

Certificate in Applied Science in Administrative Support Technology

Program Level Assessment Plan

The Mission of Certificate in Applied Science Degree in Administrative Support Technology is to give students the skills to work in administrative support technology positions. Graduates of the program will be better prepared as employees to perform the duties of administrative support professionals in a computerized office to meet the business needs of their employers.

Students with little or no experience in office information technology will acquire skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will increase professional skills. A certificate in Administrative Support Technology typically prepares students for entry-level positions in bookkeeping.

Program Outcomes:

- Manage office setting
- Process and receive information
- Demonstrate effective communication and computational skills
- Design informative materials

Program Level Assessment (Certificate in Applied Science in Administrative Support Technology)

The assessment of the Certificate in Applied Science in Administrative Support Technology will follow assessment instruments and standards to discern student academic achievement and course effectiveness in meeting the certificate goals and course outcomes.

- Completion Rate/Course Level: At least 75% of students enrolling in the certificate program will successfully complete the course(s). This will be determined after registration each semester based on enrollment numbers. At least 75% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments.
- Drop Rate: The drop rate for the CAS in Administrative Support Technology will be tracked. The drop rate will not exceed 40%.
- Course-level effectiveness: Course outcomes for all of Administrative Support Technology courses will be assessed. At least half of the outcomes from each course will be assessed. Assessment questions linked to course learning outcomes will be included in the test, quizzes, assignments and exams.

- Persistence Rate: Students in the certificate in Administrative Support Technology will be tracked throughout their respective program to determine persistence through program completion.
- Graduation Rate: At least 70% of students enrolling in the certificate in Administrative Support Technology will successfully complete the respective program within a reasonable time based on full-time enrolment.
- Implementation. This will be measured by the number of students obtaining the certificate.
- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among sections 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 and industry needs.
- Student Course Evaluation: Course evaluation surveys will be used as indirect assessment measures of student success and satisfaction.
- Graduate Placement Rate: Tracking of students completing the certificate will be done by a survey to determine the number of graduates obtaining employment in their field of study. The survey will include questions to collect data on location, salary, job preparedness, and reasons why graduates are not working in their field if applicable.

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 patterns in the program, course grades, drop rates, and certificate, or job attainment.

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

A secondary analysis of course evaluation will be conducted to address students' perceptions of success and satisfaction. Self-reports will provide a qualitative perspective of the students' "lived experience" in targeted program courses.

Data Analysis and Recommendations

The Division Chair for Business Management, Computer and Information Technology and the business faculty will prepare an annual assessment report and recommendations. These reports will be provided to the Dean for Teaching and Learning, Assessment Committee and the Learner Outcomes Team (LOT). Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with faculty for the Administrative Support Technology Courses. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

Effectiveness of Assessment Plan

Additional methods of assessment will be added to determine student success and effectiveness of the curriculum. The Six Fundamental Question for Conversations on Student Learning 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 Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
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 student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning---and how well?

Administrative Support Technology: Technical Core

	BUS 203	CIS 117	CIS 119	CIS 114	CIS 121	ACC 120	BOS 103	BOS 130	BOS 134	CIS 111	ACC 240	BOS 251	
Manage an office setting													Y
Process and receive communication								Y	Y				Y

Designing informational materials		Y	Y	Y	Y	Y	Y			Y		Y
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PROGRAM OUTCOMES MATRIX										
Program Outcomes	Courses in Program									
	ENL 101	CIS 114	MTH							
Demonstrate effective communication and computational skills	Y Comm.	Y Comput.	Y Comput.							

Approved by Assessment Committee: 8/15/17
Approved by LOT: 8/21/17

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