

Assessment Guide

Program or Discipline: Administrative Office Professional AAS Division: Business Technology

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This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	<p>The graduate of the Associate of Applied Science program will be able to:</p> <ol style="list-style-type: none">1. arrange, coordinate, perform, and supervise the daily business functions of an organization, including but not limited to greeting guests, answering telephones, managing records, making travel arrangements, organizing meetings and conferences, processing incoming and outgoing mail, and managing office equipment.2. perform on the job in ways that reflect professional and competent behavior according to accepted community standards. Engage customers and co-workers in a purposeful manner, listening to and accurately interpreting their responses and responding appropriately to their support needs within diverse cultural contexts.3. perform in ways that reflect professional ethics, legal standards, and organizational expectations.4. create professional, accurate, correctly formatted documents using proper grammar and sentence structures, good writing skills, and good keyboarding skills according to employer standards.5. use word processing, spreadsheet, database, presentation, scheduling/organizing, and integrated advanced computer software applications to input, manage, and interpret data and information to meet organizational

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	<p>needs.</p> <ol style="list-style-type: none"> 6. anticipate and actively explore innovative solutions to technological and organizational challenges. Provide basic training and technical support as needed for office equipment and software systems. 7. understand accounting as the “language of business.” 8. work effectively both as a team member and independently within diverse business environments. 9. formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Use appropriate research sources and analytical skills to support the activities of the organization. 10. enhance employment possibilities based upon selection of directed electives, including accounting, legal, medical office, and advanced software skills.
<p>B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?</p>	<ol style="list-style-type: none"> 1. BT 144 Administrative Procedures, BT 271 Administrative Office Practicum 2. BT 144 Administrative Procedures, BT 271 Administrative Office Practicum 3. All program courses 4. BT120 MS Word, BT108 Business Communications, BT144 Admin Procedures, BT 220 MS Word Expert 5. BT120 MS Word, BT220 MS Word Expert, BT 123 Excel, BT122 PowerPoint, CS 120 Concepts of Computing, BT228 Integrated Office Applications, BT124 Access, BT248 Integrated Office Systems (BT271 Administrative Professional Practicum) 6. BT144 Administrative Procedures 7. BT 165 Intro to the Accounting Cycle 8. BT112 Team Building Skills, BT144 Admin Procedures, BT248 Integrated Office Systems (BT271 Administrative Professional Practicum), other business courses 9. BT144 Admin Procedures, BT248 Integrated Office Systems (BT271 Administrative Professional Practicum) 10. Directed electives

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

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C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	All outcomes are assessed in the program capstone course, Administrative Professional Practicum, through: Direct - completion of team projects, portfolios, instructor observation Indirect – feedback from students, team member evaluations, and self assessment
D. Describe level of expected performance, including conditions of assessment and criteria for success.	Students must receive a grade of C- or better in all required program courses. At least 85% of the students enrolled in advanced courses should complete and pass the courses.
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	N/A
F. If appropriate, identify and collect baseline information on entering students.	We do not have a cohort or program application process, and students do not self-identify when entering the program. Often students do not declare a major in the program until near the end of their degree work.
G. Establish a 3-5 year schedule for assessment, including who will interpret results. Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)	The program is assessed every year based upon pass and completion rates for program courses and other indicators of student success.
H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?	The program lead teaches most of the required upper-level courses for this major, so evaluation is done continually about changes that might need to be made to courses and the program to keep it current and relevant for students.

3. Now you have a plan to implement—go forth and assess!

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

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I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.	The Administrative Office Professional program has recently been updated by a statewide AOP Consortium team. Program and course objectives and outcomes were aligned with state requirements as well as with those of the other Consortium colleges. Results of the coming two years will be evaluated by the Consortium team.