



Independence
COMMUNITY COLLEGE

**Comprehensive
Program
Of
Administrative
Office Management
For
AY21-22**

Prepared by

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

This program provides a Kansas Board of Regents approved Certificate B and an approved Associates of Applied Science degree in Administrative Office Management. The current program focuses on providing general office management skills, including but not limited to, computer application software, human relations, and business math skills. This program prepares students for entry into the workforce in an entry-level office assistant or management trainee.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Chart:

		2020-2021	2021-2022
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Number of Faculty:			
	Full time	1	1
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	1	1
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	0	0
	Online classes	1	6
	All courses	1	6
Completion Rates:			
	Face-to-Face classes	0	0
	Online classes	100%	83%
	All courses	100%	83%
Pass ('D' or better) rates:			
	Face-to-Face classes	0	0
	Online classes	100%	100%
	All courses	100%	100%
Pass ('C' or better) rates:			
	Face-to-Face classes	0	0
	Online classes	100	80%
	All courses	100	80%
Number of Majors:		1	0
Degrees Awarded:		0	0
Retention within Program		0	0

Narrative:

The one major student from AY21 could not return due to financial issues. The student hoped to enter the workforce with skills obtained. In AY22 all 6 students took the one credit hour class because they needed one additional hour in their schedules, for various reasons. There does not appear to be student interest in the current program. This fact, as well as conversations that faculty have had with prior advisory committee members and members of the business community at large has led to the decision to totally revamp this program.

2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

Representatives from Penmac, Kansas Works, and Express Employment met to discuss the future of the Administrative Office Management program. Faculty have also had many informal conversations with various business owners and managers regarding the need for more basic soft skills and to perhaps specialize in an area for this program. The conversations repeatedly turn to Bookkeeping as a valuable technical skill for employees to have. These conversations have led to the current changes being proposed by faculty for this program.

2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write "N/A."

Narrative:

Currently there is no outside accreditation for this program.

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

- This program meets this component by offering the first two years completion of a 4-year degree.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes for an accounting education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.
- Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Faculty members constantly reflect on assessment information to make appropriate changes to courses and programs. There was only one major student in one class during this program review time period. That student was successful in completing the work. That student could not complete the program due to a financial hardship.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Course outcome reports can be found in Appendix B for the course taught to the one major student. The other course taught in this program during this cycle was not taken by any major student. That course was completed by students who needed the credit hour for various reasons.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

There are no course level changes planned based on assessment reports. Changes are being planned for the program based on student interest and conversations with advisory members and local business owners and managers.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

Narrative:

The curriculum for this program is going to face a major overhaul. Faculty are taking the changes to Academic Council and once approved by that body work will begin to make the changes at the Kansas Board of Regent level. The hope is that these changes will make the program more attractive to students and better prepare them for the workforce with specific skills.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Students learn about dealing with the general public, being aware of the various viewpoints and beliefs that people in society today bring to the table.

Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another country's culture.

4.3 Mission and Strategic Plan Alignment

Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

The Administrative Office Management Program meets ICC mission and vision by promoting academic excellence and cultural enrichment, with opportunities of student interactions with diverse backgrounds and providing students with degree/certificate enhancing student skills and employment opportunities.

The Administrative Office Management Program aligns itself with the Higher Learning Commission's

Criterion 3: Teaching and Learning: Quality, Resources, and Support.

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and requires levels of performance by students appropriate to the degree or certificate awarded.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. Instructors are accessible for student inquiry.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Faculty in the Business Technology Department have engaged in professional development opportunities focusing on brainstorming, leadership, and innovation in the classroom. This includes attending conferences specific to accounting and business, including breakout sessions on management. Faculty are currently working on outside industry certifications. Member of KS BAT/BOT/BT Networking Group (Business Administrative/Office Technology Programs).

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
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Explain why:

The curriculum for this program is going to face a major overhaul. Faculty are taking the changes to Academic Council and once approved by that body work will begin to make the changes at the Kansas Board of Regent level. The hope is that these changes will make the program more attractive to students and better prepare them for the workforce with specific skills.

This program is being revamped to offer Bookkeeping courses and a nationally recognized certification to students interested in becoming a Certified Bookkeeper.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

1. Faculty to attend at least one Accounting and one business conference each year with bookkeeping and general office management in mind. This will allow faculty to stay up to date with what the industry wants and needs are. Ongoing each year.
2. Complete ICC paperwork to make changes to degree plan: take changes to the division for approval and if approved take on to Academic Council with the goal of the catalog being changed in AY 23-24. These changes will make the program more attractive to students and the training received will make graduates more attractive to employers. To be completed by May 2023.
3. Complete CA-2 paperwork for KBOR. In order to officially change the program, the Board of Regents must also approve the suggested changes. This goal cannot be met until goal #1 is met. Meeting this goal is the final step in improving the degree plan for both students and potential employers. To be completed by June 2023.
4. Add mastering bookkeeping curriculum to aid students in receiving the industry standard certification for public bookkeepers. Receiving this certification will provide students with better

opportunities when looking for and applying for bookkeeping jobs. To be completed by Summer 2025.

5. Take students to one of the testing centers to get certified. Include the test fee in the cost of the curriculum. Students receive one test voucher when they purchase the consumable books. Receiving this certification will provide students with better opportunities when looking for and applying for bookkeeping jobs. AY25-26.
6. Work with industry partners to develop an externship program where students can job shadow and begin working in offices. This will give students more real job experience outside of the classroom. It will also allow employers to see the potential talent coming out of this program. Summer 27.

7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Programs should not include salary or fringe benefits here

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Instructional Supplies	3&4	1000.00	11-1188-700-000
Travel	1	2500.00	11—1188-601-000

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (i.e., an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)
- program-specific consumable materials (i.e., the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens,**
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was written by Professor Melissa Ashford, Co-Author Professor Jody Coy.

The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Member: I have read this review and agree with program faculty's finding. --Anita Chappuie

Division Chair: I have read this review and agree with this program need for revitalization. Brian Southworth, Division Chair of Math & Science.

VPAA: I have read this review and agree with the recommendation of revitalization and opportunity needs. Program faculty have submitted paperwork to submit to KBOR for program changes. Taylor C. Crawshaw, VPAA

9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Appendix A

Assessment Report for Records Management OTC 1051

Term: Fall 2020

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AOM degree program.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

1. Identify various kinds of physical and electronic record formats, describe the life cycle of records and information.

Assignment Activity 1-2

Online: 100%

On-ground: **N/A**

Assignment Activity 1-2

Online: 100%

On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.

2. Identify and define electronic business activities. Identify common problems and challenges for records system.

Assignment Applications 2-1

Online: 100%

On-ground: **N/A**

Assignment Applications 2-2

Online: 100%

On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.

3. Learn and explain the need for indexing rules in alphabetic storage

Assignment Applications 3-1

Online: 99.3% On-ground: **N/A**

Assignment Applications 3-2

Online: 100% On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.

4. Discuss the advantages and disadvantages of the alphabetic method of records, storing and retrieving records stored by subject (8) storage of records (6) Apply procedures for storing physical documents (6) geographic storage method (10)

Assignment Applications 6-1

Online: 100% On-ground: **N/A**

Assignment Applications 6-2

Online: 100% On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.

5. Describe a records retention schedule and explain its purpose, discuss records inventory, why it's done and what it includes. (7) Explain how computer indexes and database software can be used with numeric records management. (9)

Assignment Chapter 7 Terms

Online: 100% On-ground: **N/A**

Assignment Chapter 7 True/False

Online: 100% On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.

6. Describe each stage of the electronic records life cycle. Discuss retention disposition and active and inactive electronic records. (11) define and describe the purpose of a records audit. (14) Discuss records safety and security (12) Describe how ECM tools must meet business wants and RIM requirements. (13)

Assignment Activity 11-1

Online: 100% On-ground: **N/A**

Assignment Activity 11-2

Online: 100% On-ground: **N/A**

Outcome Result: 70% of students who take the Project achieve at least 70% on the assignment

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time.