

2014

**Administrative  
Office  
Technology**

**[ASSESSMENT REPORT]**

University of Arkansas at Monticello, College of Technology—Crossett

*This assessment report is used to help educators use data effectively, improve student retention, and increase graduation rates.*

**QUESTION 1: What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

The Administrative Office Technology (AOT) program provides students with the academic knowledge, independent learning skills, and confidence to successfully complete a technical certificate or a certificate of proficiency. Earning a degree in the Administrative Office Technology provides entry into one of many career pathways.

Students successfully completing the Office Support Certificate of Proficiency should demonstrate basic competencies in an office environment for limited entry-level office support positions and/or for continuation onto the technical certificate program in Administrative Office Technology.

Students successfully completing the technical certificate in Administrative Office Technology will be able to:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology using appropriate software.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab, and field content necessary to obtain employment in entry-level business offices.

Student learning outcomes for the Administrative Office Technology program are located:

1. on the UAM College of Technology-Crossett (UAM-CTC) program Website at <http://www.uamont.edu/uamctc/pdf/aot.pdf>
2. in the AOT classroom
3. in a promotional brochure used for recruiting purposes (*See Appendix A: Promotional Brochure*)
4. in the UAM-CTC Program Information booklet on page 12 at <http://www.uamont.edu/uamctc/pdf/CTC%20Program%20Book.pdf>
5. in each course syllabus (*See Appendix B: Sample Syllabus*)

**QUESTION 2: Describe how your unit's Student Learning Outcomes fit into the mission of the University.**

**The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor.**

- A. Students assess and apply appropriate societal and work ethics in the global environment. Learners develop personal, social, and employability skills.
- B. Students produce appropriate business documents inherent in an office setting (*See Appendix C: Sample Syllabus*)

**The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.**

- A. AOT students are equipped to attain excellence in a global economy as world-class employees and citizens by successfully completing the AOT program.

- B. Real world applications are reinforced using case studies. Students use problem-solving skills, imagination, reasoning, and critical thinking to solve case studies or situations with which they have no personal experience. Students demonstrate their competencies in a safe environment before entering the workforce.
- C. Emphasis on critical thinking, creative problem solving, and professional development prepare students for challenges they will face in today's global market place.

**The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.**

- A. Students integrate theory, lab, and field content to obtain employment in entry-level business offices. Students complete student learning outcomes that are introduced, reinforced, and mastered in the prescribed courses for the AOT program.
- B. Students demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment by completing documents on time individually or as a team member. Multiple assignments are assigned with due dates to reinforce time management.
- C. Students are encouraged to communicate learning outcomes effectively in class discussions, brainstorming, and conversations (Turn-to-Your-Partner activities).
- D. Subject materials in each course are linked with other courses in the AOT program. Student learning outcomes are reinforced and mastered.
- E. Students prepare for initial employment, continuing education, and practical life skills.

**The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training.**

- A. Students demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials in office technology using appropriate software.
- B. Students use instruction, information, and training related to academic and technical skills required to enhance career-related skills in technology, ethics, and professionalism.

**The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.**

- A. Students demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment by successfully completing Tech Business Practicum, a capstone course in the AOT program.
- B. Students establish standards of excellence recognized by the business community.

**QUESTION 3: Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

Assessment data is used to profile what students should know and communicate information about student progress and achievement in Administrative Office Technology courses. The table below maps where student learning outcomes are introduced, reinforced, or mastered by course.

Required Courses	SLO #1: Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology using appropriate software.	SLO #2: Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.	SLO #3: Demonstrate the integration of theory, lab, and field content necessary to obtain employment in entry-level business offices.
BUS 1123 Tech Accounting	I	I	R
BUS 1203 Tech Keyboarding	I, R	I	R
BUS 2143 Tech Business Mathematics	I		
BUS 2003 Tech Business English	I		R
BUS 1303 Tech Computer Apps for Bus.	I, R	I	
BUS 1213 Tech Keyboarding Applications	M	R	M
BUS 1563 Tech Admin Support Proc.	R	I	R, M
BUS 1503 Tech Word Processing	R, M	R	M
BUS 2013 Tech Business Communications	R	R	R
BUS 2153 Tech Computerized Accounting	R, M	R, M	M
BUS 1603 Tech Vocabulary Development	I		I
BUS 2163 Tech Spreadsheet Applications	R, M	M	M
BUS 2623 Tech Business Practicum	M	M	M

I = SLO Introduced  
R = SLO Reinforced  
M = SLO Mastered

**Student Assessment**

Students are evaluated in numerous ways adaptable to address students’ diverse needs and foster students’ learning experience. Instruction is adapted based upon assessment and reflection. Frequent monitoring and tutoring is employed to tackle students’ deficiencies.

**Formative Assessment Tools.** Formative assessment tools include reading quizzes, multiple-choice concept exams, observation (See Appendix D: *Technique Rating Sheet*), class discussion, and conversations (Turn-to-Your-Partner activities). This type of assessment allows learners to use prior knowledge or skills to comprehend the student learning outcomes.

**Summative Assessment Tools.** Summative assessment tools include performance tasks and exams (See Appendix E: *Tech Word Processing Exam*), presentations (See Appendix F: *Presentation Rubric*), portfolios (See Appendix G: *Portfolio Rubric*), and mock interviews (See Appendix H: *Mock Interview Rubric*). All assessment is geared to make a connection with the instructional unit necessary for students to obtain employment in entry-level business offices.

**Computerized Exams.** Students utilize computer generated and administered exams in *SAM 2010*, *Keyboarding Pro Deluxe*, and *CengageNOW* to allow immediate feedback and assessment. Instructor(s) obtain information on the percentage of time spent on particular questions, as well as identifies specific “problem” questions where

a large percentage of students miss the question. Instructor(s) can revisit these questions to determine if sections related to the question need to be covered again or if the question was unclear.

**Production Exams.** Hands-on testing is utilized in application courses for the certificate of proficiency and technical certificate. These assessments provide instructor(s) with visual confirmation that students have learned and can integrate lecture information. Production testing can include performing certain tasks related to the course including word-processing, desktop publishing, media presentation, etc. (See Appendix I: Keyboarding Production Exam).

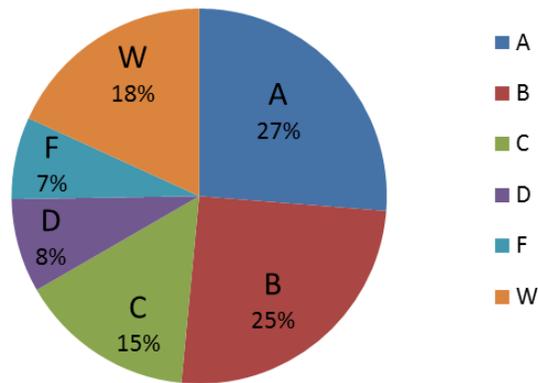
The instructor(s) review each unit exam, production work, and verbal responses. An electronic grading program is used to determine mean, median, lowest, and highest scores. Instructors utilize this data to analyze performance, course content, and learning outcomes. Data is reviewed annually to revise testing materials, course content, student learning outcomes, emphasis areas, and software and textbook selections.

### Achievement Data

Analyzing the grade distribution showed that 75 percent of all students enrolled in the Administrative Office Technology program successfully completed courses.

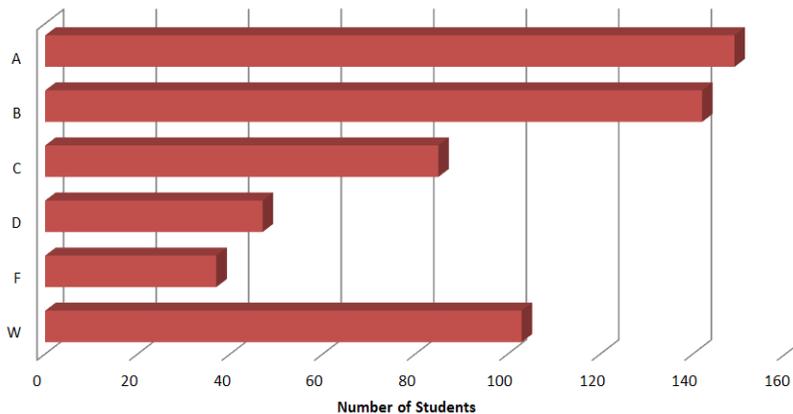
Seventy percent of enrolled students successfully completed courses in the fall semester. Seventy-nine percent of students successfully completed courses in the spring semester. Ninety-eight percent of students successfully complete courses in the summer semester.

**Grade Distribution for Fall 2011-Spring 2013**



Twenty-five percent of students enrolled in one or more courses in the AOT program failed the course or withdrew with a W.

**AOT Grade Distributions**



**BUS 2003 Tech Business English.** In addition to using CengageBrain, students have access to the author’s Website at [www.meguffey.com](http://www.meguffey.com). In each chapter, students take a pre-test and a post-test. A spelling test is given weekly that encompasses the 500 most misspelled words in the English language. Students are given the option to use the Web site resources and additional assignments in the textbook; however, only a small number of students choose to complete the reinforcement assignments. Historically, the students who chose to complete the resources improved their scores on exams.

All students must complete Tech Business English with a grade of C or higher. Data shows that seventy-six percent of students enrolled in this course pass with a grade of C or higher. Fourteen percent of the students enrolled must retake the course to pass with 70% or above. Ten percent of the students enrolled dropped this course due to attendance issues.

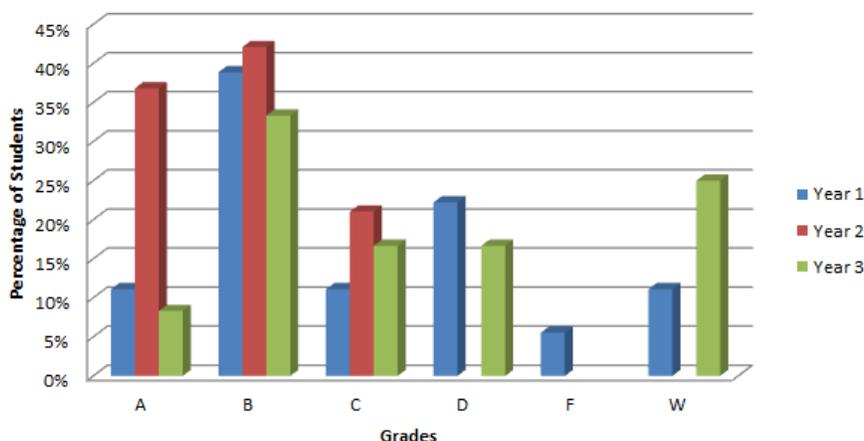
**BUS 2013 Tech Business Communications.** Students use CengageBrain, the author’s premium Website at [http://college.cengage.com/business/guffey\\_9781111821258/student/student\\_home.html](http://college.cengage.com/business/guffey_9781111821258/student/student_home.html), and *Cengage Learning Write Experience 2.0*, a Web site used to improve composition skills. In each chapter, students take a pre-test and a post-test.

**BUS 2143 Tech Business Mathematics.** All students must complete any mathematics course with a grade of C or higher. Fifty-six percent of students enrolled in Tech Business Mathematics passed with a grade of C or higher. Fifteen percent of all students completing this course must retake the course to pass with 70% or above. Thirty percent of all students enrolled withdrew from the course.

Students are given multiplication table assessments every class meeting for the first three weeks. Students must complete multiples up to 12 in five minutes. Historically, students who cannot complete their multiplication tables in five minutes do not succeed in Tech Business Mathematics.

Year 1 shows the highest number of students who must retake the course. All of the students in Year 2 passed the course. Year 3 showed the highest percentage of withdrawals.

**Tech Business Mathematics Grade Comparison**



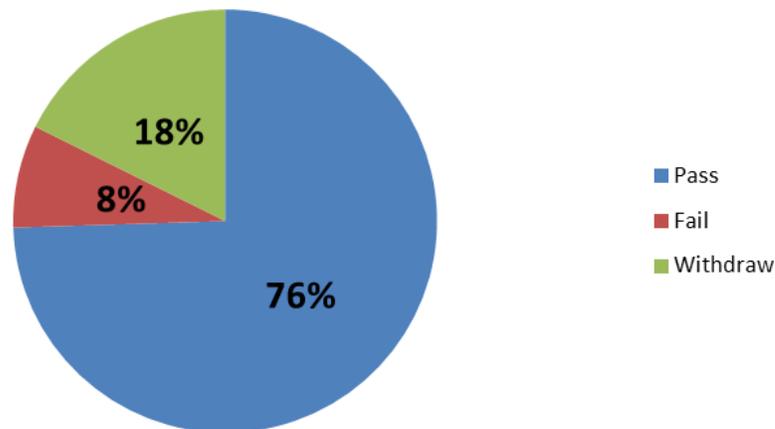
**Tech Keyboarding and Tech Keyboarding Applications.** Students enrolled in the keyboarding courses may work in the classroom, any UAM-CTC lab, or at home. On each submitted document, students are given immediate feedback for proper formatting and keystroke accuracy. Students have the opportunity to correct errors and resubmit the document.

An error diagnostics tool tracks accuracy problems on all timed writings. To help students improve accuracy, the program provides reinforcement drills. A *Timed Writing Report* captures results from the last 40 Timed Writings that provides the instructor a timely snapshot of student performance and progress. Students have shown a

marked improvement over the past two years by attaining the goal of 45 GWAM by the end of Tech Keyboarding Applications (See Appendix J: Timed Writing Report).

**Computer Applications.** BUS 1303 Tech Computer Applications for Business, BUS 1503 Tech Word/Information Processing, and BUS 2163 Tech Spreadsheet Applications compose the computer application courses. Seventy-six percent of all students pass the computer application courses. Eight percent fail. Eighteen percent of the students enrolled in the computer applications course withdraw by the withdrawal date.

### Computer Application Courses



### Completion Rates

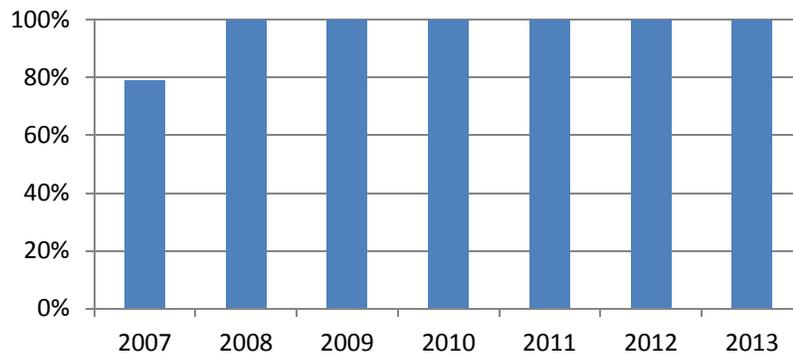
In the past three years, UAM-CTC has awarded a cumulative total of 32 certificates of proficiency (CP) in Office Support and 20 technical certificates (TC) in Administrative Office Technology programs. That is a 57 percent increase in graduates. Each year UAM-CTC reports its annual completion, placement, and licensure rates in an annual report.

Student Completers	2007-2009	2009-2011	2012-2014
Office Support Certificate of Proficiency	14	19	32
Administrative Office Technology Technical Certificate	24	25	20
<b>Totals</b>	<b>38</b>	<b>44</b>	<b>52</b>

### Placement Rates

A Graduate Follow-Up Survey is conducted six months after students graduate from the Administrative Office Technology program. (See Appendix K: Graduate Follow-Up Survey Form). Students who complete this program have historically been placed in jobs within the field.

## Percentage of Job Placements



**QUESTION 4: Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

The comprehensive predictor given at the end of each unit, chapter, or module helps to improve student learning by showing what the student has not mastered. This motivates the student to increase the time and effort put in to reviewing and studying course material. The predictor also measures the improvement made by each student.

The addition of companion Web sites and online resources seems to be improving student learning outcomes. The following courses have used Cengage Learning student companion Websites at [www.CengageBrain.com](http://www.CengageBrain.com) and/or SAM 2010 (<http://sam.cengage.com/Login.aspx>), a testing tool for Microsoft Office products to reinforce learning for each chapter or unit.

- BUS 2003 Tech Business English
- BUS 2013 Tech Business Communications
- BUS 1563 Tech Admin Support Procedures
- BUS 1303 Tech Computer Applications for Business
- BUS 1503 Tech Word/Information Processing
- BUS 2163 Tech Spreadsheet Applications

Each learning section lists the learning objectives and includes such tools as a chapter exam, tutorial exam, practice quiz, glossary, flashcards, interactive flashcards, crossword puzzles, Web links, reinforcement exercises, enrichment, skill building, BTW (By the Way), Q and A, and/or learning games such as Computer Genius or Wheel of Terms.

### Courses

**BUS 2003 Tech Business English.** Students use CengageBrain and have access to the author's Website at [www.meguffey.com](http://www.meguffey.com). In each chapter, students take a pre-test and a post-test. A spelling test is given weekly that encompasses the 500 most misspelled words in the English language.

**BUS 2013 Tech Business Communications.** Students use CengageBrain, the author's premium Website at [http://college.cengage.com/business/guffey\\_9781111821258/student/student\\_home.html](http://college.cengage.com/business/guffey_9781111821258/student/student_home.html), and *Cengage Learning Write Experience 2.0*, a Web site used to improve composition skills. In each chapter, students take a pre-test and a post-test.

**Tech Accounting I.** Students use [www.CengageNow.com](http://www.CengageNow.com) in BUS 1123 Tech Accounting for homework and assessment. Each chapter lists the student learning outcomes in the front of the chapter and on the student companion Website. Students incorporate resources available for each chapter which include chapter e-books, flashcards, crossword puzzles, quiz bowls, animated e-concepts, and personalized study plans. Personalized study plans are based on a pre-test, study plan, and a post-test. If a student does not successfully complete the post-test, a new study plan is implemented.

CengageNOW provides the instructor with a *Student Response Statistics Report* on each student for every homework assignment and exam. The average, maximum, minimum, and standard deviation are used as indicators for the instructor to use in assessment.

**Tech Computerized Accounting.** Students use the Labyrinth instructional design (<http://www.lablearning.com/quickbooks-pro-2013-comprehensive.html?sc=37&category=11062>) for QuickBooks 2013. Students complete step-by-step activities with practice exercises to increase learner understanding and retention and participate in comprehensive group and individual end-of-unit projects. Students use collaborative learning to work real-world situations using case studies. Students incorporate problem-solving skills, reasoning, and critical thinking to solve case studies or situations with which they have no personal experience.

**Tech Keyboarding and Tech Keyboarding Applications.** Students use the software program *Keyboarding Pro Deluxe 2* (KBP2) for BUS 1203 Tech Keyboarding and BUS 1213 Tech Keyboarding Applications. KBP2 helps students build skills, keeps students motivated to learn the essentials of keyboarding and word processing, and has interactive videos and 3-D animations to review proper hand and finger positions (*Keyboarding Pro Deluxe 2 Overview*). KBP2 includes a reference guide with presentations of Word 2010 commands and coverage of language arts skills, document formats, and communications skills review.

**Computer Applications.** Success in the computer application courses is dependent on how well the student can keyboard. BUS 1303 Tech Computer Applications for Business, BUS 1503 Tech Word/Information Processing, and BUS 2163 Tech Spreadsheet Applications compose the computer application courses.

**QUESTION 5: Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.**

The faculty, tutors, counselor, retention specialist, and student services director engage in activities to retain at-risk students. Also, students have the opportunity in the workforce environment to apply and enhance the knowledge and skills obtained in the AOT program to successfully complete Tech Business Practicum.

### Retention Specialist/Career Coach

UAM-CTC Administrative Office Technology program faculty, retention specialist/career coach, and student services director engage in activities to retain at-risk students. Students are provided with academic reviews monthly and with an academic mid-term review. Current students are counseled by the retention specialist/career coach if determined to be at-risk by low academic achievement, poor attendance, or low self-esteem. Instructors often schedule individual lab sessions with students who are identified as at-risk.

### Tutoring

Tutors in math and English are available for students who may need assistance. Career Pathways also provides tutoring in the Career Pathways computer lab. The tutoring schedule is posted on the lab door. An onsite computer lab and a media center with technical support materials are available for student use.

## Capstone Course

Students complete BUS 2623 Tech Business Practicum at the end of the Administrative Office Technology course work. On-the-job training is designed to prepare students for employment as data entry and/or word processing operators, accounting clerks, receptionists, administrative assistants, executive secretaries, or management personnel.

The Tech Business Practicum checklists from site supervisors provide valuable insight into what needs to be taught, reinforced, and mastered (*See Appendix L: Tech Business Practicum Student Evaluation*). Site supervisors are required to send a weekly evaluation of the Tech Business Practicum students. Any concerns or issues are addressed by the instructor in a timely manner.

Students receive constructive criticism to enhance their performance during the next week. This type of constructive criticism is used as a learning tool for students from prospective employers. In the first three years of requiring the practicum, 80 percent of Tech Business Practicum students were offered jobs where they completed their practicum. Twenty percent of students were not offered positions because jobs were not available. This indicator proves that students at UAM-CTC are successfully utilizing skills learned in the classroom and applicable for the business industry in southeast Arkansas.

## Business and Industry

The Administrative Office Technology program utilizes information from field trips, one-on-one meetings with businesses and industries, and advisory committee meetings. Tech Business Practicum work sites are surveyed and the data utilized to update the Administrative Office Technology curriculum (*See Appendix M: Work Site Survey*).

The Administrative Office Technology program staff and faculty meet with the Office Occupations Advisory committee. Members of this committee represent local and regional businesses and industries that employ UAM CTC Administrative Office Technology and Healthcare Technology graduates. Committee members provide input on curriculum, equipment, training aids and facilities, as well as specific skill sets needed from employees (*See Appendix N: Office Occupations Advisory Committee Minutes*).

## Graduate Follow-Up Surveys

A *Graduate Follow-Up Survey* is conducted six months after students graduate from the Administrative Office Technology program. (*See Appendix J*). Students who complete this program have historically been placed in jobs within the field. Students provide valuable feedback for the program.

## Textbooks

Textbooks are reviewed annually according to 1) material covered, 2) ancillaries, and 3) cost to students. The addition of companion Web sites and online resources seems to be improving student learning outcomes. Each learning section lists the learning objectives and includes such tools as a chapter exam, tutorial exam, practice quiz, glossary, flashcards, interactive flashcards, crossword puzzles, Web links, reinforcement exercises, enrichment, skill building, BTW (By the Way), Q and A, and/or learning games such as Computer Genius or Wheel of Terms.

Students must read each chapter before coming to class. They can incorporate resources available for each chapter which include chapter e-books, flashcards, crossword puzzles, quiz bowls, animated e-concepts, and personalized study plans on their own to enhance learning.

## Evaluation of Instructor

The instructor(s) analyzes the information gathered from the student evaluations for each course every semester. When feasible, the instructor(s) incorporates changes as a result of the student evaluations. The instructor may modify teaching strategies, textbooks, and/or resources for each course.

The assistant vice chancellor meets with the instructor during the annual performance evaluation. Results are discussed and the instructor addresses what changes will be incorporated (*See Appendix O: Course Evaluations*).

**QUESTION 6: As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, and by whom these improvements will take place.**

The following are changes the Administrative Office Technology program faculty and staff will implement after the Assessment Report in 2014.

## Recommendations

**AOT Curriculum.** Curriculum and textbooks will be revisited annually to align relevancy to employment trends, student accountability, and student learning outcomes. After the final grades are given, the instructor holds an informal meeting with students. Students are encouraged to give verbal feedback as to what they thought was beneficial, what needed to be modified, or what needed to be deleted or removed. In addition, feedback from the Office Occupations Advisory Committee, local business employers, and area industries will be used to determine changes, if any. Instructors from the Crossett and McGehee campuses will meet to find solutions.

The Office Occupations Advisory Committee meets twice annually to discuss the Office Occupations programs. Committee members are updated on the curriculum and encouraged to make suggestions. An example of this is when a committee member employed at the hospital suggested we incorporate telephone etiquette, professional attire, and interpersonal skills in our programs. As a result, the instructors will incorporate this into the curriculum by completing units on telephone etiquette, professional attire, and interpersonal skills.

Another example is when an area business owner suggested that students enrolled in the Tech Computerized Accounting course use Intuit QuickBooks as the software program. After research, the instructor found that this was the preferred accounting software program in southeast Arkansas.

Students use Intuit QuickBooks 2013 in Tech Computerized Accounting. Students who do not complete the mastery problem with at least 80% accuracy will be required to complete the chapter review before beginning the problem.

Another recommendation is to delete Tech Word/Information Processing from the curriculum. The course content is identically to the course materials used in Tech Keyboarding Applications. Students purchase a textbook in the fall that covers Tech Keyboarding and Tech Keyboarding Applications. Another factor is that students are required to take 18 hours in the spring semester. For some students, this course load is too heavy a load when they have a family and work a job. For other students, the course load is more than they can academically handle; this results in students taking two years to complete the technical certificate for AOT.

**Student Learning Outcomes Revisited.** Student learning outcomes for the Administrative Office Technology program need to be revisited and adjusted to accommodate current industry standards. These should also include skills needed for workforce readiness. According to O'Net Online ([www.onetonline.org](http://www.onetonline.org)), the following tasks are suggested for general office clerks (*Summary Report for 43-961.00*):

- Operate office machines
- Answer telephones, direct calls, and take messages.

- Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer.
- Communicate with customers, employees, and other individuals to answer questions, disseminate or explain information, take orders, and address complaints.
- Open, sort, and route incoming mail, answer correspondence, and prepare outgoing mail.
- Compile, copy, sort, and file records of office activities, business transactions, and other activities.
- Compute, record, and proofread data and other information, such as records or reports.
- Type, format, proofread, and edit correspondence and other documents, from notes or dictating machines, using computers or typewriters.
- Complete work schedules, manage calendars, and arrange appointments.
- Review files, records, and other documents to obtain information to respond to requests.

Workforce readiness skills need to be included in the prescribed courses. This includes skills such as reading for information, oral communications, written communications, applied mathematics, locating information, problem solving, critical thinking, professionalism, work ethics, teamwork, and interpersonal skills.

**Comprehensive Predictor.** The revision will be to add pre- and post-tests for each chapter, unit, or module in each course in order to measure learning. Students need to use prior knowledge or skills, problem-solving skills, imagination, reasoning, and critical thinking skills.

**Assessments.** Instructor(s) will add alternative format questions to the exams to better integrate student learning outcomes and incorporate more of Bloom’s Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating). Data from exams will be used to analyze learning and forecast changes in the exam, exam questions, or the instructor’s teaching method(s).

The instructor covers each question on each exam with the students. Students give feedback about why they missed a question. The instructor uses this data if necessary to update, reword, or delete the question. The instructor also marks what questions were missed by most of the students and provides feedback as to why they missed that question.

**Retention.** Instructor(s) will work with the counselor, retention specialist/career coach, student services director, and tutors to engage in activities to retain at-risk students. Students will be given the option of completing additional assignments.

**Tech Business Mathematics.** The faculty, retention specialist/career coach, and student services director will engage in activities to retain at-risk students. Students with low math scores on the ACT, ASSET, or COMPASS exams must utilize tutoring and online resources available onsite. Students should utilize additional handouts and online resources from the instructor during the first three weeks to improve basic math skills including addition, subtraction, multiplication, division, fractions, and decimals while enrolled in Tech Business Mathematics.

In addition, all students who fail an exam in Tech Business Math will be required to complete tutoring sessions to improve specific skills. A certified instructor will facilitate learning during the tutoring sessions. The tutor will report to the course instructor that the required tutoring session(s) was completed.

**Office Occupations.** The Administrative Office Technology and the Health Information Technology departments work very closely together. Both educators are certified business education instructors. The department will initiate mandatory advisor meetings with advisees each semester. The advisors will utilize the registration form for their program (*See Appendix P: AOT Registration Form*). Advisors will also send out e-mail notices to advisees about upcoming deadlines and any information needed for their program.

**QUESTION 7: What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

Students are placed in real-time business settings at the end of their coursework so they can gain hands-on experience. This experience is essential to students developing their understanding of the program's learning objectives. Employers in the community are able to observe and evaluate the student learning process. Students also learn that the lessons being learned are relevant for future employment in their communities.

**Field Trip.** Students participate in a field trip to a local clothing store in April. The manager helps them choose the type of professional attire suitable for an interview. The manager does an outstanding job matching students with sizes, styles, colors, and accessories. Students are not required to purchase any of the professional attire; however, many do purchase the outfit to use in their mock interview.

**Mock Interviews.** Two mock interviews are scheduled for students during the last week of classes in Tech Administrative Support Procedures where students use the portfolios created in this course. One of the mock interviews is conducted by the retired Human Resources Director at Georgia-Pacific, Inc. The other mock interview is conducted by the director of Career Pathways Initiative. Students may use many of their documents for certification with Career Pathways Initiative.

**Software.** Software programs used in the AOT program are installed on computers in the Administrative Office Technology lab, Healthcare Technology lab, Media Center, and the Career Pathways lab. Students have access to computers from 8 a.m. until 8:30 p.m. Monday through Thursday, and 8 a.m. until noon on Friday. The labs are utilized by students to complete course work, receive additional help, or practice skills.

**Teaching Methodology.** The instructor is an experienced educator with a master's degree in business education who plans instructions based upon curriculum goals. The instructor is knowledgeable of the andragogy approach to engaging adult learners in learning activities to change behavior, knowledge, skills, or attitudes.

The instructor understands that students vary in their approaches to learning. Students are evaluated in numerous ways adaptable to address students' diverse needs and foster students' learning experience. The instructor also adapts instruction based upon assessment and reflection. The instructor employs frequent monitoring and tutoring to tackle students' deficiencies.

In several of the AOT courses, worksheets/study guides are given. Sometimes, these are required to be completed as part of the grade for that chapter/unit. Some courses, such as Tech Accounting and Tech Business Math, homework is assigned, but not necessarily graded on a regular basis. However, random workbook/notebook checks are done to see if students are doing the work. This check is counted as a grade.

**Tech Business Mathematics.** The instructor uses manipulatives such as candy, paper cutouts, cash register receipts, and multiplication spreadsheets to teach concepts in Tech Business Mathematics. She also schedules tutoring sessions to tackle students' deficiencies.

**QUESTION 8: How do you ensure shared responsibility for student learning and assessment among students, faculty, and other stakeholders?**

Students enrolled in the UAM-CTC Administrative Office Technology program complete end of semester evaluations of the course, instructor, and facilities. These evaluations are compiled by UAM and provided to supervisory staff on the UAM-CTC campus to be shared with faculty.

The Administrative Office Technology program faculty also participates in the UAM-CTC Technical Student Graduate Follow-up Report process (*See Appendix K*). The faculty contacts graduates, completers, and non-completers of the program on the telephone and by e-mail to ask a series of questions that provide the student

with the opportunity to evaluate the program and provide current employment information. Data from this report are considered when making curriculum/program decisions.

Instructors in the Office Occupations Department meet to discuss and plan for each semester. These meetings provide coherence with material, assignments, and exams in the courses. An attendance policy was adopted by the faculty prior to Fall 2012. The results have been improved attendance and higher retention rates.

**QUESTION 9: Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)**

## Recruitment

Instructors participate in a number of recruitment activities each year. These activities include speeches to area high schools, Rotary Clubs, Chamber of Commerce meetings; College Goal Sunday, and job fairs. Suggested recruitments for next year include the rodeo, Wiggins Cabin Festival, and the area’s county fairs.

When a prospective student completes a survey requesting information about the AOT program, a letter is sent to that student inviting them to visit the UAM-CTC campus. An AOT brochure and the instructor’s business card are included with the letter.

Perspective and current students are counseled by advisors when registering concerning test scores, course load, outside activities, and tutoring (*See Appendix P: AOT Registration Form*). The UAM-CTC Special Student Services representative provides screening, referrals, and assistance to students with disabilities, and the student services director evaluates and assists with additional student needs.

Students are provided information regarding the Associate of Applied Science in General Technology through the UAM Website at <http://www.uamont.edu/catalog/UAM%20Catalog%2013-15.pdf> on page 103 in the UAM 2013-2015 catalog and in the UAM CTC Program Information booklet. Current students receive the specific learning outcomes for each course from the course syllabus.

## Retention

UAM-CTC Administrative Office Technology program faculty and staff engage in activities to retain at-risk students. Students are provided with academic reviews monthly and with an academic mid-term review during the fall and spring semesters.

Current students are encouraged to meet with their instructor(s) and/or their advisor. The students are counseled if determined to be at-risk by low academic achievement, poor attendance, or low self-esteem. Instructors often schedule individual lab sessions with students who are identified as at-risk. Instructors’ office hours can be found in their syllabi, posted outside the office door, and inside the computer lab. All instructors are willing to come in early or stay late to accommodate students as needed.

Students must sign the degree audits during a meeting with their advisor where they are advised of their academic progress. The audit lists which courses have been completed, are in progress, and are needed to complete graduation. Potential graduates are instructed to apply for graduation. The instructor also e-mails instructions for how to apply for graduation.

Tutors in math and English are available for students who may need assistance. During the fall semesters, tutoring is scheduled Mondays through Thursdays, 12:30-2 p.m. in the AOT lab. Tutoring is available on Mondays and Wednesdays from 1-3 p.m. for students enrolled during the spring semesters. Career Pathways also provides tutoring in the Career Pathways computer lab. The tutoring schedule is posted on the lab door. Technical support materials are available for student use in an onsite computer lab and in the Media Center.

## Graduates

A *Graduate Follow-Up Survey* is conducted six months after students graduate from the Administrative Office Technology program. (See *Appendix K*). Students who complete this program have historically been placed in jobs within the field. Students provide valuable feedback for the program.

Students enrolled in Tech Business Practicum are evaluated on a weekly basis by their site supervisors (See *Appendix M*). Tech Business Practicum work sites are surveyed and the data utilized to update the Administrative Office Technology curriculum. The results are also used in planning for next year to ensure students are learning practical workforce skills in order to obtain employment in local businesses and area industries after graduation.

According to the data from the last class completing Tech Business Practicum, students need to master critical thinking skills and oral communications including telephone skills. These areas will be revisited at the beginning of the fall semester to incorporate critical thinking skills in each course and emphasize how important oral communications are in the workplace.

## Appendices

*Appendix A: Promotional Brochure*

*Appendix B: Sample Syllabus*

*Appendix C: Sample Syllabus*

*Appendix D: Technique Rating Sheet*

*Appendix E: Tech Word Processing Exam*

*Appendix F: Presentation Rubric*

*Appendix G: Portfolio Rubric*

*Appendix H: Mock Interview Rubric*

*Appendix I: Keyboarding Production Exam*

*Appendix J: Timed Writing Report*

*Appendix K: Graduate Follow-Up Survey Form*

*Appendix L: Tech Business Practicum Student Evaluation*

*Appendix M: Work Site Survey*

*Appendix N: Office Occupations Advisory Committee Minutes*

*Appendix O: Course Evaluations*

*Appendix P: AOT Registration Form*

# Appendix A: Promotional Brochure

## RECOMMENDED SEQUENCE OF COURSES

Requirements: 39 hours

### FALL SEMESTER

BUS 1123 Tech Accounting  
 BUS 1203 Tech Keyboarding  
 BUS 1303 Tech Computer Applications *OR*  
 higher level computer apps course  
 BUS 2003 Tech Business English *OR*  
 higher level composition course  
 BUS 2143 Tech Business Mathematics *OR*  
 higher level mathematics course

Ext: Certificate of Proficiency in Office Skills

### SPRING SEMESTER

BUS 1213 Tech Keyboarding Applications  
 BUS 1303 Tech Word/Information Processing  
 BUS 1333 Tech Administrative Support Prac  
 BUS 1303 Tech Vocabulary Building  
 BUS 1381 Tech Computerized Accounting  
 BUS 2013 Tech Business Communication

### SUMMER TERM I

BUS 2143 Tech Spreadsheets Applications  
 BUS 2323 Tech Business Practicum  
 Ext: Technical Certificate in Administration  
 Office Technology

### STUDENT LEARNING OUTCOMES:

Students successfully completing the technical certificate in Administrative Office Technology will be able to:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology using appropriate software.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab, and field content necessary to obtain employment in entry-level business offices.



College of Technology  
1326 Highway 52 West  
Crossett, AR 71635

For more information,  
call 870-364-6414.



## ADMINISTRATIVE OFFICE TECHNOLOGY



870-364-6414

## OFFICE SUPPORT CERTIFICATE OF PROFICIENCY

The Office Support Certificate of Proficiency offers training in basic office skills needed by the data entry and/or word processing operator, accounting clerk, secretary, or receptionist. Students who are enrolled full-time can expect to complete the certificate of proficiency in the fall semester.

Fall Semester: 15 hours

BUS 1123 Tech Accounting  
 BUS 1203 Tech Keyboarding  
 BUS 2143 Tech Business Mathematics or  
 higher level mathematics course  
 BUS 2003 Tech Business English or higher  
 level composition course  
 BUS 1303 Tech Computer Applications or  
 higher level computer applications course

NOTE: Technical courses require a technical program may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.

## ADMINISTRATIVE OFFICE TECHNOLOGY TECHNICAL CERTIFICATE

The Administrative Office Technology technical certificate provides contemporary training required for today's business office in computer applications, word processing, accounting, administrative support procedures, and communication. Full-time students can expect to complete the program within two semesters and one summer term. The program costs are approximately \$3,310 for tuition and fees and approximately \$2,025 for books and supplies.

(See Recommended Sequence of Courses).



## ASSOCIATE OF APPLIED SCIENCE IN GENERAL TECHNOLOGY

Administrative Office Technology students may choose to continue their studies and earn an Associate of Applied Science in General Technology (AASGT) degree. There are two options for completion of the AASGT degree plan. Details of requirements for the Associate of Applied Science in General Technology degree are found in the Division of General Studies section of the UAM 2013-2015 catalog.

# Appendix B: Sample Syllabus

UNIVERSITY OF ARKANSAS AT MONTICELLO

College of Technology—Crossett

1326 Highway 52 West

Crossett, AR 71635

## Tech Spreadsheet Applications

Summer I 2013

### I. Course Information

**Course Title:** BUS 2163 Tech Spreadsheet Applications

**Prerequisites:** BUS 1203 and BUS 1303 or CIS 2223

**Catalog Description:** Provides opportunities for practical experience in developing spreadsheets. Activities include creating templates and financial models for entering and processing data. NOTE: *This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.*

**Instructor:** Sherry M. Harris, MEd

**Phone:** 870-460-2007

**FAX:** 870-364-5707

**E-mail:** harrissm@uamont.edu

**Virtual Office Hours:** Monday-Thursday, 8-10 a.m. and 4-6 p.m.

**Office Hours:** By appointment

**Program:** Administrative Office Technology

### II. Goals and Learning Outcomes

**Upon completion of this course the student should be able to:**

- Understand a comprehensive presentation of Microsoft Office Excel 2010.
- Apply practical examples of the computer as a useful tool.
- Demonstrate proper procedures to create workbooks and worksheets suitable for coursework, professional purposes, and personal use.
- Discover the underlying functionality of Excel 2010 to become more productive.
- Foster an exercise-oriented approach that allows learning by doing.

**Students successfully completing the technical certificate in Administrative Office Technology will be able to:**

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology using appropriate software.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab, and field content necessary to obtain employment in entry-level business offices.

# Appendix C: Sample Syllabus

UNIVERSITY OF ARKANSAS AT MONTICELLO

College of Technology—Crossett

1326 Highway 52 West

Crossett, AR 71635

## Tech Keyboarding Applications

Spring 2014

### I. Course Information

**Course Title:** BUS 1123 Tech Keyboarding Applications

**Prerequisites:** BUS 1203 Tech Keyboarding

**Catalog Description:** **Tech Keyboarding Applications** provides training for training in the refinement of the operation of alphanumeric keyboards. Production work includes letters, memos, reports, business forms, tables, and administrative and employment communications. Skill development through drills for speed and accuracy control continues as an integral part of the class. This course builds production skills necessary to use software to operate computers with speed and accuracy. *This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.*

**Instructor:** Sherry M. Harris, MEd

**Phone:** 870-460-2007

**FAX:** 870-364-5707

**E-mail:** harrissm@uamont.edu

**Virtual Hours:** Monday and Wednesday, 8 a.m.-12:30 p.m.

**Office Hours:** By appointment

**Program:** Administrative Office Technology

### II. Goals and Learning Outcomes

**Upon completion of this course the student should be able to:**

- Key approximately 50+ GWAM with accuracy.
- Produce error-free documents and apply language arts skills.
- Apply word processing functions to letters, interoffice memos, tables, newsletters, flyers, reports, and legal and medical office applications.
- Apply advanced functions to sophisticated documents including letters with special features, reports with graphics and columns, and newsletters and flyers with specialized graphics, charts, and SmartArt.
- Work effectively with graphics to enhance the appearance of documents.
- Create administrative and employment documents.
- Use word processing features facilitate collaborative writing.
- Create templates, building blocks, and macros.
- Understand the employment process and prepare effective employment documents.

# Appendix D: Technique Rating Sheet

## RATINGS AND GRADES

- Excellent      5 points
- Good            4 points
- Average        3 points
- Acceptable    2 point
- Unacceptable  1 point

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

### Rating

	5	4	3	2	1
<b>Position at Keyboard</b>					
1. Sits in a comfortable, relaxed position directly in front of keyboard					
2. Keeps feet on floor for proper body balance					
3. Keeps elbows in relaxed, natural position at sides of body					
4. Keeps wrists low and relaxed but off frame of keyboard					
<b>Keystroking</b>					
1. Keeps fingers well curved and upright over home keys					
2. Taps each key with proper finger					
3. Keeps hands and arms quiet; wrists low					
4. Makes quick-snap keystrokes with immediate key release					
<b>Space Bar</b>					
1. Keeps right thumb curved and close to Space Bar					
2. Taps Space Bar with a quick, down-and-in (toward palm) motion of thumb					
3. Releases Space Bar instantly					
4. Does not pause before or after spacing stroke					
<b>Enter Key</b>					
1. Taps ENTER key quickly wherever a hard return is required					
2. Taps ENTER key with right little finger; then returns finger to home key					
3. Keeps eyes on source copy during and following return					
4. Starts new line without a pause					
<b>SHIFT keys</b>					
1. Reaches quickly with little fingers; keeps other fingers on home row					
2. Depresses SHIFT key as the character key is tapped					
3. Releases SHIFT key quickly after character is tapped					
4. Does not pause before or after SHIFT-key stroke					
<b>TAB key</b>					
1. Reaches quickly with controlling little finger					
2. Keeps other fingers near home keys					
3. Keeps eyes on source copy as TAB key is used					
4. Continues keying after TAB stroke—without pauses.					

# Appendix E: Tech Word Processing Exam

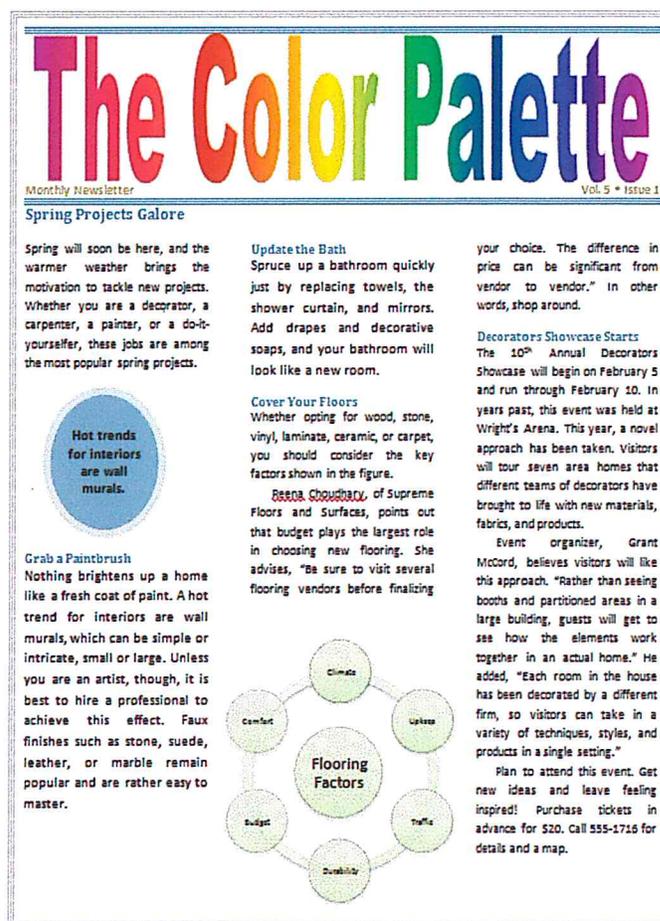
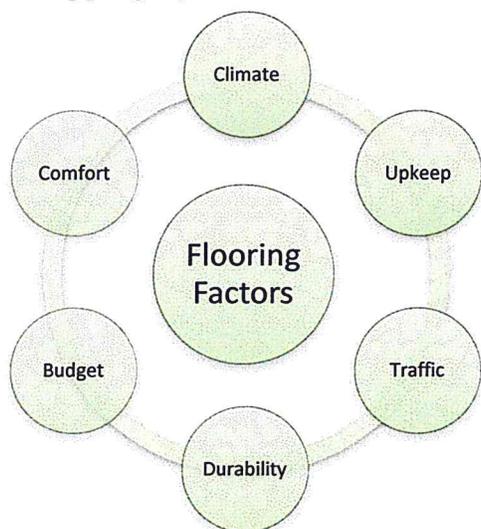
## Exam #2

(Chapters 5-7)

### Job 1 Newsletter

You are responsible for the monthly preparation of *The Color Palette*, a newsletter for community members interested in spring projects around the house. This article has already been written and e-mailed to you from the reporter, Sherry Harris.

Create the newsletter below. Edit the placement changes. Insert an AutoShape in the first column and insert the words: **Hot trends for interiors are wall murals.** Insert the SmartArt graphic at the bottom of the second column as floating with a Tight wrapping style.



### Job 2 Form Letters

As the fitness manager of the Total Fitness Health Club, you send a letter to new members, thanking them for their support.

1. Create the letterhead below. Your address is 85 Cottage Grove Avenue, Dilton, NH 03324, 282-555-2838, (website)



2. Send the form letter to the three new members this week:

Ms. Juanita Mendez  
333 Penn Drive  
Dilton, NH 03324  
Premium  
\$105

Mr. Jeff Gregory  
47 Looking Glass Drive  
Hoffman, NH 03330  
Standard  
\$75

Mrs. Parthia Hobbs  
4363 Riverview Road  
Cooter, NH 03321  
Business  
\$95

3. Use the following form letter. Add the missing letter parts.

We would like to thank you, <<First\_Name>>, for being a member of our health club. We hope you are pleased with our state-of-the-art cardiovascular and resistance training equipment and top-notch staff.

Starting today, your experience at Total Fitness Health Club will include several additional amenities to make your visit more complete:

- 1) Enhanced Facilities
  - a) Now open 24 hours a day, 7 days a week
  - b) New supervised child play center
  - c) New 46' climbing wall
- 2) Expanded Instructional Programs
  - a) Wellness seminars
  - b) Yoga and Pilates classes
  - c) Nutrition education

We strive to provide the highest quality amenities to our members. To continue to achieve this service level, we must raise our monthly fees effective July 1. As a member on the <<Membership\_Type>> Plan, your new monthly rate will be <<Amount>>. We appreciate your business and hope you enjoy our club.

## Job 3 Résumé

Create a résumé from the Urban Résumé installed template to create a professional résumé. Use your own name and address on the résumé. Complete the résumé using the following information.

- Objective** To obtain a management position with a progressive, high-tech company that will provide challenging opportunities and experiences.
- Education** May 2008 | BS, Computer Science  
May 2005 | AS, Computer Science  
Deans List, six semesters;  
School of Technology Honors Program, Drew Computer Science Scholarship, 2005-2006
- Experience** 2005 - 2008 | Computer Lab Technician, Valparaiso University | Valparaiso, IN  
Installed PCs and PC software; Troubleshooter for LAN connection problems;  
Managed student employees in lab environment
- Programming Languages** XHTML, C#, Visual Studio 2005, Java
- Interests and Activities** Computer Programming Association of America  
National Association of IT Professionals

# Appendix F: Presentation Rubric

	CATEGORY	5	4	3	2
<b>Content</b>	<b>Stays on Topic</b>	Stays on topic all (100%) of the time. Organized logically.	Stays on topic most (99-90%) of the time. Organized.	Stays on topic some (89%-75%) of the time. Needs to be more organized.	It was hard to tell what the topic was. Unorganized.
	<b>Content (3-5 minutes)</b>	Shows a full understanding of the topic. Preparation and/or research evident.	Shows a good understanding of the topic. Preparation and/or research evident	Shows a good understanding of parts of the topic. Needs additional research.	Does not seem to understand the topic very well.
	<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Delivery</b>	<b>Professional Appearance</b>	Business attire; very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
	<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with everyone in the room.	Sometimes stands up straight and sometimes establishes eye contact.	Slouches and/or does not look at people during the presentation.
	<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Presentation Dynamics</b>	<b>Vocabulary</b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new.	Uses vocabulary appropriate for audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
	<b>Pronunciation and Enunciation</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
	<b>Grammar</b>	There are no grammatical mistakes during the presentation.	There is 1 grammatical mistake during the presentation..	There are 2 grammatical mistakes during the presentation.	There are more than 2 grammatical mistakes during the presentation.
	<b>Volume</b>	Student speaks loud enough for all students to hear the presentation.	Student speaks loud enough for most students.	Student does not speak loud enough for most students.	Student needs to be told to speak up.

**Comments:**

# Appendix G: Portfolio Rubric

CATEGORY	20	15	10	5	0
<b>Table of Contents</b>	Title is accurate and demonstrates creativity.	Title is accurate and describes content well.	Title is clear but doesn't describe the content.	Title is unclear OR doesn't describe the content.	No Table of Contents.
<b>Résumé</b>	Professional appearance complete history, references.	Complete history, references.	Missing information.	Unacceptable.	No résumé.
<b>References and/or Recommendations</b>	Four-five references with name, address, phone numbers, position, company, and e-mail address (employers, instructors, professional assoc.) <b>OR</b> letters of recommendation	Three references with name, address, phone numbers, position, company, and e-mail address <b>OR</b> letters of recommendation	Three references with partial or missing information such as missing name, address, phone number, position, company or e-mail address.	Unacceptable.	No references.
<b>Samples of Work</b>	At least 10 items are displayed in the portfolio: Word Documents Sample letters Excel Projects PowerPoints Publisher Documents	Eight or more items are displayed in the portfolio: Word Documents Sample letters Excel Projects PowerPoints Publisher Documents	Four to seven items are displayed in the portfolio: Word Documents Sample letters Excel Projects PowerPoints Publisher Doc.	Less than four items are displayed in the portfolio: Word Documents Sample letters Excel Projects PowerPoints Publisher Doc.	No samples.
<b>Education</b>	At least three items are displayed: Degree or Transcript, License, Certification, Awards, Demonstration of skills (GWAM, software), Personal Goals	Two items are displayed in the portfolio: Degree or Transcript, License, Certification, Awards, Demonstration of skills, Personal Goals	One item is displayed in the portfolio: Degree, Transcript, License, Certification, Award, Demon. of skills, Personal Goals	Education items are missing.	No Education section.
<b>Campus and/or Community Involvement</b>	At least three items are displayed in the portfolio: Certificates, Honors and Awards, Community and/or Campus Involvement	Two items displayed in the portfolio: Certificates, Honors and Awards, Community and/or Campus Involvement	One item displayed in the portfolio: Certificates, Honors and Awards, Campus or Community Involvement	Campus and/or Community Involvement items are missing.	No involvement.
<b>Labels</b>	All items of importance in the portfolio are clearly labeled with labels.	Almost all items of importance in the portfolio are clearly labeled with labels.	Several items of importance in the portfolio are clearly labeled with labels.	Labels are too small to view.	No important items were labeled.
<b>Mechanics</b>	Capitalization and punctuation are correct.	<b>One</b> error in capitalization or punctuation.	<b>Two</b> errors in capitalization or punctuation.	<b>Three</b> errors in capitalization or punctuation.	There are <b>more than three</b> errors in capitalization or punctuation.
<b>Grammar</b>	There are no grammatical mistakes in the portfolio.	<b>One</b> grammatical mistake in the portfolio.	<b>Two</b> grammatical mistakes in the portfolio.	<b>Three</b> grammatical mistakes in the portfolio.	There <b>more than three</b> grammatical mistakes.
<b>Attractiveness</b>	The portfolio is exceptionally attractive in design, layout, and neatness.	The portfolio is attractive in design, layout and neatness.	The portfolio is acceptable though it may be a bit messy.	The portfolio is distractingly messy.	The portfolio is not attractive or very poorly designed.

**Comments:**



# Appendix I: Keyboarding Production Exam

## Keyboarding Production Exam

---

### Modules 3-4 (Lessons 26-36)

*Keyboarding & Word Processing, 18e*

#### Document 1: Block Format Letter with Open Punctuation (15 points)

1. Key the letter BELOW in block letter format with open punctuation using the defaults of *Word 2010*. Center the letter vertically on the page.
2. Insert the correct salutation and your reference initials.
3. With **Keyboarding Pro DELUXE 2**: When you complete a document, proofread it, check the spelling, and preview for placement. When you are completely satisfied, click the Continue button to move to the next document. Click the Check button when you are ready to error-check the test. Review and/or print the document analysis results.
4. Save the document as test4-d1.

Current date | Ms. Susan Taylor | 713 West Cliff Drive| Columbus, OH 43230-6457

Thank you for inquiring about our privacy policy. The enclosed Policy on Privacy summarizes for you the information we collect about you, the limited times when we may share it with others, and how we protect your privacy.

We highly value your trust and confidence in us, and we want to assure you that your personal information is kept confidential by us. As a member of the Ohio Society of Certified Public Accountants, we adhere to the highest level of professional and ethical responsibility and obligations to protect the confidentiality of client information.

Should you have additional questions, please call me at 614-555-0101.

Sincerely | Jack C. Hammergrin, CPA | Enclosure

#### Document 2: Modified Block Letter with Mixed Punctuation (15 points)

1. Key the letter at the right in modified block letter format with mixed punctuation.
2. Supply the salutation and all missing letter parts. Add your reference initials.
3. Send a copy of this letter to **Frank Smith, Western Sales Coordinator**, and **Saori Mitsui, Northern Sales Coordinator**.
4. Remove the hyperlink in the second paragraph.
5. Proofread and then continue to the next document. (*test4-d2*)

Ms. Michelle Thomson | 1065 Casitas Pass Road | Las Vegas, NV 89103-3905

Thank you, Ms. Thomson, for agreeing to test-market the latest model of the Wyle Mobile Manager. The enclosed CD-ROM provides an interactive training program for using the Wyle Mobile Manager. The CD also includes a questionnaire for you to complete. Download the questionnaire, fill in your responses, and then e-mail the form back to me. Your comments are due within three weeks.

---

Because of your willingness to test-market the new Wyle Mobile Manager, we are offering to let you keep it after the trial period for a low, low cost of \$150. This is more than 50 percent off the market retail price. If you decide to keep the Wyle Mobile Manager, simply mail us a check within 45 days. If you wish to return it, you may obtain a postage prepaid shipping label from our website [www.WyleMobileManager.com](http://www.WyleMobileManager.com). We hope you will enjoy using the new state-of-the-art Wyle Mobile Manager.

Sincerely | John S. Wyle | Marketing Coordinator

### Document 3: Memo (10 points)

1. Key the memo at the below in the correct format.
2. Supply any missing parts.
3. Proofread and continue to the next document. (*test4-d3*)

TO: Safety Officers  
FROM: Patricia Linehan, Ergonomic Advisor  
SUBJECT: Purchase of New Software

Within the next two weeks, our company will be installing "intelligent" software that tracks computer use and recommends healthy keyboarding techniques.

The developer of this software states, "People get engrossed in their work and in the pressure to get the job done, they forget about their bodies. A major way to reduce strain to the arms, neck, and back is to take sufficient breaks."

We at Ergonomics, Inc. are looking forward to the installation of this software and to finding additional sophisticated technology to ensure your comfort and health.

### Document 4: Edit Memo (5 points)

1. Open *test4-d3*.
  2. Edit the document as shown at the right.
  3. Check and close. (*test4-d4*)
- Delete paragraph 2 and add the following sentence in its place:  
**The developer of this sophisticated new software cites the five most important keyboarding techniques:**
  - Start a new paragraph and add these statements. Center each line and key them in italic.  
**Face your computer squarely, about a hand span away.**  
**Keep your feet apart, flat on the floor.**  
**Keep your fingers curved over the home-row keys.**  
**Keep your wrists low but not touching.**  
**Hold your head erect, facing the copy.**
  - Add the following paragraph before the last paragraph.  
**Until this new software is installed, please help your employees become aware of the five techniques listed above. Remind them to take frequent, short breaks in which they stand, relax their arms and necks, and walk around their chairs.**

### Document 5: E-Mail Attachment (Bonus)

E-mail *test 4-d4* as an attachment to your instructor.

# Appendix J: Timed Writing Reports

Lessons 1-25					
#	Date Completed	Build Skill Average/Fastest	Textbook Keying Speed/Errors	Timed Writing Attempt#1 Speed/Errors	Timed Writing Attempt#2 Speed/Errors
1	08/27/2013	43/50 ↑	22/0 ↑	n/a	n/a
2	08/27/2013	44/48 ↑	31/2 ↑	n/a	n/a
3	08/27/2013	52/58 ↑	35/3 ↑	20/0 ↑	--/--
4	08/29/2013	50/61 ↑	31/2 ↑	n/a	n/a
5	08/29/2013	53/59 ↑	37/3 ↑	n/a	n/a
6	08/29/2013	58/67 ↑	31/4 ↑	n/a	n/a
7	08/29/2013	57/66 ↑	33/5 ↑	41/13 ↑	21/3 ↑
8	09/03/2013	57/68 ↑	28/3 ↑	40/1 ↑	--/--
9	09/03/2013	46/46 ↑	32/0 ↑	28/3 ↑	--/--
10	09/03/2013	44/44 ↑	28/1 ↑	26/4 ↑	--/--
11	09/05/2013	54/64 ↑	26/6 ↑	41/2 ↑	--/--
12	09/05/2013	45/45 ↑	36/1 ↑	38/8 ↑	40/2 ↑
13	09/05/2013	56/66 ↑	41/7 ↑	33/4 ↑	--/--
14	09/05/2013	41/41 ↑	46/9 ↑	n/a	n/a
15	09/05/2013	46/46 ↑	27/1 ↑	39/5 ↑	44/4 ↑
16	09/10/2013	46/46 ↑	31/5 ↑	35/3 ↑	--/--
17	09/11/2013	54/54 ↑	21/9 ↑	32/6 ↑	41/6 ↑
18	09/12/2013	45/45 ↑	39/5 ↑	38/15 ↑	36/6 ↑
19	09/12/2013	55/58 ↑	40/8 ↑	n/a	n/a
20	09/17/2013	50/80 ↑	28/3 ↑	41/5 ↑	42/3 ↑
21	09/17/2013	25/25 ↑	30/8 ↑	36/8 ↑	36/6 ↑
22	09/17/2013	44/44 ↑	19/10 ↑	44/12 ↑	35/5 ↑
23	09/19/2013	38/38 ↑	30/5 ↑	36/6 ↑	40/3 ↑
24	09/19/2013	51/51 ↑	12/28 ↑	42/7 ↑	43/8 ↑
25	09/19/2013	55/55 ↑	44/4 ↑		

## Keyboarding Pro DELUXE 2.0: Summary Report Lessons

### Skill Analysis Summary

#### Initial attempt

<u>Date Completed</u>	<u>Writing Length</u>	<u>gwam</u>	<u>errors</u>	<u>Accuracy</u>
01/13/2014	1'	42	1	98%

#### Five most recent attempts

<u>Date Completed</u>	<u>Writing Length</u>	<u>gwam</u>	<u>errors</u>	<u>Accuracy</u>
01/13/2014	1'	42	1	98%

# Appendix K: Graduate Follow-Up Survey Form

Student's Name:		Program: Administrative Office Technology
Address:		Exit Date: June 29, 2012
City/State/Zip: Crossett, AR 71635		Home Phone: [REDACTED]
Exit Status: <input checked="" type="checkbox"/> Graduate Completer <input type="checkbox"/> Non-Graduate Completer		Alternate Phone(s): [REDACTED] Work Cell
Employment since completion of program Date Hired: July 16, 2012		<b>Evaluation of Program</b> (Circle completer's response):  #1) The knowledge and skills attained in the training program prepared me for my present job: 1—not at all; 2—somewhat; 3—satisfactorily; 4—very well; 5— <b>extremely well</b>  #2) The helpfulness and relevance of the program theory (lecture) were: 1—not very helpful; 2—somewhat helpful; 3—helpful; 4—very helpful; 5— <b>extremely helpful</b>  #3) The helpfulness and relevance of the program lab sessions were: 1—not very helpful; 2—somewhat helpful; 3—helpful; 4—very helpful; 5— <b>extremely helpful</b>  <b>Recommendations:</b> (Record on the back of this form)
Job Title: Administrative Specialist III		
Employer: [REDACTED]		
Address: [REDACTED]		
City/State/Zip: Crossett, AR 71635		
Telephone: [REDACTED]		
Supervisor: [REDACTED]		
Wage: \$12.15/hour		
Terminated : [REDACTED]		

**Check licensure status below (if applicable):**

Graduate completer for programs requiring licensure:

- 1 \_\_\_\_\_ Is waiting to take licensure exam  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_ Has taken licensure exam  
 3 \_\_\_\_\_  
 1 \_\_\_\_\_ Passed licensure exam  
 4 \_\_\_\_\_

**Check one employment statement below, then complete specific information (if required):**

<sup>8</sup> \_\_\_\_\_ Non-Graduate completer is employed in a position related to the field of instruction: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time

Graduate completer:

<sup>9</sup>  Is employed in field of instruction:  Full-time \_\_\_\_\_ Part-time  
 \_\_\_\_\_ Entered full-time military service  
 \_\_\_\_\_ Is continuing his/her education

<sup>1</sup> \_\_\_\_\_ Is employed in a position unrelated to the field of instruction.

<sup>1</sup> \_\_\_\_\_ Refused employment

<sup>6</sup> \_\_\_\_\_ Is seeking employment

<sup>1</sup> \_\_\_\_\_ Status is unknown (cannot be located)

Graduate completer is unavailable for employment:

<sup>1</sup> \_\_\_\_\_ For health reasons: \_\_\_\_\_ Graduate \_\_\_\_\_ Family member  
<sup>5</sup> \_\_\_\_\_ Death: \_\_\_\_\_ Graduate \_\_\_\_\_ Family Member  
 \_\_\_\_\_ Other Reason(s): \_\_\_\_\_

Sherry M. Harris, Instructor	12/10/12	e-mail message
Person completing follow-up survey	Day/Date	Time
Sherry M. Harris, Instructor	12/10/12	2:30 p.m.
Person completing follow-up survey	Day/Date	Time

# Appendix L: Tech Business Practicum Student Evaluation

**DIRECTIONS:** Please use the scale below to evaluate the student intern in the following categories; circle the number that best matches your response. Please fax each Friday to 870-364-5707, ATTENTION: SHERRY HARRIS.

Student Intern \_\_\_\_\_

Week Ending     May 31, 2013             June 7, 2013             June 14, 2013             June 21, 2013

**5 = Outstanding    4 = Good    3 = Average    2 = Needs Attention    1 = Poor    N/A = Not Applicable**

## General Technical Skills and Knowledge

1. Knowledge level of terms and concepts related to job	5	4	3	2	1	N/A
2. Technical ability to perform tasks related to job	5	4	3	2	1	N/A
3. Quality of work (accuracy, organization, creative)	5	4	3	2	1	N/A
4. Production (volume and speed of work)	5	4	3	2	1	N/A
5. Work standards (goes above and beyond)	5	4	3	2	1	N/A
6. Critical thinking skills (decision-making, problem-solving)	5	4	3	2	1	N/A

## Communication Skills

7. Written communication (grammar, spelling, punctuation)	5	4	3	2	1	N/A
8. Oral communication	5	4	3	2	1	N/A
9. Follow directions	5	4	3	2	1	N/A
10. Listening skills	5	4	3	2	1	N/A
11. Communication with supervisor(s)	5	4	3	2	1	N/A
12. Communication with co-workers	5	4	3	2	1	N/A

## Non-Technical Skills

13. Motivation/enthusiasm	5	4	3	2	1	N/A
14. Initiative (self-starter, works independently)	5	4	3	2	1	N/A
15. Punctuality and dependability	5	4	3	2	1	N/A
16. Attendance	5	4	3	2	1	N/A
17. Interpersonal skills (tact, judgment, courtesy, rapport)	5	4	3	2	1	N/A
18. Professional appearance (appropriate for work site)	5	4	3	2	1	N/A
19. Adaptability (willingness to do as asked)	5	4	3	2	1	N/A
20. Overall attitude	5	4	3	2	1	N/A

Suggested Area(s) to Work on for Improvement: \_\_\_\_\_

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

# Appendix M: Work Site Survey

---

Student Intern (Confidential) Date June 4, 2012  
Name of Business Harper & Associates CPA Faculty Advisor Sherry Harris  
Site Supervisor Ashley Harper  
Phone Number 870-364-3803

**5 = Outstanding    4 = Good    3 = Average    2 = Needs Attention    1 = Poor    N/A = Not Applicable**

## Supervisor's Interview

1. Supervisor overall evaluation of intern's performance      5      4      3      2      1      N/A

2. Specific duties and skills learned

Basic accounting principles  
How to enter basic entries into QuickBooks for different businesses

3. Suggestions for improving student performance:

Oral communication skills including vocabulary and telephone etiquette  
Owner suggested students learn Intuit QuickBooks. Most businesses in the area use this particular accounting software.

## Faculty Advisor's Consultation with Student

4. Communication with supervisor(s)      5      4      3      2      1      N/A

5. Student's self evaluation of skills learned      5      4      3      2      1      N/A

6. Any concerns or questions?

None

---

*Faculty Advisor*

---

*Date*

# Appendix N: *Office Occupations Advisory Committee Minutes*

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UAM COLLEGE OF TECHNOLOGY, CROSSETT

## OFFICE OCCUPATIONS AND HOSPITALITY ADVISORY COMMITTEE MEETING MINUTES

June 27, 2011, 6 p.m.

The Office Occupations Advisory Committee and the Hospitality Advisory Committee met on Monday, June 27, 2011, at 6:10 p.m. in the Hospitality classroom of the Main Building on the UAM-CTC campus. Office Occupations Advisory Committee members present for the meeting were Harold Mitchell and Tonya Loe. Hospitality Advisory Committee members present for the meeting were Iris Phifer, Pam Ferguson, Pat Owens, Margaret Fristoe, and Alice Lindsey.

### WELCOME AND INTRODUCTIONS

Ms. Loe, Health Information Technology Instructor, called the meeting to order. She welcomed the members present and introductions were made for both committees. Members were served salads prepared by hospitality.

### MINUTES

Copies of the minutes were mailed to each member and stands approved as presented.

### REPORTS

Mrs. Lindsey reported that UAM-CTC enrollment has been up for the past several semesters and projection of pre-registration for the Fall 2011 semester shows another increase.

UAM-CTC Hospitality Services' Graduates/Placement, Administrative Office Technology Graduates/Placement, and Health Information Technology Graduates/Placement Reports were given to each member present. Hospitality has 2 graduates in the field, AOT has 2 in field, HIT has 5 in field as of 2009-2010 report.

Mrs. Lindsey reported that the Intern Placement for Hospitality Program placed 6 students for Interns this semester. Mrs. Harris was able to place all of AOT Interns as well. HIT does not have Intern program at this time. (See Attached.) Mrs. Lindsey reported 3 students could not complete Internship for summer and would be doing Intern in the Fall. This is the first time that there will be a Fall Internship Program. She explained that if the intern program is not offered Summer of 2012, (UAM-CTC) may lose students. The advisory committee agreed with Mrs. Lindsey.

Mrs. Lindsey informed the advisory committee that UAM-CTC Hospitality Program won the Arkansas' South Ashley County Award from the Arkansas' South Tourism Association for 2010-2011. This award represents individual, or group that has contributed to career opportunities in food preparation, lodging, and other tourism-related business. Pam Ferguson from the Crossett Chamber of Commerce explained that 9 Southern City Chambers, made up the South Tourism Association. The area leaders voted to give the award to UAM-CTC due to their involvement in several events and the department promoted tourism in our area. How professional the students looked in their white coats and black

pants. Ashley County was the first county involved community, school, and commerce to incorporate tourism in Arkansas. UAM-CTC Hospitality students also helped in promoting Welcome to Arkansas tourism program. Pam stated, "Welcome to Arkansas First Tourism was one opportunity to make impression on tourist." "Thanks UAM-CTC for helping."

## PROGRAM REVIEW

Mrs. Lindsey reported that the ServSafe Course is the most important course for Hospitality. Students must take and pass the national test in order to be a manager for a restaurant. It is not a requirement for UAM-CTC students to take the state test. Pam Ferguson spoke about the ProStart Program at Crossett High School and the articulation with UAM-CTC.

## CURRICULUM

### 2011-2012 CALENDAR

Committee members received a copy of the 2011-2012 University of Arkansas at Monticello catalog which includes a calendar for all three campuses. Mrs. Lindsey covered main dates for the year. Mrs. Lindsey had her Fall books on display for the committee to review. Ms. Loe stated that AOT and HIT books were being updated from Microsoft 2007 to Microsoft 2010 and are ordered. Ms. Loe and Mrs. Lindsey talked about team teaching and teamwork exercises that HIT and Hospitality students do together. Committee members were asked for suggestions on exercises that teach teamwork. Committee members stated they would let them know of any used by their company.

### *Administrative Office Technology*

Ms. Loe explained the Administrative Office Technology Program courses offered for the Fall 2011 semester. Each member received the Fall Schedule.

### *Health Information Technology*

Ms. Loe explained the Health Information Technology courses offered for the Fall 2011 semester. Ms. Loe stated that she would like for the advisory committee to consider an Intern Program for HIT. The committee is going to review curriculum by email and make recommendation at the Fall Advisory Board meeting. Ms. Loe explained that the curriculum change would take a year to go through all the proper channels, but please look at current curriculum and make suggestions.

### *Hospitality*

Mrs. Lindsey explained the Hospitality Services courses offered for the Fall 2011 semester. She also discussed the Employability Skills and Ethics course being taught on the UAM-CTC campus. The Employability Skills and Ethics course teaches students to write resume, apply for job, and do mock interviews. Pam Ferguson from the Hospitality Services Advisory Committee moved to add Employability Skills and Ethics course to all degrees, seconded by Iris Phifer. Discussion: The committee members as community leaders stated that all students should take this course to prepare them for the real world. Margaret Fristoe stated that resume, cover letter and ethics are needed no matter what career path students choose. Call for question, by Tonya Loe. Motion passed.

### ***Employer Verification Form***

No forms were signed at this time. AOT and Hospitality have forms from employers on file.

### **UPDATE OF PBL**

Ms. Loe and Mrs. Lindsey commented on the importance of Phi Beta Lambda to UAM-CTC students. This year at the Spring Leadership Conference UAM-CTC students brought home awards. More importantly was the confidence that was given to each student after competing; students-Sharon Nelson, Cassandra Caldwell and Rebecca Conner told their instructors how much PBL prepared them for their interviews and internship. Ms. Loe explained about Professional PBL membership and asked committee members to consider joining.

### **ELECTION OF OFFICERS**

The Hospitality Advisory Committee elected Pam Ferguson as Vice President of the Hospitality Advisory Committee.

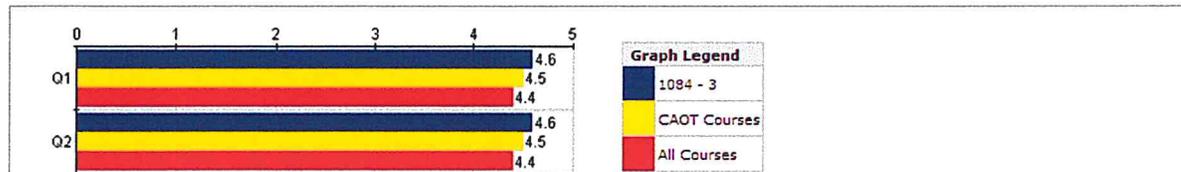
### **ADJOURNMENT**

Ms. Ferguson moved to adjourn the meeting and Ms. Phifer seconded the measure. Members approved the motion. The meeting adjourned at 7:10 p.m.

# Appendix O: Course Evaluations

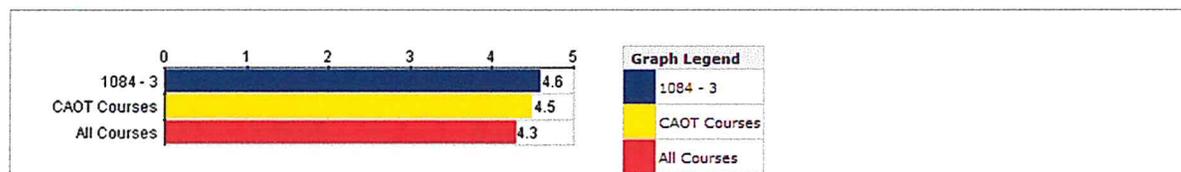
Course Evaluations 2126 (2012)	University of Arkansas at Monticello
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Course: 1084 3 - TECH ACCOUNTING I	Department: CAOT
Responsible Faculty: Ms. Sherry Harris	Responses / Expected: 18 / 21



College of Technology - Crossett	1084 - 3													--- Survey Comparisons ---						
	Responses					Course								CAOT		All				
	SA	A	NAN	D	SD	N	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Grp Med	--+ :	N	Grp Med	--+ :
Q1 The instructor gives evidence that advance preparation was made for presenting lectures/labs and the needed resources were readily accessible.	11	7	0	0	0	18	4.7	5	5	4	5	.49	.24	.11	76	4.6	=	362	4.6	=
Q2 The instructor makes efficient use of time in the classroom/lab and makes the lecture/lab instructions, and assignments clear and understandable.	12	5	1	0	0	18	4.8	5	5	3	5	.59	.35	.14	76	4.7	=	361	4.6	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

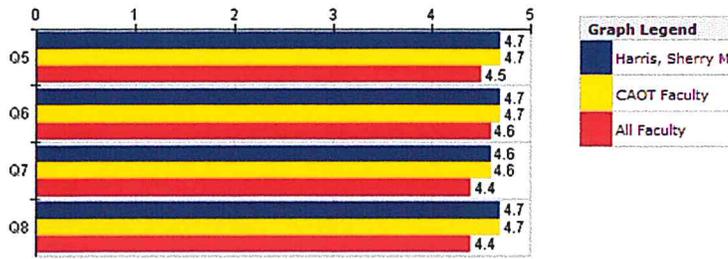


Course Based Questions	1084 - 3													--- Survey Comparisons ---						
	Responses					Course								CAOT		All				
	SA	A	NAN	D	SD	N	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Grp Med	--+ :	N	Grp Med	--+ :
Q3 I have more knowledge and a deeper understanding of the subject matter as a result of this course.	11	7	0	0	0	18	4.7	5	5	4	5	.49	.24	.11	75	4.7	=	4.5K	4.6	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q4 - What did you like and dislike most about this course?  
 Response Rate: 66.67% (12 of 18)

- I have decided that I enjoy working with numbers and this course has helped me see that I can do things in accounting.
- really do enjoy this class
- I like taking the test on the computer cause it gives me my grade right away. What I didn't like was that we only had a short period of time to learn the chapter.
- I like this course because I feel like it will really be able to help me get a good job and the skills that I learn will help me get far in my goals in life.
- I have not yet found anything that I dislike about this course.
- I would like to have more practice questions in class with the instructor
- The math part of it.
- I do not like that we dont go over the chapter in class.. i know to read the chapter at home but i feel that if we take atleast 30 on going over the chapter in class we will do vetter on our work.
- The math part of it.
- I do not like that we dont go over the chapter in class.. i know to read the chapter at home but i feel that if we take atleast 30 on going over the chapter in class we will do vetter on our work.
- I do like that she lets us be hands on with our work and she goes over problems in class.
- I dislike the fact that I cannot do my Keyboarding assignment at home. Because, if I could do it at home, I could multi-task. Rather than staying after class all the time.
- I like takin the class. I have learned a lot. The only dislike about the class is that you have to cover so much and take test once a week and it really does not give you the time to completely understand the material.
- MRS. HARRIS IS A GREAT TEACHER AND MAKES THE COURSE VERY INTERESTING AND EDUCATIONAL.
- I LIKE EVERYTHING I DISLIKED NOTHING.
- I do not have any dislikes for the course. On the other hand, I wish I could say that I liked it, but it is math!



Instructor Based Questions	Harris, Sherry M													--- Survey Comparisons ---							
	Responses					Individual								CAOT			All				
	SA	A	NAN	D	SD	N	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Grp Med	-+ <sup>1</sup>	N	Grp Med	-+ <sup>1</sup>	
Q5	The instructor is willing to help the students learn.	12	6	0	0	0	18	4.8	5	5	4	5	.47	.22	.11	76	4.8	=	4.6K	4.7	=
Q6	The instructor shows interest in and knowledge of the subject.	13	5	0	0	0	18	4.8	5	5	4	5	.45	.20	.11	76	4.8	=	4.5K	4.8	=
Q7	The instructor demonstrates effective oral and written communication skills.	11	5	1	0	0	17	4.7	5	5	3	5	.60	.36	.15	74	4.8	=	4.5K	4.7	=
Q8	I would recommend this instructor to other students.	14	3	1	0	0	18	4.9	5	5	3	5	.56	.31	.13	76	4.8	=	4.5K	4.7	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

# Appendix P: AOT Registration Form

## Fall Semester

- BUS 1123 Tech Accounting
- BUS 1203 Tech Keyboarding

### One of the following

- BUS 1303 Tech Computer Applications
- CIS 2223 Microcomputer Applications

### One of the following (Requires C or better)

- BUS 2003 Tech Business English
- ENGL 1013 Composition I

### One of the following (Requires C or better)

- BUS 2143 Tech Business Mathematics
- MATH 0183 College Algebra

\_\_\_\_\_

**EXIT: Office Support Certificate of Proficiency (15)**

## Spring Semester

- BUS 1213 Tech Keyboarding Applications
- BUS 1563 Tech Administrative Support Proc.
- BUS 2013 Tech Business Communication
- BUS 1603 Tech Vocabulary Development
- BUS 1503 Tech Word/Info. Processing
- BUS 2153 Tech Computerized Accounting

## Summer I

- BUS 2163 Tech Spreadsheet Applications
- BUS 2623 Tech Business Practicum

**EXIT: Administrative Office Technology Tech. Certificate (39)**

## Six Hours of Electives (Check prerequisites\* and schedules):

- CFA 1103 Tech Computer Fundamentals
- CIS 1013 Intro. to Computer-Based Systems
- CIS 3103 Advanced Microcomputer Apps.\*
- CMP 1012 Tech Network Servers
- CMP 1024 Tech Computer Maintenance/HDW
- CMP 1903 Tech Fundamentals of Electronics
- CMP 1053 Tech Network Security
- CMP 1064 Tech Operating Systems
- COM 1203 Tech Communication
- COM 1102 Employable Skills/Ethics
- CSC 2034 Tech Cisco Network Exploration I
- ECED 1043 Development & Curriculum in EC
- ECED 1053 Environments in Early Childhood

## Associate of Applied Science in Gen. Tech.

### Composition Courses require C or better

- ENGL 1013 Composition I
- ENGL 1023 Composition II
- ENGL 0133 Fundamentals of English (if needed)

### One of the following (Requires C or better)

- MATH 1043 College Algebra or higher level
- MATH 1003 Survey of Mathematics
- MATH 0183 Intermediate Algebra (if needed)
- MATH 0143 Introductory Algebra (if needed)

### One of the following

- CIS 1013 Intro. to Computer-based Systems
- CIS 2223 Microcomputer Applications\*

### One of the following

- ECON 2203 Principles of Macroeconomics
- ECON 2213 Principles of Microeconomics
- HIST 1013 Survey of Civilization I
- HIST 1023 Survey of Civilization II
- HIST 2213 American History I
- HIST 2223 American History II
- PSY 1013 Introduction to Psychology (S)
- SOC 2213 Introduction to Sociology (S)
- PSCI 2213 American National Government

*15 General Education Hours required for AAS*

*60 credit hours required for AAS in Gen. Tech. (p. 103)*

- ECED 1063 Foun. of Early Childhood Education
- ECED 1071 Introduction to Practicum (F)
- ECED 1082 Practicum I (F)
- HIT 1022 Tech Law & Ethics in Healthcare (F)
- HIT 1133 Tech Medical Terminology (F)
- HOSP 1013 Hospitality, Travel, and Tourism
- HOSP 1023 Tech Safety/Sanitation
- HOSP 1033 Hospitality Customer Service Rel.
- HOSP 1043 Introduction to Hospitality Operations
- HOSP 1073 Supervision Concepts for Hosp.\*
- MAT 1203 Technical Mathematics
- NA 1017 Nursing Assistant (CNA)
- NUR 1514 PN Anatomy and Physiology