that we should consider consolidating our medical and non-medical Programs in order to better serve our students.

Sociological: Although there is no data to confirm this, most of the students in our OT Programs are single parents.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Bureau of Labor Statistics**  **United States Employment Outlook**  **Occupational Title** | **2014 EMPLOYMENT (in thousands)** | **2015 EMPLOYMENT (in thousands)** | **2014-2024 CHANGE (in thousands)** | **2014-2024 PERCENT CHANGE** | **JOB OPENINGS DUE TO GROWTH (in thousands)** | **2014 MEDIAN ANNUAL WAGE** |
| Medical secretaries | 527.6 | 635.8 | 108.2 | 20.50% | 163.8 | $ 32,240 |
| Medical records and health information technicians | 188.6 | 217.6 | 29.0 | 15.40% | 71.2 | $ 35,900 |
| Billing and posting clerks | 514.6 | 581.1 | 66.5 | 12.90% | 174.1 | $ 34,410 |
| Receptionists and information clerks | 1,028.6 | 1,126.3 | 97.8 | 9.50% | 375.0 | $ 26,760 |
| Office clerks, general | 3,062.5 | 3,158.2 | 95.8 | 3.10% | 756.2 | $ 28,670 |
| Secretaries and administrative assistants, except legal, medical, and executive | 2,457.0 | 2,521.1 | 64.0 | 2.60% | 323.1 | $ 33,240 |
| <http://data.bls.gov/projections/occupationProj> | | |  |  |  |  |

|  |  |
| --- | --- |
| Employment Development Department | **2012-2022 Fastest Growing Occupations** |
| Labor Market Information Division | **Fresno Metropolitan Statistical Area** |
| Published: February 2015 | **(Fresno County)** |
| **Occupational Title** | **Estimated Employment 2012** | **Projected Employment 2022** | **Percent Change 2012-2022** | **Annual Average Percent Change** | **2014 First Quarter Wages** | |
| **Median Hourly** | **Median Annual** |
| Medical Secretaries | 1,690 | 2,300 | 36.1% | 3.6% | $14.60 | $30,377 |
| <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html> | | |

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| --- | --- | --- | --- |
| Employment Development Department | **2012-2022 Occupations With the Most Job Openings** |  |  |
| Labor Market Information Division | **Fresno Metropolitan Statistical Area** |  |  |
| Published: February 2015 | **(Fresno County)** |  |  |
| **Occupational Title** | **Total Job Openings 2012-2022** | **2014 First Quarter Wages** | |
| **Median Hourly** | **Median Annual** |
| Office Clerks, General | 1,940 | $13.71 | $28,524 |
| Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 1,390 | $15.55 | $32,342 |
| Receptionists and Information Clerks | 1,050 | $12.51 | $26,013 |
| Medical Secretaries | 810 | $14.60 | $30,377 |
|  |  |  |  |
| <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html> | |  |  |

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

* Major course revisions
* Course deletions
* New courses
* Revised or new options within a program
* Proposed new programs
* Distance education/hybrid courses
* Enrollment trends
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

Although Labor Market data does not indicate a reduced need for general administrative assistants, our general Administrative Assistant Program numbers are down and our Medical Administrative Assistants Program numbers are up. We are currently considering eliminating the general front office course (OT48 @ 1.5 units) and have all students take the Medical Administrative Assistance course (OT41 @ 3 units, Medical front office). This would over-teach front office concepts to the AA students but consider over-teaching to perhaps be beneficial to our students while eliminating a poorly filled course would benefit Reedley College.

C. Discuss how your program meets the needs of the College’s diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

OT courses are offered throughout the year, in 9-week sessions, 18-week semesters, and in various summer sessions. Courses are offered face-to-face and hybrid, traditionally as well as flipped. All course content is supported, supplemented, and managed through Blackboard/Canvas. Approximately one third of our courses require publisher-based Web access.

Teaching methodologies include lecture, lab, group work, think/pair/share, and role playing. We assume our OT1 Computer Basics course is an entry point for RC students so various study skills are taught in OT1. In reading the following quote from a Program Review from 2012, we realize we use experiential opportunities throughout our classes.

“All of us learn in exactly the same ways, through association and most effectively when all modalities (aural, visual, tactile, cognitive, emotional) are actively engaged in creating those associations. Modern research suggests that we teach in the same manner to everyone, by creating associations between new and old material and by allowing our students to “experience” learning by employing all sensory modalities.” *(Reedley College Psychology Final Program Review- Psychology-Fall 2012)*

C2. Discuss course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.

For many years, the Office Technology Program prided themselves in scheduling courses in such a way as to guarantee students could finish the Office Assistant Program in 27 weeks. In preparing this Program Review, we realize that we have gotten away from the scheduling of Cohorts. It now takes Office Assistant (17 units) students 36 weeks to finish the Program. We have learned that we need to work the schedule back into a full Cohort system. This will be difficult because of the many entry points students have into our Program but it needs to be done.

C3. Appropriate breadth, rigor, sequencing, and completion time. Provide examples.

Breadth and rigor are determined by industry and our Advisory Committee members. We are confident in both. Sequencing and completion time was addressed in the previous section of this Program Review.

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.

Career Technical Education does not drive industry. It meets industry needs. Our students are given opportunities to learn and practice concepts and skills determined by the industries they will be employed by.

In addition to our Advisory Committee, we are also in discussions with State Center’s Human Resources regarding our course offerings and standards for each skill required for OA1 positions within the District.

E. Describe what your program has done to create links with support services or other instructional programs, if any.

Continual conversations with counselors, CalWORKS counselors and staff, Tutorial Center.

F. Describe any community or other institution partnerships or collaboration of which your program has had a part.

* Valley Regional Occupational Programs (VROP): Annual gathering of all participants
* CalWORKS: Ongoing collaboration with CalWORKS counselors and coordinators
* Business Advisory Committee: Semi-annual meetings with either the BA committee or with a smaller, more succinct Office Technology committee

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

REEDLEY CAMPUS: Advisory Committees are essential to our viability as a Program. In addition, OT faculty actively collect information about current office skills (both hard and soft skills) from the many other contacts we have in various industries. This information has led us to our current Program Goals (listed below). We are confident in the future of our Programs because of the quantitative data given in this report. The future is bright for both our Administrative Assistant students as well as our Medical Administrative Assistant students.

Medical offices, particularly hospitals, use document scanners to convert all records to electronic media. We offer a filing procedures course (OT44) that teaches the basics of filing procedures but have not implemented electronic records management yet. Our goal is to modify OT44 course outline (completed Spring 2016, implemented Spring 2017) adding .5 unit and the purchase of document scanners for our classroom.

We also acknowledge that our students have no experience in an office environment. Currently, we have students observe and visit with Rosa Rios (OAIII) on the Reedley campus as part of our OT48 Today’s Receptionist course. In the same course, students are given tours of the Reedley campus’ mail room and print shops. This is a good start but we need to provide more office exposure. We will study the possibility of adding COTR-19G to our Programs within the next three years.

Our cooperation with California’s Welfare-to-Work program is essential to the Office Technology Program at Reedley College. We were surprised to discover that we have incrementally moved away from cohort scheduling. Students are currently unable to finish their Office Assistant certificate within 27 weeks as a full-time student. This makes it extremely difficult for our CalWORKS counselors in that they have to back-fill students’ schedules to bring them UP to full-time status.

Ongoing needs of our Program include teaching supplies and up-to-date computer technology (hardware as well as software).

The current situation in CTL-1 having no fully functioning desktop computers has been shown as detrimental to our students’ confidence. Our data entry software is no longer useable so we must now maintain a site license for Quick Books. Our head count numbers are down from 2010/11 which requires we promote our programs further, both to CalWORKS and to incoming freshmen. Business Education 41 lab appears out-of-date which does not promote our Program.

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet. Add rows as needed.

0=State mandated and required by accreditation, licensing or regulatory requirement

1=Essential to the operation of the program or health and safety

2=Important, but not essential or required

3=Expand or enhance program (wish list)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Curriculum/Pedagogical Goals | Page number(s) where supported | | Priority (0-3) | | Estimated cost/resources needed | | Proposed timeline | | SP Goal  Link | |
| Add COTR-19G to our Programs. | | 3-4 | | 3 | | None | | Fall 2017 | | 1.1, 4.3 |
| 2 Document scanners | 3, 26 | | 1 | | $600 | | By Spring 17 | | 1.2, 1.4, 4.1 | |
| Quicken software site license | 3 | | 1 | | Dependent upon size of site license | | Spring 17 and ongoing | | 1.2, 1.4, 4.1 | |

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| --- | --- | --- | --- | --- | --- |
| Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| Update the esthetics of classroom BUS41 with new paint on the walls as well as the window frames. New window coverings are needed as well. The current condition of BE41 is not a room Reedley College can be proud of. This lack of pride is reflected in our students’ expressions when they walk in the room. It needs to look like a clean, modern office environment. | 2-6 | 1 | District costs for labor  Paint $500  Window coverings $2,000 | Spring 2017 | 1.3, 2.4 |

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| --- | --- | --- | --- | --- | --- |
| Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| Maintain current schedule of assessing our course outcomes. | 33-35 | 1 | -0- | Per attached schedule | 3.4 |

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| --- | --- | --- | --- | --- | --- |
| Supply Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| General office supplies to use in classroom demonstrations and in teaching i.e. file folders, labels, white board markers. Portfolios for Advisory Committee meetings. | 4 | 1 | $1500 | Annual budgets | 1.2 |
| Supplies for events | 20 | 2 | $500 | Spring 2017 | 4.1, 4.3 |

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| --- | --- | --- | --- | --- | --- |
| Technology Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| State of the art computer technologies in all labs. Fully functioning desktop computers in CTL-1. | 3, 4, 25 | 1 | $20,000 | Fall 2017 | 1.2, 4.1, 4.2, |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Maintain staffing including retirement replacements | 4 | 1 | Maintain current | 2020 | 1.1, 2.1 |

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| --- | --- | --- | --- | --- | --- |
| Distance Education Goals  (curricular or student services) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Expansion as needed. We are continuing our comparative study of face-to-face vs. online success rates. |  |  | None |  | 2.1 |

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| --- | --- | --- | --- | --- | --- |
| Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Reedley: We will be returning to our former method of Cohort scheduling. No costs involved. | 4, 6, 32 | 1 | None | Fall 2017 | 1.1, 2.1 |
| Reedley: We will be re-evaluating scheduling to address the high numbers of part time students. | 16 | 1 | None | Fall 2017 | 1.1, 2.1 |

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| --- | --- | --- | --- | --- | --- |
| Additional Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
|  |  |  |  |  |  |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

### Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2017-2018 | **AS DEGREES (ADMINISTRATIVE ASSISTANT AND MEDICAL ADMINISTRATIVE ASSISTANT); CA MEDICAL ADMINISTRATIVE ASSISTANT; CA ADMINISTRATIVE ASSISTANT** | **ENSZ, GILMORE, UNDERWOOD** |
| Year 2  2018-2019 | **CA RECEPTIONIST; CA OFFICE ASSISTANT** | **ENSZ, GILMORE, UNDERWOOD** |
| Year 3  2019-2020 | **OT1, OT5, OT6, OT11A, OT11C, OT12A, OT12C, OT13A, OT16, OT17** | **ENSZ, GILMORE, UNDERWOOD** |
| Year 4  2020-2021 | OT10, OT28, OT41, OT42, OT44, OT48, OT150, OT151, OT152 | ENSZ, GILMORE, UNDERWOOD |
| Year 5  2021-2022 | PROGRAM REVIEW YEAR | ENSZ, GILMORE, UNDERWOOD |

### Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| **Course** | **Semester revision to be submitted** | **Person responsible for revision** |
| **OT1** | **SPRING 2017** | **PAM GILMORE** |
| **OT5** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT6** | **SPRING 2017** | **PAM GILMORE** |
| **OT10** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT11A** | **SPRING 2017** | **TONI ENSZ** |
| **OT11C** | **SPRING 2017** | **TONI ENSZ** |
| **OT12A** | **SPRING 2017** | **PAM GILMORE** |
| **OT12C** | **SPRING 2017** | **PAM GILMORE** |
| **OT13A** | **SPRING 2017** | **TONI ENSZ** |
| **OT16** | **SPRING 2017** | **TONI ENSZ** |
| **OT17** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT28** | **SPRING 2017** | **TONI ENSZ** |
| **OT41** | **SPRING 2017** | **TONI ENSZ** |
| **OT42** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT44** | **SPRING 2017** | **PAM GILMORE** |
| **OT48** | **SPRING 2017** | **PAM GILMORE** |
| **OT150** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT151** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
| **OT152** | **SPRING 2017** | **FRANCINE UNDERWOOD** |
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