

**Wayne Community College
Program Review – 2021-2022**

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 ranges 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 align 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 numerous ways depending on the situation. The OA program consists of a diverse student population which 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 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. A few years ago, 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 believes that all the College's goals align with the OA programs in some way.

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

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

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Office Administration/Legal Assistant Certificate (C25370LA)	Fall 2019, Added
Office Administration/Legal Assistant Certificate (C25370LA)	Fall 2019, Revised
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	Fall 2020, Revised

Administration Certificate (C25370), Office Administration/Legal Assistant Certificate (C25370LA)	
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 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.

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.

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

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	03/28/2019 10/22/2019	The Advisory Committee members agreed with what was presented at both Advisory Committee meetings and had no other concerns or recommendations.
2020-2021	03/23/2020 10/27/2020	The spring meeting was cancelled due to Covid-19. The Advisory Committee members agreed with what was presented at the Fall 2020 Advisory Committee meeting and had no other concerns or recommendations.
2021-2022	03/23/2021 10/26/2021	The Advisory Committee members agreed with what was presented at both Advisory Committee meetings and had no other concerns or recommendations.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

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, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or 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 organizational tasks.” In addition, they use computer software to create word processing and spreadsheets.

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 September 09, 2022).

Employers that hire OA students typically have positive remarks to make regarding the OA students.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 39 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 40 #**Target:** 41 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	42
2019-2020	41
2020-2021	34

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	13	31.0%	11	26.8%	7	20.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	20	47.6%	22	53.7%	19	55.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	2.9%
Hispanic/Latino, Female	5	11.9%	5	12.2%	3	8.8%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	1	2.4%	1	2.9%
Female Total	38	90.5%	39	95.1%	31	91.2%
African American, Male	2	4.8%	1	2.4%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	2.4%	3	8.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	4.8%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	4	9.5%	2	4.9%	3	8.8%
Total	42	100.0%	41	100.0%	34	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	1	2.9%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	1	2.9%
African American, 18-24	6	14.3%	3	7.3%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	4.8%	4	9.8%	4	11.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	1	2.9%
Hispanic/Latino, 18-24	6	14.3%	3	7.3%	1	2.9%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	2.4%	0	0.0%
18-24 Total	14	33.3%	11	26.8%	6	17.6%
African American, 25-44	8	19.0%	7	17.1%	5	14.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	12	28.6%	13	31.7%	13	38.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.4%	2	4.9%	2	5.9%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	2.9%
25-44 Total	21	50.0%	22	53.7%	21	61.8%
African American, 45-64	1	2.4%	2	4.9%	1	2.9%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	6	14.3%	6	14.6%	4	11.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	7	16.7%	8	19.5%	5	14.7%
African American, 65+	0	0.0%	0	0.0%	1	2.9%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	1	2.9%
Total	42	100.0%	41	100.0%	34	100.0%

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

Student enrollment in the Office Administration Program has declined from 2018 to 2021. Enrollment in the Office Administration Program in 2018-2019 was 42 and enrollment in 2020-2021 was 34. One of the factors that may have contributed to the decline in enrollment was the Covid-19 Pandemic. Overall, most of the students in the Office Administration Program are in the 25- 44-year-old age range with the 18– 24-year-old group coming in second and lastly the 45–64-year-old age group. African Americans and Hispanic enrolled in the Office Administration Program has showed decline across all age groups from 2018 to 2021. The Caucasians in each age group is the only ethnic group to remain steady or slightly increase. The Office Administration Department regularly strives 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 Facebook 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.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Refigure the OST 289 Office Administration Capstone course to help increase retention.	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 #2: Retention**Baseline:** 57.7 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 58.7 %**Target:** 59.7 %

Year	Program Retention Rate
2018-2019	64.3%
2019-2020	60.7%
2020-2021	48.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	4	22.2%	4	23.5%	1	8.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	9	50.0%	9	52.9%	7	58.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	16.7%	2	11.8%	3	25.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	1	5.9%	0	0.0%
Female Total	16	88.9%	16	94.1%	11	91.7%
African American, Male	1	5.6%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	5.9%	1	8.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.6%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	11.1%	1	5.9%	1	8.3%
Total	18	100.0%	17	100.0%	12	100.0%

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	5.9%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	5.6%	2	11.8%	1	8.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	16.7%	2	11.8%	1	8.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	5.9%	0	0.0%
18-24 Total	4	22.2%	6	35.3%	2	16.7%
African American, 25-44	5	27.8%	3	17.6%	1	8.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	33.3%	6	35.3%	7	58.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.6%	0	0.0%	2	16.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	12	66.7%	9	52.9%	10	83.3%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	11.1%	2	11.8%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	11.1%	2	11.8%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	17	100.0%	12	100.0%

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

The highest retained age group in the Office Administration program is 25-44. Over 2018-2021, there has been an increase in Caucasian females. In 2020-2021, the retention of Caucasian females increased 14% over the previous two years. Alternately, African American females in the same age group have experienced a decrease in retention over 2018-2021 with an overall decrease of 80%. Hispanic and Latino females in the 25-44 age group retention have increased 50% over the previous three years.

As noted in the chart above, the retention rate in the Office Administration program has declined over the past three years. The factors contributing to this decline could include the increased textbook costs and the implementation of the Reinforced Instruction for Student Excellence (RISE) program Placement Guidelines for new students.

Over the course of the previous three years, the software, which includes an e-book, for many Office Administration courses has increased by 7%. This extra cost students incur has impacted the overall price of attending college. To relieve the financial burden for students, the Lead Office Administration instructor is currently working toward removing the software/e-book necessary for some Office Administration courses and creating bookless courses that meet the same course objectives without requiring students to purchase software/e-books.

The Reinforced Instruction for Student Excellence (RISE) program incorporated a placement guide that used students' high school Grade Point Average as an indicator of placement in developmental courses. This caused students to be placed in courses that they may not have been educationally ready to take. Wayne Community College no longer uses the RISE Placement Guidelines (high school GPA) as the sole indicator of placement and now includes the Accuplacer Placement Test to determine the need for developmental courses.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Refigure the OST 289 Office Administration Capstone course to help increase retention.	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: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 30 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 31 #**Target:** 32 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	28
2020-2021	33
2021-2022	29

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	10	35.7%	10	30.3%	5	17.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	12	42.9%	16	48.5%	17	58.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	10.7%	5	15.2%	7	24.1%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	3.6%	1	3.0%	0	0.0%
Female Total	26	92.9%	32	97.0%	29	100.0%
African American, Male	1	3.6%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	3.6%	1	3.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	7.1%	1	3.0%	0	0.0%
Total	28	100.0%	33	100.0%	29	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	10.7%	0	0.0%	2	6.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	7.1%	1	3.0%	2	6.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	7.1%	1	3.0%	2	6.9%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	3.6%	0	0.0%	0	0.0%
18-24 Total	8	28.6%	2	6.1%	6	20.7%
African American, 25-44	5	17.9%	8	24.2%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	8	28.6%	12	36.4%	12	41.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.6%	4	12.1%	5	17.2%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	3.0%	0	0.0%
25-44 Total	14	50.0%	25	75.8%	17	58.6%
African American, 45-64	3	10.7%	2	6.1%	3	10.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	10.7%	4	12.1%	3	10.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	6	21.4%	6	18.2%	6	20.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	28	100.0%	33	100.0%	29	100.0%

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?)*

The number of completers has fluctuated over the past few years. The completers consisted of 28 students in 2019-2020, 33 students in 2020-2021 and 29 students in 2021-2022. Caucasian females and African American females rank in the highest percentage of Office Administration (OA) students. There continues to be a very low number of male OA students. Students aged 25-44 is the highest range of students in the program with students aged 18-24 coming in second highest.

With the change in COVID-19, the OA program expects to see an increase in movement within the student body and more students enrolled.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Refigure the OST 289 Office Administration Capstone course to help increase completers.	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.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Instructor Leigh Heath administers the Microsoft Office Specialists certification exam each semester to give students the opportunity to earn credentials in Microsoft Word and/or Microsoft Excel.

Planning Objectives (2019-20; 2020-21; 2021-22 – 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)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Lead Office Administration instructor, Leigh Heath, was consulted and no planning objectives are being submitted at this time.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

The Medical and Office Administration Department does not need any additional faculty currently.

Provide narrative for your program facility needs over the next three years. 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 needs over the next three years. (Are services adequate for your program/service?)

There are several academic and student support services available to all WCC OA students each semester. The college provides resources including: The 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.

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, and online.

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 begun. 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 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 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 success 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 notes that in the database 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 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 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 an excellent 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.

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 an 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. 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 can obtain jobs. The OA faculty have worked together to strategize and work diligently by participating in all possible recruitment opportunities 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 these efforts have had a positive effect on the Office Administration programs because students continue to enroll and graduate with various certificates, diploma, and degree credentials. The faculty will continue to pursue these efforts and more that are provided to us to continue to increase enrollment.

Finally, the Medical and Office Administration Department suggested that the department work with the Wayne County Chamber of Commerce's monthly "Business After Hours" event as another opportunity to help advertise our programs. The Business and Computer Technologies Division has hosted this event on the college campus for several years now, and we feel that it has been an excellent opportunity to let community members know about all our programs.

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 and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review.

IE Acceptance / Date:	<u><i>Dorothy Moore</i></u>	<u>11/9/2022</u>
Dean, Director, or AVP / Date:	<u><i>Tracy M. Schmeltzer</i></u>	<u>11/9/2022</u>
Administrator Approval / Date:	<u><i>Dr. Brandon M. Jenkins</i></u>	<u>11/22/2022</u>