

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: BOS 251 Office Procedures and Techniques I	Academic Term and Year of Assessment: Activity Fall 2020
Report Submitted By: Monica Wilson	Number of Students Assessed: 3
	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Web-based.	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
This course is used as part of the technical core for A.A.S. and C.A.S Administrative Support Technology. This course presents the fundamental principles that will enable the student to expedite office work including office organization and management, office communications, filing systems, office location layout and equipment, and design and control of office procedures.
Students will learn to conduct a job search, be productive team members, process information via technology, communicate effectively, and lead and supervise others.

Previous Assessment Reports and Results
Date of Previous Assessment: Fall 2018
List of Outcomes Not Met: See below
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.
All outcomes were met in the previous assessment. However, the course did not implement a test three to cover chapters 12-17. This recommendation, from last assessment, will be implemented in the next course offering in fall 2021.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
The course objectives are to familiarize students with the fundamentals of office procedures; to help students build a strong base knowledge of office techniques; to assist students to learn the importance of effective office communication; to assist students to be able to apply this knowledge to “real world” situations. The course consists of chapter discussion questions, workplace scenarios, and building relationship skills. Other assigned projects are: communication successfully scenarios, producing a cover letter, resume and reference page. All assignments and projects are worth 80% of the final grade. Test 1 covered material from chapters 1-6, test 2 covered material from chapters 7-11; and test 3 covered material from chapter 17. Test 1 and 2 consist of true/false and multiple-choice questions. Test 1 and 2 carried 20% of the overall grade.

Course Level Assessment Summary of Outcomes, Indicators and Results			
Add additional rows to table if necessary			
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Performance Standard Met (75%)* (yes or no)
Discuss dynamic work place as it relates to constant change, professional image, and teams.	Chapter Let's Discuss Questions; Chapter 2 number 6 building relationship; Chapter 1 number 8 building relationship	96.8	Yes
Discuss workforce behaviors regarding self-management, ethical theories and behaviors, leadership and customer service.	Test 1 and 2; Class Project chapter 7 number 3 under Communicate Successfully	97.2	Yes
Demonstrate written and verbal communication.	Chapter Let's Discuss Questions	97.7	Yes
Demonstrate knowledge in records management, personal finance and investment strategies.	Mid-term project; theory research on leadership	93.2	Yes
Demonstrate proficiency in event and meeting planning, travel arrangements, job search and advancement.	Chapter 13 number 7; Chapter 14 number 6 under develop workplace skills.	93.4	Yes

* Please note if using a different minimum performance standard.

Assessment Results
<p>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".</p> <p>See Attachment A and B.</p> <p>Initially, I had four students enrolled in the course. One student was drop deleted before the end of the first week. With the three remaining students, two students received an A and one student received a B for the final grade.</p> <p>Test performance ranged around 80 percent. Homework assignments ranging around 97 percent. The students seemed to complete their coursework on Sundays and Mondays. I did accept late work and I did accept revised assignments. I asked students to email me directly to my work email so I can address his/her question immediately. If a student decided to revise an assignment, the student could not get a perfect score. The rubric I used was 5, 4, 2, 1, and 0 points.</p>

Conclusion

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.

The students performed better with the 43 assignments than the two textbook tests. Students’ solutions would vary on certain questions or approaches to different office scenarios. The assignments were life experience and opinionated questions. The tests were textbook driven. However, the main concept is for the students’ end result to be the same when it came to addressing certain workplace skills or communicating successfully in the given scenarios.

Since I will be adding questions to test 2 from chapters 8 and 10 plus implementing a test 3 to cover chapters 12-17, these test changes will cover all the chapters in the textbook. The implementation of inserting learning outcomes and chapter summaries to the weekly course content will provide students’ avenues to locate the information needed to answer the question or assist in completing the project. The extra assignment of creating an event with a budget and an itinerary will help a student focus and provide hands on experience to the process of being organized, creative and informative with the goals needed to be met for a successful event.

With providing more assessments, it will ensure students’ performance are meeting the desired outcomes and objectives for this course.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

Date for reassessment: Fall 2022

- Add questions for chapters 8 and 10 to test 2.
- Add discussion questions for even chapters.
- Add a test 3 to cover chapters 12-17.
- Use the cover letter and resume as a graded project, not an exam.
- Add event itinerary and budget as a project.
- Add summary to chapter content.
- Add outcomes to tests 1, 2 and 3.
- Add other assignments for outcome number 4.

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: April 19, 2021

Attachment A

Grading Suggestions

Students’ performance should be based on work standards. Explain to students that as a supervisor, you will rank each project task as EXCELLENT, ACCEPTABLE, NEEDS IMPROVEMENT, UNACCEPTABLE, or INCOMPLETE. Use the following descriptions to determine the appropriate ranking for each task completed. Assign 5 points for Excellent work, 4 points for Acceptable work, 2 points for Needs Improvement, 1 point for Unacceptable work, and 0 points for Incomplete work. Realistically, work must be redone until acceptable; therefore, you may ask students to resubmit the work until ranked acceptable. See the table below for assigning points when unacceptable work that has been resubmitted is acceptable.

Description	Excellent 5 points	Acceptable 4 points	Needs Improvement	Unacceptable 1 point	Incomplete 0 points
Work produced	<ul style="list-style-type: none"> • Was complete • Was accurate (free of errors) • Was submitted on time or earlier • Was completed with few questions • Exceeded the minimum requirements; creative solution to the problem was evident 	<ul style="list-style-type: none"> • Was complete • Was accurate (but may include some minor errors that would be considered acceptable or mailable) • Was submitted on time (not early) • Met the minimum requirements; no creative elements were evident 	<ul style="list-style-type: none"> • Was complete • Contained grammatical and typographic errors • Was submitted after required deadline • Did not meet the minimum requirement of layout <p>Note: Student may correct the document and resubmit for 2 points.</p>	<ul style="list-style-type: none"> • Was complete • Contained grammatical and typographical errors • Was submitted after required deadline • Did not meet the minimum requirements <p>Note: Student may correct the document and resubmit for 3 points.</p>	<ul style="list-style-type: none"> • Did not submit or was incomplete <p>Note: Student may submit complete and correct document for 4 points.</p>

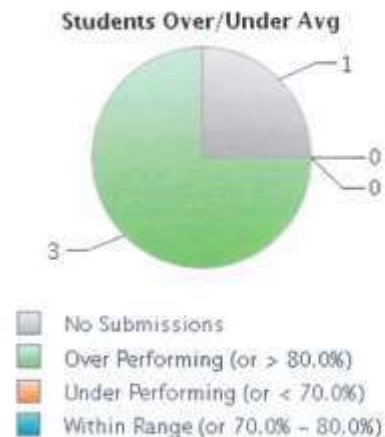
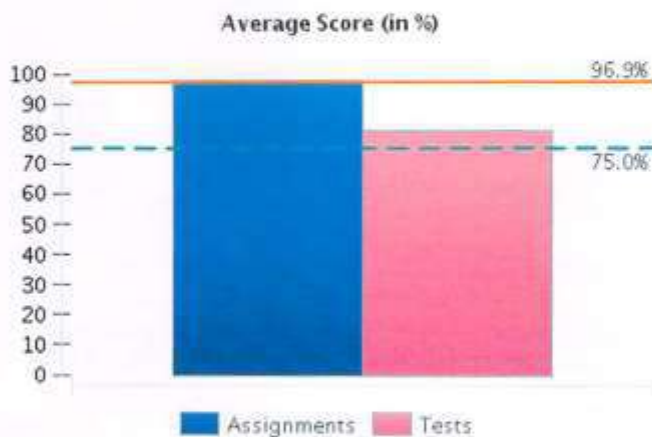
Course Performance

Attachment A.

Course Name	Office Proc. & Tech. I	Report Options
Number of Students	4	
Goal/Goal Set	BOS 251	
Included Categories	Goals	
Report Description	This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.	

Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	96.9%	100.0%	100.0%	12.0%



	Average Score (in %)	Performance Offset	Count of Items
Assignments	97.7%	22.7%	43
Tests	80.7%	5.7%	2

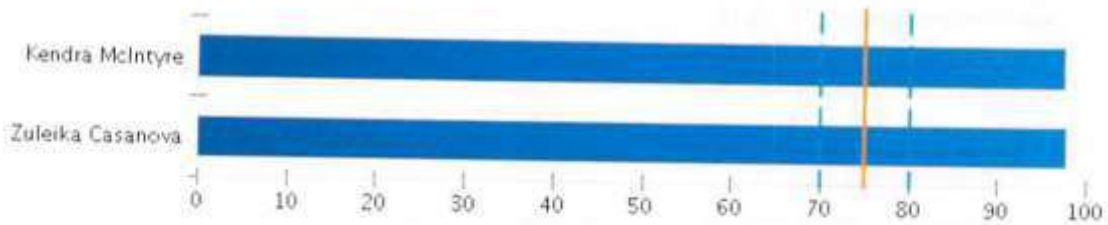
Student Overview

This chart is based on submission data. If submissions do not exist student details may be empty. Click on the bar to see performance for the learner.



Course Performance

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The following students have not submitted any material within the course that is related to the criteria for this report

Sydney Howsare

Detail by Goal

	Overall Average	Assignments	Tests
	Average by Type (Count)		
BOS 251 Goals			
1. Discuss the dynamic work place as it relates to constant change, professional image, and teams	96.8%	99.0% (18)	80.7% (2)
2. Discuss workforce behaviors regarding self-management, ethical theories and behaviors, leadership, and customer service	97.2%	98.8% (26)	80.7% (2)
3. Demonstrate written and verbal communication skills	97.7%	97.8% (43)	
4. Demonstrate knowledge in records management, personal finance, and investment strategies	93.2%	98.5% (5)	80.7% (2)
5. Demonstrate proficiency in event and meeting planning, travel arrangements, job search and advancement	93.4%	93.1% (11)	

Course Activity Overview

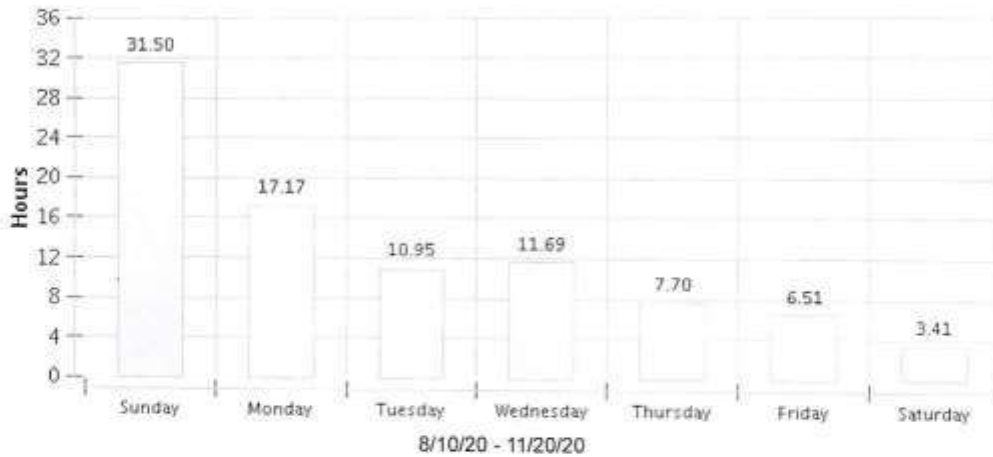
Attachment A,

Course Name	Office Proc. & Tech. I	Report Options
Course ID	BOS-251-WB1-Fall-2020	
Number of Students	4	
Number of Active Students	4	
Date Range	8/10/20 - 11/20/20	

Activity for all enrolled students.

Course Overview

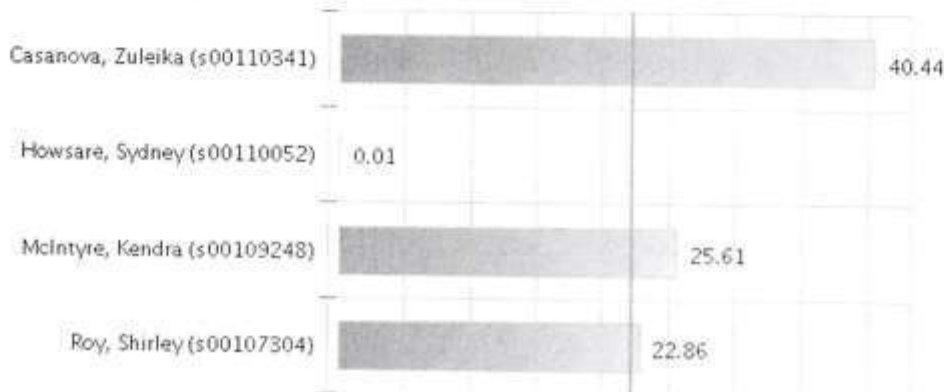
Student Activity By Day



Total Time in Course: 88.92
Average Time Per Active Student: 22.23

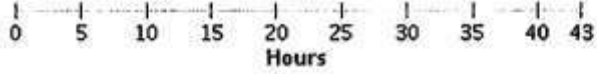
Student Overview (4 Students)

Click a bar to view a student's individual activity.



Course Activity Overview

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Attachment B.

LO 1 Examples:

Chapter 1 Let's Discuss Questions

1. What effect has changing technology had on the job responsibilities of administrative professional?
2. What is the job outlook for the administrative professionals?
3. How important is organizational culture when seeking an administrative support position?
4. List and explain 6 skills necessary for a successful Administrative professional.

Chapter 7, Number 6 & 7 Develop Workplace Skills:

6. Excellent customer Service: Write a description of a situation in which you received excellent customer service. Indicate whether you were an internal or external customer.

Evaluate your experience according to the customer service skills described in the chapter and/or discussed in class. Give at least four examples of why the experience was positive. Explain why you continue to do business with this company.

7. Poor customer service: Write a situation in which you received poor customer service. Indicate whether you were an internal or external customer. Evaluate your experience according to the customer service skills described in the chapter and/or discussed in the class. Give at least four suggestions for ways the situation could have been handled better. Discuss whether you will continue to do business with the company.

LO 2 Examples:

Chapter 1 number 8 under Building Relationships

Organizational culture A month ago, Chang Hu started an internship in a medical supplies office. Chang is excited about his job responsibilities and thinks they will be valuable when seeking a position after graduation. However, he is unsure if the

internship is a good fit for him. For example, Chang is scheduled to work Mondays and Wednesdays from 8 a.m. until noon. Although Chang arrives at the office at 7:50 a.m., Mr. Renton, his supervisor, never arrives at the office before 8:15 a.m. The office dress code is casual; many employees come to work in jeans and sweatshirts Chang is used to a more formal structure and finds that when he wears jeans, his behavior is not as professional. He also notices that he is making mistakes in his work.

What advice would you give Chang? How important is organizational culture to his success? Should he quit and look for an internship that is a better match?

Ch 5 PG 110 Develop Workplace Skills 5 & 8

5. Interview ethnics – You have been asked to help interview candidates for the administrative professional opening at your company. After the team has reviewed all the resumes and completed all the interviews, they begin to discuss the candidates. One team member says that she doesn't like one of the candidates because he has Tourette syndrome. During the interview, the team learned that the candidate was subject to the following symptoms: involuntary blinking, shrugging, head jerks, grimaces, throat clearing, sniffing, tongue clicking, yelping, and other noises. The team member is concerned the candidate won't represent the company well when he greets clients.

Would choosing not to hire the candidate on this basis be unethical? Would your decision be any different if the position did not include much client interaction? Look up TS on the internet. What would your decision be if the candidate's symptoms were quite severe?

8. Food for thought – You are the administrative professional responsible for ordering the food for the next "lunch and learn" seminar for your department. Your sister has just started a catering business, and you know she needs the work. Her prices are several dollars more per person than prices at the usual place. What should you do? Justify your actions.

LO 3 Examples:

CH 8 Develop Workplace Skills 5 & 8 PG 177-178

5. Direct letter: Write a letter to Mr. Roger Edwards, 945 Fourth Street, Detroit, MI 48202-9451, Inviting him to speak to a group of medical assistants from Danby Medical Associates about management theory and practices. The event will be held on the first Thursday of next month at the Darby Medical Associates office at 7:30 p.m. You are to sign the letter. Your title is Administrative Medical Assistant. Use block format and open punctuation.

8. Indirect Letter: You are employed as an administrative assistant for a local company. Write a letter declining an invitation to speak to the local chapter of IAAP a month from today. The letter should be sent to Anna Garcia, the IAAP program chairperson. Make-up an address for her from your city. Acknowledge Ms. Garcia's request, thank her for the invitation, and explain you will not be able to speak due to the press of work. Include some details regarding your current commitments. Offer to speak the following month. Include other details you think are appropriate. Use modified block format and mixed punctuation.

Midterm Project PG 128 #6

6. Theory Research – This activity will ask you to think deeply about your role as a leader and an administrative professional. Review the “leadership theories” section of the chapter and choose the writer whose theory most interests you to research the theory further and prepare a bulleted list of important factors. The list should include information in addition to that presented in the text. Provide your sources and recommend one good source your supervisor can read for further information. Hint: being able to justify your ranking is more important than the actual ranking.

LO 4 Examples:

CH 11 Develop Workplace Skills #4c PG 258

4. Practice alphabetic filing: Correspondence has received from a number of individuals, companies, and government agencies. Their names are stored in a data file. The correspondence must be indexed and coded for alphabetic file.

Ch 16 Develop Workplace Skills PG 377

4. Process incoming mail – Your Supervisor, Amanda Hinojosa, has asked you to open and sort (by importance) all incoming mail. The incoming mail listed below was received today. Indicate the order in which the items should be sorted, items for which you should attach related materials.

LO 5 Examples:

Chapter 14 Let's Discuss Questions

1. What are the characteristics of an effective meeting?
2. What items should be considered when descending on a meeting delivery format?
3. What are the meeting responsibilities of the executive?
4. Why is an agenda so important?
5. What are the components of an effective agenda?
6. What are the meeting responsibilities of an administrative professional?
7. Why are seating arrangements so important in meeting preparations? What is the purpose of meeting minutes?
8. How do meeting participants play a role in the success of a meeting? Explain their responsibilities. What are the typical responsibilities of an administrative professional when planning a conference?

9. When should it be appropriate to hire event planners, and what types of responsibilities would they handle?

Ch 15 PG 355 Put it to Work

Travel arrangement problems – Angelina Morganhouse is an administrative professional for a telecommunications company. Last week her supervisor, Elena Perez, asked her to make arrangements for Ms. Perez to go to Orlando for a meeting. Angelina obtained the necessary travel information from Ms. Perez and made the flight reservations. Ms. Perez requested a rental car for the three days while in Florida and indicated she had three appointments scheduled. She gave Angelina the names and the appointment times. Angelina Wrote out the meeting contact and flight information on a sheet of paper and gave it to Ms. Perez. Ms. Perez was not impressed with the itinerary's lack of detail: it did not include the appointments, hotel, or rental car information. The itinerary was also barely legible. When Ms. Perez arrived at the rental car office, she learned there was no record of her reservation. In fact, Angelina had forgotten to make rental car arrangements. Upon her return, Ms. Perez found her mail unsorted and unopened, and piled on her desk. There were also multiple voice messages on her office phone (which had not been forwarded to Angelina) making simple requests. What should have Angelina have done to ensure smooth and uneventful travel for Ms. Perez? What should have Angelina have done while Ms. Perez was gone?