Business Office Technology

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Business Office Technology
Program Cycle: #3 8/1/14 to 7/31/15

1 Program Summary Business Office Technology Contact Information

Mary Hedberg, Professor/Chair Business Office Technology
Office: OCB 303
Ext. 3109

Business Office Technology [PDF 784 KB 9/2/14]

HandbookProgramReviewFall2014 [PDF 2,136 KB 9/2/14]

1.1 Degree Offerings

AAS Administrative Assistant
AAS Administrative Assistant with Medical Emphasis
AAS Administrative Assistant with Legal Emphasis

1.2 Certificate Offerings

Administrative Support Specialist
Office Careers
Medical Office Assistant
Legal Administrative Assistant

2 Program Resources

3 Reflection on Institutional Data

Program Resources: Student Credit Hours and Enrollment by Faculty Type/Faculty Name by Types

We have had only two full-time faculty members during the current review cycle. Business Office Technology (BOT) ratio of full-time faculty to part-time faculty is 1:5. Prior to this review cycle, BOT had three full-time faculty members. Medical Coding and Transcription certificate programs became a separate department when the Management and Revenue Information Management (MIRM) program was created, and those two certificates moved to the Technology Division. When the MIRM Department was created, one full-time Business Office Technology (BOT) faculty position was given to MIRM. It should also be noted that our department has only two full-time faculty members, and during the preparation of this review, one was on sabbatical. We were not able to review the data, reflect on our program, or prepare this report together.

Student credit hours generated by BOT faculty isnt accurately reflected in the data provided, and we should have requested necessary data earlier, but the discrepancy was not realized until the actual writing of this document was underway. Courses taught by arrangement and courses taught with dual enrollment, such as BOT 110 and BOT 118, have been reported as having two instructors and are also shown with lower than average class sizes. Same data miscues happened for the BOT/MIRM dual-enrolled courses. Another example is noted under the next section.

Average Class Size, Course Completion, Success, and Attrition:

Total sections of courses offered in BOT have been significantly reduced in the past five years as intensive adjusting and rescheduling has taken place in order to become more cost efficient. We have been striving to continuously improve in this area. For example, BOT 105 Keyboarding and Formatting has changed from 11 sections offered in 2011-2012 to only 5 in 2013-2014. Average class size has increased slightly.

Average class sizes and faculty/student ratios are misleading in the reported data, as courses taught by arrangement have not been recorded separately and courses taught with dual enrollment have not been recorded together, and this skews the data disproportionately. For example, during the summer term of 2013-2014, BOT initially offered only one class with one section. The data shows that three

classes were offered and lists one full-time and one adjunct member teachingmaking it seem that 50 percent of the students were taught by full-time faculty and 50 percent by part-time faculty. When actually, two, one-hour by arrangement courses were taught by the full-time faculty membereach with only one student enrolled. In necessity, two courses were arranged in order to assist one student who was in the hospital the previous semester, and the other course was arranged to provide an internship for another student. The data reflects an average class size of 6.3. In reality, the one original section offered had 17 students enrolled in a classroom that holds 18. Average class size should be 17 not 6.3. Note: We do not believe the data for this could be requested.

The number of credit hours earned was good in Business Office Technology programs in 2011-2012, and again in 2012-2013. Business Office Technology had a 1.6 percent decrease in student credit hours from 2012 to 2013 and a 37.9 percent decrease from 2013 to 2014. However, this 2013-2014 decrease in enrollment was affected by several factors listed below.

 The reading readiness requirement implemented in the spring of 2014 had a significant effect on credit hours generated in Business Office Technology. This effect may continue to decrease for a short time as a smaller cohort of students (those who entered our program during the spring of 2014) now progresses through our program. Probable causes: Business Office Technology students tend to be older, and many had not taken the ACT within the previous five years. Many BOT students are also students where English is not their first language; so essentially, the reading readiness requirement hindered enrollment. Also, working students and single parents did not have/take time to be tested before the term began.

 Business Office Technology student enrollment has been affected substantially by the economy. BOT credit-hour numbers rise when businesses downsize. Unemployed individuals come to us to update their technological skills, or they enter the BOT program in order to change career paths. When the economy rebounds, as it did last year, businesses again rehire individuals, and our credit hours eventually decrease. When the recession hit in 2007-2008, we experienced increased enrollment through 2012-2013. Now in the upturn of the economy2013-2014, new student numbers decreased because BOT students, now with advanced skills, may have chosen employment over finishing a certificate or degree. The reality is that for many BOT students, employment is their ultimate goal, not completion. We are currently working with Dean Mike West to benchmark our peer institutions administrative assistant programs to show how this is true at other institutions. Increased enrollment in BOT programs during bad economic downturns is helpful for JCCC as the Business Office Technology classes show increased student credit hours generated when elsewhere on campus student credit hours are down.

 In 2008 through 2011, the Business Office Technology Department worked diligently to add a new medical coding certificate and to set up new medical office labs/facilities at JCCC's Olathe Health Education Center in order to expand our medical office program offerings. In 2011-2012 coding and transcription classes and certificate programs and a BOT full-time faculty position were transitioned to a new and separate career program named Medical Information & Revenue Management (MIRM). During that transition, several required BOT prerequisites were deleted from the certificate programs. BOT students were no longer able to work toward dual medical office and medical coding/transcription related programs at the same time. The first time BOT headcount numbers did not reflect students who began as Business Office Technology Medical Coding or Medical Transcription students was in 2013-2014.

 Numbers also decreased in 2013-2014 due to an Accounting program curriculum revision that no longer required two BOT prefixed courses: BOT 101 Computerized Keyboarding and BOT 115 Electronic Calculators. We anticipate the numbers/sections of these two courses to continue to decrease slightly this year as Accounting majors, who declared their degree intent prior to the revision, graduate.

Our Business Office Technology area was hit hard in 2013-2014 with a good economy, with increased reading requirements, and with a general downturn in college enrollment. BOT numbers are usually cyclically based; however, we could not anticipate or predict that all the above factors would align at the same time.

With approximately 143 declared BOT degree and certificate majors listed in the Office of Institutional Planning and Research report on August 29, 2014, the Business Office Technology departments primary goal is still to focus on increasing our enrollment. Data is good for projected growth in the administrative professional field as reflected in the data shown below:

The Top 30 Projected Growth Occupations in the Kansas City MSA 2012-2017 report states that job seekers have a better chance of becoming employed in occupations that are growing rapidly. If current trends continue, the report lists occupations which will have the highest growth in employment in the Kansas City region over the next five years. Four top job areas listed are taught in the Business Office Technology Department. They list computer specialists at 4, information and records clerks at 11, secretaries and administrative assistants at 14, and other office and administrative support positions at 17.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for administrative assistants 2012-2022 will see an increase by 12 percent and lists the median salaries in 2012 at $35,330 per year or $16.99 per hour. The most administrative assistants are employed in health care and social assistance areas.

In Robert Halfs 2015 Salary Guide from Office Team--which is the most comprehensive resource on starting salary and hiring trends in the administrative professional fieldit list salary increases in the over 60 administrative assistant areas with increases approximately 4 percent over last year. Companies use the Salary Guide to set compensation levels for new employees. The Salary Guide is so highly regarded that the U.S. Department of Labors Bureau of Labor Statistics has used it when compiling its Occupational Outlook Handbook.

ATTRITION and COMPLETION

Attrition rates in Business Office Technology have always been very good, and the current data reflects this. Completer success rates are also strong, and those students who fail and/or drop BOT classes tend to have personal or other life events that preclude them from a successful completion. In other instances--such as in our prerequisite BOT 105 classesfaculty closely work with students to advise them if they need to withdraw and move into BOT 101 first when they are overwhelmed with introductory concepts, have language barriers, and/or lack college readiness. As BOT degree- or certificate-seeking students proceed into higher level BOT courses, the success rates improve significantly.

The data provided cant possibly reflect the various reasons a student may drop a course, and although BOT faculty do not withdraw students from a course, they do review that a failing grade will be issued if a student does not withdraw from a class in time to receive a W grade.

TRANSFER

Business Office Technology is a career and technical education program (CTE); however, BOTs strong curriculum across both the business discipline and general education curriculum provides many accepted transferable courses. Student coursework in Accounting, Business Law, Economics, and BOT computer courses transfer well; plus, program requirements in Composition I, the Humanities elective, and Health or PE electives are accepted at most of JCCCs primary transfer institutions. In the numbers listed in our transfer section, BOT students have had successful transfers to K-State and Ottawa Universities. Although students do not enter our programs in order to transfer, faculty encourage students to pursue transfer as an option when it best serves a students goals.

NUMBER OF DEGREES and CERTIFICATES AWARDED

The number of BOT graduates has increased each year during this review cycle with 27 degrees or certificates awarded in 2011-2012, 32 in 2012-2013, and 34 in 2013-2014.

Numbers of certificates awarded to students who entered our BOT program (before 2011-2012) seeking original BOT Medical Coding or Medical Transcription certificates were missing in the program review data. Data was not acquired for 2011-2012 or 2012-2013, but using the graduation data

reported in 2013-14 alone, 9 more BOT students were successfully awarded certificates and should be included in the data report.

COST PER CREDIT HOUR

Cost per credit hour reflected in the data has been incorrectly calculated with the MIRM chairs salary included for both 2011-2012 and 2012-2013. The current data, as shown, lists the chairs salary (the position was transitioned to MIRM in August 2011) as a full-time BOT faculty member, and the salary was reflected under the BOT cost center up until 2013-2014. Other items in the budget; such as travel monies, were also not transitioned to the MIRM Department until 2013-2014 and have been included in the BOT calculations shown. Without knowing the actual numbers, BOTs cost per credit hour should be lower. When correctly posted, BOTs cost per credit hour numbers will be higher than other departments on campus as computer hardware and software costs will be reflected. Those costs should be understandable as computer access is necessary for students to achieve high level technical skills. As a Career and Technical Education program, BOT is also eligible for Carl Perkins grant funding.

Noteworthy

With each Business Office Technology degree offered, BOT students generate 28 to 37 credit hours outside the department.

AAS Administrative Assistant Degree:
34 of the 64 hours earned are generated outside the BOT department, 24 of those in the Business Division.
BUS 15
LAW 3
ECON 3
ACCT 3
MATH 3
ENGL 3
Health or PE Elective 1
HUM Elective 3

AAS Administrative Assistant with Medical Emphasis Degree:
28 of the 64 hours earned are generated outside the BOT department, 15 of those in the Business Division.
BUS 9
ECON 3
ACCT 3
HC 3
MATH 3
ENGL 3
Health or PE Elective 1
HUM Elective 3

AAS Administrative Assistant with Legal Emphasis Degree:
37 of the 64 hours earned are generated outside the BOT department, 27 of those in the Business Division.

BUS 15
LAW 6
ECON 3
ACCT 3
MATH 3
ENGL 3
Health or PE Elective 1
HUM Elective 3

4 Student Success

Students in our degree and certificate programs achieve skills and competencies to become successful administrative professionals through our series of classes and coursework. Classes have been sequenced and designed to reinforce one another in order to improve student learning and to provide industry based skills in medical, legal, and business offices. Business Office Technology classes and programs give students the knowledge and technical skills relevant and applicable to current or future employment as administrative professionals. Training is provided in hands-on, integrated, and simulated learning environments. Additionally, all degree-seeking students complete a 185-hour internship. Many of our classes build upon each other in order for students to obtain higher levels of technical skill and knowledge. A one-year certificate may be obtained in order for students to seek entry-level employment, or students can continue on to achieve advanced training. Each Business Office Technology certificate is incorporated into the next higher Business Office Technology certificate or degree.

4.1 Define Student Success

Students in our degree and certificate programs achieve skills and competencies to become successful administrative professionals through our series of classes and coursework. Classes have been sequenced and designed to reinforce one another in order to improve student learning and to provide industry based skills in medical, legal, and business offices. Business Office Technology classes and programs give students the knowledge and technical skills relevant and applicable to current or future employment as administrative professionals. Training is provided in hands-on, integrated, and simulated learning environments. Additionally, all degree-seeking students complete a 185-hour internship. Many of our classes build upon each other in order for students to obtain higher levels of technical skill and knowledge. A one-year certificate may be obtained in order for students to seek entry-level employment, or students can continue on to achieve advanced training. Each Business Office Technology certificate is incorporated into the next higher Business Office Technology certificate or degree.

BOT defines success as most departments do; we also define success in many other ways and expect students will work toward certificate or degree completion; however, that is not always the case.

The list of ways student success is defined:

Students achieve BOTs industry specific competencies and obtain a BOT certificate or degree.
Degree-seeking students demonstrate and meet course competencies and program outcomes through successful completion of BOT 265 Computerized Office Applications, BOTs capstone course.
Students obtain employment or improve their current employment situation utilizing the skills and competencies learned in Business Office Technology coursework. The completion of a certificate or a degree is not the only measurement of success to these students. Some students do not necessarily seek immediate or full-time employment. Students delay entering the workforce or work part-time in order to stay at home with children or only plan to supplement family income.
Students attain new business, medical, or legal office skills to meet personal or professional goals; for example, a newly promoted nursing supervisor is taking BOT 105 Keyboarding and Formatting and BOT 106 Business Computer Applications in order to have the necessary skills to assist with her new supervisory duties. Another student, with a degree in Journalism, is currently completing a BOT certificate and Web application classes to become a virtual assistant.
Former students return to re-enroll in BOT classes when they need to update their technical skills.
Business Office Technology students who may choose to transfer to four-year institutions, do so successfully after completing a BOT certificate or degree.

4.2 Achieve/Promote Student Success

Business Office Technology is able to stay current and/or ahead of the business community when it comes to technology. Students are able to learn what will be technologically representative within industry by the time they graduate. Classes taught are relevant to advanced technology skills and knowledge needed for careers in business, medical, or legal administrative professional areas.

Instruction in emerging technologies meets the changing demands of industry, and Business Office

Technology students are prepared for employment at high skill levels. Two examples of this are that our students are currently taking advanced Microsoft training in Office 365 and Windows 8.1 and are utilizing VoIP communication technology with wireless headsets in our classes.

Business Office Technology courses are scheduled in three dedicated classrooms: GEB 351B, GEB 353A, and GEB 353B. All three classrooms are smart classrooms with individual student computers running Windows 8.1, Microsoft Office 365, Adobe Acrobat, EHR (electronic health records), encoders, and other current industry software. Plus, GEB 351B is set up as a simulated office. Each student area includes touch screen all-in-one computers, VoIP multiline communication systems with wireless headsets, calculators, and a filing cabinet that includes all necessary office supplies. BOTs capstone course, BOT 265 Computerized Office Applications, pulls together the knowledge and skills learned from students previous coursework, and students complete simulated office tasks within a team setting.

A strong and successful internship program provides students with 185 hours of work experience in their related field of study as an administrative professional in either a business, legal, or medical environment.

Students achieve success by attaining learning outcomes. Students are evaluated and assessed by demonstrating proficiency in each course. Core indicators of performance are monitored through course skill assessments. Certain computer skills are also monitored for efficient use of time.

Portfolio completion and presentation. For over 10 years, our department has required students to prepare and present a portfolio of their acquired skills. These portfolios (both electronic and hard copies) not only demonstrate student competencies learned, but have also been used by our students to successfully gain higher paying employment.

Student internship self-evaluations and employer intern evaluations are utilized to evaluate not only the student, but also our program outcomes to ensure our students have successfully met employer requirements.

The Business Office Technology Department celebrates student success by inviting all BOT graduates to a reception prior to the JCCCs graduation ceremony in order to honor their achievements.

Student testimonials were recently recorded to promote student achievements and to aid in recruitment. The recordings will be posted to the Business Office Technologys website when completed.

BOT students who take the Strengths assessment in BOT 205 Professional Image Development are helped in identifying and utilizing their strengths to become more successful in both their remaining classes and in their future careers.

All BOT students are encouraged to utilize counseling and advising services to assist them with personal and professional goals, to stay on track in their BOT program while at JCCC, or to successfully plan for transfer. In addition, struggling students are encouraged to visit with Access Service staff if they need additional services. All BOT students are introduced to the Career Development Center while taking BOT 130 Office System Concepts, and again in BOT 205 Professional Image Development. Students are encouraged to use the Career Development Center to become more successful in their internship/career searches and interviews.
Soft-skills are integrated into most Business Office Technology classes. All workplace readiness soft-skills being taught have been identified through extensive faculty research, advisory board recommendations, and through employer internship visits (by the department chair) and from the feedback those visits provide.

Clear course expectations are communicated by BOT faculty to their students through syllabi, extensive schedules, and through the D2L learning management system, thus assisting students to become more successful in each class.

By delivering the core-unit of our BOT programs in a face-to-face instructional format, many of our

students go through the program together creating a cohesive cohort. Instructors know their students, and they work closely to monitor and advise them. This all leads to better student persistence and success.

Business Office Technologys Office Careers certificate (currently 18 credit hours) and the Administrative Support Specialist certificate (currently 33 credit hours) are set up to help students to succeed quickly. Students begin their career pathway by completing the Office Careers certificatewhich is extremely important for special populations including single parents, individuals with disabilities, economically disadvantaged students, and displaced homemakers, who tend to enroll in our programs. Once they reach a successful milestone, they gain confidence along the path. This same approach works well with our medical office certificate too. Many students realize that once they achieve or complete the short certificates that they are capable of attaining one of our associate degrees.

BOT certificates and degrees include coursework of sufficient size, scope, and quality in order for students to obtain and focus on industry standards. Professional development is also an important component in their success.

 Since our last review, BOT 205 Professional Image Development is a required course in the medical degree and certificate. The course has also been proposed as a requirement in proposed modifications of certificates and degrees in both our administrative assistant and legal programs.
 Proposed modified curriculum will update necessary skill components and include a logical scope and sequence in the progression of classes and alignment across our degrees and certificates.
 All recommendations are reviewed and approved by the BOT Advisory Board.
Current technical skills are required for Business Office Technology graduates and to ensure student success. BOT manages two classroom labs and a simulated office; all are updated with current software and equipment. The BOT chair works with Academic Technology Services administrators and technicians and technical lab assistants in order to keep the labs functioning and running smoothly.

BOT keeps students informed by distributing an extensive pre-enrollment advising informational handout, providing advising worksheets, and holding advisement sessions in classes every semester. Students are informed of current BOT information through D2L, e-mails, brochures, notices, and through one-to-one advising.

Strong student placement. Recently reported in the Carl Perkins Program Evaluation for FY 2014, BOTs Administrative Assistant degree exceeds our institutional rate of 71% with BOT student placement at 86%, and the campus student retention rate of 74% with BOT at 89%.

4.3 Successful Transfer

Business Office Technology is a Career and Technical Education (CTE) program and is not considered a transfer degree. BOTs strong curriculum across both the business discipline and general education curriculum provides many transferable courses however. Student coursework in Accounting, Business Law, Economics, and BOT computer courses transfer well; plus, program requirements in Composition I, the required Humanities elective, and our Health or PE electives are accepted at most of JCCCs primary transfer institutions. Many other courses will transfer too (as electives) depending on the institution. Recent BOT students have had successful transfers to K-State and Ottawa Universities.

5 Assessment of Student Learning Outcomes

Copy of programreviewAssessmentCurriculumChartSection 5as of 11-19-14 [XLS 44 KB 11/30/14]

5.1 Reflection on table provided on assessment.

BOT has one submitted assessment on file. Similar to most departments on campus, BOT continuously assesses student learning outcomes using a variety of methodologies at the course level. In addition, several assessment projects are in place; although, the projects have not formally been reviewed or coordinated through the Assessment Office. By carefully planning and expanding some of the projects we have implemented during this review cycle; such as, our new Employee and Student Intern Evaluation Forms, intern/student exit interviews, and new course assessments, we plan to work with the Assessment Office to formally evaluate them for effectiveness.

We are extremely aware that more needs to be accomplished in this area in order to evaluate our current course and program outcomes properly. In order to expedite this and to focus on our assessment efforts, BOT full-time faculty members have enrolled in the upcoming Assessment Cycle Workshop on January 9, 2015. We have also included assessment as one of our long-term goals.

5.2 Significant Assessment Findings

BOT 106 Business Computer Applications. Assessed in 2011-2012. The review did not find that any significant changes needed to occur. The study should be repeated in the next few years to evaluate the effectiveness since we have changed textbooks twice in order to challenge students critical thinking abilities when applying new skills learned instead of using a step-by-step instructional approach.

5.3 Ongoing Assessment Plans

Although not formally assessed through the campus Office of Assessment, BOT faculty have been working on numerous projects that could be considered for future assessments.

 A list of BOT specific CIP codes report was generated and given to Business Division Dean Mike West in order to better identify BOT CIP careers not specifically linked to our program through KBOR.
 Intern Student and Employer Evaluations. We have found that our new Internship Evaluation forms for students to self-assess and for employers to assess students at the completion of the internship experience has worked to increase student expectations.
 BOT 141 Electronic Health Records: Strengthening of curriculum to include case studies and a simulated component.
 Design a formal student exit interview form that will more accurately reflect and validate student responses we are currently capturing.
 Incorporate Cherie Leikers sabbatical results in order to determine which industry-wide assessments; such as the CAP (Certified Administrative Professional) or the MOS (Microsoft Office Specialist), should/could be included in future assessment plans for our students. Although not necessarily required as a condition of employment (JCCC Advisory Board Minutes, October 2014), we could encourage BOT students to sit for MOS certification. The assessment results may assist us in future assessments and curricula development.

In addition, BOT faculty are enrolled in the Assessment Cycle Workshop in January.

6 Curriculum Reflection

Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?

In our Administrative Assistant degrees and certificates, we maximize the curriculum in order to meet the needs of a wide variety of careers and positions available in the field. For example, all students in our medical, legal, and business emphasis areas take the same core classes; however, in our revised Administrative Assistant Legal Emphasis office curriculum we will now include nine LAW credit hours; plus, we are reviewing the need for even more. By working with the Paralegal program, this allows BOT to add essential law courses to the program without creating new ones. In the Administrative Assistant with Medical Emphasis degree and Medical Office certificate, we co-list our BOT 142 Legal and Ethical Issues in Healthcare with MIRMthis keeps students abreast of the ever changing healthcare regulations and HIPAA laws. When our area previously had the Medical Coding and Billing certificate aligned with our BOT medical certificates and degrees, our students were able to add onto the breadth and depth of both programs easily. With the MIRM program now under new leadership, we hope to again collaborate with MIRM and to offer several MIRM courses as possible add-ons to our degree and/or certificate. Due to recent electronic health software regulations, we have been evaluating if there is a need to offer a back office component to complete the medical assisting certification. We are currently considering the idea with assistance from our BOT advisory board members and will continue to work together with JCCCs Institutional Research and LPN program if a need is determined.

How coherent is the curriculum?

The revised BOT curriculum offers classes more consistently across all our certificates and degrees. We are also changing the names of several classes, as recommended by our advisory board, in order for the names of the courses to more accurately reflect course content.

Is it designed to provide program outcomes integration, or is the student expected to do the integrating?

Business Office Technology courses involve considerable integration within specific classes where there is integration of technology between numerous computer applications. Additional knowledge and skills are integrated and incorporated in the preparation of business documents, in file management, and in various administrative procedures. Business Office Technologys capstone course, BOT 265 Computerized Office Applications, better described by using the proposed new name of Business Office Simulation, is where students must use and integrate knowledge and competencies learned in previous coursework to complete a variety of office procedures and tasks through simulated projects. A required internship in all BOT degree programs provides students a comprehensive integration of their prior learning.

How dynamic is the curriculum?

In order to prepare and assure that the Business Office Technology curriculum is current and meets the needs of industry in the medical, legal, and business related areas, the Business Office Technology department chair has researched and analyzed statistical data, and has extensively reviewed similar community colleges programs. Many of the sources are listed below:

Kansas Labor Information Center (KLIC) Labor Market Services, Occupational Details
 Medical Secretaries
 Legal Secretaries
 Secretaries

Regional Workforce Intelligence Network of Greater Kansas City (RWIN)
 Top Occupations
 Career Pathways
 Industry Overviews
 Employer Survey Results

Occupational Outlook Handbook, U.S. Bureau of Labor Statistics
http://www.bls.gov/ooh/office-and-administrativesupport/information

Americas Career InfoNet Occupational Profiles for Kansas, Legal Secretaries and Medical Secretaries
http://www.careerinfonet.org/Occupations

O*NET Online Summary Report for 43.6013.00 Medical Secretaries, Office Clerks-General, Receptionists and Information Clerks

OLMIS Wired Occupation Report Center.

CareerOneStop, sponsored by the U.S. Department of Labor.
Americas Career InfoNet: Wages by Metropolitan Areas 2013
Top 30 Fastest Growing Occupations in the Kansas City MSA, 2011-2012
Wage Rates by Occupation for Office and Administrative Support Occupations in Kansas, July 2014.

Medical Administrative Assistant: Career Info and Requirements.

NOTE: Several links were listed next to these sites, but were unable to link correctly, so they were deleted.

Colleges reviewed include Kansas and Missouri community colleges and many other community colleges including, but not limited to, these listed below:

Kirkwood Community College Iowa
Linn-Benton Community College Oregon
Lone Star Community College Texas
Northland Community College Minnesota
Southeast Community College Nebraska
Tulsa Community College Oklahoma
Miami Dade College Florida
San Jacinto College California
Lane Community College Oregon
Maricopa Community College Arizona

When was the last reform or overhaul?

BOT began an extensive revision and overhaul of all our degrees and certificates in 2013. Course modifications including course name changes, course deletions, and new course proposals were created in order to streamline and revise classes. Additionally, all course outlines were updated. Originally, we waited for the implementation of the new Ed Affairs curriculum software process, and our changes were then submitted in January 2014. The new curriculum went through the Business Division Curriculum Committee in spring 2014 and has been revised and is currently in-process and ongoing awaiting this program review, new advisory board member reviews, and research. The effective date was originally planned for implementation for the Fall Term in 2015; however the effective date will now be delayed as our curriculum still needs to go through Academic Affairs and KBOR review processes.

In the wake of globalization, how internationalized is the curriculum?

Many globalization and international issues are being addressed through our required program courses in Business, Accounting, and Economics. BOT courses specifically addresses globalization and cultural differences in the office environment within BOT 130 Office System Concepts and in BOT 205 Professional Image Development.

Does the program have specialized accreditation? If yes complete 8.1.

Yes, from the Accreditation Council for Business Schools and Programs (ACBSP) See Section 8.1.

Does the program encourage/support student participation in Study Abroad?

BOT students may take an opportunity to study abroad; however, at this time, it is not a component of any of our programs.

Does the program have any community-based learning components in the curriculum?

Students take BUS 225 - Human Relations which, depending on the instructor, has a service learning component where students volunteer within the community. In BOT 275 Internship, students apply skills and classroom knowledge acquired by working 185 hours in an on-the-job training experience within a community-based business, in a medical office setting, or in a legal office setting.

6.1 Honors Contract(s)

Numerous courses in BOT degrees and certificates are available with honors contracts. They are listed below:

BUS 121 Introduction to Business, BUS 140 Principles of Supervision or BUS 141 Supervision of Management, BUS 150 Business Communications, BUS 225 Human Relations, BUS 261 Business Law I, ACCT 121 Accounting I, ENG 121, Composition I, ECON 132 Survey of Economics or ECON 230 Economics I, LAW 201 Advanced Legal Technology, and in several Humanities electives. Several contracts were previously offered in BOT; however, due to the lack of students taking them, we no longer offer honors contracts. We would be willing to provide future opportunities/contracts if requested.

6.2 New Course Offerings

BOT 126 Document Production II (currently in progress)

BOT 206 Advanced Business Computer Applications (currently in progress)

BOT 256 Advanced Word Processing (currently in progress)

Another new course proposal is in development: Emerging Digital and Social Technology

7 Faculty Success

7.1 Departmental Accomplishments

A complete and thorough revision of BOTs degrees and certificates is currently in process. The revisions and modifications include the following: new degree and certificate names and alignment, course names and credit-hour revisions, and major course modifications to more closely meet current industry expectations.

Business Office Technologys Simulated Office Lab provides students with a realistic office environment where students work within teams to complete tasks. They utilize up-to-date computers with touch-screen monitors, a VoIP communication system with Microsoft Lync capabilities, wireless headsets, scanners, copiers, and calculators in order to include current and emerging industry-based learning experiences for students.

Mary Hedberg, BOT professor and department chair, has been requesting/pursuing the possibility of JCCC's participation in the Microsoft Student Advantage program in order for BOT students to receive a free version of Microsoft Office 365. In 2013, working with Academic Technology Services, all BOT 105 classes became a pilot for the program. In 2014, all JCCC students have the ability to download a free, full version of Microsoft Office 365.

In conjunction, and with assistance from Academic Technology Services, BOT is one of the lead departments which installs current Microsoft Office software on campus. For the past two years, BOT has been using Microsoft Office 365, One Drive, and Windows 8 in all its labs. This not only prepares our students with the technology needed when they enter the workforce, but also assists Academic Technology Services before an entire campus deployment. BOT faculty/students help identify potential problems and needed improvements for the technicians.

In order to incorporate workplace soft skills into each course delivered, Business Office Technology faculty center instruction on a specific soft skill each semester. Instructional methodologies used to instill soft skills are taught during Do-it-Now time via Twitter feeds, YouTube videos, role play scenarios, or are incorporated into lectures. Business Office Technology BE Better posters were also created to promote soft skills, Business Education, and the BOT Department.

Mary Hedberg entered Cengages Best Keyboarding Idea competition and won an iPad, which Mary uses to record students keyboarding techniques; and then reviews the recordings with the students, providing them with visual feedback and assessment of their skill development.
In 2014, BOT increased its advisory board membership to include more medical and legal representation by members in hiring capacities.

Cherie Leiker, BOT professor, is currently taking her fall 2014 sabbatical time to study and sit for industry certifications and has recently passed four MOS (Microsoft) 2013 certifications in Word, Excel, Access, and PowerPoint; and the Certified Administrative Professional (CAP) exam, which is written and administered by the International Association of Administrative Professionals (IAAP). She is preparing to sit for the Accredited Legal Professional (ALP) exam on December 6, 2014, which is written and administered by NALS. . . the association for legal professionals. Her experience will help the BOT Department to better prepare our students to meet the requirements needed to take and to prepare for these future exams. Cheries sabbatical results will also assist with needed BOT curriculum modifications.

Faculty have updated successfully to the new D2L learning management system incorporating the grade book for students.

JCCCs International Travel Exchange program previously provided Cherie Leiker with an opportunity to participate in the Dutch-USA exchange program in 2009-2010. She was matched with Ms. Petra Kleijne of Helmond in the Netherlands. The experience helped Cherie provide real-life examples for her office procedures students as they learn to prepare international travel arrangements and to research international etiquette and protocol. In the fall of 2012, Cherie was introduced to Ms. Virginie Klunder from Hengelo in the Netherlands. Virginie was participating in the Dutch-USA exchange program, but no match was made for her from the USA. Through a previous contact with a JCCC exchange partner at her school in Almelo, Netherlands, Virginie made the decision to visit JCCC. Virginie prepares students to become management assistants. She visited most of the BOT courses to talk about her country, school, and family. She also met with our advisory board members. Cheries husband, JCCC Professor Jim Leiker, was participating in the Dutch-USA exchange program at the same time as Virginie. When Virginie learned that Cherie would be in the Netherlands to join Jim in May 2013, she invited Cherie to come visit her and to be her unofficial exchange partner for the Dutch-USA exchange program. Cherie agreed and spent four days with Virginie, her students, and colleagues and also visited her former exchange partner, Petra Kleijne

7.2 Faculty Accomplishments

Mary Hedberg (Professor/Chair)
 Presenter at the National Business Education Association (NBEA) Convention 2014. Presentation entitled BE Prepared to Integrate Soft Skills into your Business Education Technology Courses.
 Presenter at the NBEA Convention 2013. Presentation entitled Developing Soft Skills in Technology Classes.
 NBEA research NBEA 2015 Yearbook
 Attended 2013 Mountain Plains Business Education Regional Conference
 Attended 2012 and 2013 Cengage Learning Computing Conferences
 Wrote Standard 6 for the 2013-2014 ACBSP Reaffirmation, 10-year accreditation report.
 Presenter at the Greater Kansas City IAAP Chapter meeting.
 Serve on JCCC Workload Taskforce
 JCCC Faculty and Staff Development Committee
 Business Division ITP Committee
 Brown Bag Seminars
 Memberships:
o National Business Education Association (NBEA)
o International Business Education Association (IBEA)
o Mountain Plains Business Education Association (MPBEA)
o Accreditation Council for Business Schools and Programs (ACBSP)
o Kansas Council for Workforce Education (KCWE)

Cherie Leiker (Professor)
 Elected as a one-year charter senator of JCCCs Faculty Senate--2013
 Re-elected as a three-year senator of JCCCs Faculty Senate--2014
 Awarded JCCC Faculty SabbaticalFall 2013 for leave Fall 2014
 Attended IAAP Technology Education Conference
 Passed MOS 2013 certification exams (Word, Excel, Access, and PowerPoint)
 Passed CAP certification
 Presenter at IAAP Johnson County Chapter Meeting
 Presenter at NALS of Missouri State Meeting
 Memberships:
o International Association of Administrative Professionals (IAAP) Johnson County Chapter
o Honorary Member of Kansas City Legal Secretaries Association
o Kansas Council for Workforce Education (KCWE)serve as webmaster

BOT Adjuncts recently reporting are:

Sharon Horne (Adjunct Professor)
 Previewed and provided feedback to the writers of the new edition of the Records Management

textbook by Ginn and Read.
 Presenter at ARMA Rules workshops at the fifth annual National Office of the Special Trustee Records Management Conference for federal government and tribal government employees. She also addressed the general assembly at the conference.
 Hosted Records Contact Indian Affairs Records Schedule Training for staff at Haskell Indian Nations University.
 Updated Records and Information Management curriculum at Haskell Indian Nations University.

Krista Mealman (Adjunct Associate Professor and BOT Lab Assistant)
 Attended and assisted Mary Hedberg present at the NBEA National Conventions in 2013 and 2014.

7.3 Innovative Research, Teaching or Community Service

Faculty are encouraged to use the services provided by JCCC including using staff development grants to attend and present at national conferences. Faculty are also encouraged to apply for the Dutch-USA exchange program, to share their knowledge with other organizations outside of JCCC, and to take sabbaticals. Most importantly, faculty are encouraged to increase their teaching effectiveness by staying technologically current in our discipline which is so vital for serving and meeting the needs of our students and program.

Mary Hedberg (Professor/Chair)
 Volunteer for Challenge Air in Kansas City and Denver
 Proctor International Typing Rule exams for community members

Cherie Leiker (Professor)
 Volunteer webmaster for the Kansas Council of Workforce Education

Krista Mealman (Adjunct Associate Professor and BOT Lab Assistant)
 Volunteer at KC Homeless Shelter
 Youth basketball coach

Donna Tatum (Adjunct Assistant Professor)
 Community service projects through church

8 Goal Setting and Action Plan

8.1 Long-term Goals Long-Term Goal 1

1. Increase enrollment in BOT degrees and certificates by:

 Implementing a focus group to include high school students, high school business teachers, BOT students, former BOT students, and former intern supervisors (employers) to assist in our efforts in order to increase enrollment. Begin the process to identify individuals and model it after JCCCs Marketing program review in year one. Meet yearly in order to stay focused and to develop submitted ideas and suggestions made by this group. Identify any funding available, seek advice from the Marketing Department who has just completed a similar project and to find out how the Carl Perkins funds were obtained.
 Recruiting non-traditional students. We will seek guidance from JCCCs admission/recruitment representatives during the first year of this review. Identify non-traditional student groups. We will need to monitor any results using semester-to-semester reports set up through Institutional Research. Carl Perkins Self-Study results to be utilized to show improvement.
 Inviting local high school students to shadow one of our BOT students for a day. Implement during the second year following this review. Meet with area high school teachers and/or work with area home-school groups. Have visiting students complete a short-survey. Continue to correspond with students. Track future student enrollment for success.
 Linking and articulating our business office programs with area high school programs more closely by encouraging local high school leaders to adapt new versions of Microsoft and other business software earlier so that articulation is seamless. Ask the Dean of the Business Division and our IS personnel to assist in this endeavor. Meet with area superintendents, principals, and/or business educators to

showcase our Microsoft User Agreement. Review articulation agreements each year for changes.
 Developing a marketing brochure or pamphlet similar to JCCCs Continuing Education promotional pieces and mail it to Johnson County residents to promote our programs. Submit a request to pay for postage through Carl Perkins funds as soon as the funding process begins. Develop the brochures/pamphlets with the assistance from JCCCs document production staff. Do this yearly. Work with Continuing Education staff to see how marketing/tracking is used to indicate statistical success rates of promotional items.
 Meeting with JCCCs admissions representatives in order to have students visiting JCCC tour BOTs Simulated Office Lab. This can be implemented in the first year and evolve to having our BOT students or faculty available for questions in year two. Set up a schedule of available faculty, students, and staff. An increase in the BOT lab assistant hours would greatly help with this endeavor.
 Providing JCCCs representatives/recruiters going to area high schools with BOTs BE posters and brochures for recruiting purposes. Faculty and students could also leave posters and brochures at internship sites and at other events. Ongoing and easily implemented each semester.
 Meeting with JCCCs counselors to review our revised curriculum. Set up an appointment with our three BOT counselors and/or have faculty attend a counselor meeting immediately after our revised curriculum is reviewed and yearly thereafter.
 Increasing BOT awareness at the secondary level by faculty becoming members of local high school advisory boards. This will be dependent on their advisory board cycles. BOT faculty to visit and attend local business education events to better network with local teachers. Review business education event schedules each year and to set aside the needed time for faculty to attend.
 In addition to students presenting their portfolios in class (BOT 265), have students present their portfolios to outside groups. Work with BOT 265 instructor to set this up each spring semester.
 Continuing to create and adapt curriculum to meet the high demand, high tech needs in our area. Do this by meeting with employers during internship visits and adding new high tech membership to our advisory board. Rotating membership in and out using a one- to three-year cycle.
 Update BOTs website in order to keep testimonials current. Ongoing.
 Add another full-time faculty member in order to maintain the quality of our programs and to assist with current student needs and advising.

8.1.1 Actions/Resources Required

Perkins or campus monies will be needed to implement a focus group. Use local travel funds to meet with outside individuals or groups.

Faculty time needed to create and assist student groups.

Highlight recent non-traditional graduates in upcoming marketing efforts.

Additional hours for a qualified BOT lab assistant presence in order to give non-traditional students and underachieving students the extra guidance needed in order to successfully complete each class within the program. Goes to persistence. Plus, the lab assistant would be available to assist with student tours and social media plans.

Full-time faculty position added to increase the quality of the program, increase student success and retention, work on assessment, and assist with additional advising and recruiting endeavors.

8.1.2 Updates on Long-Term Goals

8.2 Long-term Goals Goal 2

2. Better track BOT students through and after they have taken courses or have graduated by:

 Working with Institutional Research to track non-traditional students in order to meet Carl Perkins completer and participation goals. Set up a meeting with Natalie during the spring 2014 semester.
 Working more closely with students to encourage them to complete their degrees even after they have found full- or part-time employment. Creatively schedule sections of courses/classes in order to meet working students requirements; i.e., cohort of students progressing from one class right into the next. This will be dependent on room and faculty schedules. Begin once the revised curriculum is

implemented.
 Although not necessarily required as a condition of employment (JCCC Advisory Board Minutes, October 2014), actively prepare and encourage BOT students to sit for CAP and MOS (Microsoft) certifications. Recent research indicates (Half, 2014) that those certifications lead to higher salaries. Student success can be tracked in JCCCs OIPR Career Student Follow-Up survey. Continue to inform and call students before the surveys are sent out each year.
 Developing a Business Office Technology blog and Facebook page. Use digital technology to network and keep in touch with former students by posting job positions, announcements, present and former student success stories, and articles of specific interest to our working students. Faculty, lab assistants, and current work study students could update the sites on a weekly or monthly basis. Develop a BOT student group in order to assist with our social presence and thereby increasing students digital and social media skills. Success will be shown in numbers of followers and hits to the sites.

8.2.1 Actions/Resources Required

Full-time faculty position added to increase the quality of the program, increase student success and retention, work on assessment, and assist with additional advising and recruiting endeavors.

8.2.2 Updates on Long-Term Goals

8.3 Long-term Goals Goal 3

3. Implement assessment procedures by:

 Having faculty attend the January 2015 assessment workshop. We will better understand the process and identify our projects to be assessed. Continue to attend World Cafés in order to continue the process.
 Setting up monthly faculty meetings to better monitor the progress of planned assessments.
 Reviewing and assessing the data results to determine necessary follow up. Meet with members of the Assessment Office for assistance.

8.3.1 Actions/Resources Required

Assistance with assessment.

8.3.2 Updates on Long-Term Goals

8.4 Short-Term Goals Goal 1

Have BOT graduates who are currently employed as administrative professionals speak to our classes about their experiences.
 Have faculty identify students to speak and set up at least one former student to speak to their classes each year.
 Possibly use Microsoft Lync technology or Skype to connect the presentation. We could have current students set up the event and introduce the speaker. Faculty and student training on Lync or Skype will be needed.
 Faculty and students to coordinate with JCCC Instructional Technology technicians and Educational Technology staff in the initial implementation phase.
 By using web-based technology, we could capture and share the sessions with other classes and post in D2L.

8.4.1 Actions/Resources Required

Assistance needed from Instructional Technology and Educational Technology staff.

8.4.2 Updates on Short-Term Goals

8.5 Short-Term Goals Goal 2

Increase BOT (specialized) lab assistant presence (hours) to help students with persistence and to be available for visiting students groups as mentioned in long-term goals and to assist with social media. Request additional funding as needed in the budget cycle.

8.5.1 Actions/Resources Required

Seek assistance and support from the Business Division Dean.

8.5.2 Updates on Short-Term Goals

8.6 Short-Term Goals Goal 3

Faculty and students to stay continuously current and updated with needed business technology skills.
 Faculty will need to attend and/or present at industry-related local, regional, or national conferences and conventions. Faculty will also need to stay current with trends and emerging skills needed in all business, medical, and legal areas.
 Faculty will need to submit ITPs if new equipment or software is needed by early December each year.
 Prepare and ask for staff development grants and/or Carl Perkins funding by September 1 of each year in order to have necessary funding lined up.
 Expand BOT curriculum to include a digital technology/social media applications course as used in business, medical, and legal offices. Continually research business as it adapts new technology to aid in the course development process. Continuously evolve the course as emerging technology is introduced or upgraded. Market the course to attract new and former students.
 Include new technologies in the transmissions of assignments, reports, and portfolio presentations. Have students introduce a new application in other applications classes too. This would also increase student presentation and soft skills along the way.
 Incorporate more Google Apps into our programs when it can be easily implemented. Intertwine the use of Google applications in multiple BOT classes. Meet with faculty in order to use and assign specific Google Apps that will meet and adapt well with the current course outcomes. Modify course outlines if needed.

8.6.1 Actions/Resources Required

Registration fees and travel funds will be needed in order for faculty to stay current.
ITP funding to stay at or above current funding levels.

8.6.2 Updates on Short-Term Goals

9 Accreditation Standards Helping Students Learn:

In all Business Office Technology (BOT) classes, instructors model and demonstrate the correct approach to master competencies and skills to be learned. Students apply those concepts through guided instruction and applied assignments.

A Business Office Technology lab assistant, knowledgeable in BOT skills and competencies, is available for 10 hours per week to assist students with their learning. Additional time will be requested as students are in need of additional assistance.

9.1 Specialized Accreditation ACBSP

Our JCCC Business Unit, which includes programs in Accounting, Business Office Technology, Business Administration, Entrepreneurship, Paralegal, and Marketing and Management, is presently undergoing our 10-year reaffirmation for ACBSP accreditation. This accreditation will be completed and reviewed during the spring 2015 semester. Although it is not yet complete, we have addressed the standards listed below and our plans for the Business Unit and our program to meet them.

The ACBSP 10-Year Accreditation Report will be uploaded when completed using the link function.

STANDARD 1: LEADERSHIP
Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence.

The Business Office Faculty are currently participating in campus-wide initiatives including the Faculty Portfolio initiative and Program Review. We are also working on curriculum development and the General Education Assessments. BOT faculty serve as leaders on several campus committees including: Staff Development, the Workload Standing Committee, and the Faculty Senate.

STANDARD 2: STRATEGIC PLANNING
The business unit has a process for setting strategic directions to address key student and program performance requirements.

The Business Office Technology department will begin working on our goals, set forth in this program review, to more strategically align itself with the strategic development process at JCCC. This program review includes our future goals that will become our action plan for deploying and aligning with JCCCs Key Performance Indicators.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS
The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders.

The Business Office Technology department has an active advisory board to assist us in curriculum review and needed facility requirements. The BOT department uses student intern exit interviews and employer feedback to determine if we have met expectations. Members of our advisory board and other industry professionals are invited to speak to our students throughout the year.

This standard is also more fully addressed by the Business Unit in the ACBSP accreditation report.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT
The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas.

The Business Office Technology department will attend assessment sessions in order to plan and implement assessment to address JCCCs learning goals. This process is addressed in the report being submitted in January 2015 to the ACBSP.

STANDARD 5: FACULTY AND STAFF FOCUS
The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff.

The Business Office Technology faculty meet the qualifications set forth by the ACBSP with full- and part-time BOT faculty holding Master's degrees or higher. ACBSP provides for certain exceptions if the standard is not met. The Business Office Technology departments only exception is our BOT Professor Emeritus (40 years experience at JCCC) with a Bachelors degree.

Also addressed in the ACBSP Accreditation Report are the sources available to assist faculty.

STANDARD 6: PROCESS MANAGEMENT
In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society.

ACBSP requires that each program meets specific requirements in three business categories and each degree presented for accreditation must meet those requirements and the subsets of this standard: All

three of our Business Office Technology AAS degree programs exceed the requirements set forth in each category. A spreadsheet listing all courses in BOTs three degree programs and how we have met the ACBSP requirements, is attached.

Also addressed in Standard 6 is how we review and implement our curriculum from the creation to the approval stageswe are confident that JCCCs strong curriculum review process will meet and exceed the ACBSPs accreditation standards.

Copy of ACBSP BOT Curriculum [XLSX 21 KB 12/1/14]
Copy of ACBSP BOT Curriculum [XLSX 21 KB 12/1/14]

10 Accreditation Standards Planning Continuous Improvement:

The Business Office Technology Department continually updates current software and hardware and office equipment in order to stay current with the demands of medical, legal, and business offices within our service area. In addition, we work with our BOT Advisory Board to keep curriculum current.

10.1 Specialized Accreditation

11 Resource Request/Adjustment

ITP requests for one lab of computers to be updated every three to four years.

BOT lab software needs to stay current and updated to meet business, medical, and legal office technological advances so that students will be prepared to enter the workplace with industry technical skills.

Faculty technology to stay ahead/abreast of emerging updates to both software and hardware in order to better prepare our students.

Ergonomic chairs need replacing in GEB 353B.

Funding to attend workshops, seminars, and regional and national conferences

BOT Budget Spreadsheet 2015 [XLS 2,003 KB 11/30/14]

11.1 Long-range Adjustment to Resources

We believe long-range another full-time faculty member should be added to the Business Office Technology department as students need advising and faculty around to depend on--our BOT adjuncts are important to us, but they have full-time positions and do not put in the hours needed to best serve our students' needs. Ten adjuncts are also difficult to stay abreast of campus policies and procedures and to stay current in required hardware and software.

Additional BOT lab assistant hours should be increased as BOT does not have separate lab times built into each course offering. Students need more specialized assistance.

11.2 Educational Technology Support

Continued support for instructional needs, including additional D2L training for adjunct faculty.

Instructional support for future development in hybrid or blended learning courses.

Assistance with videos.

End of report