

PROGRAM INFORMATION	Program	Administrative Office Specialist
	Submitted by:	Deb Giblin
	Year	2023-2024
	Date of Review	2024-01-17
	Form Key	7788540b-468b-4206-b0c4-30ed94005c92
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Instructors reviewed program outcomes at the end of the spring semester; we do this every year.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
	Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Since last review we reviewed the Accounting 110 syllabi. The board thought the course looked good.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Competencies were reviewed and modified by the department.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	No
	Examinations	Yes
	Comprehensive Final Exams	Yes

	Journals	No
	Lab Demonstrations	No
	Oral Examinations/Presentations	No
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	No
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	No
	Videos of Student Mastery	No
	Written Essays	Yes
	Written Reports	Yes
<b>ALIGNED AND APPROPRIATE ASSESSMENTS</b>	Assessments used in the program are matched to the outcomes/competencies for the program.	No
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	Students created comprehensive projects to demonstrate mastery of software programs. Troubleshooting and problem solving activities were incorporated into daily work and exams. Students created training lessons to present to their peers. With the addition of TEAMS it makes meeting online for group projects and training much easier.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	We are using Cengages Mindtap feature to assess students in multiple classes. It is a great feature that offers a variety of activities and assessment options
<b>INDUSTRY CERTIFICATIONS</b>	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	NA
<b>INTERNSHIPS/ CLINICALS</b>	How do you evaluate program competencies or learning objectives during internship/externship experiences?	NA
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	NA

<b>ENROLLMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	No, it did not meet the benchmark. We will continue to work with marketing and admissions to improve recruitment and reaching those candidates that would be successful in our program.
<b>RETENTION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	<p>No, it did not meet the benchmark. We did meet with Danita, who is the Director of Student Success at MTC. Below are some notes from our meeting:</p> <p>We reviewed our 2022-2023 discussion.</p> <p>a. Discussion about Accounting offerings in one semester only. If a student fails Accounting, it adds a year on to their plan of study. However, recent students who withdrew didn't do so solely because of Accounting. Would be nice to see if offered in both semesters. Discussed possibility for using DIAL program. Deb will investigate this option.</p> <p>b. Communication between instructors is sometimes a challenge when face-to-face instructors are in the classroom during the day.</p> <p>c. Noted that retention rates for online programs in general are lower, so when compared to online peers, MTC online programs do better.</p> <p>i. Danita will add adjusting the benchmark for online programs to the next Student Success Committee meeting.</p> <p>d. The Online Student Success Coaches will create video introductions of themselves and services (tutoring) to be used as part of the online seminar classes next fall.</p> <p>e. Online Student Success Coaches reach out to Spring start students.</p> <p>We added these things to our list:</p> <p>a. Accounting instructor change</p> <p>b. DIAL program</p> <p>c. CSS videos for Online seminar</p>
<b>GRADUATION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	No, we did not meet the benchmark. The retention strategies noted above will also help increase graduation rates for the program.
<b>PLACEMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Placement was right below the benchmark at 75%.
<b>STUDENT SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this year.
<b>ALUMNI SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this year.

<b>EMPLOYER SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this year.
<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	Conferences, classes (AI) and book studies
	How were these activities used to improve this program?	The strategies I have learned I was able to incorporate into my teaching. I was able to set up TEAMS classrooms to make it a safe place for students to meet to discuss topics or to help one another with a particular course. I am also learning how AI can improve learning for my students and embracing the new technology available for free to me and my students.
<b>PROFESSIONAL ORGANIZATIONS</b>	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
<b>ADVISORY BOARD RECOMMENDATIONS</b>	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	Still working with Cengage so we can be 100% Cengage books to save the students \$1000's on textbooks. We have only a few books that we use that are not Cengage books, and we are hoping soon Cengage will adopt the missing books so we can be 100% Cengage.
	Implementation Date	2024-01-17
	Indicate the personnel responsible for implementing the change(s):	
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	I do not feel that any of the changes we may make would affect the budget. Most of my classes are now using books/ materials from Cengage Unlimited and this is saving the students a lot of money on book costs. Getting to 100% usage of Cengage is the goal.
	Cost	0