Discipline/Program/Area Name

Office Technology (PR)
[President's Office, Program Reviews, Academic Affairs (PR), Business, Computer Studies & Economic Development Division (PR)]

Office Technology

Academic Year

Office Technology (PR)
[President's Office, Program Reviews, Academic Affairs (PR), Business, Computer Studies & Economic Development Division (PR)]

Fall 2012

Name of person leading this review.

Office Technology (PR)
[President's Office, Program Reviews, Academic Affairs (PR), Business, Computer Studies & Economic Development Division (PR)]

Donna Meyer

Names of all participants in this review.

Office Technology (PR)
[President's Office, Program Reviews, Academic Affairs (PR), Business, Computer Studies & Economic Development Division (PR)]

Donna Meyer

Please review the five year headcount and FTES enrollment data provided on Program Review website. Comment on trends and how they affect your program.

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Student headcount dropped consistently from the summer semester 2007 through spring semester 2012. Headcount started at 441 and ended at 358, an overall drop of 18.8% with an unyielding pattern of decreasing students over each semester. As expected FTES followed the same pattern declining from a high of 101.89 in 2007 to 87.75 in 2012, an overall decline of 13.9%. The percentage of FT students, however, has risen. When comparing fall to fall, the percentage of FT students went from 29% to 37% over the same time period. A spring-to-spring comparison shows the same trend: 27% to 32%.

Course offerings have been reduced significantly by both budgetary constraints and staff turnover without replacement. The Business Division has gone from a high of 12 FT faculty to a current count of 6. Although the unreplaced faculty are not in the Office Technology (OT) discipline, the reduced course offerings affect the ability of students to complete their requirements in a timely and efficient manner nonetheless since not every course required for the degree and certificate programs are in the OT discipline.

Using the student achievement data provided on the Program Review website, please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

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Student success data for the OT discipline reveal the following patterns:

Ethnicity

Hispanic/Latino students normally outperform not Hispanic/Latino students. In only 1 semester did the no response and Not Hispanic students have a higher percentage success rate, and it was 3% higher. In all other semesters, the Hispanic/Latino success rate was at least 5 percentage points higher up to a maximum of 20 percentage points higher.

Gender

As expected female success is consistently higher than male success, however it should be noted that few males complete the program. Most classes are overwhelming enrolled with female students.

Delivery

Success rates are climbing in both traditional and online delivery methods with traditional methods still showing the higher success rates. Online delivery success rates went from a low of 38% to a high of 47% successful completion. The online classes continue to be extremely popular with students.

Student retention data for the OT discipline reveal the following patterns:

Ethnicity

Student retention rates for Hispanic/Latino students remain consistently over 80% and consistently higher than other student ethnicity groups. Not Hispanic/Latino students have an average retention rate of 78% and no response students have an average retention rate of 76% over the period under study.

Gender

Female retention rates are consistently and significantly higher than male retention rates. Over the period of time in the study, female students' maintained an average retention rate of 79.2% compared to male students' 69.6%-- a nominal difference of 9.6 percentage points amounting to a 12.1% difference female to male.

Delivery

Retention rates for traditional classes are higher than for online classes, however online retention rates are improving more. Online retention rates went from a low of 53% to a high of 69%--an improvement of 13% overall. Traditional retention rates went from a low of 77% to a high of 86% for a 9% overall improvement.

Student persistence data for the OT discipline reveal a downward trend in raw enrollment numbers, with a more consistent percentage of semester-to-semester persistence. Raw enrollment has fallen from 165 to 105 students. Persistence percentages began at 64% in fall to spring 2006-2007 and ended at 63% for spring to fall 2011.

Current year program emphasis will be on the improvement of online retention and success rates, regardless of student demographic.

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

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SLO analysis resulted in key changes in significant OT classes. See question 7.

No other intentional significant changes are known. Overall reductions in numbers of classes and faculty teaching those classes may have impacted student focus, although no data exists to validate this perception.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

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No budget-based decisions were made for the OT program based on SLOs, PLOs, or OOs. The assumption was that money was not available.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

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Keyboarding proficiency is a key component of the OT discipline programs. Issues were identified in success rates of entry level keyboarding students. As a result all OT keyboarding instructors met several times during the spring 2012 semester to revise the standardized keyboarding timed writing speed/accuracy grading criteria as well as identifying the need for increased emphasis on routine drills and exercises. All keyboarding instructors implemented these changes in fall 2012. It is too soon to tell whether or not the changes have impacted student success and retention.

Demand for an important capstone course, OT 113, had waned with the drops in student enrollment so it became difficult to offer the class as a stand alone since it would not fill. We developed an overlay course to enable students to be able to take OT 113 and complete their OT programs. The overlay course will be taught for the first time in spring 2013.

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

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Program Review goals from the most recent annual update are as follows:

1. Improve use of assessment data in making decisions.

The keyboarding series classes were significantly revised based on SLO analysis over several semesters. The change is recent, however, and it is too soon to tell whether or not the revisions will improve student outcomes.

2. Continue new course development.

No new courses have been developed due to budget constraints.

3. Reinstate Work Experience program.

All BCSED Work Experience programs continue to be on hold due to budget constraints.

4. Ensure that the quality of each course section offered is consistently high and adheres to CORs.

Faculty evaluations now include a review of the relevant syllabus relative to the COR for compliance.

5. Promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally.

All BCSED full-time faculty now have a standing committee assignment.

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

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Our division's most significant need continues to be replacement of retiring faculty members. At the time of the last comprehensive program review in 2006, we had 12 full-time faculty. As of the writing of this annual update, our division has been reduced to 6 full-time faculty members. It is difficult to maintain the same level of quality and quantity of course and program offerings with half the staff.