

UAM COLLEGE OF TECHNOLOGY MCGEHEE

ADMINISTRATIVE OFFICE TECHNOLOGY

Assessment Report 2015-2016

AOT – Assessment Report

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

The Student Learning Outcomes for the Administrative Office Technology program are as follows:

Students successfully completing the UAM CTM Administrative Office Technology Program 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.
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 in manners to obtain employment in entry level business office.

These can be found in a multitude of places that are accessible to the public, students, potential students, and the community. They include:

1. Web page – by accessing the Administrative Office Technology Web page AOT CP Requirements anyone who is interested in obtaining a Certificate of Proficiency in Office Skills or a Technical Certificate in Administrative Office Technology can see exactly what is expected in order to complete the program(s) and earn their certificate(s). Appendix A1.
2. Classrooms – there are three classrooms in the Administrative Office Technology program area of the main building. Each classroom has a copy of the SLOs framed and hung in an easily accessible place. They are also hung on the wall in hallway of the AOT area. Appendix A2.
3. Brochures – these are available outside of the Student Services office and anytime a student completes an interest survey for the Administrative Office Technology program, a letter is sent with a current brochure. Appendix A3.
4. Syllabus—SLO and UAM mission statement are on every syllabus in the AOT program. Appendix A4

Question 2 – Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

Mission Statement:

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology. This learning experience encourages students to perform with intelligence, responsibility, and creativity.

Student Learning Outcome 1 (SLO) address aspects of UAM’s mission where students utilize knowledge and technology with intelligence and responsibility, This SLO focuses on teaching students to produce business documents used in an office setting.

SLO 2 incorporates the mission statement to enhance, to share knowledge, to synthesize knowledge, and use knowledge and technology by stressing the importance of teamwork, time management, and responsibility. This program requires students to complete assignments on time, whether working together or individually. Students are given multiple assignments with due dates to emphasize the need for time management. By working individually and in groups, students complete many assignments/tasks that follow them from course to course. Synthesized knowledge is used to incorporate hands on activities, collaboration, projects, and critical thinking. Students are urged to practice good communication skills and presentation skills throughout the program. This SLO demonstrates time management, multi-tasking, and etiquette skills.

SLO 3 is demonstrating in all courses preparing students for employment. Students are evaluated in the practicum course by perspective employers on their ability. The employability of students is the focus. Students are taught interviewing skills, dressing for success, and how to create a portfolio in several of the AOT courses. An intense mock interview completes the program.

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

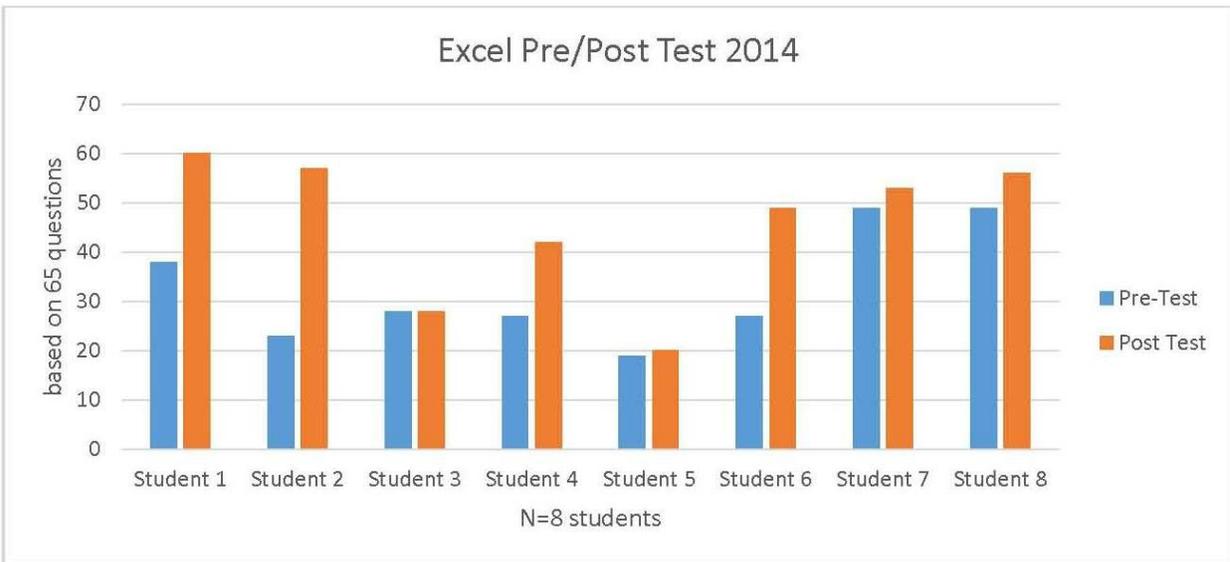
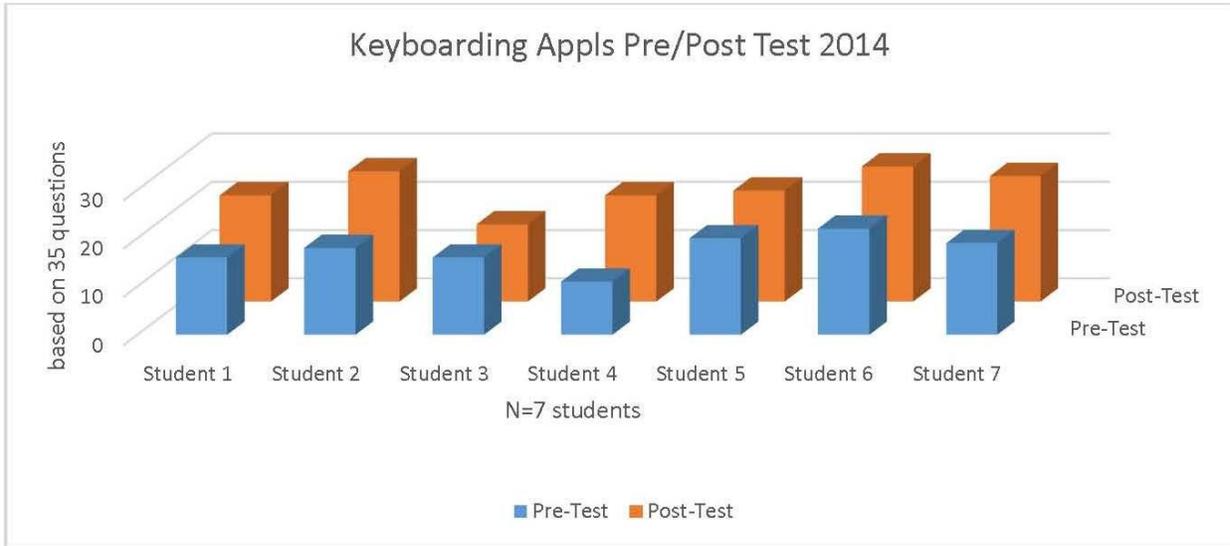
Administrative Office Technology students are assessed throughout the program by both written and production exams as well as hands on activities. A pre-test measures students' knowledge of the content of courses before any actual material is covered. A post-test was given to measure student learning. The hands-on activities gauged not only the knowledge from lecture, but also their ability to produce quality work in the field. Data from the hands-on activity is analyzed to determine if a concept is understood. If performance on a specific area of the activity is below average, the instructor will review the concepts and clarify information, and have students re-do the activity before moving on to the next unit. In administrative office technology, concepts build on one another. Sometimes reteaching and expanding hands-on activities necessary.

The results of the pre-test and post-test scores show that all classes tested had an average increase of performance, indicating students were learning.

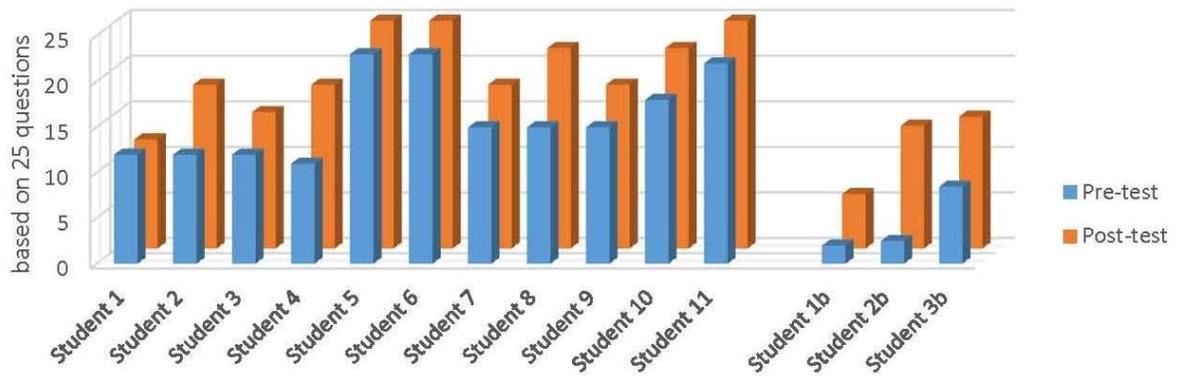
On an individual course basis, the results explained as follows:

- Keyboarding Applications Pre/Post-test analysis shows that 7 students took the test of 35 questions and each student made higher on the post test. The class average was increased 17%.
- Tech Spreadsheets on average, students' knowledge increased. The class average was increased 20%.
- Tech Business Math—on an average, students' knowledge increased 40%. Although the overall results were low, there were measureable increases in student learning for nearly all students. The class average of increase was 16%.

The following charts compare pre/post test results:



Business Math 2015



N = Students section 1 and 1b

Question 4 – Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

1. Students use hands-on activities in Computer Business Application by producing a project using all the software taught. This project is designed for students to use the software that is used in the business world. The AOT instructor's will start in 2015 collecting data for hands-on activity. Students had to create:
 - a cover letter and resume
 - budget, and presentation on their career
 - a five (5) year projection
2. Each semester students are asked to evaluate the instructors, as well as the courses they take. This information is assembled and sent to the instructors. An example of one of these evaluations is included in Appendix B1. This information is used to assist instructors in their semester planning and course development. After reading through the student evaluations, adjustments were made as need. Example one student stated, "Since I already know a lot about a computer it becomes boring when you know the stuff but you have to do it the way the book says, "I have students who finish the assignment first, help other students by tutoring. I also change my teaching methods instead of following book step by step, students have to research their career and create something based on career. Example: brochure on career, cover letter for resume, resume, business card, or presentation. The AOT instructor will continue to monitor and adjust as needed.
3. In Tech Business Practicum, students are required to complete a self-evaluation form of their Practicum experience. This information is used as a complete program analysis since the Practicum is based on a culmination of their required learning. Several students commented on updating Computerized Accounting Software. As of spring 2016, the AOT program changed to QuickBook Pro Software for Computerized Accounting. Through this self-evaluation, students have to be accountable for their actions. We discuss their response and compare to the employer response. This enables students to own their education. An example of these self evaluation results can be found on Appendix B2.
4. During practicum, work site supervisors are asked to send weekly evaluations to the Practicum instructor. Students are given this feedback after each week and are required to make changes before the next week begins. This type of constructive criticism is vital to the students' learning since it comes directly from a source that could end up being a potential employer. Appendix B3 On the feedback form, the employer stated, "I like the teamwork and goal setting exercises students do." The employer was impressed with the student's ability to work with others.

Question 5 – 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, how much, and by whom these improvements will take place.

1. Each summer AOT instructor will attend the Arkansas Business Education Association Conference and the Arkansas Career and Technical Education Conference in July or August. The instructor is also a member of Phi Beta Lambda and receives training through the state leadership conference and the national leadership conference. Any information learned through these conferences will be integrated into the next school term.
2. Based on needs from employers, the AOT curriculum will be revised. A survey has been sent to employers in service area. According to the survey, employers want more hands on with software, either Microsoft Office or Google Docs. See Appendix C1. The instructor will be adding more hands-on software base activities by the following school year.
3. During the 2014 fall advisory meeting, committee members evaluated course material and content. Feedback from the committee suggested adding banking courses, updating electronic accounting software, and data entry. The new accounting software and banking courses were implemented during the spring 2015 semester. AOT instructor is researching course and curriculum in data entry. See Appendix C2
4. The instructor uses each semester evaluations from students to make modification for the course for the next semester.

Question 6 – What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

1. The department has updated to Office 2013 and explained to students how they can download Office 360 from student emails. This allows students to have access to software used in the AOT program. Books for computerized accounting came with the code so students could download a 120 day QuickBooks Pro software. Twenty-five (25) site licenses were purchased of QuickBooks Pro software for lab 206.
2. Students have the ability to use their cell phone for emails and apps. AOT instructors encourage students to use their phone by downloading Google Drive as well as other apps used for learning. AOT currently uses Google Drive, Microsoft Office 360, and Quizlet.com. Quizlet.com is a free learning software which allows the instructor to enter terms, downloads pictures, etc. for students use. Google, Microsoft Office 360, and Quizlet apps can be used on phone or computer. AOT uses smartphones, iPad, tablets, etc. The more we allow students to use the technology, especially on these smart devices, the more they will complete work. Students can use the technology on their phones to complete homework, email to their UAM email account, and print assignment when they return to school. Students are becoming dependent on phones and not using a computer at all.

Question 7 – How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

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. In Introduction to Computers, students are given review questions from book and access to Quizlet.com. Students have to print or submit these quizzes to the instructor. They are graded sometimes for content others for work ethic. In Administrative Office Support course, students use soft skills like teamwork, work ethics, and sympathy/empathy exercises to learn the importance of working together. They have to research teamwork and other hands-on activities to share with group. Afterwards we debrief (talk about what they learned, why, and how). This process is used in project base learning.

Students are placed in real-time business settings as the end of their coursework so they can get 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 taught are relevant for future employment in their communities.

An advisory committee of employers in our service area meet on a biannual basis. Departmental updates are provided which include equipment, courses, course content, and student progress. The committee offers insight on current trends and skills that are crucial to AOT students. The committee's feedback is critical because the committee is comprised of members who are employers in the area who may hire AOT graduates. The advisory committee is made up of business people and at least one student representative. This allows students and advisory committee members to have a voice in the AOT/HIT program.

Students, advisory committee, and community input is taken into consideration when changes to the program are made. The instructor believes this input is important and allows students to take responsibility for learning.

Question 8 – Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University

Recruit:

The instructors are required to achieve a minimum of three recruitment/retention activities per semester. These activities can be college fairs, speeches to high school classes, Rotary Club meetings, Chamber of Commerce meetings, festivals, county fairs, etc. Documentation is required. Appendix D1.

Student services sends to potential students the following items: personal letter, brochures, and business card. AOT instructor send hand written cards to each potential student and an email. Appendix D2.

Retain:

In all classes, students are encouraged to come to class, participate, ask questions, and complete homework assignments. Students are encouraged to meet with their instructors during office hours for tutoring or help. All instructors are required to offer a minimum of two hours of availability outside of class for every three-hour course taught. Instructors' office hours can be found on their syllabus and posted outside of the classroom. Appendix D3

AOT instructors use the Early Alert Form to identify students who are struggling. Appendix D4. Early Alert Forms are used to notify students who are struggling/failing in a course. This letter states for students to go see instructor, adviser, and student service for help.

The instructor has provided a cell phone number to students. Students have been told to call or text cell phone number to set up tutoring outside of office hours. Appendix D5.

Graduate:

Instructors run degree audits which list the courses taken and courses needed for completing degree. The students are asked to sign the audits indicating they have been advised of their academic progress. Potential graduates are instructed to apply online for graduation.

Full-time employed students wanting an AOT degree, will be offered night classes. This will allow more students to complete the program.

APPENDICES

ADMINISTRATIVE OFFICE TECHNOLOGY

Assessment Report 2015-2016

APPENDIX A

APPENDIX A1

Web Site: McGehee AOT office-technology-support

Office Support - Certificate of Proficiency

The Office Support Certificate of Proficiency is part of the Administrative Office Technology Technical Certificate Program. The Administrative Office Technology Program is designed to prepare students for employment as data entry operators, word processing operators, accounting clerks, receptionists, administrative assistants, executive secretaries, and members of management.

Dept	Course Number	Course Title	Credit Hours
		Fall Semester	
BUS	1123	Tech Accounting	3
BUS	1203	Tech Keyboarding	3
BUS	2143	Tech Business Mathematics	3
BUS	2003	Tech Business English	3
BUS	1303	Tech Computer Applications for Business	3
		EXIT: Certificate of Proficiency- Office Support	15

Administrative Office Technology

UAM College of Technology-McGehee would like to welcome you to an exciting career in the field of Administrative Office Technology.

We have three options in the Administrative Office Technology Program:

1. Certificate of Proficiency, requirements listed above.
2. Technical Certificate, courses listed below
3. Associate of Applied Science Degree in General Technology

Technical Certificate Graduation Requirements (Suggested Schedule)

Dept	Course Number	Course Title	Credit Hours
		Fall Semester	
BUS	1123	Tech Accounting	3
BUS	1203	Tech Keyboarding	3
BUS	2143	Tech Business Mathematics	3
BUS	2003	Tech Business English	3
BUS	1303	Tech Computer Applications for Business	3
		EXIT: Certificate of Proficiency- Office Support	15

		Spring Semester	
BUS	1213	Tech Keyboarding Applications	3
BUS	1563	Tech Administrative Support Procedures	3
BUS	2153	Tech Computerized Accounting	3
BUS	2013	Tech Business Communications (elective)	3
BUS	2613	Tech Small Business Management (elective)	3
			15
		Summer I Term	
BUS	2163	Tech Spreadsheet Applications	3
BUS	2623	Tech Business Practicum	3
		EXIT: Technical Certificate- Administrative Office Technology	36

Additional Electives when available

BUS	1073	Tech Introduction to Law	3
BUS	1083	Tech Legal Transcription	3
BUS	2173	Tech Data Entry	3
BUS	1603	Tech Vocabulary Development	3
BUS	1043	Bank Teller Operations	3
BUS	1033	Principles of Banking	3

The Administrative Office Technology program provides contemporary training required in today's business office in computer applications, word processing, accounting, administrative support procedures, and communication. Administrative Office Technology students receive computer training in utilization of Windows, database management, spreadsheet applications, desktop publishing, and word processing. English and communication courses developed specifically for business are integral parts of the program. Students have the opportunity to enhance and refine their skills in the Tech Vocabulary Development and the Tech Administrative Support Procedures courses. Field trips to technologically efficient offices, up-to-date videotapes, current business publications and training in obtaining employment give the student the self-confidence needed to make successful applications for appropriate jobs.

Student Learning Outcomes:

Students successfully completing the UAM CTM Administrative Office Technology program will be able to:

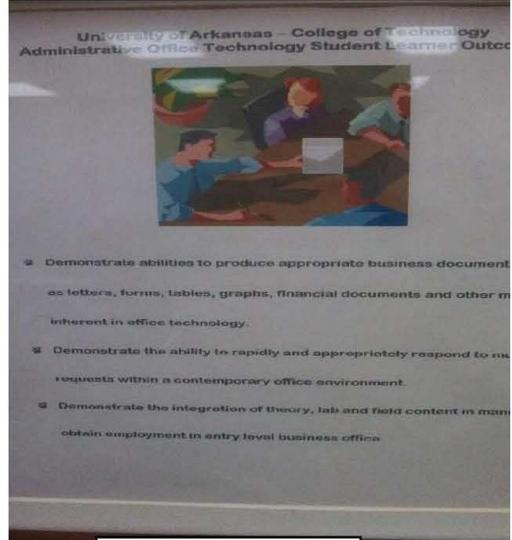
1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.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

APPENDIX A2

Classrooms with SLO framed:



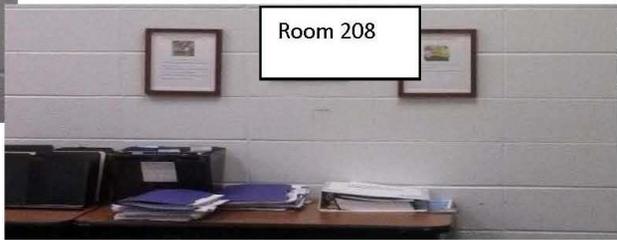
Room 206



Actual SLO in frame



AOT/HIT Hallway



Room 208

Room 207



UAM College of Technology-McGehee

Administrative Office Technology

To learn more about the UAM CTM Administrative Office Technology program contact a member of the staff:

Renee Jones, Instructor
JonesRe@uamont.edu

Tonya Loe, Instructor
loet@uamont.edu

Phone: 870-460-2134 or 870-460-2133

Or visit our website at
<http://www.uamont.edu/McGehee/>

Financial Assistance

If you wish to pursue Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact Student Services for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 2128
Fax: (870) 222-1105

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. 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.

University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Nearly every business office today has a computer of some kind. The demand for people trained to use computers is growing rapidly. In fact, the computer field offers several of the fastest growing occupations in this decade.

A person trained in business technology uses and adapts to software to perform business functions such as computerized accounting, databases, and spreadsheets.

Our Administrative Office Technology program will provide you the training you need to learn skills in being a computer operator, word processor, data processor or data entry clerk.



Many experienced business majors command much higher salaries.

Therefore, we ask for input from local employers, the State Employment Security Division, our own advisory council, and other community's agencies to ensure we offer the most up-to-date technology and the professional skills needed to be successful in your field of study.

Student Learning Outcomes:

Students successfully completing the UAM CTM Administrative Office Technology program 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.
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 in manners to obtain employment in entry level business office.

SEMESTER I

BUS	1123	Tech Accounting I	3
BUS	1303	Tech Computer Apps	3
BUS	1203	Tech Keyboarding	3
BUS	2143	Tech Business Math or higher	3
BUS	2003	Tech Business English or higher	3
TOTAL			15

SEMESTER II

BUS	1213	Tech Keyboarding Apps	3
BUS	2153	Tech Computerized Accounting	3
BUS	2163	Tech Spreadsheet Applications	3
BUS	1563	Tech Administrative Support Procedures	3
3 hour elective from list below			3
TOTAL			15

SEMESTER III

BUS	2623	Tech Business Practicum	3
3 hour elective from list below			3
TOTAL			6

List of Electives:

BUS	1033	Tech Principles of Banking	3
BUS	1043	Tech Bank Teller Operations	3
BUS	1073	Tech Introduction to Law	3
BUS	1083	Tech Legal Transcription	3
BUS	1603	Tech Vocabulary Development	3

APPENDIX A4

COURSE SYLLABUS BUS 1563 TECH ADM SUPPORT PROCEDURES

Tonya Loe, Instructor
(870) 460-2133 (MCG 206)

loet@uamont.edu

SUMMER I 2015

CLASS MEETS: M 8:30-1:00

BUS 1563 ADM SUPPORT PROCEDURES

Room 206 – McGehee campus

CREDIT HOURS: 3

PREREQUISITES: BUS 1213 TECH KEYBOARDING APPLICATIONS

OFFICE HOURS:

- Monday: 7:30 - 8:30
- Tuesday and Thursday: 8:30-10:30
- Other times by appointment

COURSE DESCRIPTION:

Administrative Support Procedures emphasizes administrative practices and procedures used in a business office. Topics include personal development; interpersonal relations; mail handling, telecommunications and telephone usage; travel arrangements; receptionist duties; records management; decision making; organization concepts, skills, and procedures; traditional and electronic information resources; stress management; team building, goal setting professionalism, and human relation development enhancement.

MISSION STATEMENT

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. 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.

REQUIRED TEXTBOOKS, WORKBOOKS, SUPPLEMENTARY MATERIALS:

Procedures & Theory for Administrative Professionals 7e Stulz/Shumack/Fulton-Calkins, Southwestern Publishing Co. Thompson Learning ISBN: 978-1-111-57586-1

1-USB drive 4 GB or higher

1-3 ring binder ½'

Loose leaf paper, pencil, blue and black ink pen

AOT PROGRAM STUDENT GOALS AND LEARNING OUTCOMES:

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

STUDENT LEARNING OUTCOMES:

- Build/use critical thinking , problem solving, collaboration skills used in workplace
- Explain crucial skills, qualities, and work ethic required in workplace
- Describe the types of records storage system and apply the rules for each group
- Analyze your skills, abilities, and interest in the job force
- Prepare employment documents and interview successfully

ASSESSMENTS:

- Grades will be determined by labs/assignments, and a final exam.
- **Late Work / Make-up Tests:** Late homework assignments will not be accepted and there will be no makeup for any missed tests or assignments, exceptions may be approved on a case by case base.

The following schedule is tentative, with changes made at the discretion of the instructor.

Week	Dates	Tentative Schedule
1	May 26	Chapters 1-3
2	June 1	Chapters 4-6
3	June 8	Chapters 11-13
4	June 15	Chapters 14-16
5	June 22	Chapter 17
	June 24	Final Project/ Exam

APPENDIX B

Course Evaluations 1/8W2
2146 (2014)

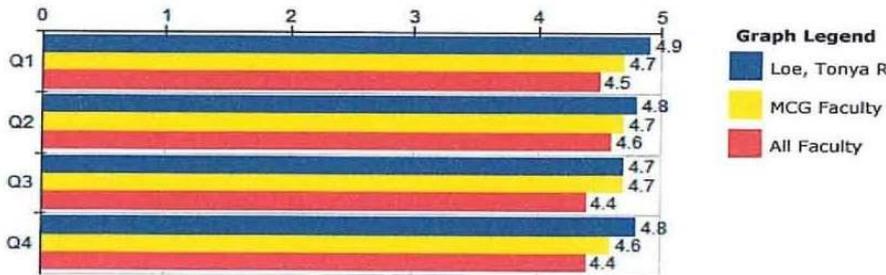
University of Arkansas
at Monticello

Course: 1878 301 - TECH COMPUTER FUND

Department: MCG

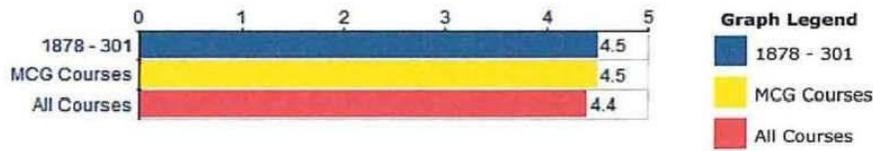
Responsible Faculty: Tonya Loe

Responses / Expected: 12 / 20



Instructor Based Questions	Loe, Tonya R												--- Survey Comparisons ---										
	Responses						Individual						MCG			All							
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	--+ 1	N	Mean	Grp Med	--+ 1
Q1 The instructor is willing to help the students learn.	11	1	0	0	0	12	4.9	5.0	5	5	4	5	.28	.08	.08	56	4.7	4.9	=	3.9K	4.5	4.8	=
Q2 The instructor shows interest in and knowledge of the subject.	10	2	0	0	0	12	4.8	4.9	5	5	4	5	.37	.14	.11	56	4.7	4.8	=	3.8K	4.6	4.8	=
Q3 The instructor demonstrates effective oral and written communication skills.	8	4	0	0	0	12	4.7	4.8	5	5	4	5	.47	.22	.14	55	4.7	4.8	=	3.8K	4.4	4.7	=
Q4 I would recommend this instructor to other students.	9	3	0	0	0	12	4.8	4.8	5	5	4	5	.43	.19	.13	56	4.6	4.8	=	3.8K	4.4	4.7	=

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



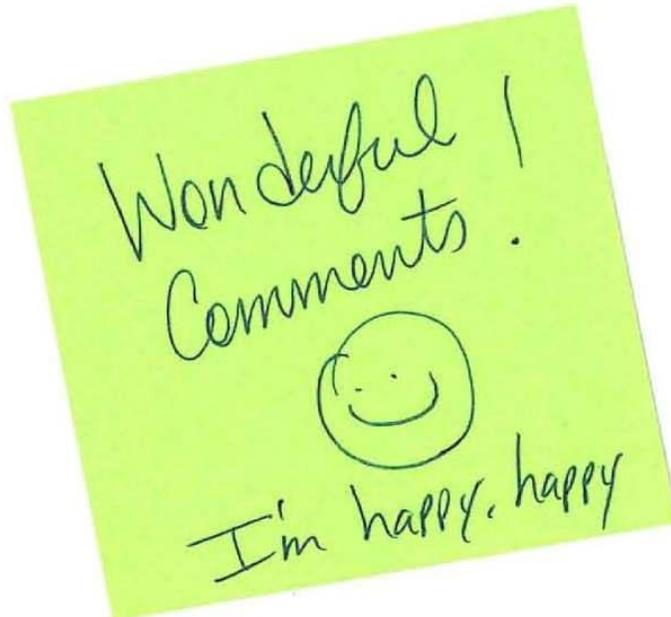
Course Based Questions	1878 - 301													--- Survey Comparisons ---									
	Responses						Course							MCG			All						
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	--+ ¹	N	Mean	Grp Med	--+ ¹
Q5 I have more knowledge and a deeper understanding of the subject matter as a result of this course.	8	2	2	0	0	12	4.5	4.8	5	5	3	5	.76	.58	.22	56	4.5	4.8	=	3.8K	4.4	4.7	=

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

Q6 - What did you like and dislike most about this course?

Response Rate: 66.67% (8 of 12)

- what I dislike about this class is since I already no alot about a computer it becomes boring when you know the stuff but you have to do it the way the book says!
- ONE on one if you have a problem with anything..
- I liked that Mrs.Loe was a fun teacher that made it easy
- I love it
- I love computers.
- I like the instructor, she is willing to help the students, and offer to tutor you on certain days. The only thing I disliked about the course was that the book was confussing to me, and I was not able to come to be tutored on the days she offered because I worked.
- We experenced and learned alot. I can say this on behalf of the other students. It was fun exercises. I loved her as a teacher.
- I like the fact that i am learning to do more on the computer.





DIRECTIONS: PLEASE USE THE SCALE BELOW TO EVALUATE THE STUDENT INTERN IN THE FOLLOWING CATEGORIES. PLACE A CHECK MARK IN THE BOX THAT BEST MATCHES YOUR RESPONSE.

2015

Weekly Evaluation						
Student Intern						
Week ending	<input checked="" type="checkbox"/> May 29, 2015	<input type="checkbox"/> June 5, 2015	<input type="checkbox"/> June 12, 2015	<input type="checkbox"/> June 24, 2015		
Guidelines						
5 = Outstanding	4 = Good	3 = Average	2 = Needs Attention	1 = Poor	N/A = Not Applicable	
General Technical Skills and Knowledge						
	5	4	3	2	1	N/A
1. Knowledge level of terms and concepts related to job	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Technical ability to perform tasks related to job	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Quality of work (accuracy, organizations, creative)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Production (volume and speed of work)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work standards (goes above and beyond)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Critical thinking skills (decision-making, problem-solving)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills						
	5	4	3	2	1	N/A
7. Writing communication (grammar, spelling, punctuation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Oral communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Follows directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Listening skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Communication with supervisor(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Communication with co-workers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Technical Skills						
	5	4	3	2	1	N/A
13. Motivation/enthusiasm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Initiative (self-starter, works independently)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Punctuality and dependability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Interpersonal skills (tact, judgment, courtesy, rapport)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Professional appearance (appropriate for work site)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Adaptability (willingness to do as asked)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Overall attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggested Area(s) to Work on for Improvement:

10 32 NA

Handwritten initials/signature

APPENDIX C

APPENDIX C1

Administrative Support Survey

Future employer needs

1. Identify your type of business?

Check all that apply.

- business services
- retail-products
- manufacturing
- educational
- government
- Other: _____

2. How many employees do you have?

Check all that apply.

- 1-25
- 26-50
- 51-100
- 100-250
- 251-500
- Other: _____

3. Check skills that you require for your administrative support personnel:*Check all that apply.*

- Typing 45 words per minute or more
- Proficient in word processing software such as Word
- Proficient in spreadsheets software such as Excel
- Proficient in presentation software such as PowerPoint
- Proficient in desktop publishing software such as Publisher
- Calculator/10 key/data entry
- Legal transcription
- Bookkeeping/payroll/finance
- Banking/teller
- Marketing (web design/advertising)
- Filing/file management
- Proficient in accounting software such as QuickBooks
- Telephone skills
- Customer service
- Interpersonal
- Other: _____

4. List software used in your business:*Check all that apply.*

- Excel
- Word
- PowerPoint
- QuickBooks
- Publisher
- Google Docs
- Google Sheets
- Google Presentation
- Other: _____

5. If you have an opening would you consider hiring one our graduates?*Check all that apply.*

- yes
- maybe
- no (explain in other)
- Other: _____

Identify your type of business?	How many employees do you have?	Check skills that you require for your administrative support personnel:	List software used in your business:
screen-printing; monogramming	3	Proficient in spreadsheets software such as Excel, Bookkeeping/payroll/finance, Filing/file management, Proficient in accounting software such as QuickBooks, Telephone; graphic design	Adobe Illustrator CS6
manufacturing	3800	Proficient in word processing software such as Word. Proficient in spreadsheets software such as Excel. Proficient in presentation software such as PowerPoint. Filing/file management, Customer service, Interpersonal	Excel, Word, PowerPoint, see comments below We are a heavy technology user in our offices, i.e. almost 100% of what we do is done on the computer via various software such as WebEx, Jabber, Excel (very important), PowerPoint, SharePoint, Concur Travel.
manufacturing	100-250	Proficient in word processing software such as Word. Proficient in spreadsheets software such as Excel. Proficient in presentation software such as PowerPoint. Filing/file management, Telephone skills, Interpersonal	Excel, Word, PowerPoint, SAP
Automotive	25-Jan		QuickBooks

Medicine	25-Jan	We are a heavy technology user in our offices, i.e. almost 100% of what we do is done on the computer via various software such as WebEx, Jabber, Excel (very important), PowerPoint, SharePoint, Concur Travel, Concur Expense, etc.... A good background and understanding of accounting and finance is important for all positions as well as excellent customer service, interpersonal skills (speaking, proper grammar usage and spelling), above-average planning/project management skills. Our office positions are not as task-oriented as the past -- we are expected to contribute to the bottom line day in and day out by recognizing non-value added tasks and systems and either eliminating or improving them. We live a culture of Continuous Improvement and everyone is expected to learn and understand Lean Management (5S) and apply the skills. Six Sigma is important.	Word, QuickBooks, Google Sheets, Medical programs
educational	25-Jan	Proficient in word processing software such as Word, Proficient in spreadsheets software such as Excel, Proficient in desktop publishing software such as Publisher, Telephone skills, Customer service, Interpersonal	Excel, Word, PowerPoint, Publisher, Google Docs, Google Sheets, Google Presentation
agri machine repair	25-Jan	Telephone skills, mechanical/welding	Excel, Word, QuickBooks
business services	25-Jan	Typing 45 words per minute or more, Proficient in word processing software such as Word, Proficient in spreadsheets software such as Excel, Calculator/10 key/data entry, Bookkeeping/payroll/finance, Filing/file management, Proficient in accounting software such as QuickBooks, Telephone skills, Customer service, Interpersonal	Excel, Word, PowerPoint, QuickBooks
Nursing home	51-100	Proficient in word processing software such as Word, Proficient in spreadsheets software such as Excel, Proficient in desktop publishing software such as Publisher, Calculator/10 key/data entry, Bookkeeping/payroll/finance, Telephone skills, Customer service, Interpersonal	Excel, Word, PowerPoint, QuickBooks, Publisher, Proprietary medical software

Medical	26-50	Typing 45 words per minute or more, Proficient in word processing software such as Word, Medical transcription	Excel, Word, Electronic Health Records
business services	26-50	Proficient in word processing software such as Word, Proficient in spreadsheets software such as Excel, Proficient in presentation software such as PowerPoint, Filing/file management, Telephone skills, Customer service	Excel, Word, PowerPoint

APPENDIX C2



**ADVISORY COMMITTEE MEETING AGENDA
APRIL 22, 2015
ADMINISTRATIVE OFFICE TECHNOLOGY (AOT)
AND
HEALTH INFORMATION TECHNOLOGY (HIT)**

- I. Roll call**
 - a. Introduction of Faculty**
 - b. Introduction of new Advisory members**
 - c. Introduction of student Advisory members**
- II. Old Business from fall meeting – copy of November 3, 2015, minutes**
- III. New Business**
 - a. Loss of Kim Wallis as an HIT instructor**
 - b. Software - Microsoft 2013**
 - c. AOT Report - Cynthia Ketchens**
- IV. Discuss retention rate for current semester**
 - a. Administrative Office Technology**
 - b. Health Information Technology**
 - c. General Education**
- V. Discuss Graduation numbers (approx.. # of completers for June)**
 - a. Administrative Office Technology**
 - b. Health Information Technology**
- VI. Wrap up and final words**

APPENDIX D

APPENDIX D1

Name: Tonya Loe			
Name of Individual of Organizational Contact: Self			
Date: 9/22/15	Location: McGehee Room 206	Requested By: students	Total time of Contact: 1 hour
Purpose of Contact (Indicate any options that apply) Retention <u>Recruiting</u> Program/Course Input Other			
Description of Contact: Sent card to Jarerius Nolen, Star City High School			
Changes Occurring Because of Contact: Haven't heard anything, but plan on fall up in Spring semester. Person is a senior.			
Name: Tonya Loe			
Name of Individual of Organizational Contact: Self			
Date: 9/24/15	Location: McGehee Room 206	Requested By: students	Total time of Contact: 1 hour
Purpose of Contact (Indicate any options that apply) Retention <u>Recruiting</u> Program/Course Input Other			
Description of Contact: Sent emails to the following students: Jacob DeJohn Hart, Jasalin T. Simmons, DeAndre Alexander			
Changes Occurring Because of Contact: Haven't heard anything, but plan on fall up in Spring semester with a card and possible phone call. Graduate in 2016.			

APPENDIX D2

CARDS sent

Araceli,

3-1-16

Thank you for your interest in UAM-M.
I am the business instructor on campus.
I am looking forward to discuss your
educational need. I have enclosed
my business card, please feel
free to contact me.

Ms. Louya Loe

Logan,

3-1-16

Thank you for your interest in
UAM-M. Behee. I am the business
instructor on campus. I am
looking forward to discussing
your educational need.
I have enclosed my business
card, please feel free to contact
me.

Ms. Louya Loe

Name: Tonya Loe			
Name of Individual or Organizational Contact: Self			
Date: 11-1-15	Location: McGehee Room 206	Requested By: students	Total Time of Contact: 2 hours
Purpose of Contact (Indicate any options that apply) <u>Retention</u> Recruiting Program/Course Input Other			
Description of Contact: Tutored on Sunday for Joyce Newman in Business Math and Computer Fundamentals Darlean Fields in Business Math and Computer Fundamentals			
Changes Occurring Because of Contact: Passed quiz on Monday for Business Math Understood how to set up an Excel document			

APPENDIX D3

Name: Tonya Loe			
Name of Individual or Organizational Contact: Self			
Date: 10/4/15	Location: McGehee Room 206	Requested By: students	Total Time of Contact: 2 hours
Purpose of Contact (Indicate any options that apply) Retention Recruiting Program/Course Input Other			
Description of Contact: Tutored on Sunday for Joyce Newman in Business Math Brenda Hughes Computer Fundamentals Bevelyn Kennedy Computer Fundamentals			
Changes Occurring Because of Contact: Passed quiz on Monday for Business Math Understood how to set up a Word document, type letter and report			

APPENDIX D4



If you need the Retention Specialist, Tara Snider Coburn, and she's unavailable, please sign in and she will get back to ASAP!!!

NAME	DATE	PHONE
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1. _____

2. _____

3. _____

4. _____

