



COMPUTER APPLICATIONS AND OFFICE SYSTEMS PROGRAM REVIEW

COLUMBIA GORGE COMMUNITY COLLEGE

2011-12

Narrative written by and date compiled by CGCC Computer Applications and Office Systems (CAOS) Department Instructors, Institutional Researcher and IAC Committee.

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MISSION AND GOALS ↑

COMPUTER APPLICATIONS AND OFFICE SYSTEMS (CAOS) MISSION

Following is the mission statement set at the Fall 2011 in-service by the Columbia Gorge Community College (CGCC) CAOS department as part of their first program review. Our goal for this review will be to assess achievement of the department's mission statement and make recommendations for program changes.

CAOS Mission Statement: To provide a full skill range of computer applications, and technical training to our students, work place community, and our staff.

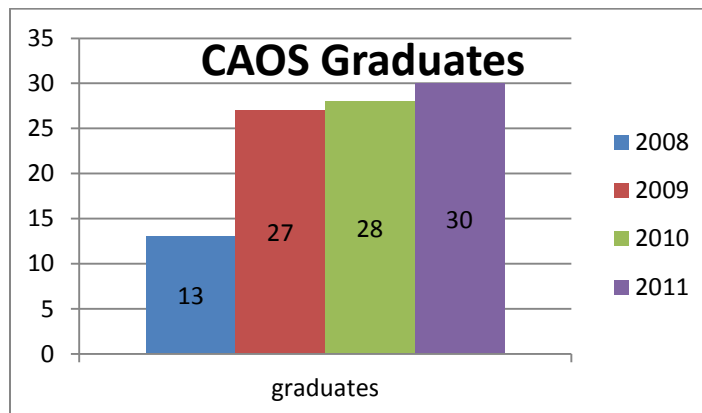
CAOS GOALS

During the fall in-service the CAOS department set the following 3 year goals:

Goal 1: Add Web design certificate and degree offered through CGCC CAOS department and ensure that all required courses for each degree and certificate are being offered as we move toward independent accreditation by 2014 (currently offered at PCC but not at CGCC).

Goal 2: Hire a full time CAS instructor to teach Web design degree and certificates, be CTE department chair, co-chair advisory committee and help with CAOS instructor trainings and workshops.

Goal 3: Continue to increase the number of students earning certificates and degrees in CAOS over the next 3 years.



Goal 4: Set up and administer an assessment of our regional business computer application needs by summer of 2014

Goal 5: Evaluate, research and possibly increase software program diversity being offered in CAOS courses at CGCC by summer of 2014

Goal 6: Review and evaluate student access needs to computer labs, computer tutoring needs and facilities on the weekends/off hours through student surveys by summer of 2014

Goal 7: Participate in the planning and implementation of a new CAOS advisory committee by fall 2012.

DESCRIPTION OF DEPARTMENT ↑

The CAOS department at Columbia Gorge Community College currently follows the curriculum developed by PCC CAS faculty and the PCC approved degrees and certificates as per the contract between the two colleges for the purposes of accreditation. All program changes continue to go through PCC 's CAS department and curriculum committee for final review. In preparation for CGCC attaining independent accreditation status (2013 goal) the CAOS department conducted this program review which will be reviewed by the CAS faculty at PCC and will put in place CGCC curriculum, program, degrees, and certificates to be ready to implement once independent.

The CGCC CAOS department also teaches classes that are required or are electives for other CTE and Business degree and certificates. The department teaches courses that are required for electives for degrees and certificates for other departments.

Listed below are the courses offered by CGCC faculty for the CAOS degrees and certificates and for electives for other programs.

| CGCC CAOS Degrees: | CGCC CAOS Certificates: 1 year, less than 1 year, & Career Pathways |
|--|--|
| AAS Degree Business Management (91 credits) | CTE Accounting Clerk (48 credits)* |
| ASS Admin Assistant (93 credits) | CTE Marketing (44 credits)* |
| AAS Degree accounting (92 credits)* | CTE Retail (34 credits)* |
| AAOT Business (90 credits)* | CAOS Certificate (52 credits) |
| AAS Admin Office Professional (90 credits) + | Basic Computer Literacy (13 credits)+ |
| | Office Assistant (43 credits)+ |
| | Spreadsheet (27 credits)+ |
| | Word Processing (26 credits)+ |

* Not offered at PCC only at CGCC

+ State approved

Listed below are PCC's current degrees and certificates that are not offered at CGCC:

- Web Site Development & Design +
One-Year Certificates
- Web Site Development & Design
Less than One-Year Certificate
- Virtual Assistant +
Less than One-Year: Career Pathways Certificates
- Web Assistant I +
- Web Assistant II

As per our agreement with PCC we offer the following courses at CGCC : Basic Computer Skills (MS Office), Keyboarding, Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft Publisher, Microsoft PowerPoint. Also included are courses using the Adobe Suite: Dreamweaver and Fireworks. Additionally, our department offers classes in office skills that integrate the use of software. These Office Systems (OS) classes include Filing and Records Management, Business Editing, 10-Key Calculators, Office Systems and Procedures, and Co-op Education. ¹

Although PCC offers these credit courses, we do not at CGCC: Microsoft Outlook; Adobe Suite: InDesign, Flash, and Photoshop; web courses include the use of JavaScript, ColdFusion, CSS, and more.

The following data reflects all CGCC courses, the delivery modality, and satisfaction (fill) rate.

| Method of delivery | % of classes taught in 2010 | Fill or satisfaction rate |
|--------------------|-----------------------------|---------------------------|
| On Campus (f2f) | 76.6% | 57.5% |
| Online (OL) | 14.6% | 84.2 |
| Hybrid (HB) | 8.8% | 73% |

CGCC CAOS FACULTY AND STAFF FOR 2010-11

(ALL INSTRUCTORS ARE PT, THERE ARE NO FT INSTRUCTORS SINCE 2006)

| Faculty 2010-11 | B A | B S | MBA | MA, MS | CAS Courses Taught OL=online f2f=face to face | OS Courses Taught | staff |
|-----------------|-----|-----|-----|--------|---|-------------------------|-------|
| 1 | √ | | √ | | 4 (CAS 133,140,170,171, OL) | | |
| 2 | √ | | √ | | 4 (CAS 110,111D, 121, 170 OL, F2f) | | |
| 3 | | √ | | √ | 2 (CAS 103,133 f2f) | | |
| 4 | | √ | √ | | | 1 (OS 245 OL) | |
| 5 | √ | | √ | | | 1 (OS 280F/G) | |
| 6 | | √ | | √ | | 3 (OS 131, 220, 240 OL) | |
| 7 | | √ | | | 5 (CAS 121-123, 121A, 216-217 f2f) | | |
| 8 | √ | | | √ | 4 (CAS 109, 216, 231, 245 OL) | | |
| 9 | | √ | | √ | | | √ |
| Totals | 4 | 5 | 4 | 4 | 20 courses taught/1 year | 6 courses/1 year | |

¹ PCC CAOS Program Review 2009-10 pg.1

Along with teaching courses for CTE, Business requirements and electives, there are many CAOS courses that are required or are electives for other degrees and certificates. See Appendix A for a chart of the courses CAOS teaches that are requirements or electives for other degrees or certificates.

Budget for 2011-12 CAOS Department Cost Center

| Description | The Dalles | Hood River |
|------------------------------|------------------|------------------|
| PT instructors wages | 39,500.00 | 23,000.00 |
| Curriculum Development wages | 5,100.00 | 0.00 |
| Special Projects wages | 1,880.00 | 0.00 |
| Social Security | 3,556.00 | 1,760.00 |
| Workers comp | 200.00 | 99.00 |
| State Workers Benefit fund | 65.00 | 32.00 |
| Unemployment Insurance | 1,069.00 | 529.00 |
| PERS | 7,562.00 | 3,742.00 |
| Disability Insurance | 0.00 | 0.00 |
| Life Insurance | 0.00 | 0.00 |
| Health Insurance | 0.00 | 0.00 |
| PCC contract Expense | 3,006.00 | 1,751.00 |
| Postage | 10.00 | 0.00 |
| shipping & freight | 0.00 | 0.00 |
| Printing & Duplicating | 100.00 | 50.00 |
| Instructional Supplies | 150.00 | 50.00 |
| Travel | 450.00 | 0.00 |
| Total | 62,648.00 | 31,013.00 |
| Total for both TD,HR | | 93,661.00 |

ACTIONS FROM PREVIOUS REVIEWS ↑

Columbia Gorge Community has not done a review of the CAS-OS department. All reviews have been done by Portland Community College. This will be the first review for this department. Each PCC review is taken into consideration before making any changes at CGCC. As our college moves toward independent accreditation the formal review process for this department is one of the steps being made at the college.

Portland Community College CAOS SAC (subject area chair) was contacted to see if there was anything specific they wanted CGCC to look at in this department. Barb Lare asked that we include our department assessment matrix in the review, which was already planned.

ASSESSMENT OF KEY FUNCTIONS AND DATA ELEMENTS ↑

In this section of our review we will use tables or prepare a qualitative summary to review the department's key functions and data elements in the areas of 1) Faculty census 2) Use of Professional Development funds to improve teaching and learning 3) Activities that support faculty success 4) Courses reviewed as per department schedule or within the last three years 5) Enrollment data 6) Retention, progression, and graduation rates and 7) Activities that support student success.

FACULTY CENSUS

We have a very small part time faculty, with each instructor teaching from 3-6 classes each. Most of our classes are now online, but 2 instructors teach both online and f2f classes.

| CAOS Faculty Census | full time instructors | part time instructors |
|---------------------|-----------------------|-----------------------|
| Instructors | 0 | 8 |

In 2004 there was full time faculty, but as they retired only part time positions were offered. A full time CAOS instructor could help this department with open lab resources and adding sections to our already full classes.

PROFESSIONAL DEVELOPMENT

As with other departments, professional development funds are available for use. Unfortunately many CAOS instructors have not known or taken advantage of these funds. Having a full time instructor could help coordinate and find workshops for instructors to attend.

| Date | Department | Event/Conference/Workshop | Purpose of training |
|------|------------|---|--|
| 2008 | CAOS | Student Success and Retention in Portland | Attend Retention Conference |
| 2009 | CAOS | DISTANCE ED-CONFERENCE | Increase knowledge of distance education |
| 2009 | CAOS | Sara Varnum Institute for Instructor Excellence | To attend CTE Institute |
| 2009 | CAOS | Summer 2009 AAWCC Conference at Oregon Gardens | To attend and present at Oregon's AAWCC conference |
| 2010 | CAOS | "Motivation: A Moving Target | To learn more about motivating adult learners |
| 2010 | CAOS | Fall AAWCC Conference in Tigard, Or | To attend and present at Oregon's AAWCC conference |

FACULTY ACTIVITIES AND OPPORTUNITIES

Our main activities that support faculty success are tied into what the college does for all instructors. Although a small department the instructors in CAOS are an integral part in the life of CGCC and are involved in the following activities:

- a. Faculty in-services fall and spring each year
- b. Professional development opportunities
- c. Faculty surveys
- d. Moodle trainings
- e. QM Review trainings – 4/6 instructors are QM reviewers for CGCC and nationally
- f. Updating to new software
- g. Elluminate training and certification 2/6 instructors
- h. Second Life training 2/6 trained
- i. Google Docs training 2/6 trained
- j. College committees 2/6 serve on committees
- k. Mentoring 2/6 other instructors

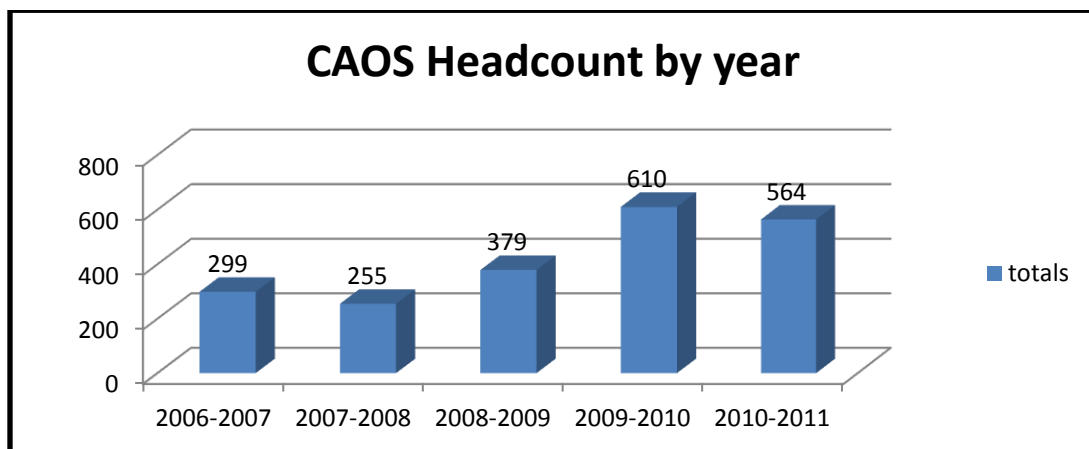
There is no coordination for monthly meetings, discussion groups, book talks, software trainings, etc. for CGCC Computer Applications and Office Systems faculty. As part time instructors, though, this group rarely misses an in-service with several of its members traveling a long distance to meet with other faculty members. The last two NWCCU Reports have recommended adding a full time faculty to one of the CTE departments-and the CAOS department would be a good place to add this full time faculty position.

COURSES REVIEWED FOR QM

Listed in Appendix B are the courses that have been reviewed through the Quality Matters schedule or within the last three years. As of Winter term 2011,

- 53% of CAS courses have met QM standards
- 77% have had objectives reviewed
- 70 % have had their course assessments reviewed
- 4 CAS classes and 3 OS classes will be used for the CAOS assessment plan for Degrees and Certificates

ENROLLMENT DATA BY HEADCOUNT-See Appendix C for the table these charts were taken from



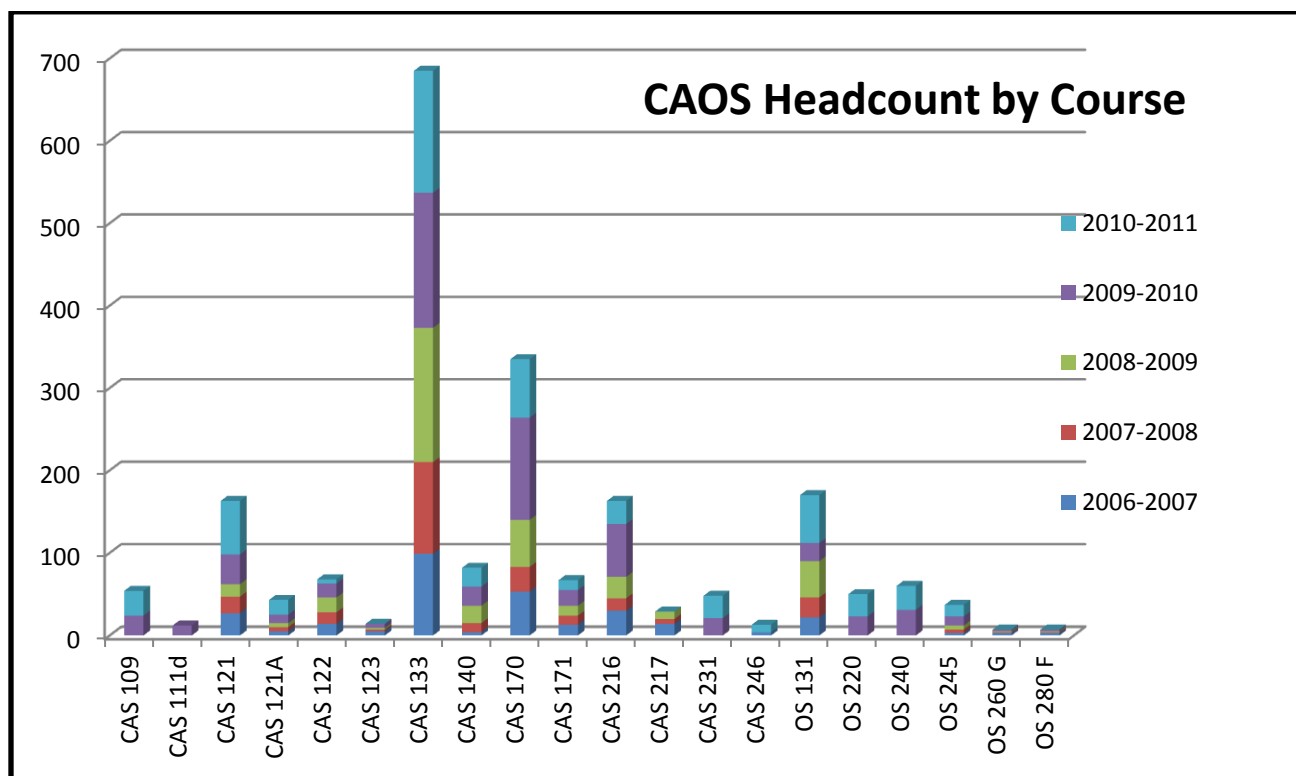


Chart Notes:

2006-2008 CAOS was part of the Business Department

2009-CAOS was part of the new CTE Department, a new Department Chair was appointed, and several courses were added to the schedule to assure we were teaching all courses needed for degrees and certificates rewarded

2010-2012- Department Chair also the CTE Administrator

STUDENT RETENTION, PROGRESSION AND GRADUATION, 2008-11

For academic years 2008-2009 through 2010-2011 there were 76 unduplicated and 98 students in the CAOS career pathway.

| Graduates | # |
|-----------|----|
| 2008 | 13 |
| 2009 | 27 |
| 2010 | 28 |
| 2011 | 30 |

COHORT NOTES:

Of the original 2008-2009 cohort, one student graduated that same year (2009) with two CAOS pathway degrees.

Two more students, or 4.9% of the 2008-2009 cohort graduated in 2010, the same is true for 2011.

COHORT RETENTION:

There were 22 students in the original cohort in Fall 2008, 41% of those students were enrolled in the following fall (2009), and 36% were still enrolled in Fall 2010.

Of the 41 unduplicated students who enrolled sometime in the 2008-2009 academic year, 54% of them enrolled at some point in 2009-2010, and 39% enrolled at some point in 2010-2011. Of the 2009-2010 cohorts, 66% enrolled at some point in 2010-2011.

Another way to look at this is the total number of CAOS pathway graduates in each year. In terms of graduates, in 2009 two of the 27 degrees awarded to students enrolled in the original cohort, or 7.4% of degrees. In 2010 it was 10.3% of degrees, with a further 6.6% of degrees in 2011.

COHORT GRADUATE GPA:

Across the three years, the average GPA of graduates is 3.44 and 86% of the graduates have A.S. degrees.

FACULTY INVOLVEMENT IN STUDENT SUPPORT

Listed below are the activities that our department has been involved in that have influenced student success:

- Student Survey: computer labs -data from 2008 CCSSE report –
 - 52.8% Use (Sometimes/Often)
 - 62.9% Satisfaction (very/Somewhat)
 - 75.3% Importance (Very/Somewhat)
- Tutoring – no official computer software application tutoring available at this time for CAS courses except through PCC, instructors meet f2f or online with students
 - CGCC Writing Department has set up an option for online tutoring
 - PCC offers online tutoring options for using MS Office software
- CGCC provides student e-mail accounts & Google Docs accounts, if requested by student
- Library Hours - The Dalles Campus (Computers are available in Library for drop-in use)
 - Monday - Thursday 8:00am - 6:00pm
 - Friday 8:00am - 1:00pm
 - Saturday & Sunday Closed
- Library - eLibrary Access (Ebooks), sometimes can check out textbooks from Library if it is the current edition for class.
- Library - access to online videos and photos - CGCC YouTube Channel
- All CAOS classes structured using Moodle and/or web-based programs - providing 24/7 access, for both f2f and online classes
- Open Labs - currently there are no Open Labs on The Dalles or Hood River campus.
 - ⊖ The Dalles Campus - available computers are those that are in the Library, which follows Library schedule and are on a first come, first served basis.
- Hood River Campus - 8 Computers available in Commons area; 7:35 a.m. - 9:00 p.m., Monday - Thursday. Students often have to wait access to a computer.

- All computers, Library & Classroom Labs, are maintained by IT Department and updated during term breaks
- All computer workstation areas are set up with basic hardware, not considered ergonomically correct (ergonomic keyboards for keyboarding would need to be purchased through Instructional Services or Student Services)
- Software applications available for use in each Classroom by Campus:
<http://www.cgcc.cc.or.us/Academics/FacultyResources/documents/LabsandSRSoftwareListCrossReference-TDC-HRICC-031511.pdf> (uploaded PDF to Files and Information folder)
 (DreamWeaver not installed at either campus)
- CAS 246, Integrated Computer Projects (capstone CAS class) has a service learning project where students work with CGCC departments on one of their group projects.
- New Students Orientation 3/6 instructors attended

ALIGNMENT, CORRELATION AND INTEGRATION WITH CGCC'S CORE THEMES

Below is a chart that shows how the CAOS department relates to CGCC's newly developed Core Themes. Results not listed will be tabulated by the next review. Two CAOS instructors worked on Core Themes development

| Core Theme A: Building Dreams – Opportunities | | |
|--|---|---|
| MEASURE | TARGET set 2010-11 | CAOS RESULTS by 2014 |
| A2.1 Course delivery methods | 20% of students taking distance learning courses at the postsecondary level nation wide | 23% of students taking distance learning courses (2010-11) |
| A2.2 Diverse course delivery modes and service opportunities | 87% enrollment demand satisfied | 76.6% of courses were Face to Face and had 57.5% fill (satisfaction). 14.6% of courses were online and had 84.2% fill (satisfaction). 8.8% of courses were hybrid and had 73% fill (satisfaction). (2010-11) |
| A3.1 Diversity of the service area | 83.6% White 11.7% Hispanic 1.8% Black 1.4% American Indian 3.7% Asian | |
| A5.2 Level of morale | 75% ³ CGCC student survey | Computer Lab Use 52.8% Use (Sometimes/Often) 62.9% Satisfaction (very/Somewhat) 75.3% Importance (Very/Somewhat) |

| Core Theme B: Transforming Lives - Education | | |
|--|---------------------------|-----------------------------|
| MEASURE | TARGET set 2010-11 | CAOS RESULTS by 2014 |
| B2.1 % of 2-year degree or 1-year certificate seeking students who graduated within 150% of requirement | 39% | |
| B2.3 % of students who meet their stated goal | 30% | |
| B2.4% of students satisfied with CGCC experience | 78% | |
| B2.5% of 1-year certificate & 2-year degree-seeking students who attend for 3 consecutive terms | 60% | |
| B3.3 Percentage of students who meet course outcomes. | 85% at a C or higher | |
| B3.4 Percentage of students who meet degree/certificate/program outcomes. | 70% | |
| B4.2 % of students who feel engaged with faculty. | 85% | 89.1% (2009) |

| Core Theme C: Strengthen Our Community – Partnerships | | |
|--|---|-----------------------------|
| MEASURE | TARGET set 2010-11 | CAOS RESULTS by 2014 |
| C2.1 Number of high school students attending CGCC (including College Now, EO/RS, Early College) | 3% growth over historic average: HS Exp. Options, College Now, Running Start, Early College | |
| C2.2 Number, type and results of activities supporting community college, university and career tech relationships | 3 % over historic average: CTE and transfer | |

ANALYSIS OF ASSESSMENT AND NEW RECOMMENDATIONS ↑

ANALYSIS

The present Columbia Gorge Community College CAOS department is a hard working group of part time faculty members who attend most faculty in-services, and keep updated on new software to help students be on the cutting edge of computer applications for the job market.

As of this review, the CAOS department's main support is each other, the CTE administrator, help from PCC SAC and PCC instructors. Through email, special meetings, Google Docs, Moodle CAOS home page and phone class this small group keeps up to date with constant technology changes and updates.

Student attendance in CAOS courses has risen over the past 3 years for several reasons:

- More classes are being offered online
- Workplace computer software needs
- Students needing to update their computer skills to keep marketable in this economic downfall
- Job search requirements including the need for more computer software application knowledge

Students graduating from CGCC with CAOS degrees and certificates rose from 13 in 2008 to 30 in 2011, more than double in three years.

Student headcount in CAOS classes rose from 255 (2007-2008) to 610 (2009-10) also more than double in two years.

In the 2010-11 year, both online and hybrid classes had a far better fill or satisfaction rate than face to face classes. CGCC offers about 23% online and hybrid classes, compared to over 75% face to face classes. It would appear that since the fill rate for online and hybrid is higher that we should consider more online and hybrid classes in all departments. This being said, it is very important that we continue to require all OL and HB classes pass through QM before they are implemented as many college instructors have not taught in the online environment.

Though a small instructional department, the CAOS instructors had 53% of their courses approved through Quality Matters and have reviewed over 70% of their course objectives and assessments for independent accreditation.

REVIEW OF GOALS

There will be a review of all goals by 2014 to prepare for the next CAOS program review cycle in 2017.

Goal 1: Certificate and Degree increased by 2014

Goal 2: Hire Full Time web instructor by 2014

Goal 3: Number of student receiving CTE degrees by 2014

Goal 4: Needs assessment by 2014

Goal 5: Software evaluation by 2014

Goal 6: Student access to computers and tutoring, review by 2014

Goal 7: Implementation of CAOS Advisory Board, review by 2014

RECOMMENDATIONS

The following are recommendations from the CGCC Computer Applications and Office Systems Department. These recommendations were developed through several f2f meetings, online discussions, email and editing of documents in Google Docs. They are not necessarily in numerical order of importance.

1. Add Web Design degrees and certificates that are taught at PCC and not at CGCC (see PCC program review 09-10 pg. 9)
 - a. Web Site Development & Design Degree
 - b. Web Site Development & Design Certificate (1 year)
 - c. Web Assistant I (less than 1 year)
 - d. Web Assistant II (less than 1 year)
2. Hire or appoint an existing staff member as full time faculty
 - a. Coordinate professional development funds
 - b. Teach classes f2f and online Web Site Development and Assistant courses
 - c. Provide access to labs for students at both campuses
 - d. Help plan and coordinate the advisory committee-see advisory guidelines from PCC, Appendix D
 - e. Coordinate ordering, scheduling and trainings of new software for CAOS classes
 - f. Coordinate quarterly department meetings
 - g. Act as CTE Department Chair
3. Add advisory committee with CAOS instructors on the committee
4. Schedule open labs for both campuses including evenings and weekends
5. Use the current Survey Monkey Course Evaluation to survey students in their classes (w2012-f2012)
6. Survey staff about computer software needs and issues by 2014
7. Survey instructors about their class computer software needs and issues by 2012
8. Review the courses needed for the following:
 - a. Virtual Assistant certificates (see PCC program review 09-10 pg. 10-11)
 - b. Computer Applications for Speakers of Other Languages (CASOL) (see PCC program review 09-10 pg. 10-11)
 - c. Over The Shoulder Training for faculty and staff (see PCC program review 09-10 pg.6)

APPENDIX A: CAOS DEGREES AND CERTIFICATIONS 2011-12

| CGCC Degree and Certificate 2011-2012 | | | | | | | |
|---------------------------------------|----------------------------|--------------------------------------|-----------------------------------|-------|----------------|------------------|----------------------------|
| Degree | Certificate | Required Classes | Electives | Dept. | Pre Requisites | Offered at CGCC? | Notes |
| ASOT-Business | | BA 131 or CAS131 or CAS170 or CAS171 | Up to 12 non-required CTE credits | BA | | Y | |
| | | | | CAS | | N | CAS 131 Not offered at PCC |
| | | | | CAS | | Y | |
| | | | | CAS | CAS 170 | Y | |
| | CTE Cert: Accounting Clerk | <u>3 credits from:</u> | | | | | |
| | | CAS 109 | | CAOS | | Y | |
| | | CAS 111D | | CAOS | | Y | |
| | | CAS 123 | | CAOS | CAS 216 | Y | |
| | | CAS 133 | | CAOS | | Y | |
| | | CAS 140 | | CAOS | | Y | |
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 171 | | CAOS | CAS 170 | Y | |
| | | CAS 216 | | CAOS | | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 231 | | CAOS | | Y | |
| | | CAS 246 | | CAOS | | Y | |
| | | OS 240 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept. | Pre-req. | at CGCC? | |
| AAS-Accounting | | <u>6 CAS & 1 OS Cr from:</u> | | | | | |
| | | CAS 109 | | CAOS | | Y | |
| | | CAS 111D | | CAOS | | Y | |
| | | CAS 122 | | CAOS | | Y | |
| | | CAS 123 | | CAOS | CAS 216 | Y | |
| | | CAS 133 | | CAOS | | Y | |
| | | CAS 140 | | CAOS | | Y | |

| | | | | | | | |
|--------------------|--------------------|----------------------------------|-----------------|-------------|-----------------------|-----------------|--|
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 171 | | CAOS | CAS 170 | Y | |
| | | CAS 216 | | CAOS | | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 231 | | CAOS | | Y | |
| | | CAS 246 | | CAOS | | Y | |
| | | OS 240 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS- Management | | <u>9 CAS & 1 OS Cr from:</u> | | | | | |
| | | CAS 109 | | CAOS | | Y | |
| | | CAS 111D | | CAOS | | Y | |
| | | CAS 140 | | CAOS | | Y | |
| | | CAS 171 | | CAOS | CAS 170 | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 231 | | CAOS | | Y | |
| | | OS 240 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CTE: Marketing | <u>4 CAS Cr from:</u> | | | | | |
| | | CAS 109 | | | | | |
| | | CAS 111D | | CAOS | | Y | |
| | | CAS 122 | | CAOS | | Y | |
| | | CAS 123 | | CAOS | CAS 216 | Y | |
| | | CAS 133 | | CAOS | | Y | |
| | | CAS 140 | | CAOS | | Y | |
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 171 | | CAOS | CAS 170 | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 231 | | CAOS | | Y | |

| | | | | | | | |
|------------------------------|----------------------|------------------------|----------|------|----------------|----------|---------------------|
| | | CAS 246 | | CAOS | | Y | |
| | | OS 131 | | CAOS | | Y | |
| | | OS 240 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CTE: CAOS | any 17 CAS & 13 OS Cr. | | | | | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS: Admin. Asst. | | any 23 CAS & 18 OS Cr. | | | | | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS Admin Office Prof. | | any 26 CAS & 17 OS Cr. | | | | | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CPC: Office Asst. | CAS 109 | | | | | |
| | | CAS 123 | | CAOS | CAS 216 | Y | |
| | | CAS 140 | | CAOS | | Y | |
| | | CAS 170 or 171 | | CAOS | | Y | |
| | | CAS 216 | | CAOS | | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 246 | | CAOS | | Y | |
| | | OS 220 | | CAOS | | Y | |
| | | OS 240 | | CAOS | | Y | |
| | | OS 245 | | CAOS | | Y | |
| | | OS 280F | | CAOS | | N | Jerry teaches these |
| | | OS 280G | | CAOS | | N | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CPC: Spreadsheet | CAS 122 | | CAOS | | Y | |
| | | CAS 140 | | CAOS | | Y | |
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 171 | | CAOS | CAS 170 | Y | |

| | | | | | | | |
|------------------------------------|------------------------------|-----------------|-----------------|-------------|-----------------------|-----------------|--|
| | | CAS 216 or 217 | | CAOS | CAS 216 | Y | |
| | | OS 131 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CPC: Word Processing | CAS 122 | | CAOS | | Y | |
| | | CAS 123 | | CAOS | CAS 122 | Y | |
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 216 | | CAOS | | Y | |
| | | CAS 217 | | CAOS | CAS 216 | Y | |
| | | CAS 231 | | CAOS | | Y | |
| | | OS 220 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | CPC: Basic Computer Literacy | CAS 122 | | CAOS | | Y | |
| | | CAS 123 | | CAOS | CAS 122 | Y | |
| | | CAS 170 | | CAOS | | Y | |
| | | CAS 216 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| | Oregon Green Technician | CAS 133 | | CAOS | | Y | |
| | | CAS 170 | | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS: RET | | | CAS 140 | CAOS | | Y | |
| | | | CAS 171 | CAOS | CAS 170 | Y | |
| DEGREE PARTNERSHIP PROGRAMS | | | | | | | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS: Vineyard MGMT | | | CAS 140 | CAOS | | Y | |
| | | | CAS 170 | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS: Wine | | | CAS 111D | CAOS | | Y | |

| | | | | | | | |
|--------------------|--------------------|----------|----------|------|-------------------|----------|--|
| Marketing | | | CAS 140 | CAOS | | Y | |
| | | | CAS 170 | CAOS | | Y | |
| Degree | Certificate | Required | Elective | Dept | Pre Requisites | at CGCC? | |
| AAS: Winemaking | | | CAS 140 | CAOS | | Y | |
| | | | CAS 170 | CAOS | | Y | |

APPENDIX B: CAOS COURSE REVIEWS

| Course name | Course Title | QM Standards Met(Yes (1) No (0)) | QM Review Date | Formal QM review year | Objectives reviewed | Assessment reviewed | Used for assessment plan for Degrees and Certs |
|-------------|---------------------------------------|----------------------------------|----------------|-----------------------|---------------------|---------------------|---|
| CAS 109 | Beginning PowerPoint | 1 | 09/01/09 | | 9/2010 | 4/2011 | |
| CAS 110D | Intro to Web Graphics Using Fireworks | 1 | 07/11/11 | | 9/2010 | 4/2011 | |
| CAS 121 | Beginning Keyboarding | 1 | 06/08/09 | | 9/2010 | 4/2011 | |
| CAS 121A | Beginning Keyboarding | | | | 9/2010 | 4/2011 | |
| CAS 122 | Keyboarding for speed and accuracy | | | | 9/2010 | 4/2011 | |
| CAS 123 | Production Keyboarding | | | | | | |
| CAS 133 | Basic Computer Skills/MS Office | 1 | 08/18/11 | 2012 | 9/2010 | 4/2011 | |
| CAS 170 | Beginning Excel | | | | 9/2010 | 4/2011 | Administrative Assistant AAS |
| CAS 171 | Intermediate Excel | | | | | | Administrative Assistant AAS |
| CAS 140 | Access | | | | | | |
| CAS 216 | Beginning Word | 1 | | 2010 | 9/2010 | 4/2011 | Administrative Office Professional AAS, Administrative Assistant AAS, Office Assistant Cert |

| Course name | Course Title | QM Standards Met(Yes (1) No (0)) | QM Review Date | Formal QM review year | Objectives reviewed | Assessment reviewed | Used for assessment plan for Degrees and Certs |
|-------------|--|----------------------------------|----------------|-----------------------|---------------------|---------------------|--|
| CAS 217 | Intermediate Word | | | | 9/2010 | | Administrative Office Professional AAS, Office Assistant Cert |
| CAS 231 | MS Publisher | 1 | 11/17/09 | 2010 | 9/2010 | 4/2011 | |
| CAS 246 | Integrated Computer Projects and Java Programing | 1 | 11/09/10 | 2012 | 9/2010 | 4/2011 | Administrative Office Professional AAS, Administrative Assistant AAS, Office Assistant Cert, CAOS Cert |
| OS 131 | 10 Key on Calculators | 1 | 11/20/08 | | 9/2010 | 4/2011 | |
| OS 240 | Filing and Records Management | 1 | 09/01/09 | | 9/2010 | 4/2011 | Administrative Office Professional AAS, Administrative Assistant AAS, Office Assistant Cert, CAOS Cert |
| OS 220 | Business Editing Skills | 1 | 09/01/09 | | 9/2010 | 4/2011 | CAOS Cert |
| OS 245 | Office Systems and Procedures | | | | | | |
| OS 280F & G | Coop Education | | | | | | Administrative Office Professional AAS, Administrative Assistant AAS |

APPENDIX C: CAOS STUDENT HEADCOUNT 2006-2012 Table notes: no data, course not offered that year
or term, OL == online f2f= face to face class

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 excluding spring/summer | Term offered | How offered |
|----------------|------------|------------|------------|------------|------------|---|-----------------|----------------|
| CAS 109 | | | | 24 | 30 | 27 | W | OL |
| CAS 111d | | | | 12 | | 17 | | |
| CAS 121 | 27 | 20 | 15 | 36 | 65 | 56 | F | |
| CAS 121A | 5 | 5 | 5 | 10 | 18 | 3 | F | |
| CAS 122 | 14 | 14 | 18 | 17 | 5 | 5 | | |
| CAS 123 | 5 | 2 | 2 | 5 | 0 | 0 | | |
| CAS 133 | 99 | 111 | 163 | 164 | 148 | 128 | All | Both |
| CAS 140 | 4 | 11 | 21 | 23 | 23 | 30 | W | OL |
| CAS 170 | 53 | 30 | 57 | 124 | 71 | 119 | All | OL |
| CAS 171 | 13 | 11 | 12 | 19 | 12 | | W | OL |
| CAS 216 | 30 | 15 | 26 | 64 | 28 | 55 | F,W | Both |
| CAS 217 | 14 | 6 | 9 | 0 | 0 | 0 | W | F2f |
| CAS 231 | | | | 21 | 27 | 22 | | OL |
| CAS 246 | 4 | | | | 9 | | | OL |
| OS 131 | 22 | 24 | 44 | 22 | 58 | 30 | F | OL |
| OS 220 | | | | 23 | 27 | 27 | W | OL |
| OS 240 | | | | 31 | 29 | | S | OL |
| OS 245 | 3 | 4 | 5 | 11 | 14 | | | OL |
| OS 260 G | 3 | 1 | 1 | 2 | 0 | | | F2F |
| OS 280 F | 3 | 1 | 1 | 2 | 0 | | | F2F |
| totals | 299 | 255 | 379 | 610 | 564 | 519 | | |

APPENDIX D: PCC ADVISORY COMMITTEE GUIDELINES-2010

Portland Community College

External Academic

Advisory Committee Guidelines

Academic Standards and Practices Handbook

PORTLAND COMMUNITY COLLEGE

Advisory Committee Guidelines

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2. Duties
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PORTLAND COMMUNITY COLLEGE

Advisory Committee

President's Message

From its founding in 1964, Portland Community College has had a strong tradition of Advisory Committees as a foundation for the development of professional and technical programs. Recently the Board of Directors of PCC has re-emphasized the importance of these committees and challenged all of us to work to help the committees realize their potential. In response to that challenge, the Academic Services Office has prepared this set of Guidelines for our Advisory Committees. The guidelines are intended to provide the structure to enable committee chairs and members to understand expectations of the College in this important area and a format for the effective operation of the committees.

We all recognize the importance of the link between educators and practitioners in the field in order to achieve program quality and program relevance. I endorse and recommend these guidelines to you for your use in the work of the advisory committee.

PORTLAND COMMUNITY COLLEGE

1. The Role of Advisory Committees

The Advisory Committee and the staff of the corresponding Program work together to ensure that the Program is delivering learning that is current, up-to-date, and relevant to current business, industry, labor, and professional

employment practices. Advisory Committees provide support and advice to academic programs. They may also assist in the development of new Career Technical Education programs. An ad hoc committee may be established for this purpose.

In addition to best practice standards, Federal Perkins grants and Accrediting bodies also identify the expectation that Advisory Committees are utilized to open a dialog of exchange with members of a broader society. It is further required that a description of the committee involvement and contribution to curricular and program development and assessment be periodically submitted with accreditation and/or other official college documents. The purpose of these committees is advisory in nature as members of the community provide external input into internal processes.

2. Duties

1. The Advisory Committee makes recommendations to help assure that the Program:

- Addresses employment and educational needs of business, industry, labor, and/or the profession
- Realistically assesses the labor market demand for program graduates.
- Provides graduates with the skills needed to meet employment needs.
- Assesses the currency of curriculum and teaching practice

2. In Addition the Advisory Committee will:

- Serve as an advocate of the Program and a communication link between the College and the community.
- Provide feedback, advice, and/or assistance with a variety of Program driven tasks and/or projects.

3. Membership

Advisory Committee members represent both the diversity of the community and a cross section of business, industry, labor, and/or the profession. Expertise and experience are reflected in skills, knowledge and professionalism relevant to the particular Career Technical Education Program.

Prospective Advisory Committee members are identified by existing Advisory Committee members or Program faculty and staff. Their names are submitted to the Advisory Committee and to the Program facilitator. Per Academic Standards and Practice Handbook section A108, their appointment needs to be recorded with the office of Vice President for Academic and Student Affairs.

The suggested number of voting committee members should be from seven to fifteen members.

Advisory committee members serve for a term of three years with a one or multiple term renewal at the discretion of the Advisory Committee and a Program facilitator.

Full-time Program employees may be Advisory committee members. They serve as a resource representing the Program and are non-voting members.

If attendance becomes irregular, Advisory Committee members may be replaced.

Program students are encouraged to attend meetings. Attending students are non-voting members.

Guests may contribute to the discussion at the discretion of the Advisory Committee Chair.

A Program facilitator is a resource person to the Advisory Committee.

4. Officers and Duties

The Advisory Committee will elect a chair annually from its membership by a majority vote. A vice-chair may also be elected, depending on the size of the Advisory Committee. If there is no committee member who is able to serve as Chair, a faculty member may function as an interim ex officio (non-voting) Chair until an Advisory Committee member is elected. There are no other elected officers.

The Advisory Committee Chair facilitates effective functioning of the Advisory Committee. Conducting meetings is the prime role. Together the Chair, Vice-Chair, and a Program facilitator can call special Advisory Committee meetings and advise on urgent matters between meetings if needed. Special ad hoc or subcommittee/s may be created to carry out duties or solve immediate Committee needs.

The Advisory Committee Chair

Prepares an agenda with input from a Program facilitator.

Conducts meetings and represents the Advisory Committee at other meetings as needed.

Allows, creates, or appoints special subcommittees which may include non-committee members. The Committee Chair or designee also attends subcommittee meetings.

Performs other duties or assistance as required to facilitate effective functioning of the Committee.

5. Program facilitator

Helps identify potential Committee members.

Maintains a current list of Advisory Committee members, noting the Chairperson, the Vice-Chair, terms of office, and for all members the dates of Committee membership, affiliation (organizations where Committee member works), addresses, telephone numbers, and electronic address if applicable.

Determines locations, reserves rooms and makes arrangements for refreshments for meetings.

Attends Advisory Committee and ad hoc or subcommittee meetings (or sends a designee) and greets committee members upon their arrival.

Provides support to the Committee for note taking and preparation of the minutes and ensures that Advisory Committee meeting records, including attendance, agenda, discussion summaries, and decisions, are maintained.

Contributes to the focus of the Advisory Committee by providing agenda items.

Prepares or provides any supporting, descriptive, or background information which clarifies topics on which the committee is working.

Forwards all meeting minutes and recommendations made by the Advisory Committee to the committee members, Program SAC (Subject Area Committee), Program Faculty Department Chair, Division Deans, Deans of Instruction, Campus Presidents, Vice President for Academic and Student Affairs per Academic Standards and Practice Handbook section A108.

6. Advisory Committee Meetings

Effective meetings are critical to the success of the Advisory Committee. It is at meetings where discussion and deliberation of important matters are translated into decisions and recommendations. Advisory Committee meetings should be held frequently enough and be of appropriate length to maintain the support interests and involvement of advisory committee members and to meet the responsibilities of the Advisory Committee per Academic Standards and Practice Handbook section A108.

Note: the URL for Academic Standards and Practices Handbook section is:
[<http://www.pcc.edu/resources/academic/standards-practices/AcademicStandardsandPractices-AdvisoryCommittees.html>]

APPENDIX F: CGCC CAOS DEGREE AND CERTIFICATE PLANS 2012

CAOS – Administrative Assistant AAS

| 1. Outcome | Criteria or Target | 3. Measurement Tool (course and assignment) | 4. When/how and by who analysis of assessment will be accomplished |
|---|--------------------|---|---|
| Students who successfully complete the Computer Applications and Office Systems – Administrative Assistant AAS will be able to: | | | |
| 1. Produce professional, error-free, timely documents by using current and emerging software and hardware technology. | 85% “C” or higher | FALL CAS 170 Beginning Excel, <u>Greene</u> Assignment: final performance assesses. CAS 216 Beginning Word, <u>Olson</u> Assignment: Research Paper WINTER CAS 140 Beginning Access, Lepinski Assignment: integrated final project CAS 170 Beginning Excel, Greene Assignment: final performance assesses. CAS 216 Beginning Word, Olson & Windsheimer Assignment: Research Paper SPRING CAS 170 Beginning Excel, Greene Assignment: final performance assesses. | Summer 2014 Review data of Outcomes report By CAOS department |
| 2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others. | 85% “C” or higher | SPRING CAS 246 Integrated Comp Projects, Windsheimer Assignment: Group project | Summer 2014 Review data of Outcomes report By CAOS department |
| 3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data. | 85% “C” or higher | SPRING OS 240 Filing & Records Management, Lepinski Assignment: Final Project | Summer 2014 Review data of Outcomes report By CAOS department |
| 4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks. | 85% “C” or higher | SPRING CAS 246 Integrated Comp Project, Windsheimer Assignment: Service Learning project | Summer 2014 Review data of Outcomes report By CAOS department |
| 5. Establish and follow procedures to manage digital and hard copy office documents. | 85% “C” or higher | SPRING OS 240 Filing & Records Management, Lepinski Assignment: Retention schedule | Summer 2014 Review data of Outcomes report By CAOS department |
| 6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives. | 85% “C” or higher | SPRING CAS 246 Integrated Comp Project, Windsheimer Assignment: Service Learning project | Summer 2014 Review data of Outcomes report By CAOS department |
| 7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail. | 85% “C” or higher | SPRING OS 280 Cooperative Education: Keith Assignment: Work Experience Intern | Summer 2014 Review data of Outcomes report By CAOS department |

| | | | |
|--|-------------------|---|---|
| 8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization. | 85% "C" or higher | SPRING CAS 246 Integrated Comp Project, Windsheimer Assignment: Service Learning project | Summer 2014 Review data of Outcomes report By CAOS department |
| 9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals. | 85% "C" or higher | SPRING CAS 246 Integrated Comp Project, Windsheimer Assignment: Service Learning project | Summer 2014 Review data of Outcomes report By CAOS department |

CAOS – Administrative Office Professional AAS

| 1. Outcome | 2. Criteria or Target | 3. Measurement Tool (course and assignment) | 4. When/how and by who analysis of assessment will be accomplished |
|---|-----------------------|--|---|
| Students who successfully complete the Computer Applications and Office Systems – Administrative Office Professional AAS will be able to: | | | |
| 1. Produce professional, error free, timely documents by using current and emerging software and hardware technology. Evaluate and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks. | 85% "C" or higher | FALL CAS 216 Beginning Word, Olson Assignment: Final Projects WINTER CAS 216 Beginning Word, Windsheimer Assignment: Final Projects CAS 217 Intermediate Word, Olson Assignment: Final Projects SPRING OS 240 Filing & Records Management, Lepinski Assignment: Portfolio CAS 217 Intermediate Word, Olson Assignment: Final Projects | Summer 2014 Review data of Outcomes report By CAOS department |
| 2. Perform general office tasks: plan and participate in meetings; coordinate travel arrangement; schedule appointments; greet clients/customer; process mail; manage equipment, supplies, and other resources in a timely manner to maintain workplace efficiency. | 85% "C" or higher | SPRING OS 280 Cooperative Education, Keith Assignment: Work Experience Intern | Summer 2014 Review data of Outcomes report By CAOS department |
| 3. Work effectively in a team and group setting by understanding roles within teams, work units, departments, and organizations. Exhibit effective people skills to deal with a variety of personalities and diverse individuals. | 85% "C" or higher | SPRING CAS 246 Integrated Comp Projects, Windsheimer Assignment: Group project (2) | Summer 2014 Review data of Outcomes report By CAOS department |
| 4. Effectively communicate creative and critical ideas; respond effectively | 85% "C" or higher | SPRING CAS 246 Integrated Comp Project, Windsheimer Assignment: Service Learning project | Summer 2014 Review data of Outcomes report By CAOS department |

| | | | |
|---|-------------------|--|---|
| both verbally and in written format to the spoken, written, and visual ideas of others. Collaborate with others to develop and implement company vision, goals, and tasks. | | | |
| 5. Analyze the effectiveness of office practices and procedures and recommend and implement necessary changes. Use planning and time management principles to accomplish workplace efficiency and achieve company objectives. | 85% "C" or higher | SPRING OS 280 Cooperative Education, Keith Assignment: Work Experience Intern | Summer 2014 Review data of Outcomes report By CAOS department |
| 6. Use critical thinking, organization, and problem solving to effectively manage numeric, alphabetic, and digital data. Apply knowledge of basic accounting procedures to the basic record-keeping requirements of a business using applicable technology. | 85% "C" or higher | FALL BA 111 Introduction to Accounting, Leibham WINTER BA 111 Introduction to Accounting, Leibham SPRING BA 111 Introduction to Accounting, Leibham OS 240 Filing & Records Management, Lepinski Assignment: Final Project OS 280 Cooperative Education, Keith Assignment: Work Experience Intern | Summer 2014 Review data of Outcomes report By CAOS department |

CAOS AAS or Certificate: Computer Applications and Office Systems Cert.

| 1. Outcome | 2. Criteria or Target | 3. Measurement Tool (course and assignment) | 4. When/how and by who analysis of assessment will be accomplished |
|---|-----------------------|--|---|
| Students who successfully complete the Computer Applications and Office Systems Certificate will have: | | | |
| 1. Skills and knowledge appropriate to performing basic entry-level office work. | 85% "C" or higher | WINTER OS 220 Business Editing Skills, Lepinski Assignment: Electronic portfolio – Word SPRING OS 240 Filing & Records Management, Lepinski Assignment: Individual Project, 2 data bases, Microsoft Office Software CAS 246 Integrated Comp Project, Windsheimer Assignment: Individual project #1 + Microsoft Office Software Review | Summer 2014 Review data of Outcomes report By CAOS department |

CAOS AAS or Certificate: CAOS – Office Assistant Cert

| 1. Outcome | 2. Criteria or Target | 3. Measurement Tool (course and assignment) | 4. When/how and by who analysis of assessment will be accomplished |
|--|-----------------------|---|---|
| Students who successfully complete the Computer Applications and Office Systems – Office Assistant Certificate will be able to: | | | |
| 1. Be prepared for entry-level jobs in the area of office assistant. | 85% “C” or higher | SPRING CAS 246 Integrated Comp Projs, Windsheimer Assignment: Individual project OS 240 Filing & Records Management, Lepinski Assignment: Individual Project, 2 data bases | Summer 2014 Review data of Outcomes report By CAOS department |
| 2. Learn new computer applications and office skills. | 85% “C” or higher | FALL CAS 216 Beginning Word, Olson Assignment: Research Project WINTER CAS 216 Beginning Word, Olson & Windsheimer Assignment: Research Project | Summer 2014 Review data of Outcomes report By CAOS department |
| 3. Upgrade existing computer applications and office skills. | 85% “C” or higher | WINTER CAS 217 Intermediate Word, Olson Assignment: Final Project | Summer 2014 Review data of Outcomes report By CAOS department |