



Office Support Specialist Administrative Professional

**Wisconsin Indianhead Technical College
31-106-8 Technical Diploma, 10-106-6 Associate Degree**

**2012
Program Review**

and

**2013, 2014
Progress Reports**

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Administrative Professional

10-106-6 Associate Degree

Financial Aid Eligible

Program Overview

The Administrative Professional program prepares individuals with the software/hardware, administrative, and interpersonal skills needed to perform the duties of administrative support personnel. The second year of the program allows students the flexibility of increasing skills in either communications or software applications. Many of the skill subjects are competency based or are available through alternate delivery methods. With additional education and/or work experience, there is opportunity for graduates to advance into supervisory or managerial positions.

Campus:

Ashland
Rice Lake
Online



Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Student Profile

Administrative Professional students should be able to:

- Follow instructions quickly
- Express ideas verbally and in writing
- Enjoy learning new methods and procedures
- Perform responsible work without close supervision
- Exhibit a willingness to work with others
- Adapt to changing situations
- Work repetitive tasks and identify errors

Key to the student's success as an Administrative Professional is having a good command of English and effective human relations skills.

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Keyboarding
- Basic computer skills
- English/Basic grammar
- General Math
- Recordkeeping
- Accounting

Program Outcomes

Employers will expect Administrative Professional graduates to be able to:

- Demonstrate effective workplace communications
- Apply technology skills to business and administrative tasks
- Perform routine administrative procedures
- Manage administrative projects
- Maintain internal and external relationships
- Model professionalism in the workplace

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 for a list of collegewide outcomes and indicators.

Career Outlook

Graduates of the Administrative Professional program are in high demand because they have the skills required in today's office. Positions available after graduation may include:

- Administrative Assistant
- Administrative Professional
- Executive Assistant
- Office Manager
- Information Manager
- Executive, Administrative, Corporate, and Personal Secretary
- Records Manager
- Office Support Specialist
- Transcriptionist
- Legal Office Support Person
- Medical Office Support Person
- Web Site Support Person

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10101174	QuickBooks Accounting	2
10101176	Financial Accounting 1A	2
10103106	MS PowerPoint	1
10103125	MS Outlook	1
10103146	MS Word A	1
10103147	MS Word B ▲	1
10103148	MS Word C ▲	1
10103151	MS Excel A	1
10103152	MS Excel B ▲	1
10103162	MS Access A	1
10105115	Professional Profile	1
10105157	E-Business Support	1
10106110	Document Formatting	2
10106119	Administrative Office Experience or	3
10106108	Help Desk Concepts and	2
10106109	Web Conferencing	1
10106122	Transcription	2
10106126	Office Communication Technology or	2
10103156	Adobe Photoshop	1
10106127	Desktop Publishing	2
10106128	Software Integration ▲	1
10106139	Administrative Office Procedures	3
10106146	Proofreading for the Office	3
10106165	Information Management	2
10106167	Computer and Business Technologies	1
10196191	Supervision or	3
10103197	Adobe Dreamweaver	1
10891005	Job Quest	1
		39
General Studies Courses*		
10801195	Written Communication ▲	3
10801196	Oral/Interpersonal Communication or	3
10801198	Speech	3
10801197	Technical Reporting ▲	3
10804123	Math with Business Applications ▲	3
10809195	Economics	3
10809172	Race, Ethnic, and Diversity Studies or	3
10809196	Introduction to Sociology	3
10809198	Introduction to Psychology	3
		27
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▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.

* See page 40 for General Studies course descriptions.

Office Support Specialist

31-106-8 Technical Diploma

Financial Aid Eligible

Program Overview

The Office Support Specialist program prepares students for employment in the rapidly changing field of office technology. Students will become skilled in human relations, customer service, and communication. The ability to work independently, as well as in a team environment will be emphasized. Students will become proficient in various computer applications necessary to work in today's electronic office. This program is offered with a career ladder approach and can be used to advance into the Administrative Professional program.

Campus:



Ashland
New Richmond
Rice Lake
Superior

Student Profile

Office Support Specialist students should:

- Be focused and detail oriented
- Be problem solvers
- Be able to follow instructions and established procedures
- Enjoy working in an office environment
- Be able to communicate effectively
- Be able to adapt to change
- Use good time management

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Keyboarding
- Basic computer skills
- English/Basic Grammar
- Accounting
- General Math

Key to the student's success in this program is attentiveness to detail and effective human relations skills.

Program Outcomes

Future employers will expect Office Support Specialist graduates to be able to:

- Apply technology skills to specific office applications
- Apply proofreading techniques to identify and correct errors
- Demonstrate appropriate professional traits including taking initiative and working independently
- Listen, speak, and write proficiently
- Exercise appropriate customer service skills in all situations
- Apply organizational skills

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 for a list of collegewide outcomes and indicators.

Career Outlook

Office Support Specialist graduates are in demand because they know how to operate today's high-tech office equipment. Positions available after graduation include:

- Office Support Specialist
- Receptionist/Secretary
- Data Entry Operator
- Customer Service Representative

Curriculum

Number	Course Title	Credits
Occupational Specific Courses		
10101115	Accounting Principles	3
10103106	MS PowerPoint	1
10103125	MS Outlook	1
10103146	MS Word A	1
10103147	MS Word B ▲	1
10103148	MS Word C ▲	1
10103151	MS Excel A	1
10103162	MS Access A	1
10105115	Professional Profile	1
10106110	Document Formatting	2
10106139	Administrative Office Procedures	3
10106146	Proofreading for the Office	3
10106165	Information Management	2
10106167	Computer and Business Technologies	1
10804123	Math with Business Applications ▲	3
		25
Occupational Supportive/General Studies Courses*		
10801195	Written Communication ▲	3
10801196	Oral/Interpersonal Communication	3
10809198	Introduction to Psychology or	3
10809199	Psychology of Human Relations	3
10890105	Job Quest	1
		10
	PROGRAM REQUIREMENTS	35

- ▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.
* See page 40 for General Studies course descriptions.

Program Profile

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
Administrative Professional 10-106-6, Office Support Specialist 31-106-8	
Program Academic Dean	Title/Location
Leslie Bleskachek	Academic Dean
Team Lead(s)	Title/Location
Barb Williams	Office Tech Faculty/Superior
Laurie Simon	Office Tech Faculty/New Richmond
Team Members	Title/Location
Bambi Pattermann	Dean of Continuing Ed/Ashland
Matt Dietsche	Gen Ed Faculty/Superior
Justin Johnson	Student Services Enrollment Services Manager/New Richmond
Jasmine Burt	Office Tech Support and Program Graduate/Superior
Advisory Committee Member - TBD	Rice Lake

Program Information:		
Capacity (new students admitted/year): ~ 60-75		
Number of Faculty:	FT: 5 FTE (7 district headcount)	PT: .25 (3 district headcount)
Statewide Curriculum:	Yes?	No? XXX
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	25 courses/39 credits
	<i>Online:</i>	26 courses/40 credits
	<i>ITV/IP:</i>	7 courses/21 credits
	<i>Blended:</i>	26 courses/40 credits

Program Accredited by:	N/A
Date of Last Accreditation	
Date of Next Accreditation	
Is a visit required? If so, when is the next visit?	
Program Licensed by:	N/A
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	

SELF STUDY

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Administrative Professional/ Office Support Specialist	Team Chair: Laurie Simon & Barb Williams
Academic Dean: Leslie Bleskachek	Divisional Dean: Frank Braswell
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	In-person, conference calls, email, and Communicator.
Number of meetings	8
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	Assigned to individuals.
Additional comments:	
Summary of Findings	
As you completed this self-study section of the program review, what areas "stand out" in your program? Please explain.	We continue to update technology, teaching methods, and curriculum to meet the changing needs of Business and Industry.
What has surprised you? Please explain.	The feedback received regarding collaboration between Office Technology instructors and other interdepartmental staff shows that we have strong collaboration methods in place. We feel this is an area we can continue to improve on.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	Develop methods and course materials to be consistent with employment documents (resume, cover letter, application) in all college courses (Job Quest, Written Communication, AOE, and other courses). Update Challenge Exams to match course revisions
When/where in your program will you implement these improvements?	Develop course materials Fall 2012 to be implemented in Spring 2012 courses. Create schedule to update challenge exams beginning fall 2012.
What methods (direct or indirect) will you use to assess the success of this implementation?	Feedback from students indicating that the same employment documents were acceptable for multiple classes. Common rubrics will be developed to be used by faculty teaching and utilizing employment documents in their courses. Develop common scoring rubric for challenge exams.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	Student job portfolios will be consistent. Challenge exams will match course competencies and course rigor
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist			
Category: Program Statistics			
PLUSES (Strengths)		DELTAS (Opportunities)	
Very high graduate satisfaction.		Identify reasons for declining enrollment.	
Select one PLUS item and explain the root cause:	Graduate satisfaction is very high. This is due to high faculty engagement.		
Select one DELTA item and explain the root cause:	Declining enrollment in the program. There could be many root causes, including: declining job prospects due to economy, an inability of students to attend classes due to work, declining interest in the program, lack of understanding about the program.		
What items in this category MUST be addressed on our improvement plan?	Declining enrollment in program.		
What items in this category MIGHT be addressed on the improvement plan?	Graduate Employed Related. The team thought that some might be employed in related fields, but because the title was not “Administrative Professional” or “Office Support Specialist”, they did not make the connection.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	The graduate satisfaction is very high and consistently so. This might be worth examining to determine the reasons for continued success in this area.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			
Program stats for this year might show an increase in enrollment due to the online program, which might help answer questions posed in the DELTA section.			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist Category: Advisory Committee			
PLUSES (Strengths)		DELTAS (Opportunities)	
The Advisory Committees usually meet twice a year, once in the fall and once in the spring; and often time face-to-face through meetings and conversations.		Strengthen and diversify membership.	
Select one PLUS item and explain the root cause:	Members participate in campus events, serve as mentors, and provide internships.		
Select one DELTA item and explain the root cause:	The job market has impacted our membership. Jobs have been down-sized. Time constraints also impact the availability of members.		
What items in this category MUST be addressed on our improvement plan?	Continue receiving input for employer needs. Implement changes in curriculum to meet these needs.		
What items in this category MIGHT be addressed on the improvement plan?	Update software based on committee recommendations.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Advisory Committee members interact with students through internships, job fairs, and reviewing of student portfolios.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist Category: Collaboration Across the College			
PLUSES (Strengths)		DELTAS (Opportunities)	
Monthly department meetings, instructors with dual certification, common Collegewide rubrics, communication between departments, sharing resources		We are “responsive” but we should be more “proactive” with the business industry.	
Select one PLUS item and explain the root cause:	Faculty role at both program orientation and at fall and spring new semester orientation, faculty provide student guidance over lunch, as well as delivery of Blackboard training. Faculty readily volunteers to assist.		
Select one DELTA item and explain the root cause:	Encourage the Counselors, Financial Aid Specialists, Admissions, Career Specialists, and Marketing Personnel to promote the Office Technology programs		
What items in this category MUST be addressed on our improvement plan?	Ongoing collaboration between program faculty and counselors to gain better understanding of need/resources and promotion of Office Tech programs.		
What items in this category MIGHT be addressed on the improvement plan?	Collaborative between counselors and faculty, counselors typically advise prior to 1st enrollment, there is opportunity for additional collaboration through early advising with faculty.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Mentoring Program – between students, advisory committee members, and college staff.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist			
Category: Curriculum			
PLUSES (Strengths)		DELTAS (Opportunities)	
Continuous review and updates to WIDS Course Outcome Summaries.		Increase use of Collegewide rubrics in courses Continue to reinforce written and oral communication in program courses.	
Select one PLUS item and explain the root cause:	Revisions to core classes to meet different delivery methods. The curriculum and course materials can be used in in-person, online, and IP courses.		
Select one DELTA item and explain the root cause:	Reinforcement of Collegewide outcomes, written and oral communication, in program courses.		
What items in this category MUST be addressed on our improvement plan?	Develop methods and course materials to be consistent with employment documents (resume, cover letter, application) in all college courses (Job Quest, Written Communication, AOE, and other courses).		
What items in this category MIGHT be addressed on the improvement plan?	Update Challenge Exams to match course revisions. Develop formal plan to update courses in WIDS. Develop plan to order textbooks.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration in creating assessments and course projects.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist			
Category: Equipment and Facilities			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Up-to-date software. -Common software on all campuses. -Labs computers on a regular replacement cycle.		-Student use of Macs is not available. -Software upgrades can be expensive. -Simulation software is available for offices and call center role playing.	
Select one PLUS item and explain the root cause:	Up-to-date software: faculty are aware of current practices in industry and know when upgrades and changes are coming.		
Select one DELTA item and explain the root cause:	Use of Macs: uncertain of root, but possibly that current It structure isolates Macs to certain programs due to network impacts when used.		
What items in this category MUST be addressed on our improvement plan?	Student use and exposure to the Mac platform. To prepare students, they need at least a cursory exposure to OS that they might encounter in the field.		
What items in this category MIGHT be addressed on the improvement plan?	Simulation software: it is unclear if this would be beneficial and cost effective for the program.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Up to date software = best practice. We are not using out of date operating systems or software packages, so our students leave WITC with current skills and knowledge.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist			
Category: Assessment of Student Learning			
PLUSES (Strengths)		DELTAS (Opportunities)	
The Office Technology group assesses program outcomes in conjunction with the Collegewide outcomes.		Program Outcomes are assessed yearly. The data is gathered but there is not a clear improvement plan to use the results of the assessments.	
		Match program outcomes to TSA	
Select one PLUS item and explain the root cause:	Continuous assessment of program outcomes.		
Select one DELTA item and explain the root cause:	Evaluate data from past program outcome assessments and develop a plan to update curriculum based on data.		
What items in this category MUST be addressed on our improvement plan?	Update program outcomes to match TSA.		
What items in this category MIGHT be addressed on the improvement plan?	Development of improvement plan to implement changes to courses based on assessment results.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Using the same techniques and projects to assess both program and Collegewide outcomes.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Administrative Professional/ Office Support Specialist Category: Staff Development and Program Innovation			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Staff recognized as leaders in technology skills. -All faculty are up to date in skills. -Goals and ILPs and completed on an annual basis. -Faculty develop ILPs to build skills.		-Faculty almost always tapped to present at in-service, and do not get the opportunity to attend as learners. -Frequent software changes require frequent training and redevelopment of multiple courses.	
Select one PLUS item and explain the root cause:	Staff recognized as leaders in technology: root cause = faculty are very engaged and committed to the program and students, which leads to wanting to make sure students have a current skill set, which leads to frequent training, etc.		
Select one DELTA item and explain the root cause:	Attending inservices as learners: root cause = limited funds at the college and wanting to use internal resources to be cost effective.		
What items in this category MUST be addressed on our improvement plan?	Attending inservice: all faculty should have the opportunity to attend professional development seminars to build skills and gain new information about the college and connect with peers.		
What items in this category MIGHT be addressed on the improvement plan?	Supporting frequent updating of courses due to software changes that is supported by some means (time or curriculum development funds).		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Faculty recognized as experts = best practice. Faculty members are regularly asked for their input and expertise both at WITC and in the larger community.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

WTCS QRP ANALYSIS REPORT

WTCS QRPDS SCORECARD ANALYSIS WORKSHEET

Check One: (two worksheets should be completed—one for target score analysis and one for threshold score analysis.)

- TARGET SCORE ANALYSIS**
- THRESHOLD SCORE ANALYSIS**

Program:	Office Support Specialist/Administrative Professional			
Indicator	Actual	Target	Threshold	What practices might be causing this performance?
F200 2 nd year retention	87.88	80.77	46.46	Implementation of online delivery—allows students flexibility to work and continue studying. Pilot mentoring project might also have played a role. 1 st year of ETC might have helped support struggling students. Possibly improved academic advising. Streamlined communication between campuses due to new structure. WIA funding might keep them in school.
F800 5 th year graduation	22.35	45.27	50	Many part time students are staying enrolled. The addition of the online program might have helped them stay and complete the program (with work and families: some can't afford to drive). Improved technology for student access.
S400 Graduate satisfaction	2.99	3.55	3.78	Stay in contact with students after graduation. WITC community is very supportive and foster student success. All WITC people focus on student needs. Class sizes also foster personal engagement and success.

BEST PRACTICE OR INNOVATION

Program	Office Support Specialist/Administrative Professional		
Short Title/Caption of Best Practice	Mentoring Pilot		
QRP Indicator Number & Name	F 200 – Second Year Retention		
QRP Scores	Actual: 87.88	Target: 80.77	Threshold: 46.46
Select One:	<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Innovation		
What is the Best Practice/Innovation?			
Mentoring program that links first year and second year students, and second year students with graduates.			
Why is this considered a Best Practice or Innovation?			
Shows students a clear pathway throughout their college career from first year through graduation that had not been developed before.			
How has this impacted on the high-level results for this program?			
Enhances communication among students and teaches valuable networking skills. Motivates and encourages, lessens anxiety, links students with success role models, promotes learning, shows how program outcomes link to actual jobs.			

BEST PRACTICE OR INNOVATION

Program	Office Support Specialist/Administrative Professional		
Short Title/Caption of Best Practice	Flexible Program and Course Offerings		
QRP Indicator Number & Name	F 800 – Fifth Year Graduation		
QRP Scores	Actual:50.00	Target:45.27	Threshold:22.35
Select One:	<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Innovation		
What is the Best Practice/Innovation?			
Flexible program and course offerings allow students options to meet their educational goals to merge their academic and professional goals.			
Why is this considered a Best Practice or Innovation?			
This flexibility allows students to complete program despite personal and professional conflicts.			
How has this impacted on the high-level results for this program?			
Online and blended options meet the scheduling needs of students allowing them more access to the program. This programming flexibility meets the needs of students with multiple personal and professional roles to make degree completion an option.			

BEST PRACTICE OR INNOVATION

Program	Office Support Specialist/Administrative Professional		
Short Title/Caption of Best Practice	Student Support and Customer Service		
QRP Indicator Number & Name	S 400 – Graduate Satisfaction		
QRP Scores	Actual:3.78	Target:3.55	Threshold:2.99
Select One:	<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Innovation		
What is the Best Practice/Innovation?			
Placing value on customer needs to provide support to help ensure student success.			
Why is this considered a Best Practice or Innovation?			
This constant examination of achieving student success ensures the customer needs are always met.			
How has this impacted on the high-level results for this program?			
The academic support and skills provided for students allow them to secure employment and prepare them for their professional futures.			

WTCS QRPDS SCORECARD ANALYSIS WORKSHEET

Check One:

- TARGET SCORE ANALYSIS*
- THRESHOLD SCORE ANALYSIS*

Program:	Office Support Specialist/Administrative Professional			
Indicator	Actual	Target	Threshold	What practices might be causing this performance?
J500 Non-traditional gender	0	4.25	0	Lack of diverse population in this area. Lack of marketing directly to non-traditional gender.
C 200 Course Completion	69.86	73.64	55.78	Students are taking online course without being prepared to take an online course. This causes them to withdraw from courses or fail courses.

POTENTIAL SOLUTION/ACTION

Program	Office Support Specialist/Administrative Professional		
Short Title/Caption of Solution/Action	Social Perception of Occupational Gender		
QRP Indicator Number & Name	J500 – Non-Traditional Gender		
QRP Scores	Actual: 0	Target: 4.25	Threshold: 0
Description for Potential Solution/Action: <i>(Write a few sentences to describe what potential solution/action your team may undertake to improve the performance of this indicator.)</i>			
Ensure that non-traditional genders are present in marketing tools, web presence, and secure non-traditional gender graduates testimonials.			
Rationale for Potential Solution/Action: <i>(Write a few sentences to explain why this action is likely to improve the situation along with any concerns the team may have about pursuing this action.)</i>			
Provide more opportunities to increase non-traditional gender roles and help change the social perception of the non-traditional gender in the field.			

Program	Office Support Specialist/Administrative Professional		
Short Title/Caption of Solution/Action	Online Impact		
QRP Indicator Number & Name	C200 – Course Completion		
QRP Scores	Actual:69.86	Target: 75.98	Threshold:55.78
Description for Potential Solution/Action: <i>(Write a few sentences to describe what potential solution/action your team may undertake to improve the performance of this indicator.)</i>			
Provide “SmarterMeasure” for students to assess support network, computer literacy, time management skills, etc., for online learning success.			
Rationale for Potential Solution/Action: <i>(Write a few sentences to explain why this action is likely to improve the situation along with any concerns the team may have about pursuing this action.)</i>			
Providing more services with regards to the online student support.			

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Office Support Specialist/Administrative Professional
Future Trends	
•	Greater use of I-pads and smart phones and less computers
•	More international business
•	More flexible work sites (working from home)
•	Written and oral communication skills very important
•	Less focus on keyboarding speeds with use of voice recognition: increase in editing and proofreading skills.
External Factors	
•	Economy
•	Salary – hard to attract students
•	Job image –office professionals are not recognized as being an important part of all organizations
•	Competition with area schools
•	Competition for job opportunities within our geographic area and people with Bachelor’s degrees and higher are applying for entry level office positions
Employment Trends	
Local	Opportunities to work off-site -- Internet companies, virtual assistants
•	More responsibilities – with companies downsizing the administrative assistant will take on more duties within the company
•	Expected to grow – mostly in medical institutions
State	Admins working “freelance” either by choice or the economy
•	Downsizing
•	Low turnover in companies – people are not retiring as early

Program Improvement Plans

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
Defined Outcome: Improve Online course completion	Perkins?	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Provide “SmarterMeasure” for students to assess support network, computer literacy, time management skills, etc., for online learning success.</i> <i>Reach a 90% or higher completion rate for program students in online courses.</i> <i>Providing more services with regards to the online student support. Consider actions after consultation with Student Services to possibly include:</i> <i>-Track those who score a certain amount on Accuplacer.</i> <i>-Talk with every advisee on their plans for success.</i> <i>-Coach based on results of smarter measure.</i>		Office Tech faculty working with each campus Student Services staff (enrollment advisers)	2013-2014 2012-2014	Time
WTCS QRP Indicator Name & Number: C200 – Course Completion				
Update: (A mid-year and year-end update will be required each year during implementation.) May 2013: Office Technology faculty contacted Jennifer Kunselman to get benchmark scores for online course completion. Faculty discussed completion rates for courses to determine core courses they can target for improved completion rates. Faculty identified their lowest completion rates in 103 and 106 courses and will select the courses that need improvement. Jan. 2014: Student Services has elected to not implement the computer literacy component on Accuplacer, so tracking results will not be an option. Advisees are continually counseled for their success and when online is not a fit for certain students, they are advised to pursue face to face options in their schedule. May 2014: Changing the semester scheduling of MS Word A, B, and C to offer Word A first semester and Word B/C second semester for student success. Faculty met with Student Services personnel, including academic counselors, to improve academic advising for students. January 2015: WITC Accounting instructors teaching Financial Accounting 1A (to the AP students) are conducting a pilot this semester for this course. The pilot involves using a different textbook that has publisher exercises, case problems, end of chapter problems, short videos in each chapter explaining concepts, etc. In addition, Student Services, in working with a special WITC task force, is piloting an admissions technology skill survey for a select number of T&T programs. Results will be tabulated this summer.				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
<i>Defined Outcome:</i> Change Social Perception of Occupational Gender	<i>Perkins?</i>	Responsibility	Timeline	Resources
<p><i>Action Plan/Action Items:</i></p> <p>Ensure that non-traditional genders are present in marketing tools, web presence, and secure non-traditional gender graduates testimonials.</p> <p>Provide more opportunities to increase non-traditional gender roles and help change the social perception of the non-traditional gender in the field.</p>		<p>Kelly Sylte to contact two male graduates for testimonials.</p> <p>Interview/spotlight males in these roles, e.g. political and educational personal assistants.</p>	<p>2012-2013</p>	<p>Grads/Email</p> <p>Marketing Dept.;</p> <p>Individuals to be spotlighted</p>
<p><i>WTCS QRP Indicator Name & Number:</i></p> <p>J500 – Non-Traditional Gender</p>				
<p><i>Update:</i> (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2013: COMPLETE: A male graduate has been identified and has provided a testimonial. Faculty will work with the Marketing Department to spotlight this individual. Will follow up with additional male graduates for testimonials. Testimonials have been gathered and photos have been shared with the Marketing department for inclusion on promotional materials and the website. Hopefully this will encourage more non-traditional gender participation.</p> <p>Jan. 2014: The team continues to seek and promote non-traditional gender participants in the program.</p> <p>May 2014: Faculty host high school students on campuses for business skills competition and career tech days to learn about programs. Faculty also visit high school business classes to market program to traditional and non-traditional genders.</p> <p>January 2015: Currently have two male students in the program. At recent Business Skills contest, there were many male students competing in the software competitions. At the upcoming Career Day in Feb, hopefully additional males will show interest in the program. A male AP graduate is very successful as an Admin Assistant for DVR.</p>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
<i>Defined Outcome:</i> Develop marketing plan for OSS	<i>Perkins?</i>	Responsibility	Timeline	Resources
<i>Action Plan/Action Items:</i> Work with marketing department staff to develop a plan to promote OSS at all campuses.		All Office Tech, Academic Dean, Marketing Dept.	2013-14	Time, budget form marketing dept.
<i>WTCS QRP Indicator Name & Number:</i> (from those potential solutions selected from the WTCS QRPDS Analysis)				
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2013: This will be addressed next year with the new marketing director.</p> <p>Jan. 2014: Team hopes to meet with Beth Lyden to discuss promotional ideas in spring 2014. Promotional materials are appearing on the website carousel.</p> <p>May 2014: Additional marketing/media activities scheduled over the summer; faculty have created program videos for program web pages; district marketing campaign will focus on business cluster of programs; faculty will present at local K-12 educators' workshops held on campuses.</p> <p>January 2015: Faculty presented at campus public events in addition to hosting competitions at Business Skills Day. Business Division marketing brochure being developed with all programs listed. This brochure will be used as a marketing tool, especially at high schools. Sharon received a testimonial from a student who started in the OSS program and graduated from the AP program. She (Rachel Lee) was successful in her summer intern position and now has been hired FT at Northwest Wisconsin CEP, Inc. This testimonial was shared with PR people, campus career advisor, and campus admissions advisor. Hopefully, each of them share with their colleagues on all campuses.</p>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
Defined Outcome: Develop capstone course for AP program	Perkins?	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Design and develop curriculum for AP capstone course to be delivered in spring 2014.</i>		Sharon Duthie, Amy Pozniak, Kelly Sylte; working with all Office Tech faculty	Online course developed to be delivered by Spring 2014	Curriculum development dollars, time
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2013: The Capstone course is being developed by faculty using the WIDS program. Outcomes have been identified as the program outcomes determined by the TSA process. The Office Tech is working together to develop specific learning outcomes for each competency and are learning the new online WIDS program as they develop the course.</p> <p>Jan. 2014: The capstone course has been developed and will be delivered in Spring of 2015. The WIDs for the course is complete and available online.</p> <p>May 2014: The Administrative Professional Capstone course is approved and scheduled for Spring 2015.</p> <p>January 2015: The AP Capstone course was put into place and began this semester (spring, 2015) – right on schedule. In addition, AP curriculum modifications will be instituted fall 2015. For those of you familiar with instituting curr modifications, not only the 1st semester mods will be instituted, but also the 3rd semester mods. The 3rd semester mods will be instituted at the same time as the 1st semester mods because of the technology involved – waiting another year for this technology would not be good for the students. These mods came about thru the advisory committee and their recommendations for the program.</p>				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
Defined Outcome: Complete Phase II TSA	Perkins?	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Communicate TSA program outcomes to advisory committees for OSS and AP.</i> <i>Create plan to measure TSA outcomes for OSS and AP.</i> <i>Communicate plan to the state to complete Phase II TSA approval process.</i> <i>Develop plan to record and store data.</i> <i>Measure program outcomes and report to state.</i>		Office Tech faculty, Academic Dean	Plan to be complete and submitted to state by spring 2013, measurement in spring 2014	Time
WTCS QRP Indicator Name & Number: <i>(from those potential solutions selected from the WTCS QRPDS Analysis)</i>				
Update: <i>(A mid-year and year-end update will be required each year during implementation.)</i> May 2013: The office Tech Team is developing Capstone Course that will serve to assess program outcomes. The Phase II documents will be finalized and submitted to include the approval by the Advisory Committee members. The class is scheduled for the first time in spring of 2014. Jan. 2014: The team thought the course would be delivered in Spring of 2014, but it is not on the checklist until spring of 2015. The TSA Phase II documentation has been submitted and is awaiting approval. Results are pass fail and will be stored by the Dean. May 2014: The Administrative Professional Capstone course is developed and approved by the Program Advisory Committee in which the TSA skills will be assessed; course to begin Spring 2015. January 2015: Capstone Course has been instituted into the curriculum – Spring 2015. From the course, the students’ projects will be assessed using the TSA rubric and results reported to state office. In addition, the AP program requires an end of year student project that assesses all collegewide outcomes. May 2015 will see a comparison of this year’s math artifacts results with last year’s math artifacts results.				

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Office Support Specialist/Administrative Professional			
Defined Outcome: District wide advisory committee meetings	Perkins?	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>To align with other marketing programs, pilot district wide Advisory Committee meetings for OSS and/or AP.</i> <i>AP campuses will meet in fall, district wide meeting for all OSS/AP in spring.</i> <i>Meet to discuss pros and cons of new approach.</i>		Office Tech faculty, Academic Dean, local campus OTS support for planning	Fall 2012- Spring 2014	Time
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				
Update: (A mid-year and year-end update will be required each year during implementation.) May 2013: COMPLETE: A joint meeting for all Office Tech programs across the district was held on Tuesday, April 23, 2013. Participants indicated that they liked the new format and would like to continue this format with a spring combined meeting and an optional campus-based fall meeting if needed. The pros were that everyone heard the same things at the same time, that district wide trends could be identified and discussed, that participants could hear what was going on at all campuses. The cons were that the technology meant people sometimes talked over one another, but that was manageable through good facilitation. The team will continue discussions on the optimal size for this group to make sure the meeting membership does not get too large to be effective. Jan. 2014: Combined district meetings are planned for this academic year as this plan is institutionalized. May 2014: The second annual district-wide Program Advisory Committee met on April 22, 2014. Participants met locally to review agenda handouts before meeting with the combined group meeting. January 2015: The third annual districtwide program advisory committee meeting is scheduled for April 21, 2015. The synergy of the combined meeting is very good.				