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Wayne Community College
Program Review and Outcome Assessments, 2020-21
(Previous Program Review Cycle, 2017-18)

Name of Program: Office Administration

Section 1: Program Overview

Mission/Purpose: ***As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.***

Please provide your current mission/purpose statement.

The mission of the Medical and Office Administration Department is to prepare graduates for employment as medical and administrative support professionals in the diversified healthcare and business industries.

The Office Administration Program prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classification range from entry-level to supervisor to middle management.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The current mission statement for the Medical and Office Administration Department is adequate and will not be changed for this cycle.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

- **Goal 1: Increase Student Access**
- **Goal 2: Ensure Program Excellence**
- **Goal 3: Improve Student Success**
- **Goal 4: Ensure Institutional Quality**

The mission of the Medical and Office Administration (MOA) Department aligns with the College's vision in that this program prepares students with quality education and trains students to work in the community. The MOA mission aligns with the College's mission in that this Office Administration (OA) program is not a limited admission program and therefore, all students can apply and enroll in the program. The OA program shares the College's core values and works diligently with students in the program to ensure that the department's faculty communicates with students using various methods of communication which include in-person meetings, email, telephone, Aviso, and Google texts. The faculty works closely with students and demonstrates compassion for them in various ways depending on the situation. The OA program consists of a diverse student population which

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the faculty values and respects. The faculty sets high standards in the program and enforces these standards in the courses they teach. The faculty believe in being fair and honest with all students and treating everyone with respect. Courses in the OA program teach students leadership skills, and the faculty encourage students to demonstrate their leadership skills when opportunities arise. In their courses, the OA faculty works to help students improve their learning even working at times with students outside of class. In OA classes, it is encouraged for students to help one another especially in team assignments. This helps students learn to work together. In class, students are taught to respect the College's property and take care of it for others to use. The faculty works to ensure all of four of the College's goals are met. Goal #1: Each student who applies to enroll into one of the OA programs is personally called by the department chair or one of the faculty. Goal #2: The OA faculty regularly examines, and revises as needed, the courses they teach to ensure students receive quality education. Faculty also attend training/workshops/conferences when funds allow to stay updated in the program material. Goal #3: The OA faculty earnestly work to retain students in the program and work to help students be successful in completing their goals to become work ready. Goal #4: OA faculty work with all Wayne Community College (WCC) faculty, staff, and administration to provide a quality education journey at this institution. Recently all employees at WCC were required to attend a Customer Service Training to enable all employees to better serve students as well as work together as a team. As discussed above, the OA faculty believe that all of the College's goals align with the OA programs in some way.

Associates, Diplomas, Certificates, and Pathways Offered: Utilizing the table below, list all associates, diplomas, certificates, and pathways offered.

Program Type (Associate, Diploma, Certificate, or Pathway)	**Program Title**
Associate Degree	Office Administration
Diploma	Office Administration Diploma
Certificate	Office Administration
Certificate	Office Administration/Microsoft Applications
Certificate	Office Administration/Legal Assistant

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate, and Pathway)

Program Enrollment (Associate) ***(unduplicated)***		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	37	34
2018-2019	40	36
2019-2020	34	37

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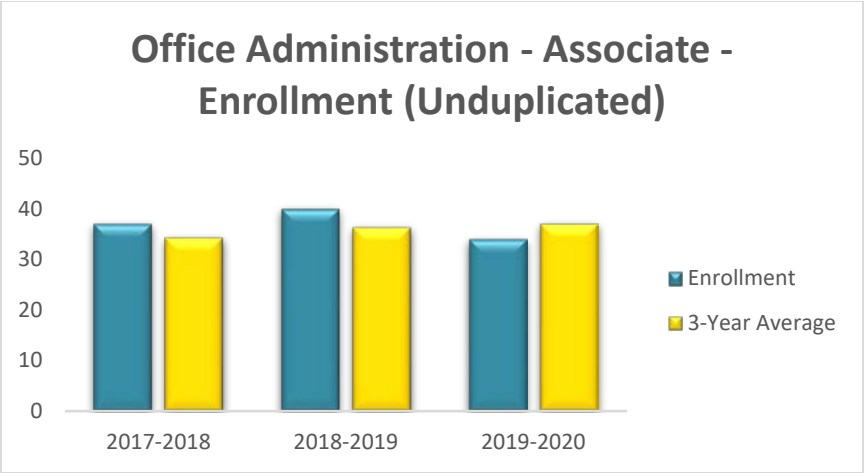
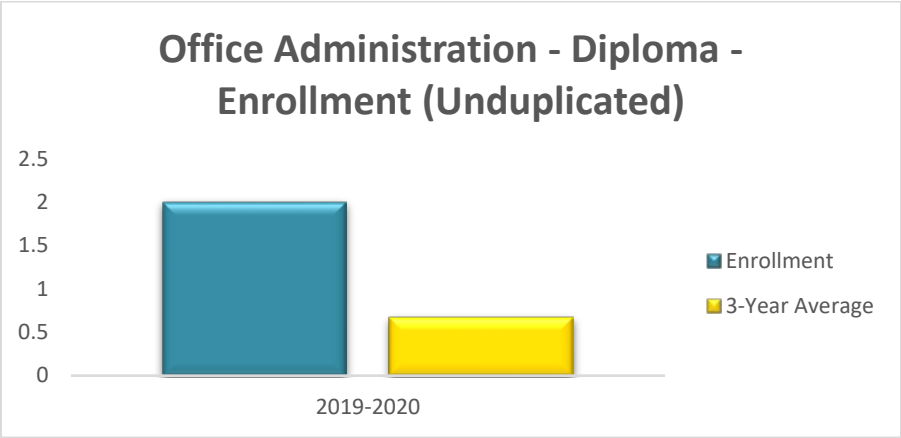


Program Enrollment (Diploma) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	0	1
2018-2019	0	0
2019-2020	2	1



Program Enrollment (Certificate) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	3	3
2018-2019	2	3
2019-2020	6	4

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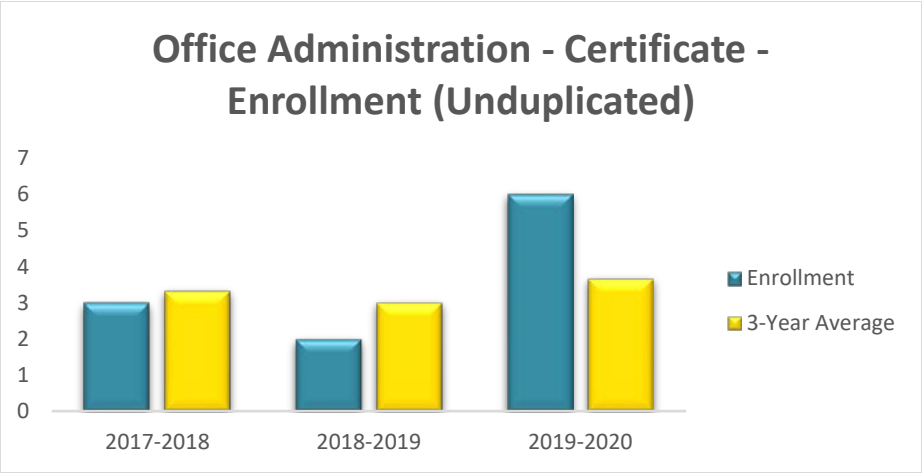

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)*

The Office Administration Associate and Diploma program enrollment has increased from the three-year average noted above, and the Certificate program enrollment has remained steady. One reason for the increase could include the additional of the Office Administration/Legal Assistant Certificate and the addition of the Career and College Promise (CCP) pathways for all the certificate programs. Another reason could be the intense recruitment and advertising efforts made by faculty in the department. The Office Administration instructors actively participate in online outreach recruiting opportunities through social media. As far as marketing tools go, the department has revamped the department's program flyers and placed them at the Wayne County Public Library. This is done each month by the program's department chair. The department hopes that post-covid will allow the faculty to market back into the school systems to with help recruitment.

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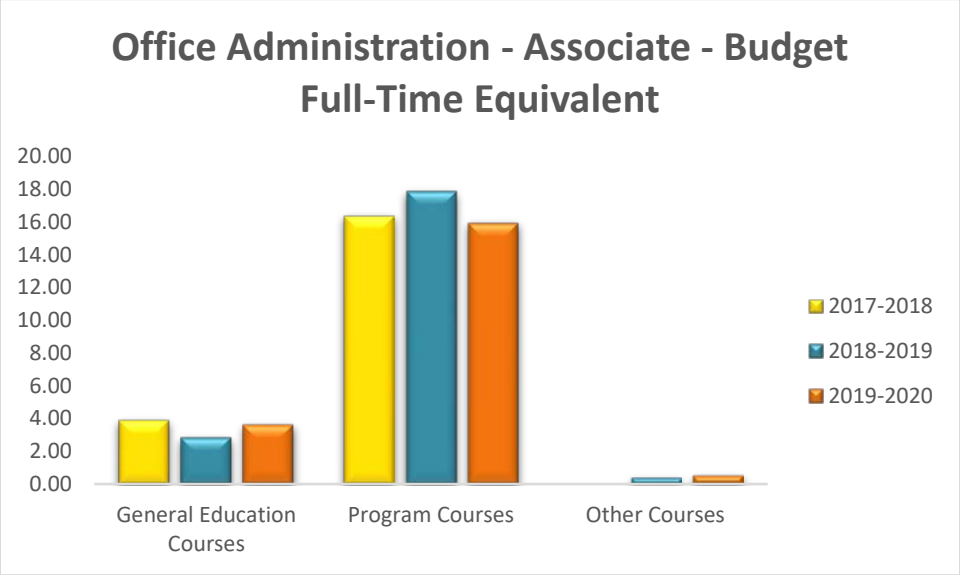
Program Budget Full-Time Equivalent (BFTE) (Academic Year - Fall, Spring, Summer) – *(highest level only)*

Budget Full-Time Equivalent (BFTF)							
Academic Year (Fall, Spring, Summer)	**General Education Courses**	**Program Courses**	**Other Courses**	**WBL Courses**	**Skills Laboratory**	**Corrections**	**Total**
2017-2018	3.94	16.38	0.00	2.16	0.00	0.00	22.48
2018-2019	2.87	17.88	0.41	0.78	0.00	0.00	21.94
2019-2020	3.66	15.94	0.56	0.13	0.00	0.00	20.29
Total	10.47	50.20	0.97	3.07	0.00	0.00	64.71



Analysis of program budget full-time equivalent (BFTE) *(What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)*

The Program Courses budget FTE increased from 16.38 in 2017-2018 to 17.88 in 2018-2019. This was about a 1.5 percent increase. Even though the Program Course budget FTE decreased from 17.88 in 2018-2019 to 15.94 in 2019-2020, which was about a 1.94 percent decrease, this data reveals that the program budget is holding fairly steady with not too large of a decrease. FTE is affected by enrollment. The Associate degree enrollment increased by 2 students between 2017-2018 to 2018-2019 and increased by 1 student between 2018-2019 and 2019-2020. The Diploma enrollment had 2 students enroll in 2019-2020, which maintained the 3-year average at 1. The Certificate enrollment remained steady with 3 students between 2017-2018 and 2018-2019 and increased by 1 student between 2018-2019 and 2019-2020. When enrollment decreases, it affects FTE. Some of the factors for decreased enrollment include the following: Hurricane Florence, student financial aid loss and the current economy uptick. When the economy rises, there tends to be a decline in student enrollment; when the economy declines, enrollment tends to increase. Wayne Community College is located in a military town and have many students who have had to relocate while they are attempting to complete their degree. In addition, with the pandemic of COVID-19 there has been a change in numbers based on the uncertainty of the virus. In fall 2019, the new Office Administration/Legal Assistant Certificate began. CCP (Career and College Promise) pathways have also been created for all of the OA certificates to provide CCP students with another option for their CTE (Career Technical Education) pathway. After surveying local law offices, the office managers indicated they felt there was a need for a legal assistant office certificate. The department is continuing to work diligently to advertise all of the programs in various ways.

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Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Course Title	Date – Updated / Revised / Deleted
Office Administration Degree (A25370)	Fall 2018, Updated
Office Administration/Legal Assistant Certificate (C25370LA)	Fall 2019, Added
Office Administration/Legal Assistant Certificate (C25370LA)	Fall 2019, Added
Office Administration/Legal Assistant Certificate Pathway (C25370LX)	Fall 2019, Added
Office Administration Degree (A25370)	Fall 2019, Updated
Office Administration Degree (A25370)	Fall 2019, Updated
Office Administration Diploma (D25370)	Fall 2019, Revised
Office Administration Degree (A25370), Office Administration Diploma (D25370), Office Administration Certificate (C25370), Office Administration Certificate Pathway (C25370X)	Fall 2020, Revised
Office Administration Degree (A25370), Office Administration Diploma (D25370), Office Administration Certificate (C25370), Office Administration/Legal Assistant Certificate (C25370LA)	Fall 2020, Revised
Office Administration/Microsoft Applications Certificate Pathway (C25370MX)	Fall 2020, Added

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

In fall 2018, the Office Administration Degree was updated to more effectively align the required math course in the program. This updated moved the required math course, MAT 110 Mathematical Measurement and Literacy, to the second semester.

In fall 2019 there were several changes made to the Office Administration programs. The Office Administration/Legal Assistant Certificate program was added to assist students in becoming work ready in the legal office positions within the Office Administration field. This was discussed with and approved by the department's advisory committee and industry partners. Second, the Office Administration/Legal Assistant Certificate program added a class to assist students in becoming work ready in the legal office positions within the Office Administration field. This was discussed with and approved by the department's advisory committee and industry partners. Third, the Office Administration/Legal Assistant Certificate Pathway was added to provide Career and College Promise (CCP) students with another option for their Career Technical Education (CTE) pathway. Fourth, the Office Administration Degree was updated to add two new courses as a Major Elective choice. By adding these new courses, it allowed students to also achieve the Office Administration/Legal Assistant Certificate. Fifth, the Office Administration Degree was updated to add one additional new course as a Major Elective choice. By adding this new course, it allowed students to also achieve the Office Administration/Legal Assistant Certificate. One of the Major Elective choices was also moved from the fourth semester to the third semester. Last of all, the Office Administration Diploma was revised to allow the diploma to flow with the Office Administration Degree program sequence, which would allow students to achieve the diploma in the third semester.

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In fall 2020, due to support for Adobe Flash in all web browsers being discontinued and the department's publisher no longer supporting the keyboarding product and sites, the Office Administration Degree, Office Administration Diploma, Office Administration Certificate, and Office Administration Certificate Pathway programs were all revised to delete the OST 132 Keyboard Skill Building course and to add the OST 131 Keyboarding course in its place. OST 131 Keyboarding was also removed as a Major Elective choice in the OA degree program.

In fall 2020, the Office Administration Degree, Office Administration Diploma, Office Administration Certificate, and the Office Administration/Legal Assistant programs were all revised to remove a local prerequisite from OST 164 Office Editing due to the RISE initiative.

Finally, in fall 2020, the Office Administration/Microsoft Applications Certificate Pathway was added in order to provide high school students with more opportunities for their Career and College Promise (CCP) choices.

Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2017-2018	04/06/2017 10/24/2017	Upon review of the Advisory Committee Meeting Minutes, the program is doing well; and as a result, there were no Advisory Committee suggestions on emerging trends in the office administration field. The spring advisory committee meeting, held annually, is a joint meeting by the Business and Computer Technologies Division where the previous fall and upcoming spring graduates are invited so they can connect with employers for potential jobs.
2018-2019	03/29/2018 10/23/2018	Upon review of the Advisory Committee Meeting Minutes, the program is doing well; and as a result, there were no Advisory Committee suggestions on emerging trends in the office administration field. The spring advisory committee meeting, held annually, is a joint meeting by the Business and Computer Technologies Division where the previous fall and upcoming spring graduates are invited so they can connect with employers for potential jobs.
2019-2020	03/28/2019 10/22/2019 03/23/2020 – Cancelled due to Covid-19	Upon review of the Advisory Committee Meeting Minutes, the program is doing well; and as a result, there were no Advisory Committee suggestions on emerging trends in the office administration field. The spring advisory committee meeting, held annually, is a joint meeting by the Business and Computer Technologies Division where the previous fall and upcoming spring

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		graduates are invited so they can connect with employers for potential jobs.

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?*

Upon review of the Advisory Committee Meeting minutes, there were no Advisory Committee suggestions on emerging trends in the Office administration field.

According to the U.S. Bureau of Labor Statistics, "Secretaries and administrative assistants perform routine clerical and administrative duties that are necessary to run an organization efficiently. They use computer software to create spreadsheets; manage databases; and prepare presentations, reports, and documents. They also may negotiate with vendors, buy supplies, and manage stockrooms or corporate libraries. Secretaries and administrative assistants also use videoconferencing, fax, and other office equipment."

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Secretaries and Administrative Assistants,
at https://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm (visited *March 09, 2021*).

As mentioned in the Labor Market Data section below, the employers that hire OA students typically have very positive remarks to make in regards to the OA students.

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

According to the U.S. Bureau of Labor Statistics, "Secretaries and administrative assistants perform routine clerical and administrative duties that are necessary to run an organization efficiently. They use computer software to create spreadsheets; manage databases; and prepare presentations, reports, and documents. They also may negotiate with vendors, buy supplies, and manage stockrooms or corporate libraries. Secretaries and administrative assistants also use videoconferencing, fax, and other office equipment."

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Secretaries and Administrative Assistants,
at https://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm (visited *March 09, 2021*).

Microsoft Office Certifications are not required; however, students are encouraged to seek certifications to demonstrate competency to employers. Students can also enhance their employability by obtaining the Certified Administrative Professional (CAP) certification offered through the International Association of Administrative Professionals (IAAP).

Wayne County, NC, is not an area that has a high demand for Office Administration jobs. The national average for an area this size is 462 jobs, while there are 400 in Wayne County, a mere difference of 62 jobs. Earnings in Wayne County is $44,136 while nationally the earning are $56,162. Many people within Wayne County are willing to commute out of the county to obtain a job. Wayne County borders with Johnston County, and Johnston County is projected to have 4.9% increase in Office Administration jobs from 2020 to 2025. Wayne County has 111 employees that are employed in the Office Administration arena who over the age of 55 and quickly approaching retirement age.

On a positive side, the OA department has had several local employers hire some of the OA graduates and the employers have had such good comments to share with us about them. After hiring one graduate, one employer said that the graduate/employee was so good that the employer wished that she had 12 more just like her. She then hired another graduate. Another employer commented that they knew that they had won "big" when they hired this particular graduate. They talked about what a hard worker that she was in their office and that they were so pleased that she was working with their office. Yet another employer spoke so highly of a graduate that she hired and said what a good work ethic the employee had and that she was thrilled to have her working with her company.

Section 2: Faculty Profile

Have all faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒ No ☐

List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
LaRose S. Brock	Full-Time	34	34
Christy Culbreth	Full-Time	10	10
Haleigh Wilhide	Full-Time	10	10
Heather Evans	Full-Time	8	8
Carla Jones	Part-Time	3	3
Lisa Pickard	Part-Time	7	18
Robin Wheeler	Part-Time	1	16
Caitlin Foss	Part-Time	2	6
Kristy Jackson	Part-Time	1	1

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

The full-time faculty that the department currently has is meeting the needs of the Medical and Office Administration Department. The department lost a full-time nine-month position in 2017 that was never replaced; therefore, you will notice from the 2017-2018 Program Review to the 2020-2021 Program Review that full-time faculty has a slight increase in credit hours and contact hours being taught. The department has a qualified staff of adjunct that are willing to teach classes in order to meet the needs of the department.

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Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	7	5	7	5	3	3
Christy Culbreth	Full-Time	23	20	24	20	4	3
Haleigh Wilhide	Full-Time	3	2	1	1	10	7
Heather Evans	Full-Time	2	2	0	0	0	0
Carla Jones	Part-Time	6	4	7	5	0	0
Lisa Pickard	Part-Time	8	6	4	3	0	0
Robin Wheeler	Part-Time	0	0	0	0	0	0
Caitlin Foss	Part-Time	0	0	0	0	0	0

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	3	2	7	5	4	3
Christy Culbreth	Full-Time	24	21	22	18	4	3
Haleigh Wilhide	Full-Time	0	0	1	1	7	5
Heather Evans	Full-Time	3	3	0	0	0	0
Carla Jones	Part-Time	0	0	0	0	0	0
Lisa Pickard	Part-Time	8	6	4	3	0	0
Robin Wheeler	Part-Time	3	2	3	2	0	0
Caitlin Foss	Part-Time	0	0	4	3	0	0
Kristy Jackson	Part-Time	0	0	0	0	0	0

Faculty / Name	Full-Time Part-Time	Fall 2019		Spring 2020		Summer 2020	
		Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	7	5	7	5	4	3
Christy Culbreth	Full-Time	21	18	22	18	4	3
Haleigh Wilhide	Full-Time	0	0	1	1	8	6
Heather Evans	Full-Time	3	3	3	2	0	0
Carla Jones	Part-Time	0	0	0	0	0	0
Lisa Pickard	Part-Time	8	6	4	3	0	0
Robin Wheeler	Part-Time	3	2	0	0	0	0
Caitlin Foss	Part-Time	4	3	4	3	0	0
Kristy Jackson	Part-Time	3	3	8	6	0	0

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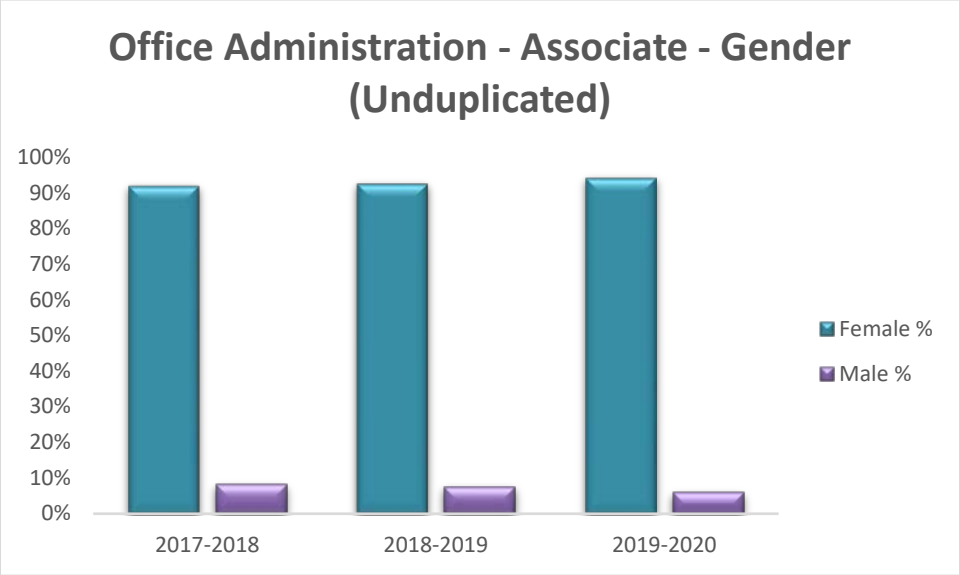
Section 3: Student Demographics - *Parent program (highest level only) data is provided.*

Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2017-2018	34	92%	3	8%	37	100%
2018-2019	37	93%	3	8%	40	100%
2019-2020	32	94%	2	6%	34	100%



Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer														
Academic Year	American Indian		Asian or Pacific Islander		African American		Hispanic		Caucasian		Other / Unknown / Multiple		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0%	0	0%	12	32%	3	8%	22	59%	0	0%	37	100%
2018-19	0	0%	0	0%	14	35%	6	15%	20	50%	0	0%	40	100%
2019-20	0	0%	0	0%	9	26%	3	9%	22	65%	0	0%	34	100%

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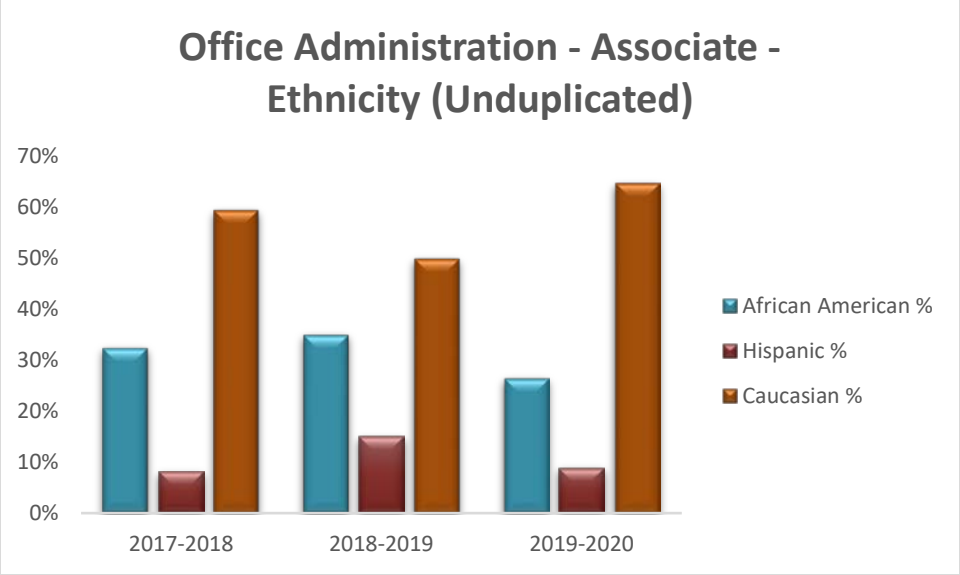
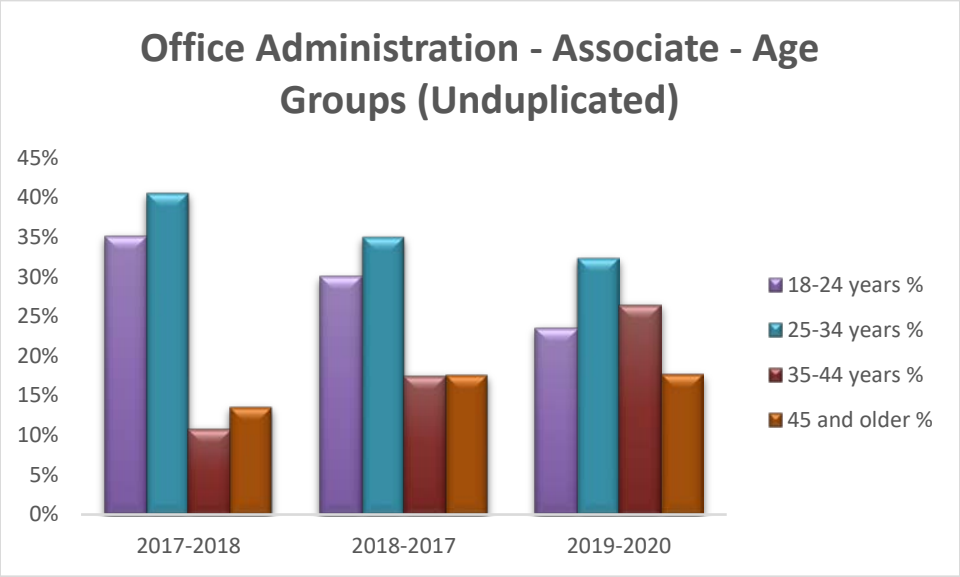


Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer												
Academic Year	Under 18		18-24 years		25-34 years		35-44 years		45 and older		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0%	13	35%	15	41%	4	11%	5	14%	37	100%
2018-19	0	0%	12	30%	14	35%	7	18%	7	18%	40	100%
2019-20	0	0%	8	24%	11	32%	9	26%	6	18%	34	100%



Provide narrative for analysis of student demographics. *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

The students enrolled in the Office Administration program are primarily female. Overall the majority of the students fall in the ages of 25-34 years of age. The 18-24 age range is not behind statistically as those numbers are close in the same percentages. There has been a decline in the African American population from 32% to 26%.

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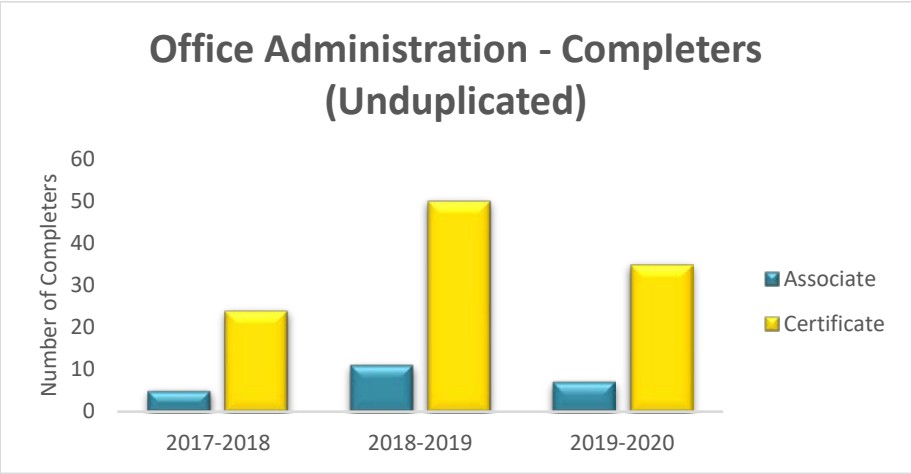
There has been a small uptick in the Hispanic population from 8% to 9%. There has been an increase from 59% to 65% in the White Caucasian population. The American Indian and Asian or Pacific Islander has remained neutral at 0%. The department has been working with the WCC Media Department to implement the use of new marketing materials to include diversity through race and genders. The department continues to reach out through distribution of marketing materials such as flyers in the local community, at the public schools, and public library. Social media posts are shared publicly through the official WCC MOA/OA Facebook page. The posts include student awards that reflect our students of all races. WCC is highlighted as a military friendly school as we have a direct relationship with Seymour Johnson Air Force Base through our WCC liaison, Ms. Dori Fraser.

Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 44 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 46 #
Target: 48 #

Number of Completers *(unduplicated) – Graduation Year – Summer, Fall, Spring*				
Graduation Year	**Associate**	**Diploma**	**Certificate**	**Total**
2017-2018	5	0	24	29
2018-2019	11	0	50	61
2019-2020	7	0	35	42



Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Based on the data provided in the chart above, the number of completers in the Associate degree increased from 5 to 11 from 2017-2018 to 2018-2019; however, it decreased from 11 to 7 from 2018-2019 to 2019-2020. There were no completers in the Diploma program during the three years. The number of Completers in the Certificate increased from 24 to 50 from 2017-2018 to 2018-2019; however, it decreased from 50 to 35 from 2018-2019 to 2019-2020. Many factors affect completers. There are students who develop medical and/or personal issues that arise and cannot complete the program. There are students in the program who are military related and

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sometimes they relocate and cannot complete the program. Some students max out or lose their financial aid and cannot complete the program. Achievement Coaches were added as a resource in the last couple of years, and the department is utilizing their assistance via Aviso to help reach the students in hopes that they can help them be successful. The faculty also make personal calls, schedule personal one-on-one meetings with students as necessary, and help students complete their Financial Aid Appeals in order to help them complete their programs.

Provide narrative for analysis of completer standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at _46__ (#) and the target at _48__(#).

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Refigure the OST 289 Office Administration Capstone course to help increase completers.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful completers in OST 289.

Outcome #2: Retention

Baseline: 62.5 % (*Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention*)
Standard: 65 %
Target: 67 %

2020-2021 Action / Strategy Items: *(carried forward outcomes)*

Item #	**Action / Strategy Items:** *(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)*	**Results / Use of Results:** *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Make further use of the Aviso software to connect with students/advisees using the many resources this software offers. This software really became effective Fall 2018, and the OA department would like to use it more in-depth along with our new achievement coach to connect with students/advisees in order to help them be successful in their courses.	Instructors in the Office Administration program faithfully use Aviso to connect and communicate with students about a variety of things. Instructors use Aviso to send students Early Alerts when the students are in danger of failing a class, in danger of being terminated from the

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		class maybe due to excessive absences or failure to submit assignments. Instructors use Aviso to send positive messages to students as well. Instructors use Aviso to contact students to remind them of upcoming registrations and when it is time to apply for graduation. In Aviso, instructors have the option to send students an email or a text. Students seem to respond quicker when a text is sent. Instructors in the department feel the use of the Aviso software is working to connect with the students/advisees because when the software is used to send Early Alerts, texts, and other messages to the students, most students will reply fairly quickly. Strategies have been to utilize and work with the achievement coaches that have been assigned to the department. When instructors send an Early Alert to a student, a copy automatically goes to the achievement coach who is assigned to the student. The achievement coach then tries to contact the student to further assist them in helping them be successful in the class. The achievement coach also works closely with the instructor during this process. The department feels the achievement coaches are an added helpful resource.

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Retained	Program Stop Outs	Program Transfers	Program Retention Rate
Fall 2017-Fall 2018	32	5	12	15	0	53.1%
Fall 2018-Fall 2019	26	8	10	7	1	69.2%
Fall 2019-Fall 2020	23	7	8	8	0	65.2%

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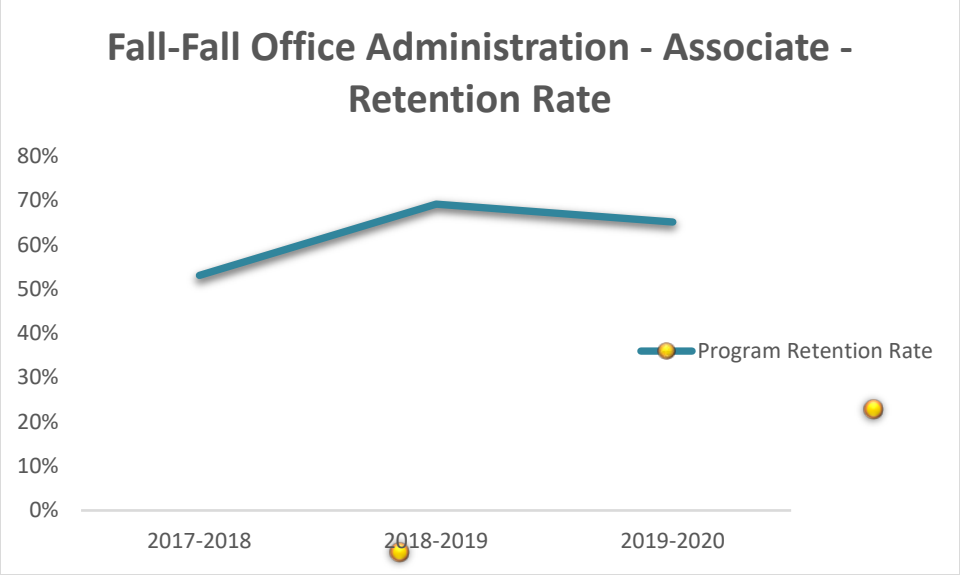

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of fall-to-fall retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Over the three-year cycle, the Program Fall Enrollment Cohort decreased by 6 (from 32-26) from 2017-2018 to 2018-2019 and decreased by 3 from 2018-2019 to 2019-2020. The Program Completers increased by 3 (from 5-8) from 2017-2018 to 2018-2019 and decreased by 1 (from 8-7) from 2018-2019 to 2019-2020. The Program Retained decreased by 2 (from 12-10) from 2017-2018 to 2018-2019 and decreased by 2 (from 10-8) from 2018-2019 to 2019-2020. The Program Stop Outs decreased by 8 (from 15-7) from 2017-2018 to 2018-2019 and increased by 1 (from 7-8) from 2018-2019 to 2019-2020. There was an increase in Program Transfers from 0 (zero) to 1 from 2017-2018 to 2018-2019 and a decrease back to 0 (zero) from 2018-2019 to 2019-2020. The Program Retention Rate increased from 2017-2018 to 2018-2019 from 53.1% to 69.2% which was over a 16% increase, and it decreased 4% from 2018-2019 to 2019-2020. Many factors affect retention. There are students who develop medical and/or personal issues that arise and cannot complete the program. There are students in the program who are military related and sometimes they relocate and cannot complete the program. Some students max out or lose their financial aid and cannot complete the program. There are several things that the OA faculty have discussed that they feel will help increase retention. This includes the change that was made from using the 7-point grading scale to the 10-point grading scale and restructuring/reorganizing the OST 289 Office Administration Capstone course. Faculty also hopes that the "Meet and Greet" sessions that have been held for new students over the last several semesters can soon be resumed because they feel that this helped with retaining the new students in the program.

Provide narrative for analysis of program retention standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at _65__ (%) and the target at _67__(%).

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Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Refigure the OST 289 Office Administration Capstone course to help increase retention.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students retained in OST 289.

Outcome #3: Program Success Rate (all delivery methods)
(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)

Baseline: 78 **%** (*Average program success students for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 80 **%**
Target: 82 **%**

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2017-2018	157	108	69%
2018-2019	178	146	82%
2019-2020	147	124	84%

Provide narrative for analysis of student success in program courses. *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

The Program Enrolled Students increased by 21 (157 to 178) from 2017-2018 to 2018-2019 but decreased by 31 (178-147) from 2018-2019 to 2019-2020. The Program Success Students increased by 38 (108-146) from 2017-2018 to 2018-2019 but decreased by 22 (146-124) from 2018-2019 to 2019-2020. The Program Success Rate steadily increased each year during the three-year period from 69%, 82%, 84%, respectively.

In the face-to-face classes, the Program Success Rate remained at 100% for fall 2017, spring 2019, fall 2019, and spring 2020. There were no face-to-face classes taught in spring 2018, summer 2018, or fall 2018. In the blended classes, the Program Success Rate increased from 75% in fall 2019 to 83% in spring 2020. The Total Program Success Rate was 79%. In the hybrid classes, the Program Success Rate increased from 62% in fall 2017 to 93% in spring 2018. The hybrid class Program Success Rate remained at 100% in fall 2018, spring 2019, summer 2019, fall 2019, and spring 2020. In the Internet classes, the Program Success Rate increased from 58% in fall 2017 to 72% in spring 2018 and increased again to 83% in summer 2018. The Internet Program Success Rate was 77% in fall 2018, it increased to 78% in spring 2019, and increased again to 97% in summer 2019. The Internet Program Success Rate remained steady at 84% in fall 2019, spring 2020, and summer 2020. Overall the Total Program Success Rate in Internet classes increased each academic year.

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From this data, students seem to be very successful in the face-to-face, blended, hybrid, and Internet classes. Therefore, the department will continue to offer blended, hybrid, and Internet classes in the program to help meet the needs of the students.

Provide narrative for analysis of student success in program courses standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at _80__ (%) and the target at _82__(%).

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Refigure the OST 289 Office Administration Capstone course to help increase retention.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students retained in OST 289.

Outcome #4: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

Baseline: N/A % (*Average of last three years NCCCS Reports; 2018, 2019, and 2020*)
Standard: N/A % (
Target: N/A %

Licensure / Certification Exam – (Title of License or Exam)

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2017	2015-16			
2018	2016-17			
2019	2017-18			
2020	2018-19			

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Provide narrative for analysis of licensure / certification passing rates. *(Based on the performance measure data, provide a narrative of your analysis of licensure/certification. Are you satisfied with your program licensure or certification rates? State any changes you plan to make for continuous improvement.)*

Not applicable.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Not applicable.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Not applicable.		

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.

Not applicable.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Not applicable.

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	N/A		
2			

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Provide narrative for your program facility needs. If facilities are adequate, please confirm.

All seated and hybrid classes are taught in the Spruce Building on the main campus of Wayne Community College. The main classrooms used are Spruce 112, 114, and 214.

Presently, the facility is adequate to meet the needs of students and faculty within the Office Administration program. All classrooms in the Spruce Building are equipped with wireless Internet access, digital projectors, and instructor stations to provide opportunities for enhanced class presentations. The OA instructors have access to laptop carts as well to use in their classrooms if needed.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

There are several academic and student support services available to all WCC OA students each semester. The college provides resources including: the Open Computer Lab, Library, Tutorial Services, and the Academic Skills Center. When necessary, the OA faculty provide office hours and appointments for one-on-one instruction and tutoring. In addition, the Spruce Building houses the Business and Accounting Lab for tutoring students. OA students have used the lab for assistance and laptop access for testing.

Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Department	Objective(s) Submitted	Use of Results
2017-18	Medical & Office Administration	Laptops and cart (Approved)	Several program areas including English, Mathematics, Business Administration, Medical Office Administration and Office Administration utilize the laptop cart and laptops when teaching classes in classrooms that are not traditional computer classrooms. This provides flexibility in teaching where students can always have access to a computer when needed for instruction.
2018-19	Medical & Office Administration	Remaining costs to host Chamber of Commerce "Business After Hours" event (Not approved)	Not funded. No action required.
2019-20	No planning objectives submitted for Medical & Office Administration	No planning objectives submitted for Medical & Office Administration	No planning objectives submitted for Medical & Office Administration

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Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths

The Office Administration Program is supported by the college with excellent facilities and continued funding. Both full- and part-time faculty are experienced and committed to student success. To meet the needs of the students, courses are offered as follows: blended, hybrid, online, and evening.

At times, students begin their education at Wayne Community College with the goal of just wanting to take a few classes to obtain skills to enable them to gain employment as soon as possible. After research was conducted, it was revealed that there were forty-nine attorneys listed in the Goldsboro, NC, area alone; and after surveying some of these attorneys and office managers, it was revealed that they would like to have employees who have been educated and trained in the office administration field. To further assist students in achieving this goal, in fall 2019 a new Office Administration/Legal Assistant Certificate was began. A local attorney agreed to create and teach the three legal specific online courses. She created all three classes from scratch in two semesters. This certificate can also be used as a Career and College Promise (CCP) pathway. Furthermore, the department has added CCP pathways for all of the certificates offered by the department.

Microsoft Office Certifications are not required; however, students are encouraged to seek certifications to demonstrate competency to employers. Students can also enhance their employability by obtaining the Certified Administrative Professional (CAP) certification offered through the International Association of Administrative Professionals (IAAP).

Each year since 2017, the department has purchased 500 MOS certification vouchers in order for the students to have the opportunity to achieve certification in Microsoft Software Applications. Students have been taking advantage of this opportunity to increase their successfulness in obtaining employment upon graduation.

To assist graduates with finding employment, an in-house database is maintained to gather current contact information, such as address, telephone number(s), and current personal e-mail address. When a job opportunity is presented to us, the faculty uses this contact information to contact graduates and provide them with this employment information. When graduates are hired, the faculty notates that in the database in order to keep up with graduates employed.

Through the years faculty in the department has worked closely with local businesses to assist students in gaining work experience, and some of these students achieve college credit for work based learning classes (WBL 110, WBL 111, WBL 112, and WBL 121). Some of these employment positions have been paid positions, internships, and some have been volunteer, which has provided students with valuable employment experience they could add to their resumes when searching for further employment after graduation.

Another positive note as noted in the Labor Market Data section above is that the MOA department has had several local employers hire some of the MOA graduates and the employers have had such good comments to share with us about them. After hiring one graduate, one employer said that the graduate/employee was so good that the employer wished that she had 12 more just like her. She then hired another graduate. Another employer commented that they knew that they had won "big" when they hired this particular graduate. They talked about what a hard worker that she was in their office and that they were so pleased that she was working with their office. Yet another employer spoke so highly of a graduate that she hired and said what a good work ethic the employee had and that she was thrilled to have her working with her company. This makes the department feel that the OA students are receiving the training and skills they need to be successful in the workplace.

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In the latter spring 2019 as another way to advertise and recruit students in the Office Administration programs, Christy Culbreth, a former OA faculty member, requested permission for us to use a vacant building in downtown Goldsboro (Center Street). Because this building is on the corner, there were two windows (one on each corner). Christy, along with the help of a student who had experience in retail, met and designed a movie-type theme with "Coming Attractions" décor. They worked with WCC's Media Department to get these materials designed and printed. Christy, the student, and the department chair decorated these two windows. It was a very attractive design; and because the windows had lights, the advertisement was even more visible in the evening. The WCC Media Department submitted pictures of this window display and won the Bronze Paragon Award in the Advertising – Interior Signage/Display Category. This honor was awarded to WCC by the NCMPR (National Council for Marketing and Public Relations).

One final strength of the program, as stated above, there are Career and College (CCP) pathways offered for every certificate in the OA Department. In order to help high school seniors take these classes during the summer semester, the department schedules these classes to begin after the public school year has ended and the seniors have graduated.

Weaknesses

Lower enrollment has been an area of concern in the past several years. This decline in enrollment can be contributed in some part to the economy. The department has noticed over the years that when unemployment numbers are lower, the enrollment numbers show a decline. For individuals who need employment this is a positive fact since more people are able to obtain jobs. The OA faculty have worked together to strategize and work diligently by participating in all possible recruitment opportunities in order to increase enrollment. Before COVID-19, some recruitment efforts have included helping serve and advertise the programs at various community events such as the Mount Olive Pickle Festival, Daffodil Festival, Beak Week/Pig-in-the-Park, Wayne County Agricultural Fair, Wayne County Public School's Middle and High School Career Fairs, STEM Fairs, Wayne Community College's annual Career and College Promise (CCP) Showcase, and Discover Wayne. The department has met annually on WCC's campus with high school students to introduce them to the programs. At these events, tables are set up with items that include marketing materials that include a description of the programs, skills that are needed, a list of places of employment, an estimation of salary, and contact information. In the past, several of the department's faculty have also met and spoken with Wayne Early Middle College High School students (WEMCHS) as well as Adult High School/GED students to provide them with information about the programs. Just before COVID-19, the department chair contacted the Wayne County Public Library about putting marketing flyers there to advertise the programs, and the department chair restocks these flyers each month.

Opportunities

When prospective students apply to attend Wayne Community College, an email is sent to the department chair. The department chair uses this email and personally calls the prospective student to see if they have any questions and to provide them with helpful information about their next steps in getting enrolled. In addition, each semester a student applicant list is created and shared with faculty. From this list, faculty can see names and contact information of individuals who have applied to Wayne Community College and are eligible to register. Their specific program of interest can also be seen from this list. Faculty can see what the prospective student might be missing such as their high school transcript, acceptance interview, etc. The department chair and MOA faculty use this list as another recruitment tool, and they call and sometimes email these prospective students to help them complete their registration process.

The faculty feel that all of these efforts have had a positive effect on the Office Administration programs because students continue to enroll and graduate with the various certificate, diploma, and degree credentials. The faculty will continue to pursue these efforts and more that are provided to us in an effort to continue to increase enrollment.

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Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

Review prepared and submitted by: *(Please list name(s) and titles)*

LaRose S. Brock, Department Chair, Medical and Office Administration

Heather Evans, Instructor, Medical and Office Administration

Leigh Heath, Instructor, Office Administration

Haleigh Wilhide, Instructor, Medical and Office Administration

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean, Director, or AVP / Date: Tracy M. Schmeltzer 5/24/2021

IE Acceptance / Date: Dorothy Moore 5/14/2021

Administrator Approval / Date: Patty Pfeiffer 5/24/2021