

Business Operations Support Program Level Assessment Plan

Business Operations Support Mission Statement

The mission of Eastern's Business Operations Support program is to provide students the technical skills necessary for employment in administrative support positions. The program is designed to meet the needs of the business, industry, health care and service organizations located in Eastern's responsibility district. Graduates of the program are well prepared to perform the duties of administrative assistants or secretaries to meet the business needs of their employers.

Students with little or no experience in office information technology will have the opportunity to develop skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will have the opportunity to improve professional skills. A degree in Business Operations Support typically prepares graduates for such occupations as administrative secretary, office manager, word processing supervisor, clerk or administrative assistant.

In keeping with the institution's mission, vision and goals, the Business Operations Support Program is able to meet the expressed needs of the District's businesses.

The program supports the institution's mission in several ways. First, the program addresses the expressed need for professional, skilled, entry-level. Second, the program offers students a technical core of courses (39 credit hours) as well as a defined general education core (21 credit hours). Third, the program design provides an educational ladder building from skills sets (11 credit hours) to a certificate (30 credit house) and eventually to an associate in applied science degree. Consequently, students are able to provide employers with evidence of proficiency via skill set certification or certificates as they progress toward the associate degree. Fourth, the program promotes life long leaning by encouraging current employees to build upon existing credentials. And finally, the program contributes toward the enhancement of economic development within the college's service district assuring a labor pool of professionally trained, skilled employees.

Business Management Program Outcomes

Upon successful completion of Business Operations Support program, the graduate will:

- Manage an office setting
- Supervise office staff
- Process and receive communication
- Purchase project services and materials

- Coordinate events and activities
- Maintain office and business records
- Maintain office supplies and equipment
- Design informational materials
- Assist in budgeting process
- Demonstrate effective communication skills
- Utilize software programs

Assessment of Business Operations Support Program Goals and Course Outcomes

The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes.

- **Completion Rate / program level: 50%**

Percentage of degree objective students who complete an associate degree or certificate within 5 years

- **Completion Rate / course level: 75%**

Course completion rates and student tracking studies are used as measures of overall program success. Students are tracked through target courses in the program. Several Business Operations Support courses will be tracked to discern course completion rates. These courses will be reviewed to determine if appropriate prerequisites have been identified to assure student have essential skills for entering the selected courses.

Target courses:

Keyboarding
 Proofreading/Editing Skills
 Word Processing Concepts
 Office Procedures and Techniques I

Drop Rate: targeting courses within degree programs: 25%

Target courses:

Keyboarding
 Proofreading/Editing Skills
 Word Processing Concepts
 Office Procedures and Techniques I

- **Graduation Rate: Percentage of students who graduate 55%**

- **Syllabus Analysis:** Syllabus analysis will be conducted on annual basis to assure consistency of outcomes with Master Course Record Forms and among section of specific courses.
- **Transcript Analysis:** Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- **Advisory Committee Review:** Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional business needs.
- **Transfer Rates / external:** Percentage of students who transfer to other colleges and universities.
- **Transfer Rates / internal:** Percentage of students who transfer to business operations support program.

- **Pass Rates: 75%**

Pass Rates will be determined at the end of each semester based on final grades. Students' grades will demonstrate mastery of the basic competencies in Business Operations Support technical core courses.

- **Persistence Rate:** Minimum Acceptable Standard 75%

The sequence of several BOS courses is targeted for course level tracking studies. Students completing the BOS 103 (Keyboarding) will be tracked through BOS 107 (Proofreading and Editing Skills). A second tracking sequence will be conducted to Keyboarding (BOS 103) through a computer applications sequence which includes Word Processing Concepts, Spread Sheet Concepts, Data Base Management and Electronic Presentations (CIS 116, 118, 120 and 125). A third level series of BOS 251 (Office Procedures I) and BOS 252 will serve as the sequence for second year courses.

If the standard is not met, it will serve as a trigger for more detailed investigation of the course outcomes

- **Persistence Rate: 75% (Math)**

Measurement: Business Operations Support students will be tracked in their subsequent coursework in college-level Mathematics classes to determine their completion rates.

- **Course-level effectiveness:**

Course outcomes for targeted business operations support courses are assessed on a cyclical basis over a three year period. At least four outcomes are assessed annually in at least two courses. Exam questions linked to course learning outcomes are included in final examinations. Students' performance in answering these questions will be entered into the database. The same questions will be given to the students who take the same courses in the future and the results will be compared and assessed.

List of courses in the pilot project:

Courses in the Pilot Project	Semester Completed	Minimum acceptable standard
Keyboarding	Spring 2007, 2008, 2009	75%
Spreadsheet Concepts	Fall 2007, 2008, 2009	75%

- **Course evaluation surveys:** Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of acquired learning, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness. Trends regarding student satisfaction will be monitored. Downward trends will serve as trigger for more in-depth evaluations.

- WorkKeys is administered to Associate in Applied Science graduating students to assess mathematical and reading competencies. The tests used in the assessment include Reading for Information and Applied Mathematics and Locating Information. These tests are administered annually in the spring semester. Minimum performance standards are defined in accordance with Standards and Measures for Perkins III Core Indicators. Scores falling below the designated standard indicate the need for a comprehensive curriculum review to determine cause and appropriate corrective action.
 - Applied Mathematics Performance Standard: Seventy-seven percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area. The minimum WorkKeys score for Office Technology is 4.
 - Reading for Information Performance Standard: Eighty-eight percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area. The minimum WorkKeys score for Office Technology is 4.
 - Locating Information Performance Standard: Eighty-eight percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area. The minimum WorkKeys score for Office Technology is 4.

- **Internship assessment: Minimum Performance Standards 75%**

Business Operations Support students are required to take internship during the last semester of their program. Performance of these students will be measured for course and program assessment. Interns are required to write a report about their experiences at work. Their supervisors are also required to evaluate interns' performance by writing a report. These reports are reviewed by the academic program director for business technologies. In case of systematic weakness in performance of the interns the academic program director for business and technologies will then consult with practitioner for intervention and possible course or program revision. If major revisions are required then the academic program director informs the advisory committee. The recommended change will be presented to the LOT for approval and implementation.

Rubrics

Internship time log 5%

Resume 5%

Self evaluation of the intern's achievement of personal goals 10%

Description of the business environment 10%

Evaluation from site supervisor 50%

Internship Journal 20%

Total 100%

- **Enrollment Patterns:** Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items.
- **Graduating Survey:** The graduating student surveys will be administered annually. In the future, as the program graduate pool increases, data from graduating student and alumni surveys will be incorporated as indirect measures of program effectiveness.

Data Collection

Multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level effectiveness. A secondary analysis of student records will be conducted to track student success, engagement and goal attainment. Student records selected for the secondary analysis include enrollment patterns in business operations support courses, course grades, drop rates, enrollment in college level courses, grades in first college level courses, and certificate, degree, or job attainment.

Target outcomes will be identified for evaluation over a three year cycle. Standard exam questions will be administered across multiple sections of target courses.

A secondary analysis of course evaluations will be conducted to address students' perceptions of success and satisfaction. These self-reports will provide a qualitative perspective of the students' "lived experience" in the business courses.

Data Analysis and Recommendations

The Academic Program Director for Business Technologies will analyze internship reports and data collected from primary and secondary sources on an annual basis. Calculations will be prepared as defined in the assessment section. Scores falling below the minimum performance standard will serve as the trigger for further evaluation or course revision depending upon the sample size, and historical patterns. Analysis may also serve as the trigger for implementation or modification of student support services.

Program Reports

The Academic Program Director for Business Technologies will prepare an annual assessment report and recommendations. These reports will be provided to the Dean of Learner Support Services, Dean for Academic Services, Associate Dean for Academic and Learner Support Services, and the Learner Outcomes Team. Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with content and practitioner faculty for the Business Operations Support courses. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

Effectiveness of Assessment Plan

As this program grows, additional methods of assessment will be added to determine student success and effectiveness of the curriculum. Assessment is in its initial stages of implementation. Effectiveness of plan will be evaluated in subsequent years. The Five Fundamental Questions for Conversations on Student Learning (Priddy and Solomon)

will serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

The Five Fundamental Questions for Conversations on Student Learning (Priddy and Solomon)

1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of assessment of student learning efforts?

Business Operations Support: Technical Core

	BUS 200	BUS 203	CIS 116	CIS 118	CIS 120	CIS 124	CIS 125	BOS 103	BOS 107	BOS 122	BOS 131	BOS 150	BOS 251	BOS 252	BOS 278
Manage an office setting											Y	T	T	T	A
Supervise office staff													T	T	
Process and receive communication									T	T	T	T	T	T	A
Purchase project services and materials												T	T	T	
Coordinate events and activities													T	T	A
Maintain office supplies and equipment												T	T	T	
Design information materials			T	T	T	T	T						A	A	
Assist budgeting process													T	T	

Communicate verbally with people	T	T						T						T	T	A
Communicate non-verbally with people	T	T	T	T	T	T	T		T	T				T	T	A
Utilize software programs			T	T	T	T	T	T				T	T			A