



"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

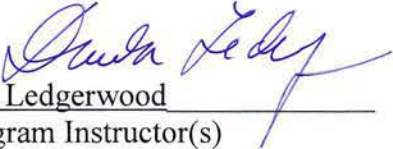
INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

Academic Program

OA PROGRAM

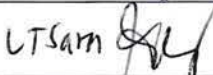
Period of Three Year Review

8/2012-7/2015

Completed By:  Danka Ledgerwood Date: 1-31-16
 Program Instructor(s)

Program/Department Chair: Danka Ledgerwood Date: 1-31-16

Dean of Academic Affairs:  Robert Ramarui Date: 1-31-16

Received by Institutional Research Office on:	Date	Name and Initial of receiving personnel
(Provide hard and electronic copy)	02/07/2016	LTSam 

Program Review Narrative Summary

The narrative summary should include the following:

- Summary of the academic program purpose:

Purpose of OA Program is to prepare administrative workers/assistants to the work place, for private firms and also for Palau National Government and 16 states governments in Palau to help to cope with the work in their offices. There was increase of new businesses and increase number of visitors to Palau jumped from 80,000 few years ago up to approximately 100,000 in 2013 (25% jump) and in 2014 another jump up to approximately 140,000 visitors and another jump up to approximately 165,000 in 2015. This boom of tourists made increase number of goods which were brought to Palau and it takes more employees for the stores, hotels, restaurants, other businesses and offices. In general there is need for work force. Usually when the economy is going well also it is impact on the school enrollment. This (around the world known fact) might be the answer why the number of PCC and OA Program as well dropped down. It might be also a fact that OA Program has not many developing skills classes and so we have to work on to prepare the first year classes (the proposal of the new classes are mentioned later in this report). There are several students who take longer time than 2 years to graduate.

The number of students who enrolled to the OA Program in Fall2012 (101students), Fall 2013 (77 students), Fall 2014 (68 students) in total 246 students went down to Compare with number of students in previous 3year cycle which was from Fall 2009 (139 students), Fall 2010 (163 students) and Fall 2011 (173 students) was in total 475 students. That is 51% decrease of the enrolled students.

This might be because of need of more students in the work force in Palau and also it might be by having some hard time to be good in typing and using keyboard skills because OA Program has no focus on developing of the keyboarding and document processing, creating letters and other forms of written communication. I did survey to compare several colleges around the world (especially USA and Canada) and found out that there are keyboarding classes for beginners in OA Programs as well as first level of document processing. PCC OA Program has only as second year/level class (OA210 Document Processing) and it is overwhelming class. Huge majority students answered in the survey in Fall 2014 and Fall 2015 Semesters, that they would like to take developing skills courses in the first year of OA Program if they would have chance/if those would be offered in OA Program. Second year students should already know some document processing and keyboarding skills and develop them in the second year so I believe based on the evidence that those who enroll are only those who are better in those mentioned skills and it might be also answer on the lower enrollment.

There is good news about this 3 year cycle even though the enrollment went down that the ratio of the enrolled students and those who have passed is increasing from 83% up to 86.4% in Fall Semester 2012-2015. There was increase also in Fall 2013 when we compare with Fall 2012.

Detail view:

In Fall Semester 2012 there were 87 students who enrolled, and those who passed were 73 students, that means ratio was 83%.

In Fall Semester 2013 the ratio of the enrolled students (64 students) and those who passed (54 students) was slightly higher up to 84.7%, and in Fall 2014 the ratio of those who enrolled (59 students) and those who passed the class (51 students) went again up by 2.1% up to 86.4%.

The number of students who enrolled to the OA Program in Spring Semester 2013 was 26 students, in Spring Semester 2014 were decreased to 14 students, and in Spring Semester 2015 went slightly up again up to 16 students.

Good news is that the ratio, of number of enrolled students to who passed the class, went also up from 87.5% up to 100%.

Detail View:

In Spring Semester 2013: the number of the 26 enrolled and those 21 students who passed the classes was 87.5%

In details: 26 enrolled students and 21 students who passed the classes, minus 2 students who withdraw = the ratio was 87.5%

In Spring Semester 2014 the number of those who enrolled and passed the classes was 92.3%

In details: 14 students who enrolled and minus 1 student who withdraw and 1 student who failed the class and those 12 students who passed. The ratio went up again this time by almost 5% to compare previous year (2014) from 87.5% up to 92.3%.

Also positive news: in Spring Semester 2015 the ratio of those who enrolled (16 students) and those who passed (15 students) went up to 100%.

Detail View: There were 16 students who enrolled minus one, who withdraw the class, and those who failed = 0 students.

There is positive news: the number of failing students between Spring Semester 2013 and Spring Semester 2015 went down by 300% from 3 students to 0 students. Remember usually the Spring Semesters is the semester when students are those who are usually (not all but mainly those who are) going to graduate.

In detail: In Spring Semester 2013 were 3 students who failed the class, in Spring Semester 2014 only 1 student failed the class that means from Spring Semester 2013 went down by 2 student by Spring Semester 2014, which is $\frac{2}{3}$ (or 75%) decrease of those who failed and again went another 100% down in Spring Semester 2015, there were none (0) students who failed.

Information on Graduates:

Fall Semester 2012, Fall Semester 2013, Fall Semester 2014: Total Number is 39 graduated students.

Detail view:

In Fall Semester 2012 there was only 1 graduating student as well as in Fall 2013 was only 1 student but in Fall 2014 the number went up to 2 students who graduated in that year = in total for this 3 year cycle (all 2 Fall Semesters) were 4 graduates.

When we compare with previous 3 year cycle = the number of graduates between Fall 2009, Fall 2010 and Fall 2011 there was 0 students (in 2009) + 2 students (in 2010) and +1 graduated student (in 2011) which is total 3 graduates in previous cycle. That means it is increase in this 3 year cycle (2012-2015) by 25%.

Total for each (Spring, Fall, Summer Semesters) and detail view: Spring Graduates: 2013, 2014, 2015:

In Spring 2013 there were 6 graduating students and in Spring 2014 the number went down and only 1 student graduated, which means a huge drop down but in Spring 2015 there were 5 students who graduated that means a huge increase of the graduating students.

When we compare the numbers with previous 3 year cycle: (Years Spring Semesters 2009, 2010, 2011) there were: $8+4+2$ graduates = 14 graduates and to compare to this 3 year cycle which there were: $6+1+5$ = 12 graduates (Spring Semesters Year s 2013, 2014, 2015) That means 2 less graduates this 3-year-cycle

Summer 2013, 2014, 2015 - TOTAL number of graduates of this 3-year-cycle 2013-2015 = 39 graduates.

In Summer 2013 there were 17 students who graduated and in Summer 2014 only 3 students who graduated and in Summer 2015 also the same number of graduated students as in 2014 (3 students). In total there were 23 graduates in this 3-year-cycle (Summer 2013, 2014, 2015).

When we compare that number with previous 3 year cycle (Summers 2009-2012) there were 7 students in Summer 2009 and there were 9 students in Summer 2011 plus only 2 students in Summer 2012 = in total there were 18 students who graduated in previous 3-year cycle (Summer 2009-2012) which is a big success to have 23 graduates this-3-year-cycle and previous 3-years-cycle in Summers Semester 2009-2012 = only 18 graduates. That means 5 more graduates, 27% increase this 3-years-cycle.

To compare two 3 years-cycles (this and previous): When we compare the number of graduated students of the previous 3-year-cycle-2009-2012 (the number of the graduates in total) 32 graduates and to compare with this 3-year-cycle (2013-2015) there were 39 students. That means 7 more students this 3-year-cycle.

Detail view (2009-2012):

Fall Semester 2009 no graduated student, Fall 2010 only 2 students, in Fall 2011 only 1 student = total 3 students

Spring 2010 there were 7 students who graduated, Spring 2011 only 4 students, spring 2012 only 1 students = total 12 students

Summer 2010 there were 7 students, Summer 2011 there were 9 students and Summer 2012 no graduated student = total 17 students

IN TOTAL number of graduates for previous 3-year-cycle (2009-2012): 32 students.

The relationship of program to the college Mission Statement: PCC is as an accessible public educational institution, which helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

The OA Program and also Mission Statement of PCC are followed because all students have access to OA Program at PCC.

- To enroll to any program, OA Program included.
- Summary of Program Data
 - a. Figure 1 – Student Status (see the graph bellow)
 - b. Figure 2 – Number of Graduates (see the graph bellow)
 - c. Figure 3 – Class Information (see the graph bellow)
 - d. Figure 4 – Course Offering Information (see the graph bellow)
 - e. Figure 5 – Faculty Information (see the graph bellow)
 - f. Table 1 – Faculty to Class Size Ratio Information (see the graph bellow)
- Summary of Student Learning and Curriculum
- Summary of Course Assessment Data
 - a. How has assessment of course-level student learning outcomes led to improvement in program-level student learning?
 - b. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
- Summary of Evaluation of Previous Goals/Activities from Previous Cycle (See Part 5.0, and Part 6.0)
 - a. List actions identified in your last program review or in any other related college plan(s)*.
 - b. What measurable outcomes were achieved due to the actions completed?
 - c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?
 - d. What modifications do you plan to make to the program to improve student learning?
 - e. Update major changes/accomplishments since the last review.

During this 3 year cycle (Fall2012- Summer 2015): We have collected data/input/evidence on 50 students from OA Program classes (OA112 in Fall 2014 and Fall 2015, OA 210 in 2014 and Fall 2015, OA 221 in Spring 2014 and Fall 2016) on the keyboarding classes for first year students and another class on document processing might be helpful by conducting the survey on some classes and students at PCC:

- a) There were 92% (46students) of all 50 asked students answer were highly positive on “to focus on speed” and also there was a question about
- b) There were 88% (44 students) out of 50 students who were asked would be happy to take that class because of “accuracy” as part o the classes during first year. Many of the students struggled and they would be happy if they would have a chance in the first year of the college of OA Program, BA Program and BU Program as well. There were other students who were part of the survey BA 110 students in Fall 2015 and BU 120 in Jan 2015) and majority of all answered that they would like to take the keyboarding because of the computer typing (speed and accuracy) skills they are lacking. Over-all majority of students would like both “speed and accuracy” in keyboarding to gain skills to be a professional administrative worker with professional keyboarding skills and performance.
- c) Also I have been researching colleges on line mainly in USA and Canada. The survey showing that it will be helpful to have a keyboarding class to focus on student’s speed/achievement at minimum speed of 30 words per minute.
In this 3-year-cycle we like to create Keyboarding course which would be based on importance of getting students of the first year college on the developing level as least 30 words per minute (it is based on internet search)
- d) Another class which would like be good to prepare in this 3-year-cycle is developing skills in Office Administration Field/Document Processing and also by researching on internet offered by different colleges around the world shows that colleges around the world offers First Year Document Processing Class. Those colleges offers this kind of class, were students who are beginners/new coming students to a college, would like to be successful in the office administration field, have to start from beginning. They have to gain at least 15 words per minute production speed forming simple documents, letters, agenda and minutes of a meeting. During the first year their developing skills can get the good base to continue and get ready for second year, where they should get higher and better in the document processing.

(Note1: PCC has an existing class OA210 Document Processing Class. In OA 210 Document Processing students have to learn and process a lot of document kinds and style and develop higher skills, speed and accuracy.)

(Note2: Information based on internet research of Centennial College in Ontario, Canada; Algonquin College, School of Business in Ottawa, Canada and several others.)

- **Summary of Program Major Strengths**

They are 2 major strengths:

1. All instructors who are / were teaching are big strengths of the OA Program because when I meet the OA Program Graduates they are very thankful for all they have learned during the time at OA Program. PCC is small college and there is one full time instructor and several part time instructors from other departments helping /teaching classes of OA Program.
2. Also the program has major strengths in the students who graduated. Each graduated student can help and work in an office and usually he/she can find a job because they are very many opening for office administrators/assistants in different levels. Some of the graduates are

already in the office working while studying and they came to gain the diploma but also they always told me “even though they thought they know all, because many years in an office, they learned so many great skills how to be more productive and skilled in OA field that they are very happy to be part of PCC and graduate with the OA diploma and use those skills. Right after the graduation they can get higher in the pay scale and some of them because of number of years in an office also they gain a higher status – gain a senior office administrative position/leading administration worker in an office or department. They are a lot of students who have graduated or took at least 2 years OA Program /Classes and some of them did not graduate and already work because they are needed in many office and also private businesses. Some of them have been accepted without the graduation diploma because there is a big need for qualified employees and even though they do not have the diploma they are needed to be as administrative workers, secretaries or receptionists. But I know they took some or all OA Classes (or they are done with almost all OA and they are only few classes left) some of them would like to comeback to but they are still not yet done with some classes, but yet they are asked to work in a business office, private or national government, because those offices are very busy, because those students/workers are needed in the offices. Some of the students are not at the level of to be an office administrator but yet they are needed. Also there is need from families to earn money so those students want to make money and do not think of school as a priority. I told several of them, when I see them in WCTC or other business/offices, that it would be good to rethink their strategy because when they are younger it is easier to gain the skills as well as when they have diploma they would earn more money because of the diploma, especially in the national or state government they could show their diplomas as part of their evaluation and earn better salaries. As I talk to at least 17 different people, used-to-be students or they-would-like-to-be-PCC-students), they like to come back to PCC and study (and graduate one day) but they already working and even though they might not be the best and efficient, because of their skills are not as high as they would be when they graduate from PCC, they have a job in private and/or in a national or state government jobs/positions and that it is important for them right now to earn some money.

I have had several graduates as guest speakers during each year of the 3years cycle to come to my classes and they mentioned also that they get higher paid because of the diploma from PCC. Some of their colleges have many years of experience but those who are in the work place (in the same offices) for many years they get paid less because of no a college diploma and they do not get raised as often as those who have the PCC (or other colleges) diploma. I meet the graduates often at the meeting and places I go (from Surangels & Sons, WCTC, Payless Market, BNM, Custom, Traditional Chiefs Office, Immigration office, SS Office, AG

Office, Supreme Court, MOE, MOH, National Hospital, State High Schools, and elementary schools on Babaldaob as well as to Palau National Aviation Administration) and all students are proud to say to me “hello teacher” and ask about PCC and they are also proud to say that yes, they are graduates from OA Program. Also they are interested to be establish the OA Club which we informally have started few years ago (meeting once per 4-5 months) and have lunches for few times a year. Last Spring Semester as well as two years ago they have already were helping with some activities /projects/events/ideas also for the Spring Class 2016 and they are interested to help to establish / create official OA Club at PCC this year 2016 (Feb/April 2016) with OA Program Students and interact with them. As they mentioned they can be not only guest speakers, motivators and advisors how to cope with all work and studies and how to be successful to get the skills and diploma but also help students and future graduates to think which office to work for because some of them have a good perspective and knowledge on what is going on in different offices and who is going to retired in which office and so they can get ready or be recommended for a position in an office.

- Recommendations for Improvements

There is a room for improvements:

- a) To create the keyboarding class which was not developed during the last 3-year-cycle and this class will attract not only OA Program students but also BA and BU and look for a right book and / or create a booklet to use for teaching this course.
- a. To create the Document Processing I. Class for first year students who like to be OA Program and learn to create letters, the beginning/basics level of document processing/to create simple documents (with the proposed name OA110 Document Processing) so when they go for the OA210 Document Processing, students will be at higher level and more focused/skilled.
Note: Students have to process a lot of documents during the second year of the OA Program so it will be good if they already know basics and they are at the developing level. It would helpful to those students who will go for the second year of the OA Program and to be more successful. I have to point on that they are several students who did not take this class, or had to withdraw or could not continue this class and failed because there were overwhelmed. They told me that after semester and/or mentioned that when they take the class again that they had hard time to cope with all the document processing in OA210 because there is no class to “begin/start” so they know that they have to work very hard, and for many of them, it is not possible to get all those documents done. I believe and thanks to the research on internet, they are similar programs for administrative workers in USA, Canada and around the world that they have first level Document Processing which is introductory class (let’s say we can call it OA110 Document Processing) and after that this class will be as Prerequisite to the OA 210 Document Processing and will be (as it is now) for the second year students of OA Program. I believe also OA 110 would be a good to have a prerequisite for OA211 Business Communication Class as well and the English Class (which is already written but not approved by CPC). As head of OA Program, I had complains from the instructors (as well as students straggling in OA211 class). Those students are not enough good to take and pass those classes (OA 211 and OA210), so it is important to look at this problem as a challenge and offer students those classes which will help them and also instructors to be more efficient and successful. I believe it will help students to better cope with the English aspect of the letters and other documents writing in general.

- b. Does the student assessment data and/or any other college plan indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.

Yes there is a need to create those two OA Classes (OA110 Document Processing and OA100 Office Administration Keyboarding) and plus look at new EN proposed class which was taken into consideration but not approved by CPC in the past because there were not enough data or supportive information on the need of this class.

I believe we have to take away 2 Accounting Classes (BU 130 and BU 131) because they are focused on the accounting and we have as PCC Accounting major and diploma so administrative workers who are going to be in the work force do not necessarily need those accounting skills but they have to be more efficient and effective in the administrative work which are supported by all PLOs of all OA Program and CLOs of all courses. Also there is a class (one of IT200 or CS212) and we are not sure right now to recommend which might be eliminated but we have to meet with both instructors and deeply analyze which course is repeating the knowledge that means one will not be necessary for students to keep and there we will have room for the new English Class which is very crucial to establish for the OA Program Students. We will need to have some more time (Feb/March) to decide on which class we will keep and which to eliminate and so we have to bring it to the CPC discuss and approve.

I believe, that we can improve the existing OA Program because it is for sure, very important major at PCC, and it is important for community here in Palau as well as in Micronesia because there are also another 5 nations (of Yap, Chuuk, Pohnpei, Kosrae, Marshalls) whose students are in this major. It is very crucial for growing economies in Palau and Micronesia.

- Summary of Action Plans

1. Create 2 classes for OA Program - first class: OA 100 Computer/Office Administration Keyboarding for administrative workers – it can be open to all students if they are interested to learn how to use all 10 fingers and have speed (at least 40 strikes per minute / spm) and accuracy (no errors in the typing texts), get a book or develop a booklet which will help to conduct the exercises for students to get the speed and accuracy by using all 10 fingers in professional manner.
2. Create second new class for OA Program OA110 Document Processing Class (for 1st level of OA Program) as Introduction to the Document Processing which will focus on to understand and create 2-4 documents only in the professional style in timely manner. There can be a creation of a simple letter plus different styles/approach, creation of invoices, creation of receipts with speed and accuracy, and creation/style of agenda wizard and creation of minutes of a meeting wizard.
3. Approve these 2 plus approve the already written EN Class which will be available especially for OA Program but open to all students if they like to learn. I believe it will be good for BA and BU students as well.

- Summary of Resource Request (if any)

- a. All resource requests should be tied to at least one of the following:
 - An institutional learning outcome
 - A program learning outcome (PLO)
 - A course learning outcome (CLO)
 - Other college plans

- b. What will be the anticipated outcome if resource request is granted?

I believe by creating these 3 new courses for OA Program – this program will serve students better and enrolment will increase as well as successful and the number/ratio of the students enrolled, passed, and graduated as well by at least 5-10% increase.

- c. Describe the resource request in detail.

*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved academic department plan or committee plan.

Appendix A: Program Review Assessment Data

1.0 Program Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw

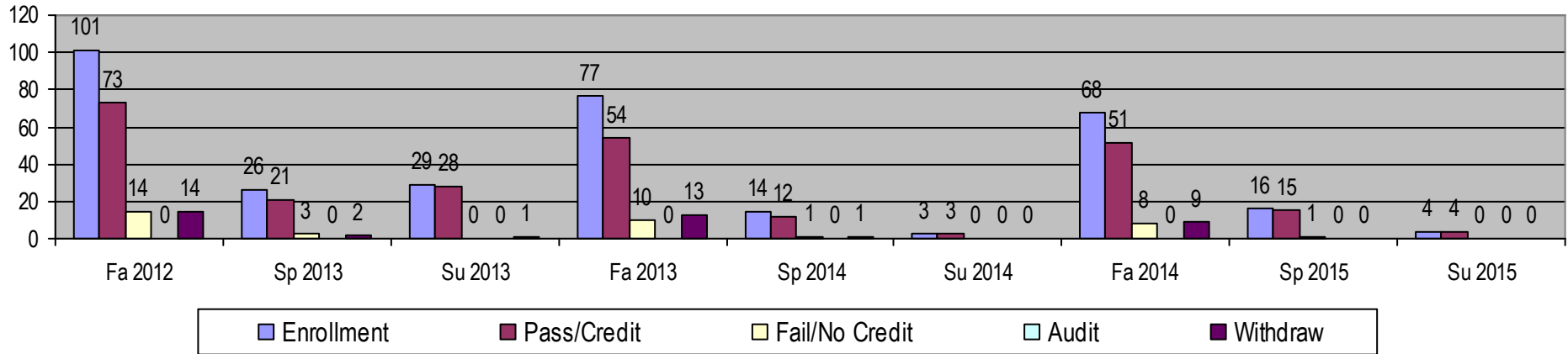


Figure 2. Number of Graduates

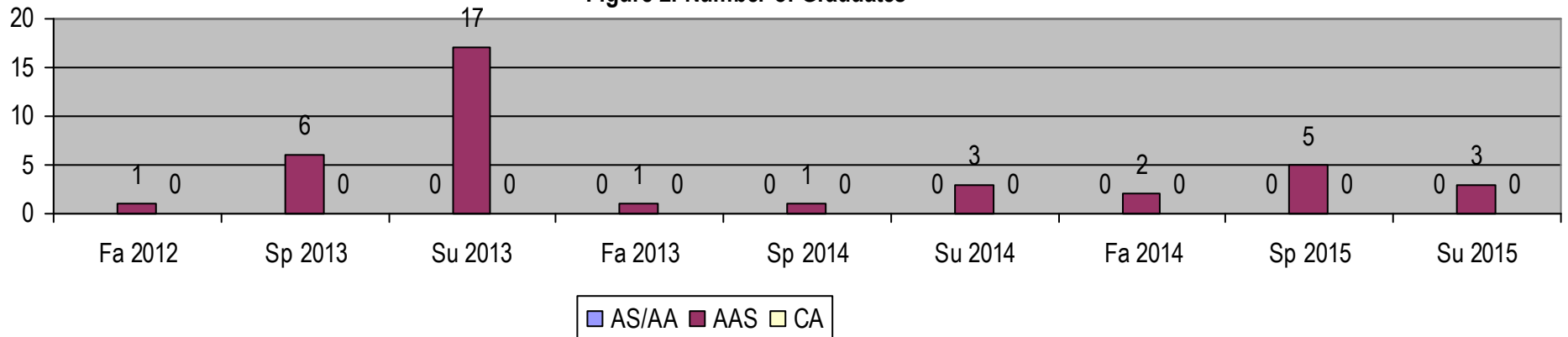


Figure 3. Number of Classes Based on Student Enrollment

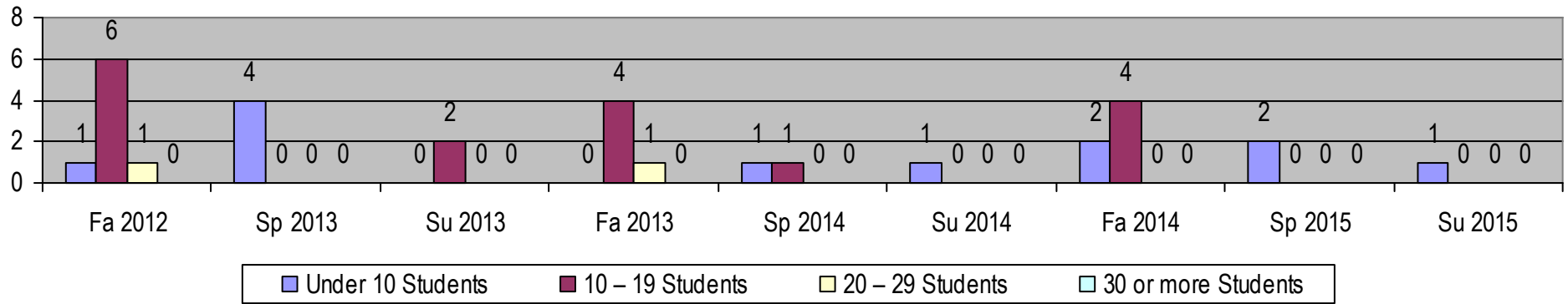


Figure 4. Class Offering

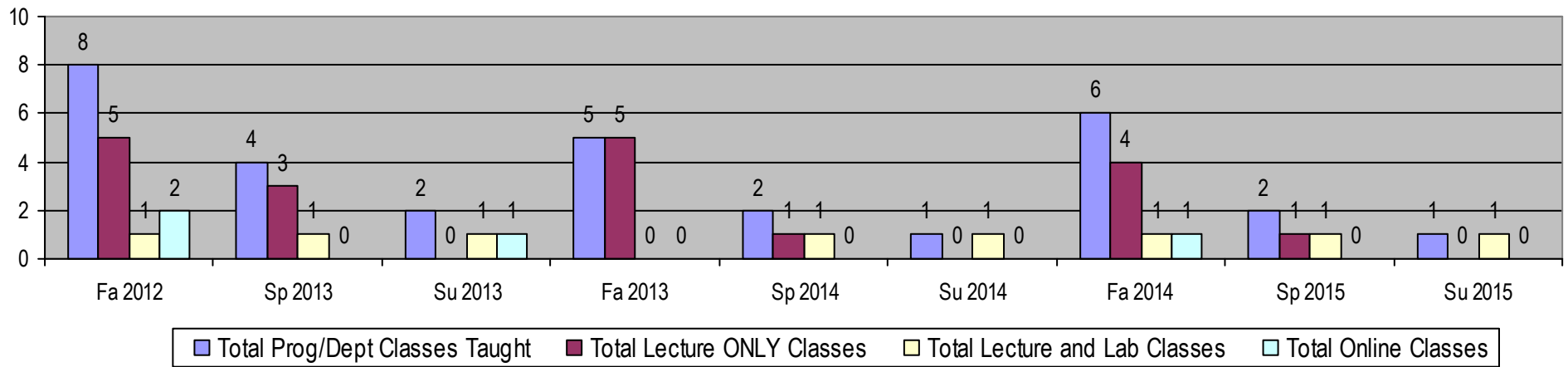
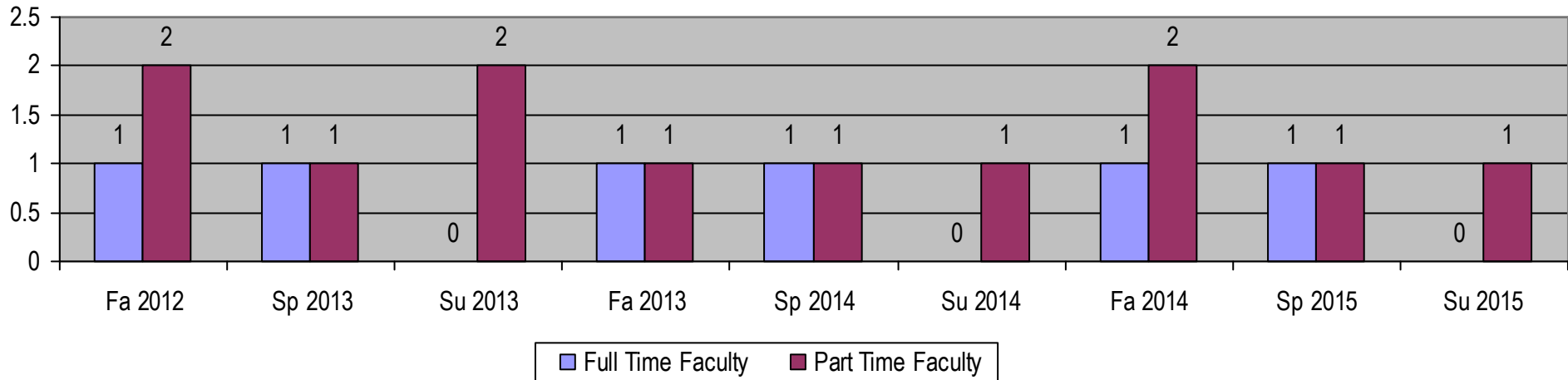


Figure 5. Faculty Head Count



NOTE: Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own, therefore, are considered Part Time Faculty.

Table 1. Faculty to Class Size Ratio (program headcount)

Ratio	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full Time Faculty (F : S)	1:62	1:20	0:0	1:60	1:13	0:0	1:44	1:8	0:0
Part Time Faculty (F : S)	1:13	1:6	1:14.5	1:17	1:1	1:3	1:12	1:8	1:4

2.0 Student Learning and Curriculum

How many program courses are there? (refer to catalog)	%of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of PLOs aligned with ILOs
5	100%	100%	The are all updated with the new book editions	100%

3.0 Course Assessment Data

SAMPLE

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2012	OA112	CLO 1,4–PLO#1,3,4,5 CLO 2,3,5 – PLO 1,2,5	79% of students performed at proficiency level, therefore no needed any changes and it will continue to offer the course and make changes as deemed necessary
Fall 2012	OA210	CLO1-3 = PLO#1-5	79% of students performed at proficiency level for CLO#1-3

Year 1: School Year 2013

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Spring 2013	OA 221	CLO1-5 = PLO#1-5	100% of students performed at proficiency level for CLO#1-5
Fall 2013	OA112	CLO 1,4– PLO#1,3,4,5 CLO 2,3,5 – PLO 1,2,5	74% % of students performed at proficiency level, therefore no needed any changes and it will continue to offer the course and make changes as deemed necessary
Fall 2013	OA210	CLO1-3 = PLO#1-5	100% of students performed at proficiency level for CLO#1-3
Fall 2013	OA211	CLO#1 - PLO #1,2,& 4 CLO#2 = PLO# 1,2,&4	93% of students performed at proficiency level for CLO#1, 82% of students performed at proficiency level, therefore no needed any changes and we will continue to offer the course and make changes as deemed necessary

Year 2: School Year 2014

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Spring 2014	OA221	CLO#1 = PLO#1 CLO#@ = PLO#2 CLO#3= PLO#4 CLO#4=PLO#1 CLO#5=PLO#3,5	100% of students assessed have reached the proficiency level in all CLO 1-5
Spring 2014	OA222	CLO1-5=PLO#1-5	100% of students assessed have reached the proficiency level in all CLO 1-5

Fall 2014	OA112	CLO 1,4– PLO#1,3,4,5 CLO 2,3,5 – PLO 1,2,5	94% of the students performed at proficiency level at CLO#1 100% of students assessed performed at proficiency level in CLO#2 CLO#3 100% of students performed at the proficiency level
Fall 2014	OA210	CLO#1- 3=PLO#1-5	100% of students assessed have reached the proficiency level in CLO1, 74% of students performed at proficiency level in CLO#2 and CLO#3
Fall 2014	OA211	CLO#1 - PLO #1,2,& 4 CLO#2 = PLO# 1,2,&4	80% of students performed at proficiency level for CLO#1, 84% of students performed at proficiency level, therefore no needed any changes and we will continue to offer the course and make changes as deemed necessary
Fall 2014	OA222	CLO1- 5=PLO#1-5	100% of students performed at proficiency level for all CLOs#1-5

Year 3: School Year 2015

Semester Assessed	Course Assessed	CLO – PLO Alignment	Results of Assessments
Spring 2015	OA221	CLO 1-4 = PLO1-5	100% of students performed at proficiency level for all CLOs#1-5
Spring 2015	OA222	CLO1- 5=PLO#1-5	86% of students performed at proficiency level for CLO#1 100% CLO#2
Su 2015	OA222	CLO1- 5=PLO#1-5	100% of students performed at proficiency level for all in CLOs#1-5
Fall 2015	OA112	CLO1-3 = PLO#3 CLO#2 = PLO#3	100% of the students performed at proficiency level in CLO#1-3 87% of students performed at the proficiency level in CLO#4
Fall 2015	OA210	CLO#1- 3=PLO#1-5	100% of students performed at proficiency level in CLO#1-3
Fall 2015	OA211	CLO#1 - PLO #1,2,& 4 CLO#2 = PLO# 1,2,&4	54% of students performed at proficiency level for CLO#1, 67% of students performed at proficiency level,

4.0 Program Learning Outcomes (PLOs) Assessment

List PLOs	Proficiency Level	Results of Assessments
OA PLO#1	OA 112 CLO 1-4 OA 210 CLO1-3 OA211 CLO 1-2 OA221 CLO 1,4 OA222 CLO 1	90.8% of the students reached the proficiency level for OA PLO #1. No action is needed.
OA PLO#2	OA 112 CLO 1-4 OA 210 CLO 1-3 OA 211 CLO 1-2 OA 222 CLO 3	88.5% of the students reached the proficiency level for OA PLO #2. No action is needed.
OA PLO#3	OA 112 CLO 1,4 OA 210 CLO 2,3 OA 221 CLO 1,3 OA 222 CLO 3	100% of the students reached the proficiency level for OA PLO #3. No action is needed
OA PLO#4	OA 112 CLO 1-4 OA 210 CLO 1-4 OA 221 CLO 3 OA 222 CLO 1-5	84.6% of the students reached the proficiency level for OA PLO #4. No action is needed
OA PLO#5	OA 112 CLO 1-4 OA 221 CLO 5 OA222 CLO5	93% of the students reached the proficiency level for OA PLO #5. No action is needed

5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Typing /Keyboarding Class	Ongoing research and preparation of new courses for level 1 (first year of the OA Program –	to make OA Program stronger

6.0 Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
1. a) Prepare Course Outline for OA100 Office Administration Keyboarding Class b) and approve by CPC	It will improve PLO1-5 especially PLO#2 and PLO #3 and also give chance to make the OA Program stronger and more attractive to all students in Business Departments	1. Full time faculty can prepare the Course outline and teach that class 2. Computer lab = (PCC has already existing computers labs)	Spring 2016
1. a) Create second new class for OA Program OA110 Document Processing Class (for 1 st level of OA Program) as Introduction to the Document Processing b) Approve by CPC	It will improve PLO #2 and #3 and make stronger second year students to successfully accomplish their studies. This course will be prerequisite for OA 210	1. Full time faculty can prepare the Course outline and teach that class 2. Computer lab = (PCC has already existing computers labs)	Spring 2016
2. Approve by CPC a new English Class (EN.....) for Administrative Workers.	This course is intended to strengthen business students' grammar skills so that they are able to write clean, precise business correspondence, it will be prerequisite for OA211 and OA221	Part time English teacher	Spring 2016

1. Create 2 classes for OA Program - first class: OA 100 Computer /Office Administration Keyboarding for administrative workers – it can be open to all students if they are interested to learn how to use all 10 fingers and have speed (at least 30 strikes per minute / words per minute) and accuracy (no errors in the typing texts), get a book or develop a booklet which will help to conduct the exercises for students to get the speed and accuracy by using all 10 fingers in professional manner.
2. Create second new class for OA Program OA110 Document Processing Class (for 1st level of OA Program) as Introduction to the Document Processing which will focus on to understand and create 2-4 documents only in the professional style in timely manner. There can be a) creation of a simple letter plus different styles/approach, creation of invoices, creation of receipts with speed and accuracy (15 words per minute), and creation/style of agenda wizard and creation of minutes of a meeting wizard.

3. Approve these 2 plus approve the already written EN Class which is focusing on which will be available especially for OA Program but open to all students if they like to learn. I believe it will be good for BA and BU a students as well. This course is intended to strengthen business students' grammar skills so that they are able to write clean, precise business correspondence and be prerequisite for OA 211 and OA221.

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	1 full time instructor (for keyboarding and document processing class level 1) = We can use the full time instructor - 1 part time English Instructor		<ol style="list-style-type: none"> The existing full time instructor of OA Program can teach the new keyboarding and also the document processing class level 1. One part time instructor from English Department
Facilities	Computer lab	Existing at PCC	
Equipment	Computers, printers	Existing at PCC	To get the knowledge of fast/timely manner processing and printing
Supplies	Folders, paper		For students to get ready to file and keep accurate documents organized in a folder
Software	Existing Microsoft Word	Existing at PCC	
Training	New Trends on OA Field	Conference Fee, Air ticket, Accommodation, Food approx. \$4,000-\$6,000	All trainings and conferences on OA Field I have found are during Spring or Fall semesters and it is hard to just leave for those opportunities. Look for a summer trainings or conferences in USA or Europe
Other			
Total		\$6,000	

Appendix B: Provide Program Learning Outcomes (PLOs)

Appendix C: Provide program mapping that shows alignment of CLOs – PLOs – ILOs

Appendix D: Provide signature assignment form

Appendix E: Provide all supporting evidence for this review

OFFICE ADMINISTRATION (OA) Program

PLO #1: Proper Attitudes and behaviors: Students will demonstrate proper attitudes and behaviors that will help students enter, perform and progress rapidly in a business environment.

PLO#2 Communication: Student will communicate clearly, concisely, and correctly in spoken and visual form as expected from a supporting staff/administrative professional

PLO#3 Record Management: Students will maintain records to ensure organized electronic and paper records for the workplace.

PLO#4 Document Processing: Students will prepare accurate business documents by a specified deadline available computer technology.

PLO#5 Bookkeeping: Student will keep accurate bookkeeping records for the workplace.

Signature Assignment Alignment:

Course Number	Course Title	Semester Credit	Signature Assignments:
OA112	Record Management	3	Final Exam, Jo 1 from Simulation Package, Database Update
OA 210	Document Processing	3	Folder with 29 Documents including Email message
OA 211	Business Communication	3	Letter and Resume
OA 222	Internship	3	1. Perform filling duties 2. Prepare routine business correspondence using Microsoft Word and Excel, 3. Perform administrative tasks 4. 4. Perform bookkeeping tasks

**OFFICE ADMINISTRATION PROGRAM MAP (OA 112,
OA 210, OA 211, AND OA 221, OA222)**

COURSE	PLO 1 (Proper attitudes and behaviors) Students will demonstrate proper attitudes and behaviors that will help students enter, perform and progress rapidly in a business environment.	PLO 2 (Communication) Students will communicate clearly, concisely, and correctly in spoken and visual form as expected from a supporting staff/administrative professional.	PLO 3 (Record Management) Students will maintain records to ensure organized electronics and paper records for the workplace.	PLO 4 (Document processing) Students will prepare accurate business documents by a specified deadline using available computer technology.	PLO 5 (Book Keeping) Students will keep accurate book keeping records for the workplace.	Institutional Learning Outcomes (ILOs)
OA 112	CLO 1-4	CLO 1-4	CLO 1-4	CLO 1-4	CLO 1- 4	ILOs 1 - 5
OA 210	CLO 1,3	CLO 1,2,3	CLO 2,3	CLO 1,2,3		ILOs 1 - 5
OA 211	CLO 1 - 2	CLO 1 - 2		CLO 1 - 2		ILOs 1 - 5
OA 221	CLO 1,4	CLO 2	CLO 5	CLO 3	CLO 1,5	ILOs 1 - 5
OA222	CLO 1	CLO 3	CLO 3	CLO 4	CLO 5	ILOs 1 - 5