Yavapai COLLEGE

Office Administration Program Review
2005-2006

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A.   MISSION, GOALS AND PLANNING

OAD MISSION STATEMENT

The Office Administration Degree prepares the student to respond to the demands of a dynamic computerized workplace by providing the individual with the high-quality academic, technical and professional skills required for both entry and advancement as an office professional.

HISTORICAL SKETCH

Because computer and information technology has evolved so rapidly, and the global competition continues to intensify, the Office Administration Program at Yavapai College has had to continually redesign its curriculum to meet the demands of employers seeking a more highly skilled, certified work force. These changes have dramatically affected the curriculum and delivery methods employed as we strive to strengthen our degrees and certificates to meet these ever-changing challenges.

Some of the most significant changes that have occurred are:

- The construction of a Computer Commons Lab where knowledgeable faculty and personnel provide support to students enrolled in a myriad of computer software courses as well as computer assisted courses. Computer assistance is readily available to all students, faculty, and personnel who need to use the computing systems for academic purposes. State-of-the-art computers, software programs and printers are accessible. The number of open lab hours has increased extensively and lab personnel can now facilitate twice as many students.

- With the development of the Paralegal Program, the "legal" emphasis was deleted from the degree.

- Due to the increasing number of the county's retirement population and their health needs, the necessity to train students in the allied health profession directed us to develop a medical coding certificate, which was approved in 2004-05. Courses from that certificate will begin being offered in the Fall 06 semester. A medical transcription certificate has also been implemented.

- In the Office Administration Degree Program, we currently have one degree and three certificate options. They are: Administrative Office Specialist, Legal Office Administration, Word Processing Administration.

- Due to the variety of learning styles our students possess, in addition to an ever increasing demand on student's time management, we have tailored many of our courses to an online delivery platform. The global learning community is at your fingertips with online learning. The technologies used give online instructional designers the ability to build in tools that take the student to resources they may never see in a traditional classroom. Our online courses are designed around the learner and eliminate geographical barriers.

- The creation of partnership programs and internships with local affiliates and businesses has expanded to provide students with real-world experiences.

- Just prior to this review period, the "Office Administration Degree" (OAD) prefix was deleted and those courses were integrated into the BSA and CSA prefixes because technology and information processing courses were overlapping in content and focus.

- Our student population has transitioned from the traditional student to more re-entry students desiring to upgrade their present skills or to acquire entry level skills in an effort to be employable. Many of our students fall in the retirement category and are taking classes for personal enrichment.

- A college-wide emphasis on student learning and outcomes assessment has facilitated a need for more flexible scheduling and course delivery methods. As a result, a significant number of courses in the program are offered on an Open Entry/Closed Exit basis, which enables students to complete coursework at their own pace with assistance from instructors as needed.

PROGRAM REVIEW

This review was initiated in the fall semester of 2005. Employers, former students and current students responded to surveys for this review. The program budget, full time student equivalent and other statistics were assessed. The findings of those assessments are included in this report. Additionally, evidence was gathered to verify indications that core competencies taught in the program match those required by the individuals and organizations in the community. All program equipment, facilities and instructors were examined and evaluated for their adequacy in meeting the demands of the curriculum.

NEED FOR PROGRAM

The degrees and certificates offered within the Office Administration program prepare students for entry-level employment in the administrative support field. There is a continual need for trained personnel in these types of occupations. Yavapai College is the sole provider of community college training programs in Yavapai County. Without the Yavapai College program local communities would have to look to private company/web/internet training programs. Coconino Community College in Flagstaff provides office administration programs, as does the Maricopa District in the Phoenix metropolitan area. These institutions are an hour-plus drive away for most of the students residing in Yavapai County.

As the county's population continues to increase, the need for quality instruction in workforce training will be crucial. The following chart illustrates the growth of the county and some of the major cities.

Place Name	1990 Population	2000 Population	% Increase
Yavapai County	107,714	167,517	55.5%
Prescott	26,592	33,983	27.8%
Prescott Valley	8,904	23,535	164.3%
Clarkdale	2,144	3,422	59.6%
Cottonwood	5,918	9,179	55.1%
Chino Valley	4,837	7,835	62.0%
Dewey-Humboldt	3,640	6,295	72.9%

Source: Yavapai County General Plan, May 2002, Info Sheet

A growing population suggests additional jobs and new businesses relocating to the county. In today's workforce, it is essential to employ support staff who are well trained in the current technologies and innovations. Organizations count on these employees to ensure a smooth and efficient operation. Individuals wishing to obtain these skills look to the college to provide the required training.

Degrees and certificates in the Office Administration program prepare students for various employment positions and job titles. Courses include training in the following areas:

- Keyboarding
- Use of personal computers
- Introductory Accounting
- Word Processing
- Business Math
- Business English
- Records Management
- Business Communication
- Desktop Publishing
- Use of the Internet

- Workplace Dynamics
- Database Design
- Software Applications used in Business
- Customer Service
- Use of Office Equipment
- Transcription
- Medical Coding

Training is provided with the latest software versions using hands-on instruction. Employers seek job applicants with skills in current technology who also possess excellent communication skills. Possession of a degree or certificate is evidence of those skills and gives our students an advantage over high school graduates and other workers with only on-the-job training. Students are prepared for entry-level employment in positions such as:

- Administrative assistant
- Secretary
- Office Manager
- General Office Clerk
- Receptionist

- Data-entry Clerk
- Word Processor
- Transcriptionist
- Medical Coder
- Book-keeper

Yavapai College pursues articulation with area high schools in the office administration discipline. This area of study enrolls a large quantity of county high school students and many of the courses completed articulate with the college. The TechPrep program encourages high school students to take these courses in high school as a preparation for college and career. These students are also an excellent source of recruiting for the program at the college. See Exhibit A for data on this program.

EMPLOYMENT OUTLOOK

In Yavapai County, the need for trained administrative personnel is strong. The following chart summarizes the county employment by occupational category.

Employment by Occupation	Percent of Total
Administrative & Managers	6.39%
Professional & Technical	19.89%
Sales & Related Occupations	10.72%
Clerical & Administrative Support	15.43%
Service Occupations	20.78%
Agriculture & Forestry	1.10%
Production & Maintenance	25.69%

Source: Arizona Dept. of Commerce and Arizona Dept. of Economic Security, June, 2001

Over 15% of the workforce is employed in the administrative support sector. These positions represent workers in government, education, medical, and small business. Administrative support workers are employed in every type of industry and provide essential services to all sizes of businesses. Even with the tremendous growth of the service economy, support positions must be filled to handle customers, paperwork, and record keeping. Automation has changed the way most businesses operate and knowledgeable staff is needed to handle the workload. Office professionals skilled at multi-tasking, desktop publishing, and supervision are quickly recruited. Small businesses seek office coordinators capable of scheduling, light bookkeeping, correspondence, and even marketing. As the role of the office professional continues to evolve, workforce training in this area will continue to be vital for the area economy.

Statewide, employment projections call for a 20% increase in jobs for general office clerks between 2002 and 2012.

Job Title	2002 Employment	2012 Employment	Numeric Change	% Change
Office Clerks, General	43,060	51,470	8,410	20%

Arizona economic numbers are encouraging and the state has experienced double-digit population growth over the last decade. Some of the numbers reflected in the above chart will be due to an influx of new businesses and jobs, and some will be due to attrition.

Nationwide, the job outlook for administrative support positions is good. Opportunity is best for applicants with extensive software skills and formal education. The 2000 U.S. Census offers the following data:

Occupation	Male – % of Workforce	Female - % of Workforce
Office & administrative support	2.78%	11.14%

According to the U.S. Department of Labor, 4.1 million workers were employed as secretaries and administrative assistants nationwide. This occupation has grown through the increased use of technology, the rise of temporary agencies, and the trend toward telecommuting. All of these factors have increased the need for support professionals and allowed for flexible work arrangements such as part-time and job-sharing. This career option will continue to provide excellent job opportunities in the coming years.

ACADEMIC PROGRAMS

ASSOCIATE OF APPLIED SCIENCE IN OFFICE ADMINISTRATION

The Office Administration Degree Program prepares individuals for entry-level employment in a variety of office settings. An emphasis in medical administration or word processing/secretarial may be obtained.

Mission

Use a variety of computer software to accomplish office tasks.

Program Outcomes

1. Communicate both orally and in writing in the context of common business practice.
2. Design, implement and maintain efficient procedures for accomplishing various office-related tasks.
3. Work as a member of a team in an office environment to accomplish the goals of the organization.
4. Use technology to organize information and complete office tasks more efficiently.

ADMINISTRATIVE OFFICE SPECIALIST CERTIFICATE

The Administrative Office Specialist Certificate is designed to prepare students for entry-level clerical positions in the business office. The program offers a series of skill building courses with related courses in administrative office

procedures and information processing.

Mission

Accomplish a variety of office tasks using current software programs.

Program Outcomes

1. Communicate effectively both orally and in writing.
2. Design and implement efficient procedures for accomplishing various office-related tasks.
3. Demonstrate individual and/or team organizational skills in accordance with the goals of the organization.
4. Manage information systems and electronic media to accomplish office tasks efficiently.
5. Identify and analyze ethical issues in business.

LEGAL OFFICE ADMINISTRATION CERTIFICATE
The Legal Office Administration Certificate is designed to prepare students for entry level legal office positions within the law office setting.

(No Mission or Program Outcomes on file with the Office of Instruction)

WORD PROCESSING ADMINISTRATION
Successful completion of the Word Processing Administration Certificate will prepare students for entry-level positions in a general office/administrative assistant setting. Selected coursework focuses on speed, accuracy, and organization in the general office environment.

Mission

The Word Processing Administration Certificate program prepares students for productive entry-level employment in a variety of office professions, and provides an environment in which existing office skills are upgrades and/or new skills are learned.

Program Outcomes

1. Accomplish a variety of office tasks using current software programs and applications; manage information systems and electronic media to accomplish office tasks effectively and efficiently, including basic skills and proficiency in the use of computer information systems.
2. Communicate effectively both orally and in writing, and know the dynamics of human relations. Appropriately apply written, oral and interpersonal skills

as they apply to business settings, and apply the values of professional responsibility as related to business.

3. Design and implement efficient procedures for accomplishing business and office-related tasks.
4. Demonstrate individual and/or team organizational skills in accordance with the goals of the business or organization, including business management, marketing, economics, finance, and accounting; government and business, business ethics, and international trade issues.
5. Possess a basic understanding and proficiency in basic business mathematics and financial applications as they apply to business office settings.
6. Analyze and synthesize information through critical thinking, creativity, and initiative, and apply and adapt required skills to the changing business community.

PROGRAM ADMISSION

There is currently no admission process for the OAD Program or subsequent certificates.

EXTERNAL ACCREDITATION

None of the program's degrees or certificates has received accreditation from any external organization.

B.   STUDENT, CLASS, AND FTSE PROFILE /TRENDS

STUDENT PROFILES – Demographics (Exhibits B & C)

DATA SUMMARY

The average student in the Office Administration program is female, lives in Yavapai County, and attends school on a part time basis. In any given semester, over two thirds of the students enrolled in office administration courses are female. At least 86% live in Yavapai County, and 75% are white. The male population has risen from 24.3% in the fall of 2000, to 30.5% in the fall of 2004. The Native American population has risen from 5.6% in fall 2000, to 8.3% in fall 2004. Despite the influx of Hispanics into Yavapai County, the student population in these courses has fallen from 8.9% in fall 2000, to 6.9% in fall 2004.

The out-of-state population has risen from 2.3% in 2000 to 7.8% in 2004. This may be due to the increase of courses offered over the Internet. The largest age group in the program is the under 25 group. For the fall of 2004, this group comprised 39.5% of enrolled students. The over 40 group comprised 37.6%. Students attending school part-time increased from 24% in 2000 to 33.9% in 2004. Over half of all students are continuing from a previous semester.

For the academic year 2004-2005, 5 students were awarded the Associate Degree of Applied Science in Office Administration. The academic year 2000-2001, awarded only three degrees. There were 7 basic certificates in the most recent year, compared to only 2 in 2000-2001. 91% of graduates were white and 36% were between the ages of 50 and 59. Another 27% were under the age of 20.

Although the data figures vary slightly from the Prescott campus to the Verde Valley campus, the overall profile of the students is very similar. One major difference is the age of the students. The Verde campus had no students under 25 enrolled in the program for fall 2004. This campus also had 100% continuing students for that semester. Almost 80% of the students in the program resided in Yavapai County on the Prescott campus. On the Verde campus, 40% of the students resided in a different Arizona county.

TRENDS

There are several trends that can be derived from the demographic data presented. More male students are enrolling in the administrative support courses. The overall percentage of female students dropped from 75% in 2000, to 69% in 2004. This is a small percentage change but encouraging for the program. The male students are an untapped market in this field. With computer software programs constantly being revised, many males could benefit from courses designed to upgrade skills in this area.

The college programs will continue to draw students from outside Yavapai County. In 2004, 85% of students in this program area were from outside the county. This trend will continue with the addition of more independently paced courses, as well as, online instruction.

The percentage of new students in the program was consistently around 30% over the last five years. The number of students fell from 572 in 2000 to 564 in 2004. While the program continues to attract new students, growth is flat and a recruiting plan should be developed to address increasing FTSE. As was noted above, the percentage of Hispanics enrolled in program courses is declining while the community population is increasing. Again, a recruitment plan would be advised targeted to this ethnic group. This effort could be coordinated with the ESOL programs at the college.

Even though the under 20 age group population increased from 16% to 24% over the last five years, the Verde campus program enrolled no students under 25 for 2004. The Prescott campus should continue to target high school students wanting to enter this career and possibly transfer to the university level. The Verde campus could expand it's recruiting of high school students and advertise the computer application courses more effectively campus wide. The increased number of part-time and older students indicates a continued need for support services that assist commuters and re-entry students.

FTSE PROFILE – (Exhibits D& E)

FTSE growth for the Office Administration program is flat over the last five years. Annualized FTSE grew by only .7 from 2000 to 2004. The number of sections offered has declined and the average enrollment per course has grown 1.5. Percent capacity has increased from 53% to 58%. The Program Review committee recommends the BUCS advisory committees on both the Prescott and Verde campuses discuss forming a marketing subcommittee to develop action plans in regards to student recruitment. FTSE and program data are summarized in the following chart.

Office Administration Program Courses
Summary of FTSE Data by Academic Year

Academic Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Annualized FTSE	106.1	109.9	109.8	107.2	106.8
Number of Sections	91	89	83	75	76
Average Enrollment	14.1	15.5	16.5	16.0	15.6
Percent Capacity	53%	53%	61%	60%	58%

COURSE REVIEW SUMMARY

The Office Administration program data includes courses in business, computer applications and accounting. Each semester a number of different courses are offered in various formats. The following chart shows each term over the last five years and the figures for enrollment and retention. The average retention rate for these courses is 76%.

TERM	COUNT	ENROLL	DROPPED	WITHDREW	RETENTION RATE
FALL 2000	53 Courses	896	150	203	73%
SPRING 2001	58 Courses	835	120	210	71%
SUMMER 2001	18 Courses	189	17	40	77%
FALL 2001	53 Courses	930	159	218	72%
SPRING 2002	52 Courses	940	175	188	75%
SUMMER 2002	14 Courses	146	31	15	87%
FALL 2002	50 Courses	1029	231	211	74%
SPRING 2003	42 Courses	809	124	179	74%
SUMMER 2003	11 Courses	149	19	18	86%
FALL 2003	39 Courses	882	201	216	68%
SPRING 2004	50 Courses	892	165	187	74%
SUMMER 2004	15 Courses	191	29	27	83%
FALL 2004	53 Courses	974	207	182	76%
SPRING 2005	42 Courses	780	156	163	74%

DISTANCE LEARNING/NON-TRADITIONAL CLASSES

The Office Administration program offers courses in traditional and non-traditional formats. Traditional classroom offerings are provided during the day and in the evening. Non-traditional formats include courses that are independently paced, offered on an open entry basis, or offered completely online via the Blackboard delivery system. All of these formats were available to students over this report's five year review period. Open entry courses were initiated on the Verde campus spring semester 2006.

Independently Paced Instruction

Courses in this format are offered on both the Prescott and Verde campuses. Students attend an orientation session to meet with the instructor and review course materials. Students are free to complete course requirements at their own pace, in the computer lab or off-campus if they have access to the correct software. This format works well for classes that may include students at many different skill levels. Courses that have been offered in this format include:

- CSA 111 – Keyboarding
- CSA 112 – Keyboarding Skill Building
- CSA 115 – Ten Key Mastery on the Computer
- CSA 126 – Microsoft Office
- CSA 133 – Microsoft Publisher
- CSA 140 – Microsoft Word

Open Entry/Closed Exit

Several courses in the program are offered on an open entry/closed exit basis. In this format, students may register for a course up to the tenth week of instruction. Coursework is completed at the student's individual pace, on or off campus. There is an initial meeting with the instructor and all coursework must be turned in by the last day of the semester. The instructor posts lab hours so that students can get support on an individual basis. Courses that have been offered in this format include:

- CSA 111 – Keyboarding
- CSA 130 – WordPerfect
- CSA 133 – Microsoft Publisher
- CSA 138 – Excel for Windows
- CSA 140 – Microsoft Word
- CSA 141 – Advanced Microsoft Word
- CSA 142 – Presentation Graphics Using PowerPoint

Online Delivery

Several courses in the program have been adapted for online delivery. The college uses the Blackboard system for delivering courses over the Internet. The instructor may opt to

hold an orientation session for the class. All instruction is delivered through Blackboard and e-mail. Assignments and testing can be completed online or submitted via e-mail. Innovative technologies such as video streaming and PowerPoint demonstrations can be part of the course. Courses offered online include:

- CSA 111 - Keyboarding
- CSA 126 – Microsoft Office
- CSA 127 – Advanced Microsoft Office
- CSA 133 – Microsoft Publisher
- CSA 138 – Excel for Windows
- CSA 139 – Microsoft Access
- CSA 140 – Microsoft Word
- CSA 141 – Advanced Microsoft Word
- CSA 142 – Presentation Graphics Using PowerPoint
- BSA 130 – Business Financial Applications
- BSA 233 – Business Communications

Instructors in the Office Administration program have not used Interactive Televised Courses (ITV) primarily because computer classrooms have been available to use with this format. Construction of new computer labs on both campuses could facilitate offering a computer application course in the ITV format. Advanced courses that draw just a few students on both campuses could benefit from this type of delivery.

Non-traditional formats have been very well received on both the Prescott and Verde campuses. Online courses have full enrollments every semester and the open entry courses meet the needs of over 150 students on the Prescott campus. The Verde campus began offering open entry courses in the spring of 2006 and enrolled 100 students the first semester.

Support for non-traditional formats is a high priority on both campuses and the new faculty resource center will provide a good source of assistance for instructors wanting to teach online. The Verde campus holds Blackboard Boot Camps for students every semester and training is available for adjunct instructors. All instructors are encouraged to develop content for courses using the Blackboard interface. The college continues to look for ways to meet student needs with new technologies and a variety of course formats.

C.   CURRICULUM ANALYSIS

CURRICULUM AND COURSE CONTENT

The Office Administration discipline encompasses one associate's degree and three certificate programs. Curriculum follows district guidelines and is reviewed on a regular

basis. As changes are proposed, faculty members provide input and then modifications are forwarded to the Curriculum Committee for approval.

Individual courses in this discipline provide instruction in the areas of keyboarding, document processing, accounting, business communication, career skills, and computer applications. Courses are offered at the beginning and advanced level in many areas. Computer applications courses are updated as software versions change and faculty may propose new courses to meet the workplace needs of the college service area.

Course outlines are on file with the Office of Instruction. As of spring semester 2002, all course outlines included learning centered outcomes that measure content-relevant cognitive skills. In the fall of 2005, the college curriculum committee required outlines to match course outcomes with course content. As a result, Office Administration faculty will begin revising course outlines to comply with the new requirements. All courses should be revised by the end of spring semester, 2007.

Degree programs and certificates listed in Section A have not been revised during the review period of this report. The committee has reviewed the current catalog descriptions of the various certificates and makes the following recommendations:

Administrative Office Specialist

Office Administration faculty are in the process of reviewing this certificate. It is recommended that credit hours be increased and that the certificate requirements be coordinated with the degree program in order to ensure a smooth transition from one program to the other. Once all the course outlines are revised, this program will be updated.

Legal Office Administration

There are no program outcomes on file for this program. It will be reviewed in the coming year by the Paralegal Department. It is a good option for students who are not academically prepared for the Paralegal Degree.

Word Processing Administration

This certificate program duplicates the courses and skill training available with other certificates. It is recommended that this certificate be deleted from the catalog once the Administrative Office Specialist certificate has been revised.

INSTRUCTIONAL DELIVERY

Courses in the Office Administration program are delivered in various formats. A decision on a delivery method must take into consideration the content of the course, the skill level of the students, and the need for special equipment or computers. Instructors use both traditional lecture and the non-traditional methods that were discussed above.

Instructional delivery data for the 2004-2005 year are as follows:

Semester	Prescott Classroom	Prescott Online	Prescott Other	Verde Classroom	Verde Online
Fall 2004	17	6	8	18	1
Spring 2005	13	10	9	14	1

The "other" category represents individually paced instruction and open entry courses.

IN-CLASS ASSESSMENT

In the summer of 2003, the college drafted an Outcomes Assessment Plan. It was designed to provide outcome assessment guidelines for all academic divisions. The plan outlined the purposes of assessing student progress and provided a four year plan that related to the program review process. Each academic discipline was directed to compose a mission statement and learning outcomes at the program level. These outcomes would be tied to individual program courses and activities and assignments that support and measure the outcomes would be identified.

The Office Administration program completed these tasks in the spring of 2005. Program outcomes are listed in Section A under each certificate or degree heading. Individual courses and assignments that support the outcomes are detailed in Exhibit "F".

Full time faculty members have been asked to review course assessment tools on an on-going basis. Each semester, instructors choose one or two courses to analyze and evaluate. Data on student achievement is collected and summarized. Instructors prepare recommendations and reports on their findings and the results are communicated college wide at the end of the academic year. A summary of findings for both the Prescott and Verde campuses is attached as Exhibit "G".

GENERAL EDUCATION

The state of Arizona is in the process of revising general education standards and requirements for associate degree programs. Yavapai College has formed a committee to analyze the revisions and make recommendations for amending the various degree programs.

D.   PROGRAM, FACULTY AND PERSONNEL

FACULTY
The faculty in the OAD discipline is well established within their discipline. Prescott area classes are taught mostly by full time faculty with an average of 15 years of experience teaching at Yavapai College. Each full time faculty carries a Masters Degree

in their field of expertise. There are only two adjunct instructors in the Prescott program. Both appear to be fairly new to the Yavapai staff but have experience or degrees reflecting ability to teach in the discipline. Verde full time faculty have Master's degree's with approximately 10 years average experience at Yavapai College. The average combined professional experience is approximately 19 years. Historically a large portion of the OAD classes have been taught by 8 adjunct faculty instructors. Of the eight credentials adjunct, three have Masters Degrees, and the remainder appears to have extensive work experience in the discipline area.

District wide ratio of full time to adjunct is about 2 full time to 1 adjunct. Prescott campus appears have sufficient full time faculty. Verde campus has been historically heavy in adjunct verses full time faculty. This last semester, changes in class offering have resulted in more classes taught by full time personnel. As enrollment, in general as well as the degree area, continues to increase on the Verde campus, the issue of hiring additional full time faculty will need to be addressed.

ADMINISTRATIVE AND SUPPORT PERSONNEL
Three of the four administrative and support personnel have associates degrees and one has a bachelor's degree. The average years of experience at Yavapai College is about 9.

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS
The computer science and business disciplines change continually due to economic and technical advances within the discipline. Many faculty often attend seminars and workshops in order to keep up with current technology and trends within the market place. Most full time faculty belongs to professional organizations within their area of expertise. Professional development is tracked through the annual review process.

CONTRIBUTION TO COLLEGE AND COMMUNITY
For the past several years, the college has participated in the tech prep consortium for Yavapai County as well as other county wide programs to determine needs and ways to support the communities within the county. Faculty is largely responsible for representing the college on different boards and organizations that target high school students and other prospective students in order increase FTSE and the reputation of Yavapai College. The Carl Perkins grant and other community funded programs are a result of faculty and staff continued contributions to the communities in which they serve.

SUPPORT FROM OTHER AREAS
Survey of support within the committee indicates that support form other areas appear to be adequate. The library, tutor centers and computer labs appear to open and supportive to students and staff.

E.   FACILITIES, EQUIPMEMT, MATERIALS AND FINANCIAL RESOURCES

FACILITIES, EQUIPMENT, AND MATERIALS
The Verde campus has a comprehensive networked 53 station fully functioning

computer lab with a variety of hardware peripherals. We have 2 computerized classrooms (capacity 14 stations) which are equipped with projection units. Students also have computer lab access in our learning center which has 15 stations. All hardware and software are supported by the ITS staff who have been extremely responsive in upgrading software, modifying network images and dealing with hardware issues.

The Verde computer lab needs to be handicapped accessible like other buildings on campus. It is difficult for handicapped students to access the computer lab. An automatic door opener is requested so that our handi-capped students can easily access the computer lab.

Wheelchair bound students have accessible computer stations in the lab. On an "as needed basis", ITS accommodates the needs of handicapped students with specific visual and audio difficulties.

FINANCIAL RESOURCES
The financial resources for the Verde Campus OAD program are adequate for normal operating procedures and instruction. (Prescott not reporting.)

F.   ADVISORY COMMITTEE AND PARTNERSHIPS

ADVISORY COMMITTEE

On the Prescott Campus, there is one advisory committee that encompasses the disciplines of business, management, computer studies, and office administration. This committee is comprised of community members representing different interests who desire input regarding the college's programs and curriculum. The business and computer studies faculty members on this campus have decided that one committee best serves the college's needs and subcommittees can be formed to work on specific discipline tasks. Companies represented on the committee include local high schools, Yavapai County, Wal-Mart, Yavapai County Medical Center, and local technology firms. There are also representatives from both SCORE and the Small Business Development Center. The committee meets at least once every semester and full time and adjunct faculty members are encouraged to attend.

BUCS Advisory Committee 2005 – 2006 - Exhibit "H"

The Verde Campus has not formed its own advisory committee in the business and computer studies disciplines. The program review committee recommends that potential advisory members be recruited to combine with those on the Prescott campus. Full time faculty members will be asked to provide the names of community members and adjunct instructors who might be willing to serve on the committee.

G. GENERAL OUTCOMES

STUDENT EVALUATIONS
As part of our recent NCA visit, outcomes assessment was a critical area of concern. The OAD Program has identified its "Program Outcomes" (attached), as well as the "Course to Program Outcomes" links (attached). The faculty have identified BSA 225 Administrative Office Management as the course which would could be used to evaluate the AAS OAD Program outcomes (attached). This course integrates all 6 program outcomes and should be a good evaluation tool in determining the effectiveness of the OAD program.

Attached is a summary copy of student evaluations for Spring 05. After reviewing the aggregate data, the results appeared to be in-line with other College data, showing no aberrations. (attached).

GRADES
Also attached is a summary of the Grade Distributions for the past 5 years for the Prescott, Verde and Sedona campuses. The data is unremarkable except for a decided increase in "Drops" and "Withdrawals" (2000-2004 Prescott). Unfortunately, the Verde campus data was "Unavailable". College-wide efforts to address student retention coupled with additional options for S/U grading have begun to address the Colleges concern with lost FTSE in these area

H. STUDENT OUTCOMES AND ASSESSMENT PLAN

TABLES, ASSESSMENT INDICATORS, LICENSURE, PRODUCTS AND SERVICES
Assessment Indicators from Institutional Studies:

The only data that was available from IR was for the 2003-2004 academic year. Included here are the results of the"Student Satisfaction" questions from the "Graduate follow-up Study -for Office Administration".
Satisfaction results:
There were 4 survey respondents (8 graduates in 2003-2004)
- Satisfaction with YC Preparation for Present Job
    2 (Very satisfied), 2 (non-reporting)
- Overall Satisfaction with Academic Program
    4 (Very good)
- Overall Satisfaction with YC
    4(Very good)
- Would you Recommend YC to Friends and Family?
    4 (Yes)
(The complete Survey results are attached)

I.   FUTURE TRENDS

The data and analysis presented in this report clearly indicate the need for Office Administration program at Yavapai College. The program review committee recommends the program continue and modifications suggested in this report are completed within the next two years.

The committee acknowledges three factors that will continue to impact the program and the success of its graduates: anticipated population growth of Yavapai County, new technologies and software upgrades, and proficiency certification for graduates.

As noted in Section A, the county is experiencing phenomenal growth and the college should be poised to provide training to new residents. The population boom will bring several opportunities for the Office Administration program. Retirees relocating to Prescott and the Verde Valley may want to update computer skills in order to run a small business or obtain part-time employment. Employed professionals may be looking to learn new technologies and high-school students will want to take advantage of dual enrollment opportunities. The program may need to offer more courses in more locations. Instructors will want to take full advantage of online learning options to serve rapidly growing outlying areas such as the communities of Camp Verde and Cordes Junction. Course delivery methods should be consistently evaluated to best meet the needs of potential students and county employers.

As employment opportunities continue to grow and expand in the county, the college should strive to provide instruction that includes the latest technologies and the most recent software versions. As 2007 approaches, Microsoft will be launching new versions of the Windows operating system and the Microsoft Office Suite. These new upgrades should be taught beginning with the 2007 fall semester. The Office Administration faculty should continue to explore new curriculum ideas involving new technologies and innovations. Wireless technology, digital media, and open source software are all possible topics for workshops or new courses. Advisory committee members should be consulted at least once a semester about suggestions for new courses so that the college continues to provide essential workplace skills for the area employers.

The third factor impacting the program's future is the industry trend toward certification to demonstrate skill proficiency for potential employment. Graduates of the Office Administration program should be able to show proficiency in word processing, spreadsheets, desktop publishing, keyboarding, written and oral communication, and basic computer operation. Many of these skills are included in popular certification packages such as ICDL or IC[3]. Many universities are using these test batteries to confirm computer literacy for incoming or exiting students. As software testing vendors gain success at marketing their product, more and more employers will recognize these certifications as evidence of proficiency. The Office Administration faculty may be asked to ensure that program outcomes are in accord with the proficiencies measured in the popular certification packages.