

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Office Information Systems

Instructional Department/Discipline

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	342	367	287	256	<i>Self Explanatory</i>
Census Enrollment Load* %	19.66%	39.29%	27.44%	31.53%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	738	792	573	450	Weekly Student Contact Hours
FTEF	24.59	26.41	19.09	15.02	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	5.52	3.75	2.90	2.18	Total Full-Time Equivalent Faculty
WSCH/FTEF	134	211	198	206	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	0.13	FTEF from Contract Faculty
Hourly FTEF	4.90	3.27	2.50	1.75	FTEF from Hourly Faculty
Overload FTEF	0.62	0.48	0.40	0.30	FTEF from Contract Faculty Overload
Part-Time FTEF	5.52	3.75	2.90	2.05	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	100.00%	100.00%	100.00%	93.89%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	82.86%	92.82%	95.73%	98.50%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	55.71%	53.59%	53.05%	48.87%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	5	6	2	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	12	15	7	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	6	8	4	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	6	7	3	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Well, as they say, the figures don't lie! (1) Most of OIS is self-paced, open-entry/open-exit; depending at which date these stats are recorded, the enrollment numbers may not be a true reflection of the total numbers of students who are enrolled by the end of the semester. I'm also curious why the numbers are not climbing since we began offering our 3-unit OIS 101 Beginning Keyboarding and

3-unit OIS 102 Intermediate Keyboarding courses in the Fall 2006 semester—and those lab classes combined exceed 60 in enrollment numbers—these classes should be increasing our enrollments, not decreasing them?? (2) I am the only full-time faculty member in OIS but it is not reflected in Full-time FTEF and it looks like all OIS is taught by part-time faculty. The reason is that I assign my name to BUS lab sections and choose to assign my part-time faculty to OIS sections so that they can teach 12 hours a week versus the BUS sections where they would only be able to teach 9 hours a week. (3) The retention rate is increasing—and, at a super percentage—yay for our side!! (4) I know why the success rate is low—and will explain that later in #8 of this report.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p>	<p>Through my active involvement in BESAC (Business Education/CIS Statewide Advisory Committee) for a number of years, I have made a number of changes to the OIS program. I was a member of the Administrative Office Professional committee, the Virtual Assistant subcommittee, and chair of the Medical Office Management subcommittee. Two years ago, I added a totally online <i>Virtual Assistant</i> certificate program to meet the growing needs of those administrative assistants who would like to support a number of businesses virtually. A new online only course was developed, <i>Creating the Virtual Office</i>, which is becoming more popular each semester as the word gets out. The VA certificate program incorporates a number of BMGT courses which also helps the BUS department with enrollment.</p> <p>In the Fall 2007 semester, a new <i>Medical Office Management</i> AA degree/certificate program was launched; again, collaborative use of existing BMGT and BUS courses also helps the department as a whole to increase its enrollments. A new course, <i>Managing the Medical Office</i> was offered online in the Spring 2008 semester. The course was canceled—we will work to promote it to the community and the medical facilities in San Diego County as well as work with the Medical Assisting and Nursing programs on campus.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p>	<p>Not a problem because most of our OIS courses are self-paced, open-entry/open-exit. The B-22 lab is open 9 a.m.-8</p>

	<p>p.m. Mondays-Thursdays; 9 a.m.-3 p.m. Fridays; and, 9 a.m.-1 p.m. on Saturdays. Students do not complain about not having enough open lab time available to them. Our 3-unit lectures courses are rotated between day and night in the Fall and Spring semesters; some courses are offered only once a year; some courses are offered only on campus and others are offered only online.</p>
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p>	<p>Through the years, I have religiously and consistently requested CalWorks, TechPrep, Perkins, VATEA, and VTEA funds and have been successful in keeping our B-22 self-paced, OE/OE lab equipped with state-of-the-art equipment and software! The District has also been supportive with instructional equipment money.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p>	<p>I know there will be grants “out there” that would encourage program development in office support programs for disabled, minorities, single moms, etc. For years, the District has discussed hiring a position just for grant writing for the college—I have always supported that concept! I believe we are missing out on some big bucks that would help our BUS department!!</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	<p>The MIB will take care of this with a projected opening date of Fall 2010!!</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p>	<p>When I was hired in 1982, there were 3 full-time faculty members teaching secretarial courses. As these faculty retired, no one was hired to replace them and part-time faculty (of which I was one!) were teaching the courses. From 1982-1992, I was the only FT faculty member; we hired another FT faculty member for OIS in 1992—that person retired in</p>

	<p>2002—so I am the only FT faculty member that coordinates (with no released time or additional pay) and teaches in the OIS program. In the self-paced, OE/OE lab, I coordinate and teach in 27 1- or 3-unit OIS and BUS courses; in addition, I coordinate 23 BUS online software courses, teaching in two of them as overload. I also coordinate the keyboarding courses at the ESC Center and the 4 OIS lecture courses that are offered on campus or online.</p> <p>Seven part-time faculty members make up the balance of teaching in the self-paced lab, at the ESC Center, and online.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p>	<p>OIS has been blessed with one full-time ISA-III and a part-time ISA-II (50% OIS and 50% ACCT). Without these support personnel, it would be impossible to keep the labs operational; materials duplicated, filed, archived; lab attendance records kept accurately because of the positive attendance aspect of the lab—and the myriad other duties they perform to keep our 4 BUS labs and multiple classrooms with computers and data displays operational!</p>
<p>f. Other</p>	<p>As can be stated with any program on campus, the more full-time faculty that are hired in the discipline, the more work can be accomplished in curriculum and program changes. Two heads are better than one—more, even better!</p> <p>Thus, the department has requested a BUS full-time faculty member for 2008-2009 with a technology emphasis; this person will help develop new curriculum for the 21st Century that will move the entire BUS Department forward and include all of the disciplines within the department as well—s/he will have a vision for the future technological needs for all BUS students!</p>

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Student Success

Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.

OIS excels in this area with course offerings in a self-paced, OE/OE lab learning environment; with online courses and programs; with course offerings and a Data Entry program at the ESC Center (which unfortunately was not successful in a block offering—but, we're working on it!!); with hybrid lab courses; and, with traditional course offerings.

OIS offers 10 administrative support AA degrees and/or certificate programs.

In addition, for the Spring 2008 semester, for example, most BUS one-unit software courses are offered in the self-paced lab and all of them are offered online. As of February 27, there is a total of 23 sections with 394 students; out of the total of 1,448 registered BUS students, that is a little over 27% of the BUS enrollments. BUS software courses are offered online in first- and second 8-week sessions; BUS 175-176-177, Excel Basic-Intermediate-Advanced are offered in 3 six-week sessions in the Fall and Spring semesters.

We are constantly "tweaking" course offerings to meet student needs.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

In many OIS skills courses, SLOs are easily identified and measured. For example, in Beginning, Intermediate, and Advanced Keyboarding, a sample SLO would be: *Students will key a minimum of 25 words a minute for 5 minutes with 5 errors or less in order to receive a minimum passing grade for the course.* If the student does not meet the specific goal, then additional drills are prescribed and the student is retested until s/he meets the goals. For over 25 years, the OIS lab staff, who all work toward the same goals, meets at the end of the Fall and Spring semesters to discuss the goals, compare each other's assessments, and work to improve course materials, learning objectives, and grading standards.

We are working on the 3-unit OIS courses to convert learning objectives to SLOs.

b. Discuss a learning outcome that is observable yet difficult to measure.

The last few years in attending conferences, workshops, conventions, etc., business and industry are telling us we need to teach the soft skills! That, in my opinion, is behavior modeled in the home environment that translates to the work environment—can it be *taught*?? In OIS and BUS courses, job readiness is difficult to measure because of the soft skills. Students can easily prove that they know software applications by completing assignments, projects, quizzes, tests, and portfolios. But, how do we know that they will succeed with the soft skills—common courtesy, attitude, deadlines, punctuality, interpersonal relationships, team skills, etc. Yes, we definitely have a sense of it from student’s verbal and body language—and, yes, most of our faculty model the soft skills—but, *measure them*?? With a scored checklist? With an exit interview? Definitely with an internship! Hmmmmmmmm—we’ll keep working on it!

7. Describe a discipline accomplishment that you want to share with the college community.

OIS has an active Advisory Committee that keeps us apprised of workforce demands; several members are from the local chapter of IAAP, American Association of Medical Transcriptionists (AAMT), Northern San Diego County Legal Secretaries Association (NSDCLSA), representatives from human resource departments and temporary employment agencies, as well as small companies within the county.

Judy Dolan is an active member of each of the professional organizations listed above. In fact, during Administrative Professionals’ Day luncheons through the years, many Palomar College OIS majors have received the IAAP scholarship.

The B-22 lab is also a test site for the MCAS (Microsoft Certified Applications Specialist) through Certiport corporation. In addition, we are a test site for the CPS/CAP (Certified Professional Secretary/Certified Administrative Professional) sponsored by IAAP.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

After all of these years, the statistics are still not crystal clear for me as they apply to OIS and BUS self-paced courses. I intend to meet with Dick in the Research Department to have a clear explanation and understanding of the numbers as they apply to the B-22 lab.

Addressing the Success Rate statistic: because of the nature of the self-paced, OE/OE lab learning environment, we let students drop up to the last week before final exams. We communicate with students through our Blackboard site email function at 3 weeks, 6 weeks, 8 weeks, 10 weeks, 12 weeks and 14 weeks encouraging those who are registered but have not checked into the lab or students that have started their coursework but we haven’t seen for a few weeks to

complete their coursework. So, we do not drop students ourselves—only the financial aid students who have not showed before that date deadline. Thus, we do wind up giving a number of FWs. Perhaps if we dropped students earlier, that statistic would increase?? However, then, that seems to me to defeat the purpose of the OE/OE lab concept—mainly, the flexibility it offers students in scheduling. This will be another area to discuss with the Research Department.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

10. Other comments, recommendations:

As I prepared this report, I have looked back at my 1-, 3-, and 5-year plans and am amazed at far the program has developed through the years and the accomplishments we have made! I will be glad to share those past reports with anyone who is interested!

Job Market Data: www.labormarketinfo.edd.ca.gov (February 2008) show a continued need for office support personnel in a number of subcategories including administrative/executive assistant, medical and legal office support personnel, and general clerical personnel. Also, IAAP and Office Team show statistics to support the future need for qualified administrative professionals

As businesses grow and develop, there WILL ALWAYS be a need for strong administrative support personnel. Now the trick is, how does the word get out—and, more importantly, when will salaries for administrative support personnel become competitive enough in San Diego County with other professions to entice prospective employees to join the ranks!

One more thing: duplication of software applications among the BUS, CSIS, and RCSIS has spread enrollments which have, in my opinion, hurt all three of our areas. With the ROP program leaving Palomar College, that will help the BUS software applications; perhaps that student population will also be interested in administrative support as a profession.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Judy Dolan, Professor and Coordinator of BUS/OIS courses

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

*** By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**