

Office Professions Assessment Narrative
Administrative Assistant – Associate Degree
Program Code: ABS.10296

Part I: Required Coursework

Fall First Year:

- ELE - Any General Elective course Credits: 3
- OAT 105W - Time Management Credits: 1
- OAT 151 - Business Communication I Credits: 3
- OAT 160 - Records Management Credits: 3
- OAT 171 - Document Processing: Beginning Credits: 3
- OAT 175 - Electronic Calculation Credits: 2

Total Semester Credits: 15

Winter First Year:

- CST 105 - Outlook Credits: 1
- CST 147 - Electronic Media Communication Credits: 3
- CST 151 - Spreadsheet Fundamentals Credits: 2
 - CST 155 can be taken in place of CST 151
- LW 221W - Fitness and Wellness Credits: 2
- OAT 152 - Business Communication II Credits: 3
 - ENG 111 and (ENG 112 or ENG 113) can be taken in place of OAT 152
- OAT 172 - Document Processing: Intermediate Credits: 3
- PHL 203W - Business Ethics Credits: 3
 - PHL 210W can be taken in place of PHL 203W

Total Semester Credits: 17

Fall Second Year:

- ACC 110 - Introduction to QuickBooks Credits: 1
- ELE — Any General Elective course Credits: 3
- MGT 153W - Introduction to Business Credits: 3
- OAT 155W - Editing Credits: 2
- OAT 240 - Creating and Managing the Virtual Office Credits: 3
- OAT 285W - Office Technology Credits: 3

Total Semester Credits: 15

Winter Second Year:

- ACC 121 - Accounting for Managers Credits: 3
 - ACC 211 can be taken in place of ACC 121
- MGT 245 - Principles of Management Credits: 3
- OAT 268 - Administrative Office Practices Credits: 3
- OAT 273 - Document Processing: Advanced Credits: 3
- POL 103W - American Politics Credits: 3
 - POL 105W, POL 212W, POL 215W, POL 220W, POL 221W, POL 223W, POL 225W, POL 228W, HIS 221W, HIS 222W, or HIS 237W can be taken in place of POL 103W

Total Semester Credits: 15

Total Credits: 62

Part II: Program Learning Outcomes

Program:	Office Professions: Administrative Assistant - Associate Degree
Program Learning Outcomes:	
1	Use current technology for office-related tasks
2	Use standard formatting models to create business documents
3	Apply the principles of edited standard written English to various forms of business communication
4	Demonstrate keyboarding skill that meets or exceeds current industry standards
5	Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant

Part III: Curriculum Map

PROGRAM CURRICULUM MAP		Office Professions: Administrative Assistant - Associate Degree													
I = Introduced															
P = Practiced with Feedback															
M = Demonstrated at the Mastery Level		CST	CST	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT	OAT
Appropriate for Graduation		105	151	105	151	152	155	160	171	172	175	273	285	268	
Program Learning Outcomes:															
1	Use current technology for office-related tasks	IPM	IPM	I	I	IP	P	IP	IP	IP	IP	PM	IPM	PM	
2	Use standard formatting models to create business documents			IP	IP	IP	P		IP	IP		PM	PM	PM	
3	Apply the principles of edited standard written English to various forms of business communication	IP		IP	IP	PM	PM		I	IP		PM	PM	PM	
4	Demonstrate keyboarding skill that meets or exceeds current industry standards								IP	P	IP	PM		PM	
5	Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant						P	IP	IP	P	IP	PM		PM	

Part IV: Program Assessment Plan

PROGRAM ASSESSMENT PLAN		Office Professions: Administrative Assistant - Associate Degree				
		When to Assess	What Direct and Indirect Evidence to Collect	Who Will Collect the Evidence	How Evidence will be Assessed	How Decisions will be Made
Program Learning Outcomes:						
1	Use current technology for office-related tasks	Yearly	Project - OAT 273	Faculty teaching OAT 273	Pass/fail rates	Course & curriculum review as necessary
2	Use standard formatting models to create business documents	Yearly	Performance Test 1 and Performance Test 2 Scores - OAT 273	Faculty teaching OAT 273	Pass/fail rates	Course & curriculum review as necessary
3	Apply the principles of edited standard written English to various forms of business communication	Yearly	Project - OAT 285	Faculty teaching OAT 285	Pass/fail rates	Course & curriculum review as necessary
4	Demonstrate keyboarding skill that meets or exceeds current industry standards	Yearly	5-Minute Timed Test Scores in OAT 273	Faculty teaching OAT 273	Exceeded/met/did not meet rates	Course & curriculum review as necessary
5	Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant	Yearly	Office Simulation 14 Scores in OAT 268	Faculty teaching OAT 268	Pass/fail rates	Course & curriculum review as necessary

Part V: Assessment Data Collection, Results, and Analysis

The OAT faculty likes to use the same assessment process for an entire cycle of five years to determine trends or areas in need of improvement. Once a cycle is complete, it will be determined if a different assessment will be used for the next five-year cycle.

Outcome 1 (Use Current Technology for Office-Related Tasks)

Data Collection: Data was collected in OAT 273 – Assignment 8, which is assigned during the 10th week of the semester. Students are given the directive to collect data and then use software (Microsoft Word) to create a professional-looking chart to illustrate the data.

Data Results:

Year Data Was Collected	Number of Students	Number of Students Who Scored a "C" or Higher	Percentage of Students Who Scored a "C" or Higher
2018	27	25	93%
2019	22	22	100%
2020	21	20	95%
2021	19	19	100%
2022	24	24	100%

Data Analysis: For years 2018-2022, students met or exceeded the standard of 75%. At an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with using current technology for office-related tasks. Now that this cycle is complete, the OAT faculty is considering using a different assessment for the next five years to assess this particular outcome. This will help determine if students are just as successful in using a different type of current technology for office-related tasks.

Outcome 2 (Use Standard Formatting Models to Create Business Documents)

Data Collection: Data was collected in OAT 273 – Performance Test 1 and Performance Test 2, which are assigned during the 8th and 14th weeks of the semester. Students are tested on using a standard formatting model from a desktop reference guide to create business documents.

Data Results:

Year Data Was Collected	Number of Students	Number of Students Who Scored a "C" or Higher on Performance Test 1	Percentage of Students Who Scored a "C" or Higher on Performance Test 1
2018	27	26	96%
2019	22	22	100%
2020	21	20	95%
2021	19	19	100%
2022	24	24	100%

Year Data Was Collected	Number of Students	Number of Students Who Scored a "C" or Higher on Performance Test 2	Percentage of Students Who Scored a "C" or Higher on Performance Test 2
2018	27	25	93%
2019	22	22	100%
2020	21	20	95%
2021	19	19	100%
2022	24	24	100%

Data Analysis: For years 2018-2022, students met or exceeded the standard of 75%. At an average 98% success rate on Performance Test 1 and 97% on Performance Test 2 over the five years, it has been determined that students are doing well with using a standard formatting model from a desktop reference guide to create business documents. The OAT faculty was interested in if there would be a difference in scores from Performance Test 1, which is given at roughly midterm of the semester, and Performance Test 2, which is given at the end of the semester. There was only a 1% difference in reported scores. Students use a different desktop reference guide in OAT 155 (Editing), so the OAT faculty has considered using this course to assess Outcome 2 for the next cycle to determine if the results will vary. OAT 155 has been used in the past to assess this outcome.

Outcome 3 (Apply the Principles of Edited Standard Written English to Various Forms of Business Communication)

Data Collection: Data was collected in OAT 285 – Hot Technology Project, which is assigned during the 13th week of the semester. Students are given the directive to conduct research on the virtual assistant field and compose a professional business memorandum detailing their findings. Students format their memos based on a standard formatting model from a desktop reference guide.

Data Results:

Year Data Was Collected	Number of Students	Number of Students Who Scored a “C” or Higher	Percentage of Students Who Scored a “C” or Higher
2018	5	5	100%
2019	12	12	100%
2020	2	2	100%
2021	10	9	90%
2022	7	7	100%

Data Analysis: For years 2018-2022, students met or exceeded the standard of 75%. At an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with applying principles of standard written English to various forms of business communication. Because this course does not have a prerequisite requirement, students could potentially be taking this course at the start of their college career or the end of their college career. The OAT faculty has considered using a different course and course assignment to assess this outcome in the future – one that students would typically take toward the middle to end of their college career.

Outcome 4 (Demonstrate Keyboarding Skill That Meets or Exceeds Current Industry Standards)

Data Collection: Data was collected in OAT 273 – Timed Writing Scores, which are assigned and worked on all semester, with the students’ highest scores being calculated during the 15th week of the semester. Students are given two opportunities each week to submit their timed writing score for 5-minute timed writing test.

Current industry standard is listed as 60 wpm; therefore, the reporting below includes the students who have exceeded the standard, met the standard, or did not meet the standard.

Data Results:

Year Data Was Collected	Number of Students	Number of Students Who Typed More Than 60 WPM (Exceeded Standard)	Number of Students Who Typed 60 WPM (Met Standard)	Number of Students Who Typed Less Than 60 WPM (Did Not Meet Standard)	Percentage of Students Who Met or Exceeded the Standard
2018	27	5	10	12	56%
2019	22	6	9	7	68%
2020	21	9	4	8	62%
2021	19	9	3	7	63%

2022	24	11	5	8	67%
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Data Analysis: For years 2018-2022, students did not meet or exceeded the standard of 75%. At an average 63% success rate on this particular assessment over the five years, it has been determined that students are not meeting or exceeding the current industry standard of a typing speed of 60 wpm.

The OAT faculty has done informal research over the past five years to determine what “industry standard” is for typing speeds for administrative assistants. Although the research varies, most findings state that 50-60 wpm is considered a standard that employers are seeking for administrative assistants, with 40 wpm being an average speed. The OAT faculty decided to use the high end of 60 wpm to use for assessment purposes.

Because the success rate was not high and did not meet the standard, the OAT faculty did decide to calculate success rates if 50 wpm would have been used as the standard – for comparison purposes. The results are below:

Year Data Was Collected	Number of Students	Number of Students Who Typed More Than 50 WPM (Exceeded Standard)	Number of Students Who Typed 50 WPM (Met Standard)	Number of Students Who Typed Less Than 50 WPM (Did Not Meet Standard)	Percentage of Students Who Met or Exceeded the Standard
2018	27	8	12	7	74%
2019	22	8	8	6	73%
2020	21	9	7	5	76%
2021	19	9	5	5	74%
2022	24	13	4	7	71%

Although the results were better based on an industry standard of 50 wpm, the standard would still not have been met. The OAT faculty is planning to work on the follow succession plan going into the next five-year cycle to improve the success rate for students:

1. OAT faculty will conduct informal research to determine if 50-60 wpm is still considered the standard for typing speed for administrative assistants and continue to collect the students’ timing data in the next five-year cycle to determine the success at both 50 wpm and 60 wpm.
2. OAT faculty will survey the Office Professions Advisory Committee to determine whether they feel 50 wpm or 60 wpm should be used as the industry standard for typing speeds for administrative assistants.

The OAT faculty wants to ensure that the correct industry standard is assessed and make improvements in curriculum and processes to help students meet the standard as determined in this outcome.

Outcome 5 (Demonstrate Competency in Professional Skills that Meets or Exceed Current Industry-Recognized Standards for an Administrative Assistant)

Data Collection: Data was collected in OAT 268 – Office Simulation 14, which is assigned during the 14th week of the semester. Students are given the directive to use various software platforms to create a business brochure, business card, and gift certificate that meets industry-recognized standards for an administrative assistant.

Data Results:

Year Data Was Collected	Number of Students	Number of Students Who Scored a “C” or Higher on Office Simulation 14	Percentage of Students Who Scored a “C” or Higher on Office Simulation 14
2018	17	16	94%
2019	2	2	100%
2020	9	9	100%
2021	5	5	100%
2022	5	4	80%

Data Analysis: For years 2018-2022, students met or exceeded the standard of 75%. At an average 95% success rate on this particular assessment over the five years, it has been determined that students are doing well with demonstrating competency in professional skills that meet or exceed current industry-recognized standards for an administrative assistant. In particular, students used professional document creation skills. The particular professional documents assessed in this Office Simulation 14 were a brochure, business card, and gift certificate. Now that this cycle is complete, the OAT faculty is considering using a different assessment found in OAT 268 – one that focuses on different business documents, including a distribution schedule, an announcement, and an itinerary. The OAT faculty is interested in if students will score just as highly in creation of these particular documents as compared to a brochure, business card, and gift certificate.

Part VI: Response to Results – Improvements to Program and Student Learning

Outcome 1: OAT 273 – Assignment 8

Because students had an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with using current technology (MS Word) for office-related tasks. The OAT faculty has now chosen a different assessment for the next five years to assess this particular outcome. This will help determine if students are just as successful in using a different type of current technology (MS Excel) for office-related tasks.

The chosen assessment will be from OAT 268 – Assignment 12, and it will focus on the use of MS Excel. The OAT faculty has made changes to Assignment 12 to incorporate the following MS Excel objectives: plan, design, and build a worksheet; create charts, illustrations and graphs; and, create appropriate formulas. The previous version of Assignment 12 did not include the creation of charts, illustrations, and graphs. The OAT faculty feels this is an important objective to assess to ensure students are proficient in office-related technology.

Outcome 2: OAT 273 – Performance Test 1 and Performance Test 2

Because students had an average 98% success rate on Performance Test 1 and 97% success rate on Performance Test 2 over the five years, it has been determined that students are doing well with using a standard formatting model from a desktop reference guide to create business documents. Students, however, use a different desktop reference guide in OAT 155, so the OAT faculty had considered using this course to assess Outcome 2 for the next cycle. The OAT faculty has made changes to OAT 155 to include performance tests. The previous version of the course did not have any mid-semester or end-of-semester testing. The course was assignment-based only. Performance tests were created and are now administered in the course.

Outcome 3: OAT 285 – Hot Technology Project

Because students had an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with applying principles of standard written English to various forms of business communication. Students, however, use a different standard written English model in OAT 155, so the OAT faculty had considered using this course to assess Outcome 2 for the next cycle. The OAT faculty has made changes to OAT 155 to include two writing assessments based on the HOW 13 Reference Guide.

Outcome 4: OAT 273 – Timed Writing Scores

Because students had an average 63% success rate on this particular assessment over the five years, it has been determined that students are not meeting or exceeding the current industry standard of a typing speed of 60 wpm.

The OAT faculty made changes to OAT 171, OAT 172, and OAT 273, where 5-minute timed tests are required as part of students' coursework. OAT 171 and OAT 172 now require two 5-minute timed tests to be submitted weekly instead of bi-weekly. OAT 273 now require two 5-minute timed tests to be submitted weekly instead of one. OAT faculty also made pedagogical changes to OAT 171 to include more practice/demonstration on improving timed writing speeds with the introduction of the Cortez Peters method of touch-typing.

Outcome 5: OAT 268 – Office Simulation 14

Because students had an average 95% success rate on this particular assessment over the five years, it has been determined that students are doing well with demonstrating competency in professional skills that meet or exceed current industry-recognized standards for an administrative assistant. OAT faculty has created an additional assessment item in OAT 268 – one that focuses on a different variety business documents, including a distribution schedule, an announcement, and an itinerary to ensure students are proficient in more than one industry-recognized standard.