



2014-15 WORKFORCE PROGRAM REVIEW

PROGRAM NAME: OFFICE SYSTEMS TECHNOLOGY

REPORT PREPARER: LINDA THOMPSON PHONE EXT. 6815

WORKFORCE PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of faculty effort in instruction, scholarship, outreach and engagement, and service across the district/campus. It should be a comprehensive and functional depiction which sets the context of the workforce program and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional or state initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting enrollment figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in “service learning courses;” substantial increase or decrease in the number of students with intended award completion; a disruptive technology impacting market demand). This is also not meant to be a statement which establishes the level of quality of the program. It should be focused clearly on what is done in the name of the program.

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the workforce program and its context? Provide evidence to make a case for each assertion made.

Points to consider:

- Instructional efforts by program faculty
- Related scholarship efforts by program faculty
- Outreach and engagement efforts by program faculty
- Service across the campus by program faculty

2014-15 WORKFORCE PROGRAM REVIEW

- Office Systems Technology’s mission is to prepare students for performing professionally in the ever-changing local area workplace through step-by-step, simple-to-complex hands-on technology training and critical thinking, problem-solving communications. The program is designed to incorporate both the technical and behavioral aspects of careers in the general or medical office fields. Areas of study include: keyboarding; word processing; desktop publishing; proofreading and editing; records and information management; business correspondence and communications; database, presentation, and spreadsheet software; office management; and basic manual and computerized accounting.
- The Office Systems Technology (hereafter referred to as OST) department program has been an important workforce component of the College since the inception of Collin College, then called Collin County Community College District. The original OST department was named Office Administration (OFAD). Classes were all face-to-face on site and offered 9 to 3 Monday through Thursday when stay-at-home parents could come learn while their children were in school and offered 5 to 9 evenings to accommodate career adults. From then to now, OST graduates proved valuable to the community, including the College, as many OST graduates are employed by Collin College. Skills taught by OST are integral to all businesses and organizations, validating OST’s continued importance to the College and community.
- Office Systems Technology (hereafter referred to as OST) program faculty deliver instruction in 13 credit courses, individually tutor students for more than 2 thousand required assignments on an impromptu basis in an open classroom/laboratory or online, and oversee 2 cooperative work experience courses, requiring faculty to be well-prepared in advance in many areas related to the department’s delivery of consistent, quality instruction to students. OST was one of the first departments to standardize course content. OST courses therefore provide equitable learning experiences for all students (day/night, online/face-to-face).
- Because technology changes often, faculty are always learning new software programs, operating systems, and technologies and then routinely updating course components to match current instructional objectives based on advisory committee guidance and community needs. Faculty attend seminars, workshops, and webinars in addition to investing significant time in personal study of the ever-changing details involved in keeping courses current and relevant.
- As mentioned above, OST Advisory Committee input drives OST curriculum and engagement decisions. Committee members share local area workforce needs and make suggestions for preparing students for employment in the field. Students are encouraged through the OST Cooperative Work Experience capstone courses to participate in area internships. Faculty, supervisor, and student work together as a team to make the work experience meaningful for the student and productive for the supervisor.
- Faculty are actively involved in college service. Examples include participation in various college committees – Collin Serves, Faculty Council Technology Committee, Council on Excellence, All College Council, Scholarship Committee. In addition, faculty chair employment search committees, program improvement plans, and program review reports. OST also offers online advising for OST students as an extra college service; this advising continues through breaks between terms, which are often the busiest times for advising. OST specific advising is especially helpful to students concerning recommended course sequencing and course combinations for better student success.

2014-15 WORKFORCE PROGRAM REVIEW

Briefly summarize the topics that are addressed in this self-study:

- OST's mission, history, and continued importance to Collin College.
- OST's responsiveness to changing needs for community, college, and students.
- OST's review and evaluation of departmental effectiveness and student success.

2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN

The question of “why we do the things we do?” is one which focuses on the mission of the program, goals and priorities, and the role of the program within the discipline and college. You do not need to repeat the college mission, core values or strategic goals. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission, core values, and goals.

Poor example: Core values are integrated into program coursework. (Not verifiable).

Good example: Core values are integrated into coursework through written reflections (Verifiable).

Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life. (Replicable, Verifiable)

A. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission.

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.

Workforce, economic, and community development initiatives designed to meet local and statewide needs.

- OST curriculum is designed to guide students step-by-step through simple-to-complex hands-on assignments for individual development of workplace skills that provide a competitive employment advantage in the current local area workplace. Students complete assignments requiring them to communicate effectively, think critically and accurately, and function productively in teams. Advisory Committee members continue to verify that OST graduates are expected to integrate into existing employment departments. Team projects are an especially effective way to prepare students for this expectation.

2014-15 WORKFORCE PROGRAM REVIEW

- To accomplish program goals of preparing students well for their chosen focus in the OST field, OST offers the following career preparation options. In addition, OST is receptive to updating delivery methods, as beneficial for student success. As mentioned earlier, courses were originally all offered in traditional, face-to-face time windows. Then, OST trended to offering courses through a Daily Flex-Entry method that allows students to learn in a classroom-laboratory anytime 9 to 9 Monday through Thursday and 9 to 1 Friday, creating a no-excuses plan allowing students with varying commitments to still learn in a well-equipped environment that also includes individual tutoring by faculty. OST is trending again and is offering all courses online, with a select few returning to a traditional face-to-face classroom setting at Spring Creek Campus. Obviously, OST is responsive to ever-changing needs and creative in finding ways to meet current needs.
 - Associate of Applied Science degree in Office Systems Technology
 - Certificate in Office Systems Technology
 - Certificate in Medical Office Support
 - Marketable Skills Achievement Award in Accounting Support
 - Marketable Skills Achievement Award in Office Systems Technology

B. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college [core values](#).

Learning

Service and Involvement

Creativity and Innovation

Academic Excellence

Dignity and Respect

Integrity

- OST course requirements address both learning and academic excellence. For example, course requirements measure learning through specific, required assignments, with highest grades awarded for academic excellence.
- Unexpected technology issues always drive creativity and innovation for the savvy student who creates options for working around issues. Extra credit is granted in many classes for students assisting classmates with solving problems. Many courses include a Discussion forum for classmates' helpful interactions, encouraging meaningful online discussions.

2014-15 WORKFORCE PROGRAM REVIEW

- Dignity, respect, and integrity are expected of all faculty and students in all aspects of communication and instruction. Syllabi address penalties for infractions and address specifics in the included Netiquette policy. Professors monitor and guide students' interactions, as advisable, whether online or in class. OST faculty and staff demonstrate dignity, respect, and integrity in performing their duties, serving as mentors to students. Suggestion: In the interest of security while monitoring interactions among online students, it would be helpful to faculty to have access to all student ID photos on the Intranet for the purpose of better identifying online students. For example, if an online student becomes upset with his/her assigned faculty for the course, the student has the faculty's schedule and usually also a photo from the faculty homepage. Online faculty need to be able to facially recognize an upset online student walking in the faculty office or classroom. . . .
- Service and involvement are addressed through OST's cooperative work experience options; however, students also demonstrate service and involvement when assisting other students and/or working in teams. Students are so helpful concerning classmates that faculty can learn from the students' discussions, too!

C. Provide program-specific evidence that supports how the program supports the college [strategic plan](#).

1. Improve academic success by implementing strategies for completion.

- OST created an online delivery option for all courses to better allow the OST unique population of mostly returning adults to complete their college credentials along with their other commitments. Online learning permits career adults to study around their employment requirements, including travel. Faculty know from online advising that this has been helpful in fostering completion. Students have voluntarily thanked online faculty for creating a way for them to study late evenings and weekends, after fulfilling weekday career and parenting commitments.
- Faculty assist Institutional Research in locating graduates and defining their employment by maintaining professional relationships with students after graduation, when possible, and by maintaining digital student advising files for researching student information helpful in contacting and tracking graduates.

2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workplace opportunities.

- OST created the Accounting Support MSAA to meet current workplace needs, resulting in increased accounting enrollment. This was in response to accounting being part of InterLink's target occupations for the North Central Texas area. It was also in response to Advisory Committee input that included mention of QuickBooks Pro as a valued skill for small businesses.

2014-15 WORKFORCE PROGRAM REVIEW

- OST remains receptive to including Continuing Education students in online courses and has combined student populations in the past. Our history includes adding Continuing Education students to online courses, asking them to complete the same assignments as credit students, providing them detailed feedback on what their credit performance grade would have been, and keeping the attendance and participation records needed for Continuing Education credit. OST certainly would combine credit and non-credit students in OST sections anytime it proves beneficial for the college. Suggestion: It would be helpful to have the credit section offering decided and in place for inclusion in the Continuing Education schedule of offerings.
 - OST participates in agreements with area high schools and universities for high school to college and college to university pathways. History includes faculty participation in tech prep programs with area high schools. For example, OST has long had an agreement in place with The University of North Texas for OST associate degree graduates to continue bachelor's degree course work at UNT.
 - OST provides a well-equipped open classroom laboratory offering convenient hours 9 to 9 Monday through Thursday and 9 to 1 Friday at Spring Creek Campus where students enjoy a deluxe office away from home for completing hands-on assignments and receiving individual tutoring, as needed. State-of-the-art well-equipped workstations offer current software and operating systems for students to practice training for current employment needs. Ten-key calculators are also provided for students wanting to use them for accounting assignments. Suggestion: It would be great if WECM would bring back a credit option for the Electronic Calculator course OST offered in the past. That course taught business math skills in addition to ten-key by touch and the various calculator functions. The course would be beneficial in the Accounting Support MSAA.
3. Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values. We have a passion for: Learning; Service and Involvement; Creativity and Innovation; Academic Excellence; Dignity and Respect; Integrity.
- The online Blackboard course discussion community and the model office on-site classroom environment provide realistic environments for fostering and monitoring adherence to core values by faculty, students, and staff. Expectations are addressed up front in faculty syllabi. Faculty and staff model workplace professionalism through their own appearance, performance of duties, and interactions with students.
 - Faculty and staff adhere to the recommended policy of communicating with students through Cougarmail, CougarWeb, and/or Blackboard Mail, protecting the privacy of students and their information.
 - Students are encouraged to complete evaluations of instruction which include suggestions for improvements and are helpful to faculty and staff in making improvements, where possible.

2014-15 WORKFORCE PROGRAM REVIEW

4. Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.
 - Advisory Committee input is key to OST awareness to current and future community needs. Fortunately, the Committee includes two temporary employment executives who provide a wide view of community employment trends.
 - Advisory Committee guidance is helpful in OST building relationships with related community organizations, such as the area organization International Association for Administrative Professionals, all working in the OST field.
 - OST has changed its Advisory Committee meeting format from faculty reporting to committee led discussions for agenda items. An ending agenda item includes opening discussion to anything not already covered through the agenda. This has verified that QuickBooks is a desired skill for area small company employers and revealed how important MS Word and Excel skills are for OST graduates. Consequently, OST faculty are advising students of the importance of these skills and considering any course component or curriculum requirement changes that might better prepare graduates in these areas.

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY EMPLOYERS

Make a case with evidence to show that employers need and hire the program's graduate.

Points to consider:

- How many entry-level jobs are in the DFW Metroplex for people with an associate in a related field? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more of Collin's top transfer institutions or that you plan to develop one. Talk with top transfer schools for this program and learn whether Collin students transfer with minimal loss of credits.
- Is this program the top source of entry-level employees in this field for Collin County employers?
- What proportion of the program's graduates has related employment within six months of graduation?
- Are starting salaries of program graduates higher than for people who do not have any college?
- What changes are anticipated in market demand in the next 5 years? Do local job projections in this field show maintenance or growth? How many related job retirements are projected in the Metroplex over the next 5 years?
- Does the program have adequate business/industry partners representative of Collin County or Metroplex job opportunities on its Advisory Committee? Do these partners attend the two Advisory Committee members each year?

2014-15 WORKFORCE PROGRAM REVIEW

- Do program graduates exceed local demand, is the program able to meet local demand or does demand exceed the number of program graduates?
- If there are a great many more related jobs in the Metroplex than the program is graduating, how does the program plan to recruit more students to meet this demand? What other local sources are available for employers to get trained employees? Are there lessons to be learned by these program competitors?

- The majority of OST students seek employment that focuses more on skills gained in OST certificate programs, and this seems to meet area employment needs. Those pursuing an associate degree are more often planning to transfer to a university to complete a bachelor's degree.
- OST has a transfer agreement in place with The University of North Texas for a smooth transition experience for OST graduates seeking a bachelor's degree in the field.
- Data is gained from required Data Sheet forms completed by students at the beginning of each term for each OST course in which they are enrolled, where students comment on their reasons for taking courses, with comments often indicating career objectives and current employment commitments.
- Market demand is expected to grow as Collin County adds population. OST skills are foundational for most businesses and organizations. Collin College has chosen to hire many OST graduates, validating the value of the program to the College.
- Starting salary can be determined by a set limit, according to skills demonstrated, or higher because of respect for a completed college credential. Salary variance is determined by the employer. In general, it does seem that OST graduates are more competitive for higher-paying positions with benefits. According to Collin's Institutional Research reports, In fields for which OST provides programs, average annual earnings by program category are:
 - \$19, 136 for basic accounting support
 - \$32,552 for medical office support
 - \$31,158 for general office support
- Skilled OST graduates seem to have no difficulty gaining employment, if that is their objective. The OST program includes job hunting guidance. However, OST students who struggle through classes, needing extensive tutoring, carry those same personal traits to the employment application experience and can find employment more challenging.

2014-15 WORKFORCE PROGRAM REVIEW

- Employers surveyed in 2013 by Institutional Research were largely satisfied with the performance of Collin College graduates in all areas. Overall, 95% of the employers/companies were satisfied with the preparation of Collin Graduates. However, the small number of responses does not allow analysis at the program level.

4. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY STUDENTS

Make a case with evidence to show that students want the Degree or Certificate using the enrollment history. Include any plan for increasing program enrollment.

Points to consider:

- Number of students who declared their intent to earn an AAS or certificate in each of the last 4 years?
 - Is enrollment declining, flat, growing, or not exhibiting a stable pattern?
 - Is this number sufficient to allow the required courses in the program to be offered at least once within a 2-year cycle?
 - What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?
 - Are there any actions taken to identify which students enrolled in program-required courses early in the degree plan intend to complete a certificate, associate degree and/or a baccalaureate in a related field? If yes, is the program actively managed regarding retention and completion? Please briefly describe these management actions. If no, please develop and describe a plan to identify these students as early in the program as is feasible.
-
- Most OST students want employment that fits their needs, and that can vary widely. Many are single parents needing income and benefits but also needing family flexibility.
 - Enrollment is stable, with larger numbers in times of unemployment and resulting retraining and lower numbers when employment is readily available and the economy is better.
 - Enrollment does allow required courses to be offered within a 2-year cycle and usually more often. The department goal is for a student to be able to complete a certificate in one academic year. OST online advising is available to guide students concerning course sequence and combinations for completion and success. If enrollment patterns continue, the program should remain stable and very beneficial to the community.

- Required OST Data Sheet forms indicate each student’s academic objective for each course each term, which allows faculty to guide students to completion through the individual advising process. One faculty serves as official online advisor for the department, maintaining electronic advising folders for students for years, allowing follow up for completion or retraining.

Are We Doing Things Right?

This section is a data-driven analysis of the strengths and challenges of the unit. It includes such topics as instructional productivity, faculty recruitment and retention, student retention and graduation rates as well as the discussion of student learning outcomes assessment. External judgments of quality such as external accreditation, faculty awards and student awards may also be discussed in this section. Other issues important to the unit also belong here as appropriate.

The assessment of student learning outcomes is an essential part of this section in how it relates to decisions about curriculum. Measures of learning outcomes may include but should not be limited to student survey data. Student learning outcomes should primarily focus on direct measures in which students demonstrate their learning. Examples of direct measures include papers, presentations, and direct application of skills. The narrative should include the ways in which student learning outcomes have been measured, what the data showed, and any action taken as a result of the data analysis. For example, to assess writing skill within the program, a program compares samples of student writing from an introductory course with a written assignment from a capstone assignment. The evaluation indicates significant progress in writing skills over the course of the program, with the average score increasing from 80.5 to 92 over the degree plan coursework. If students showed no change in writing ability then this example would also include the changes implemented in an effort to improve the student writing outcome. A program’s analysis might indicate the process for assessing student learning needs attention. Perhaps the rubric, measure or assignment used to assess the program learning outcomes is not well aligned. For instance, the outcome says “the student will apply program methodology to analysis of a situation” but the means of assessment emphasizes students’ recognition of key terms and their definitions. How the program will take action to address the misalignment should be included in the last two sections of this document.

5. WHY WE DO THE THINGS WE DO: DOES THE PROGRAM CURRICULUM LEAD TO COMPLETION?

Make a case with evidence to show the program offers a clear pathway to completion. Include any plan for raising the number of completers.

Points to consider:

2014-15 WORKFORCE PROGRAM REVIEW

- Number of students who completed the award in each of the last 4 years? If the number of graduates does not average 5 or more per year, include a plan to increase completers.
 - Address the percentage of students who are completing your workforce certificate or degree prior to transfer out.
 - At what point(s) are a substantive percentage of students dropping out of the program? Look at the Program-based course performance of the technical courses to see enrollment flow through the program curriculum.
 - Are program drop-outs changing to another Collin program or leaving the institution?
 - Are there any unaddressed curricular barriers to completion? Review the course enrollment, course retention rate, course success rate, and periodic scheduling to identify barriers to program completion.
-
- Completers each year are as follows:
 - 36 for 2010,
 - 44 for 2011,
 - 28 for 2012,
 - 29 for 2013,
 - and 25 for 2014,
 - totaling 162 completers and far exceeding the standard.
 - OST remains committed to increasing the number of completers and has therefore created an online section offering for every OST course, which allows even those forced to move out of the area to complete their Collin OST program credentials.
 - Many students study part-time because they have other significant commitments, such as full-time employment. This often stretches their completion of a one-year certificate into a longer time period. As explained below, most students who discontinue studies along the way do so more often because of personal issues than academic ones.
 - Most of our students do not transfer; they come to learn workforce skills and then seek employment.
 - According to advising discussions, most students who drop out are not going to another program or institution. They are leaving because of personal health issues or because they cannot keep up with overall overwhelming commitments, such as employment or care-giving in addition to studies, or simply because they find college level work too challenging.
 - There are no barriers to program completion. That path was smoothed by creating an online section of each course, making courses more available to all. Courses and components therein are sequenced to provide simple-to-complex steps to success. Structured traditional face-to-face class scheduling for selective courses is being introduced as part of OST's continuing plan to improve overall completion and success.

2014-15 WORKFORCE PROGRAM REVIEW

B. Make a case that the program curriculum is current.

Points to consider:

- How does the program curriculum compare to similar programs at peer schools?
- Is the program curriculum in line with any professional association standards or guidelines that may exist?
- If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

- The program is similar to other area office technology programs, with some outstanding offerings in our program, such as the Accounting Support MSAA and the Proofreading/Editing course, which is especially helpful for ESL students.
- Some other programs require more business math content. We would still be teaching an Electronic Calculators course that included business math if WECM had not eliminated the course from the credit manual.
- In response to recent Advisory Committee input that business writing is gaining importance, we will be evaluating writing components already included in the program and perhaps strengthening those by adding a stronger business focus.
- The program aligns well with IAAP (International Association of Administrative Professionals) guidelines. IAAP members have attended OST Advisory Committee meetings and provided valuable input.

C. Make a case with the Advisory Minutes that the Advisory Committee has employers who are active members that are representative of Collin County employers.

1. How many employers does your Advisory Committee have? Unlimited, because two members supervise temp agencies
2. How many employers attended the last two meetings? 9
3. Include any resources they contribute to the program (time, equipment, supplies, money, co-op spots) in the Partnership Table in section 8.
4. Briefly summarize the curriculum recommendations made by the Advisory Committee over the last four years.
 - Replacement of POFI-1301 Computer Applications – MS Word Productivity with existing POFI-2301 Word Processing – MS Word

2014-15 WORKFORCE PROGRAM REVIEW

- Adjustment of the AAS degree to 60 credit hours to satisfy State requirements
- Termination of the Legal Office Support certificate in compliance with State requirements for reducing certificates to two, retaining the more popular Office Systems Technology and Medical Office Support certificates.
- Termination of MRMT-1307 Medical Transcription I from Medical Office Support certificate requirements because the division offering that course terminated it when their program certificates were required to be reduced to two.
- The OST Advisory Committee is small but very effective and includes two members who oversee employment agencies that serve the employment needs of many area businesses and organizations across Collin College's service area, dramatically increasing the number of businesses represented. Note that businesses included represent education, healthcare, and many aspects of business. As documentation, the Advisory Committee membership includes the following:
 - Autry Daniel, Assistant Director of Human Resources for Plano ISD
 - Sharron Edwards, Employment Counselor for Temps of McKinney
 - Andrea Estrada, CAP Outcomes Data Analyst for Baylor Medical Center of McKinney
 - Trevellya Ofton, CAP Administrative Assistant FM Global for Dallas Operations
 - Lisa Patterson, Area Branch Manager for Volt Workforce Solutions in Plano
 - Barbara Spampinato, CPS (Certified Professional Secretary), Polytronic, Inc., in Richardson
 - Janet Stiles, Associate Faculty for Health Information Management, Division of Health Sciences and Emergency Services

D. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

- With rare exception, courses enroll the required number of students. Occasionally two related course sections are combined, so students can take the courses on schedule and in logical sequence. This works well to allow students to complete their chosen credentials in a timely manner. OST is also offering some courses during a certain term, such as every Fall or every Spring only, to maximize enrollment in those select sections. This also helps guide students for logical course sequencing.

E. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete "on time" if a student was enrolled full-time and followed the degree plan.

- As listed in the current Collin catalog, OST students have a semester-by-semester guide for completing the AAS degree in two years and the certificates in one year. All courses are offered at least annually, and many are offered every Fall and Spring term. The outstanding number of completers validates that the system is working well.

F. Make a case with evidence that students are satisfied with the program.

- The number of completers cited by Institutional Research and the completed official course evaluations indicating students are satisfied with each individual course in the program both support overall student satisfaction with the OST program.

2014-15 WORKFORCE PROGRAM REVIEW

G. Make a case with evidence that the program is well managed.

- The student/faculty ratio is generally one instructor to 15-25 students, as recommended by the College.
- The average class size varies between 15 and 25 students per section.
- Two full-time faculty and six associate faculty currently serve OST students, with full-time faculty teaching normal loads and four of the associate faculty teaching two sections. Therefore, full-time faculty teach 10 units, and associate faculty teach 10 units. Units are 4 contact hours each. In summary, the current and previous FT/PT balances are:
 - 50/50 FT/PT for 2014
 - 66/34 FT/PT for 2013
 - 49/51 FT/PT for 2012
 - 61/39 FT/PT for 2011
 - 58/42 FT/PT for 2010
- Unduplicated annual enrollments were as follows and verify the value of the program:
 - 1966 for 2014
 - 1521 for 2013
 - 1874 for 2012
 - 1009 for 2011
 - 916 for 2010

Points to consider:

Definitions of data elements can be found on CougarWeb under Institutional Effectiveness>Program Review>Institutional Research Files for Program Review (in the right-hand column)

- Student/Faculty Ratios
- Average Class Size
- Unduplicated, actual, annual enrollment data
- Grade Distributions
- Contact Hours Taught by Full-Time and Part-Time Faculty

2014-15 WORKFORCE PROGRAM REVIEW

- Identify all courses that have a success rate below 75%. If any of these courses are core courses, visit with the discipline lead to determine that the content of the course is appropriate to the workforce program outcomes. Using assessment evidence and instructor observations, *identify the student learning outcomes that are the greatest challenges for students* in courses with low success rates. Explain what instructional and other intervention might improve the rate for each identified course.
- How well are the general education requirements integrated with the technical coursework?
- Student satisfaction: Do you collect any evidence of student satisfaction with the program? What kinds of complaints are made to the dean by program students?
 - Courses with low success rates are not due to learning outcomes challenges but to non-participation for various student personal reasons and challenges. Individual grade summary forms document non-participation as the primary reason.
 - Course Success Rates: http://inside.collin.edu/iro/prgramreview/2014/Measure%206a-b_GradeDist%20by%20Course-FY_OffSysTech.pdf Note: Only ITSC-1309 and the POFI/POFT courses are under the control of OST.
 - General education requirements work well with the required technical coursework. For example, when general education requirements change, OST evaluates and adjusts so students will complete a program that meets overall objectives.
 - Overall students are satisfied with the program. Any dissatisfaction is generally from unmet unrealistic student expectations. Complaints are rare but again generally center around a student's unmet expectations. Any issues are resolved by the dean and instructor, usually in a three-way, face-to-face discussion meeting with the student in the dean's office.

7. HOW WELL DO WE COMMUNICATE AND WHO THINKS SO?

Make a case that the program literature and electronic sites are current, provide an accurate representation, and support the program's recruitment plan, retention plan and completion plan.

Points to consider:

- Ask students and your Advisory Board members to give you feedback on your website and literature; incorporate their suggestions as appropriate.

A. Provide program website

- URL: <http://iws.collin.edu/ost>

2014-15 WORKFORCE PROGRAM REVIEW

- B. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide College literature and sites.
- Faculty share duties of updating the brochure with public relations approval and updating the department website. Advisory members made the excellent suggestion to include program award inserts in the department brochure, making it easier to update brochures without printing new brochure covers.
- C. Provide the review date (after the close of the last full academic year) in the Program Literature Review Table below that shows the elements of information listed on the website and in brochures were checked and updated for accuracy and are available to the public. Elements include, but are not limited to, current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields.
- The current website experienced a technical setback, resulting in having to restore the site at a former point the showed some out-of-date content. An entirely new website is being developed using the new platform. The new format was begun November 5, 2014, and development continues.
 - Brochures are up to date.
 - Syllabi are up to date and provide academic calendars and grading policies.

Program Literature Review

Title	Type	Date Last Reviewed and Updated
Catalog Verification	Occurs after any curriculum update for next catalog.	Spring 2014
Syllabus Depot – SCANS syllabi	SCANS updated Spring 2014 and not yet added to Syllabus Depot	Fall 2014
Master Calendar Review	Institutional review and approval of master calendar	Spring 2014



2014-15 WORKFORCE PROGRAM REVIEW

Website Accuracy	After curriculum update, after 60 hour change	Ongoing, following crash
Full-time Faculty Credentials	During Spring and Fall 2014 for SACS visit	Fall 2014
Associate Faculty Credentials	During Spring and Fall 2014 for SACS visit	Fall 2014
Individual Syllabi – HB2504	Beginning of each semester	Fall 2014

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Make a case that the program enlists university/business and industry partnerships to advance the program outcomes; complete the Partnerships Resources Table below.

Points to consider:

Examples of partnership resources include co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors, recruitment, graduate employment, and Advisory Committee members.

Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
The University of North Texas	OST AAS transfer for UNT bachelor degree	
Advisory Committee businesses and organizations	Plano Independent School District Temps of McKinney Baylor Medical Center FM Global for Dallas Operations Volt Workforce Solutions Polytronic, Inc.	

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



2014-15 WORKFORCE PROGRAM REVIEW

Various area businesses and organizations	Employing OST students through the Cooperative Work Experience courses	
-------------------------------------------	------------------------------------------------------------------------	--

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND WHO THINKS SO?

Make a case with evidence that current program facilities, equipment, maintenance and replacement plans are adequate and will advance the program over the next five years. Complete the Resource Tables below *as support for* your narrative.

Points to consider:

- The useful life of structures and equipment, Special structural requirements, and
- Anticipated technology changes impacting equipment sooner than usual.
- If you plan to include new or renovated facilities or replacement of equipment in your program improvement plan in Sections 13 & 14 , be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need

- Model office computer workstations are updated or replaced on a regular schedule. For example, for Fall 2014 workstations were updated with new computers. This allows OST to always offer current course content to meet current employment needs.
- Workstation updates include technology updates. For example, for Fall of 2013 workstations were updated with the Office 2013 software suite while keeping the popular Windows 7 operating system. OST is also using the new and popular Web-based keyboarding software, which allows students to access their individual practice and performance portfolios online from any computer with an Internet connection. This accommodates students’ needs for completing assignments anywhere, anytime . . . around their busy schedules.

Program Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years:	Describe additional needs for any “N” answer in columns 5 or 6.
--------------------------------------	------	------	---------------------------------------------------------------	-----------------------------	--------------------------------------	-----------------------------------------------------------------

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.



2014-15 WORKFORCE PROGRAM REVIEW

					Y or N	
SCC J-112 Model Office	20	Lab	Computer Classroom/Lab	Y	Y	

Program Equipment, Maintenance/Repairs - List all equipment required by the program that you do not consider supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Computer workstations with calculators	Y	Y	
Overhead projector and screen	Y	Y	
Scanner	Y	N	Will need updated replacement soon

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College budget	Y	Y		

10. WHAT DIFFERENCE WILL IT MAKE IF WE DON'T CONTINUE TO DO THE THINGS WE'VE BEEN DOING?

Discuss and analyze the intellectual and scholarly value of the program, its activities and functions, and the extent to which those activities are still appropriate.

Points to consider:

- What are the implications for the college should the program cease to engage in some particular areas?
- What are the contributions the program makes to support institutional initiatives and how would that change if the program changed?

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

- Program learning experiences prepare students to serve the college and community with skills basic to most businesses and organizations. Collin College has hired several OST graduates. Obviously, these skills are needed, meaning the program should continue. And, the Advisory Committee annually reaffirms by official vote that the program should continue.
- Committee members represent many local area businesses. As documented in Item 5 above, the OST program continues to support institutional initiatives by staying current to meet community business needs and by adapting to student needs concerning curriculum and course delivery options.

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

The discussion about change should be grounded in interpretation of the data used as the basis for analysis in the preceding sections. Issues in this section should have been discussed and referenced earlier in the program review report. There should be no surprises here! Reasons for targeted changes should be clearly linked to something such as a strategic plan, accreditation-identified issue, changing discipline standards, state initiatives, retention rates, transfer data, employer data, etc. For example, a program might have identified issues related to demand for a course and the program's ability to handle projected capacity as well as student performance in the course. The discussion of change about this issue should be framed in terms of program priorities as they related to college priorities and it should address how the intended changes will assist the program/college to move forward.

Use the Institutional and Unit Data and Resources to respond to the following questions:

A. Strengths: What strengths can this program build on in the near future?

- The 92.3 percent completion rate, as published by Institutional Research.
- OST's continued focus on staying both current and flexible – current concerning course content and technologies and flexible concerning course delivery options.

B. Weaknesses: What program weaknesses must be addressed in the near future?

- The Continuous Improvement Program now in place should improve the 68.8 percent success rate by identifying specific areas of weaknesses, such as the correct use of subject/verb agreement or possessives in the Proofreading and Editing course practice work. Additional practice will be made available to students needing better understanding in weak areas.

C. What are the perceived consequences if the weakness(es) is(are) not addressed?

- Improvements absolutely will be addressed! If not addressed, OST students' document accuracy performance would be unacceptable in the workplace. "Mailable" components are included on keyboarding skills tests to keep students aware of whether their work could be "mailed" (used, acceptable) on the job.

D. Threats and Opportunities: Describe any forecasted trends or changes in the following areas that may impact the way this program functions five to ten years from now:

- | | | |
|-----------------|-----------------|---------------|
| • Legal | • Political | • Demographic |
| • Educational | • Technological | • Economic |
| • Environmental | • Social | • Cultural |
- Educational trends could include more online delivery and/or the implementation of competency-based learning. Both would be opportunities for OST students. Online delivery would be more immediately possible because all OST courses now include an online option. The conversion would simply require adjusting the schedule of course offerings. Competency-based learning fits OST program objectives well and could be managed by using portfolio grading for each student. This is already somewhat in place but under the structured guidelines of a pre-determined time frame rather than allowing each student the varying times necessary to complete each competency before moving to the next competency. OST will be watching a pilot program in the division to determine whether competency-based learning would be a good "fit" for OST students.
 - Technological opportunities routinely flow through our department with the ever-changing technologies that affect the software and operating systems taught in our department. OST updates software versions and operating systems as the College implements them in general. This results in OST classroom-laboratory workstations staying current. By implementing technologies when the College does, OST students benefit from having open computer labs and library workstations available to them for completing assignments anytime the OST model office (classroom-laboratory) is not available.
 - Economic trends affect enrollment, which is higher when the economy is weak and lower when the economy is strong. Because the majority of OST students have employment as their goal upon graduation from OST programs, OST and other workforce programs are more dramatically affected by the economy.

12. HOW WILL WE EVALUATE OUR SUCCESS?

2014-15 WORKFORCE PROGRAM REVIEW

This section of the Program Review Report should provide the framework for the action plan the program intends to use to measure progress with particular focus on the changes discussed in the preceding section. It should set measurable priorities which clearly align with college metrics, particularly student learning outcomes. This discussion links back to intended change strategies and what those strategies are meant to accomplish and moves forward into the metrics and measurements which will be used to determine the extent to which the change was successful. Inclusion of incremental steps and a timeline over the next four years will help to shape realistic goals. Complete the attached Continuous Improvement Plan (CIP) form that follows. This CIP will be implemented next academic year. Include the data summary and findings on which the improvement action is based.



2014-15 Continuous Improvement Plan (CIP)

Name of Administrative or Educational Support Unit: Business and Computer Science Division

Contact name: Linda Thompson Contact Email: lthompson@collin.edu Contact Phone: 972-548-6815 Office Location SCC J-115

Mission:

Office Systems Technology’s mission is to prepare students for performing professionally in the ever-changing local area workplace through step-by-step, simple-to-complex hands-on technology training and critical thinking, problem-solving communications. The program is designed to incorporate both the technical and behavioral aspects of careers in the general or medical office fields. Areas of study include: keyboarding; word processing; desktop publishing; proofreading and editing; records and information management; business correspondence and communications; database, presentation, and spreadsheet software; office management; and basic manual and computerized accounting.

PART I: Might not change from year to year

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Demonstration of correct document formatting.	Intermediate Keyboarding – Skills Test 2 Administrative Office Procedures - Project	70 percent or higher, with students maintaining or improving mastery from primary course to capstone project performance.
Demonstration of basic accounting principles.	Introduction to Accounting – Test 1 Administrative Office Procedures – Project	70 percent or higher, with students maintaining or improving mastery from primary course to capstone project performance.
Demonstration of proofreading/editing accuracy.	Proofreading and Editing – Final Exam Administrative Office Procedures - Project	70 percent or higher, with students maintaining or improving mastery from primary course to capstone project performance.



2014-15 Continuous Improvement Plan (CIP)

Demonstration of MS Word skills.	Word Processing – Skills Test 1 Administrative Office Procedures - Project	70 percent or higher, with students maintaining or improving mastery from primary course to capstone project performance.
Demonstration of correct use of ARMA filing rules.	Records and Information Management – Test 1 Administrative Office Procedures - Project	70 percent or higher, with students maintaining or improving mastery from primary course to capstone project performance.

PART II:

From Part I

<p>A. Outcomes(s)</p> <p>Results expected in this department/program</p>	<p>D. Action Plan Years 5 & 2</p> <p>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes it addresses.</p>	<p>E. Implement Action Plan Years 1 & 3</p> <p>Implement the action plan and collect data</p>	<p>F. Data Results Summary Years 2 & 4</p> <p>Summarize the data collected</p>	<p>G. Findings Years 2 & 4</p> <p>What does data say about the outcome?</p>
---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

<p>1. Demonstration of correct document formatting. Target will change from the previous mastery for Correspondence documents (letters, memos) to evaluation of Reports documents, as measured by the POFT 2301 Skills Test 2. Rationale: ALL document formatting is basic. Students mastered Correspondence documents, so the target is moving to the next document category, Reports.</p>	<p>Improve immediate detailed student feedback concerning document formatting by using a scoring resource in the Web keyboarding software.</p>	<p>Activate a global setting in the Web software for all keyboarding classes to provide detailed guidance on better document formatting, even when an instructor cannot be present. Data will be collected using the Skills Test 2 for POFT 2301 Intermediate Keyboarding.</p>	<p>Train all faculty to evaluate individual student performance using the new setting for formatting documents. Compare past and current student performance on the POFT 2301 Skills Test 2.</p>	<p>Data verifies an average history for Correspondence documents of 90 percent or higher for the primary course, with slightly higher mastery shown at the capstone level, indicating desired improvement during the program process. Hopefully, evaluation of the new Reports documentation target will prove as successful.</p>
<p>2. Demonstration of basic accounting principles. Target will remain evaluation of the basics tested in ACNT 1303 Test 1 and then again in the POFT 1349 capstone course project, as additional improvement is desired for this target.</p>	<p>This course is especially rigorous and detailed, so the 2015-16 action plan is to offer both face-to-face and online delivery options with the objective of assisting students with better understanding.</p>	<p>Provide additional lecture and discussion and then collect data using scores for ACNT 1303 Test 1 and scores from the POFT 1349 capstone course project.</p>	<p>Compare past and current ACNT 1303 Test 1 scores to evaluate the effectiveness of additional delivery options for better student understanding of basic accounting principles.</p>	<p>Primary course data varies from 70 to 80 percent mastery, with slight improvement at the capstone level. This meets the standard but still needs improvement. Focus on whether the new action plan has produced the desired improvement in mastery from the primary course to the capstone course.</p>

<p>3. Demonstration of proofreading/editing accuracy. Target will continue to be subject/verb agreement, as higher mastery is desired, along with greater increased understanding from the primary course to the application of the skill in the capstone course project.</p>	<p>The 2015-16 action plan includes taking more time for basics and adding a self-analysis component for students to evaluate their errors and report a personal plan for improvement using the required course reference manual textbook as the guide for accuracy.</p>	<p>Students will be required to grade their practice work using provided answer keys and a grading system that reveals what they edited correctly, what they marked incorrectly, and what they overlooked. This should reveal patterns allowing them to identify grammar rules for additional study. Improvement will be measured by Final Exam scores compared to their previous test scores.</p>	<p>Individual student's Final Exam scores will be compared to their average previous test scores to determine whether the action plan produced overall improvement in proofreading/editing accuracy. Target (subject/verb agreement) errors in the capstone course project will be scored to evaluate improvement from the primary to the capstone course performance.</p>	<p>Students' past performance did meet the standard of 70 percent or higher but barely. Scores seem affected by the number of ESL students taking this important course, as they struggle more with the details of the English language but also greatly benefit from the course content. Focus will be evaluation overall improvement in the primary course and comparing performance in the capstone course.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>4. Demonstration of MS Word skills. Target will be mastery of basic word features and functions evaluated in the current POFI 2301 Skills Test 1. Note that this new objective and selected specific target is in response to Advisory Committee feedback.</p>	<p>The 2015-16 action plan for this course includes using the Level 1 textbook instead of the textbook that includes 2 levels and was intended for a 2-semester course. This will allow more thorough learning of the important Level 1 course content, which covers all the basics.</p>	<p>The text will change for 2015-16 forward, and performance data will be collected using POFI 2301 Skills Test 1. The same basic skills will be tested through the POFT 1349 capstone course project.</p>	<p>POFI 2301 Skills Test 1 scores will be compared with scores for the same test in previous terms, with a focus on whether improving the pacing of the course has improved student understanding and performance. The same skills data will be evaluated in the capstone course project.</p>	<p>This is a new objective, based on Advisory Committee members input concerning the importance of this skill, so data will be new and ongoing, with no official comparisons to previous data . . . although OST will certainly look back at previous Skills Test 1 performance to evaluate whether to continue this particular action plan.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>5. Demonstration of correct use of ARMA filing rules. Target is correct use of indexing for alphabetical filing. Primary basic target being identified to assist students with better mastery.</p>	<p>The 2015-16 action plan for this detailed course includes both selective offering Spring only, following Fall only offering for Proofreading and Editing, hoping completion of the Proofreading and Editing course first will improve performance in the POFT 1319 filing course . . . AND offering the POFT 1319 course only during the 16-week full Spring term.</p>	<p>This plan will begin Spring 2016 with data collected using the POFT 1319 Test 1 scores, simply because the course will be offered Spring semesters only. POFT 1319 skills are heavily required for the POFT 1349 course project, providing data on whether better understanding carried over into the capstone course performance.</p>	<p>The same POFT 1319 Test 1 was administered to students in previous terms, so comparisons will provide data concerning improvement resulting from the new action plan. Comparison data will also be collected from the POFT 1349 capstone course project.</p>	<p>Previous data validates that students met the standard by scoring in the 70+ percentiles in the primary course but there was little improvement in capstone course performance, which requires high level use of the detailed skill. ESL students historically have greater difficulty with understanding the ARMA rules, so hopefully the new action plan will improve their success.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

- | | |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Increase and retain enrollment | <input type="checkbox"/> Increase transfers to related baccalaureate institutions |
| <input checked="" type="checkbox"/> Increase completes | <input checked="" type="checkbox"/> Increase effectiveness and/or efficiency |
| <input type="checkbox"/> Develop resources | <input checked="" type="checkbox"/> Improve student performance levels |
| <input type="checkbox"/> Update facilities | <input type="checkbox"/> Expand services |
| <input checked="" type="checkbox"/> Expand curricular opportunities | <input checked="" type="checkbox"/> Transform services |
| <input checked="" type="checkbox"/> Partner to increase post-graduation employment opportunities | <input type="checkbox"/> Anything else? Briefly describe
Enter response here. |

- By offering more online seats, enrollment should increase with a resulting increase in completers.
- Discussion is considering curriculum changes to strengthen instruction for MS Word and Excel, perhaps including certification review for Word and moving the Excel course from a recommended elective to a requirement.
- OST is always receptive to partnering for employment opportunities, and recommending temp-to-hire is a viable option.
- OST is considering adding face-to-face options for select courses, such as the detailed basic accounting course and for the beginning keyboarding course that often attracts English-as-a-Second-Language students needing additional individual tutoring.
- OST is discussing ideas for increasing effectiveness and efficiency and is open to change for meeting those objectives. Ideas include dramatically reducing printing by having students submit most assignments in digital format.
- Changing to meet community needs includes transforming services for effectiveness and efficiency.

B. What additional resources beyond the program's base budget are needed to implement your Continuous Improvement Plan? Briefly describe what resources you will develop to secure these funds.

- Additional resources should not be required, but existing resources may need to be restructured to meet ever-changing needs.

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports should be submitted for evaluation by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports

for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.