Assessment Report

Administrative Office Technology

2012 - 2013

UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY – MCGEHEE
ADMINISTRATIVE OFFICE TECHNOLOGY
PROGRAM ASSESSMENT 2012 - 2013

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

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

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

1. **Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.**

2. **Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.**

3. **Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.**

These can be found in a multitude of places that are accessible to the public, students, potential students, and the community. They include:
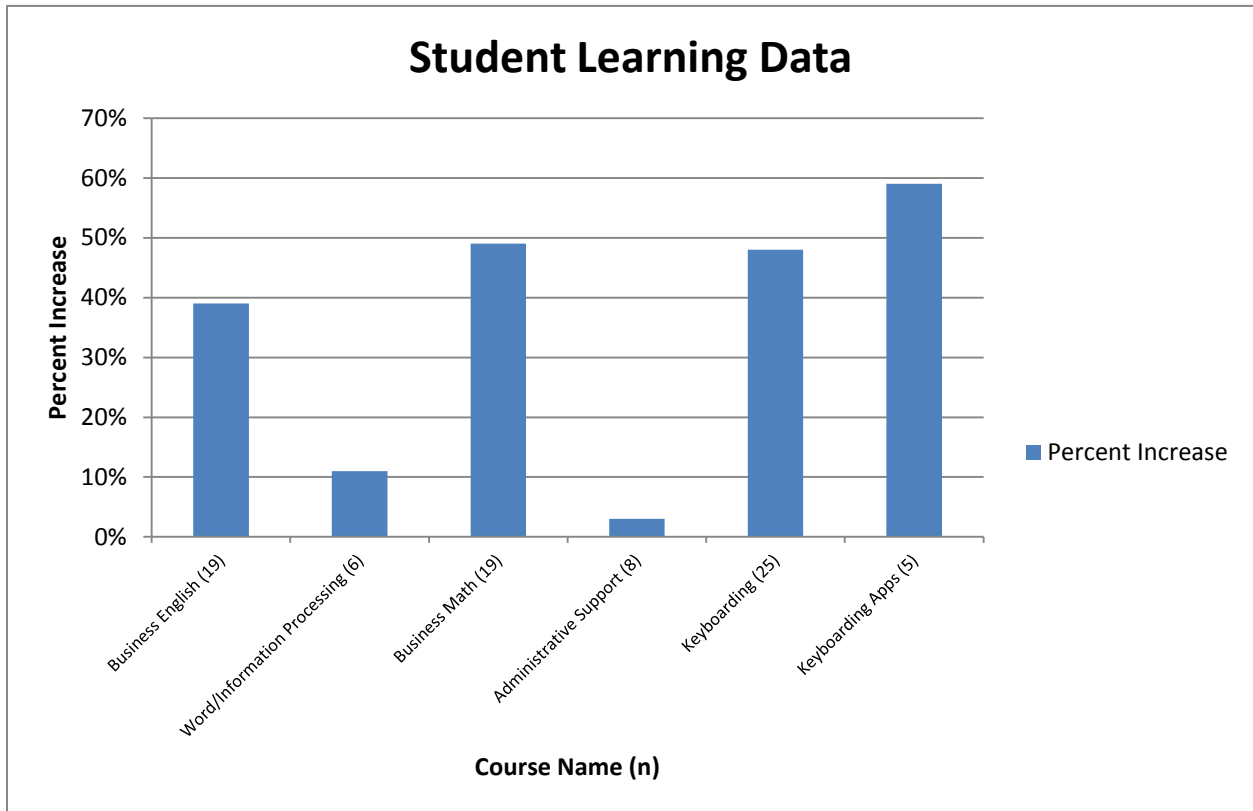
1.   Web page – by accessing the Administrative Office Technology Web page (http://www.uamont.edu/mcgehee/administrativeofficetechnology.htm)See Appendix A1.

2.   Brochures See Appendix A2.

3.   Classrooms See Appendix A3.

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

Student Learning Outcome 1 (SLO) addresses aspects of UAM's mission that "…enable students to combine knowledge and technology with intelligence and responsibility,…" This SLO focuses on teaching students to produce business documents that may be needed/used in an office setting. See Appendix B1. SLO 2 shows students how to complete assignments on time, whether working together or individually. This teaching/learning incorporates the mission statement phrases "…seeks to enhance and share knowledge" and "enable students to synthesize knowledge, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures" by stressing the importance of sharing and communicating the knowledge learned. To stress these SLOs, students are encouraged to work and share their skills. They are given multiple assignments with due dates to emphasize the need for time management. By working individually, as well as in groups, students complete many assignments/tasks that follow them from course to course. SLO 3 relates to the part of the Mission Statement that says "provides learning experiences that enable students to synthesize knowledge…," where students are expected to apply their competencies in real world applications. Applying their knowledge shows them how to progress in any office situation. They are also urged to practice good communication skills, which are continually stressed, and the students share their knowledge via presentation of projects completed. By doing their internship via the Practicum course, students can readily see hands-on how SLO 3 brings together their knowledge and skills. An example of possible evaluation criteria can be found on Appendix B2. In Tech Business Communication, students are taught to seek and secure employment opportunities. A final examination of an intense mock interview wraps up the course. See Appendix B3

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

At the beginning of the Fall 2012 school year, students in Tech Business English, Tech Business Math, Tech Keyboarding, Tech Keyboarding Applications, Tech Administrative Support, and Tech Word/Information Processing were given a pre-test to measure their knowledge of the course work in each course before any actual course material was covered. At the end of the course, the same tests were given as post-tests to measure student learning that had taken place. The results were as follows:

Student Learning Data

A bar chart titled "Student Learning Data" with y-axis "Percent Increase" ranging from 0% to 70% and x-axis "Course Name (n)". Bars: Business English (19) ≈ 39%, Word/Information Processing (6) ≈ 11%, Business Math (19) ≈ 49%, Administrative Support (8) ≈ 3%, Keyboarding (25) ≈ 48%, Keyboarding Apps (5) ≈ 59%. Legend: Percent Increase.

The results of the pre-test and post-test scores show that all classes in the program had an average increase of performance, indicating students were learning. Administrative Support had the lowest average percent increase in scores; this is greatly attributed to one student who presented a 58% *decrease* in knowledge. Removing this student's scores from the results, the percent increase average rises to 12%.

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

Tech Business English – on average, students' knowledge increased 52% in Sections 1 and 2 of the course. Although the overall results were low, there were measureable increases in student learning for nearly all students. This data shows that even though students began the program at a very low English level, they showed an increase in knowledge gained over the period of the semester. See Appendix C1.

Tech Word/Information Processing – this course showed an average increase in knowledge of 11%. ==See Appendix C2.==

Tech Keyboarding – in both sections of this course, the learning data consisted of speed and accuracy timed writings. The final average of the speed writing based on 3-minute writing shows an increase of 50% in the number of words keyed in Section 1 and 37% in Section 2. Errors were decreased 50% and 76% respectively in the two sections. Section 1 error rate went from an average of 3.8 to 1.9. Section 2 error rate went from an average of 8.6 to 2.1 ==See Appendix C3==.

Tech Keyboarding Applications – students improved their average words per minute from 34.6 words per minute to an average of 35.8 words per minute based on 5-minute timed writings. The average errors per minute decreased from 5.8 to 2.4. This average performance increase of 59% in accuracy is an example of applied student learning. ==See Appendix C4==.

Tech Business Math – based on the number of students taking both the pre-test and the post-test, the average went from a 55% to a 67% in Section 1 and from a 50% to a 64% in Section 2. The average change in Section 1 was a 29% and a 67% in Section 2. ==See Appendix C5.==

Tech Administrative Support – the average student score of those who took the pre-test in this course was a 57%. At the end of the course, the score increased to 60% on the post-test. The positive change of 3% is an indicator of student learning. ==See Appendix C6==.

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

1. Based on the findings of the pre- and post-test in Question 3, the following practices were used to improve student learning in Business English. All students who failed an exam in Tech Business English were required to report to the Academic Learning Center to improve those specific skills/competencies. A certified instructor would assist/facilitate the learning during the lab time and report back to the instructor that the required lab time was met. More interactive learning was also brought into the lessons. These learning activities included playing Jeopardy to review terms and concepts before a test, working crossword puzzles to emphasize and review terms before a test, and using individual dry-erase paddle boards to quick check students' knowledge so that any further teaching/explanation on certain concepts could be covered before the tests.

2. In Question 3, Tech Word/Information Processing showed an average increase in knowledge of 11%. One day of the week was used for lecture while the other class meeting was facilitated as a hands-on-lab so the instructor would be available for individualized hands-on instruction. The hands-on activities seemed to work because the students were given step-by-step instructions at the beginning of the course, and as the course progressed, the examples became more challenging requiring the students to think more independently and apply previously learned knowledge that resulted in the post-test results.

3. Question 3 also addressed Tech Keyboarding results for speed and accuracy. The instructor required that knowledge of the key placements on the keyboard be known manually before actual computer usage. This seems to have equipped the students with a better knowledge of letter placements so that they could concentrate more on building speed and improving accuracy.

4. Tech Keyboarding Applications improvement results as indicated in Question 3 show a 59% improvement. These results can be attributed to the course emphasizing application of documents more so than relative speed. The decrease in errors can also be attributed to the application part of the course.

5. All students who failed an exam in Tech Business Math were also required to report to the Academic Learning Center to improve those specific skills/competencies. A certified instructor would assist/facilitate the learning during the lab time and report back to the instructor that the required lab time was met. The instructor also used the dry-erase paddle boards to get instant feedback from students as concepts were covered so that the teaching of those concepts could be covered more in depth if the students' responses were not adequate.

6. Tech Administrative Support results as reported in Question 3 can be attributed to the fact that most people have some sort of ethical knowledge of how to act in a work environment. Covering concepts that require certain ethical behaviors unknown to most people is what accounted for the increase in knowledge for this course. Case studies are utilized along with team exercises to enhance the ethical concepts.

7. In all AOT courses, new textbooks are adopted with access to supplemental material including websites for students to use to enhance their learning. This is a great asset for these courses. Students can access study guides, practice tests, puzzles, games, and other material to aid in the learning of the chapters or for studying for a test. See Appendix D1 Concepts Review section.

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

1. Textbook editions are reviewed to determine if a website for students is available to enhance their learning. This is a great asset for those courses that are completely online or partially online. Students can access study guides, practice tests, puzzles, games, and other material to aid in the learning of the chapters or for studying for a test. See Appendix D1 Concepts Review section. See question 3 for data analysis utilizing pre and post-tests.

2. In some classes, optional worksheets and/or study guides are given for the students' benefit in helping with the class lecture or instruction. Students must read the chapter and understand the material in order to complete the worksheet, which reinforces learning. Completing these worksheets add to a students' test grade as extra points (making scores above 100% possible). See Appendix D2.

    The chart below shows the results based on students in the Introduction to Computer class when worksheets were given as mandatory (graded as an assignment) performance measures for the Chapter 5 test and the Chapter 6 test. See Appendix D3. Scores were significantly better than on the Chapter 4 test. Additionally, scores on Chapter 7 were still higher than on Chapter 4.

    Students were given the option of completing the optional worksheets for chapters 4 & 7; however, only a small number of students chose to complete the optional assignment. It is not feasible to make these worksheets mandatory for every chapter; however they are provided as optional for every chapter. If the student chooses to accept the responsibility of completing the worksheet, his/her test score WILL increase. This is explained to the students, it is their choice to complete the assignment.

Student Test Scores
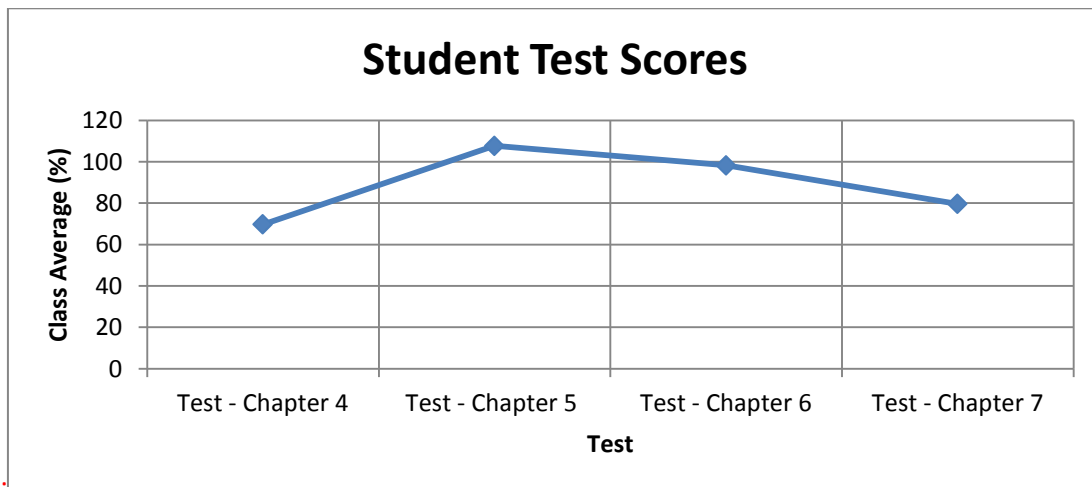
3. Based on the results of the student evaluation of each instructor for every course, the instructor modifies teaching strategies to incorporate suggestions made by the students, if feasible. Using data gained from the anonymous student evaluations of the instructor, instructors analyze and incorporate that data and/or changes in the instructors' self-evaluation. The Assistant Vice Chancellor meets with the instructor during their annual performance evaluation and discussed results and changes that will be made. Appendix E1

4. In Tech Business Practicum, students are required to complete an exit form of their Practicum experience. This information is used as a complete program analysis since the Practicum is based on a culmination of their required learning. A sample of these self-evaluations can be found in Appendix E2.

5. In Tech Business Practicum, work site supervisors are asked to send weekly evaluations of the student to the Practicum instructor. This allows any supervisors' concerns about student performance to be addressed by the instructor on a weekly basis. Students are allowed to see these evaluations, with the supervisors' permission, so they can directly learn what is expected of them for the next week. This type of constructive criticism is vital to the students' learning since it comes directly from a source that could end up being a potential employer. See Appendix E3 After compiling the data, it was determined the students received ratings of 4 (Good) and 5 (Outstanding), 98% of the time during their practicum course. This proves the skills attained in the classroom setting were applicable and being carried out in the work environment thus proving the students were prepared for work.

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

1. If funding allows, a smart board will be installed in one of our classrooms to help with teaching strategies. This will be looked into beginning in the fall of 2013.

2. The Administrative Office Technology and the Health Information Technology departments work very closely, even sharing an instructor. When departmental meetings are held (Appendices F1 and F2.), both departments meet together to plan and strategize for upcoming semesters. Both instructors from the HIT program and one instructor from the AOT program are scheduled to attend a workshop on teaching strategies for non-educators in post-secondary settings. The department will utilize material from this workshop to propose recommendations for the department to consider during the fall 2013 semester. Any accepted recommendations will be implemented by the spring 14 semester if possible.

3. Beginning fall 2013, data from exams will allow the program to analyze faculty instruction and student learning. Each exam will be analyzed utilizing the scantron analysis form. The analysis will review each individual response to a question as well as analyzing the group as a whole. If it is decided that the question does not meet its intentional measure because of error, the question will be discarded from the exam. If there are no errors within the question, the analysis will offer the instructor an awareness of a possible need for change when teaching that particular concept. These changes will be made by each instructor for a course after review and approval following discussion during a departmental meeting.

4. Beginning in the fall of 2013, plans to implement a math and English component as a requirement in Business English and Business Math. This component will enhance basic math and English skills that are vital to a student's success in these courses. In Business English and Business Math classes, students who have a low entrance test score (to be determined by August 2013) must utilize the math and/or English lab. The lab has computer-aided programs that address specific areas based on test results that implore the students to practice in those areas. The criteria for determining who will be required to attend the lab(s) and for how long will be decided in departmental meetings prior to the fall 2013 semester.

5. Each semester, the AOT instructors will reevaluate the AOT curriculum and courses to determine updates and revisions. These changes will be based upon student learning data analysis and current trends in the industry.

6. During the fall advisory meeting, committee members will evaluate course material and content. Feedback from the committee will be utilized to make changes to be implemented during the spring 2014 semester by all applicable instructors.

7.   Teaching content will be analyzed to determine suitability in its current course and determine if material from one course needs to be moved to another to better suit a particular course. This will be discussed during our first departmental meeting in the fall and be implemented during the spring semester.

8.   The AOT department will initiate mandatory advisor/advisee meetings beginning with the Fall 2013 semester. Students will be required to meet with their advisor a minimum of two (2) times per semester to make sure they are up-to-date on school work and school-related deadlines.

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

1. The AOT Department utilized the Academic Learning Center to help students with concepts in different areas of the curriculum that they were not getting from attending class. The lab has computer-aided programs that address specific areas based on test results that implore the students to practice in those areas. Based on post-test scores (analyzed in questions 3) for these particular courses, this seems to be working.

2. We also began using dry-erase paddle boards in order to get immediate feedback from concepts that were taught in order to determine if learning was taking place before moving on to other concepts.

3. In Tech Business Math class, the instructor used M & M candies and provided pizzas to teach ratios and fractions.

4. The president of a local bank was a guest speaker to reinforce concepts being taught concerning interviews, business ethics, and other real-world topics.

5. One instructor actually took a group of students to a local mall to help them choose the type of outfit suitable for an interview. The students were not required to purchase any part of the outfit, but actually seeing and touching proved to be a help for students who could not master the concept of business attire. This activity was carried out right before mock interviews were held and presentations were given. The instructor also explained how discounts and sales could be part of the buying process by using concepts from another business course.

6. The department requested that all software that is used in AOT courses be installed in the student computer labs on campus so the students can work on AOT assignments outside of the classroom.

7. An overhead projector was implemented to assist teaching accounting. The students have responded very well to this visual aid. During the spring 2013 semester, the projector was inoperable for a short period of time (the bulb was replaced). During this time, students' performance on tests dropped; without the visual aid the students were having difficulty grasping concepts. Test results showed that students did better when they could see the instructor work the problems on the actual forms using the overhead projector. See Appendix G1. This instructional media has helped tremendously, especially with students who are visual learners. Of course, not every learning style can be incorporated in every class, but after observing students for a few class meetings, different instructional styles are implemented to address a variety of student learning styles. Overhead projectors are used to work problems on charts and forms so that students can see exactly how they should be completed. This has helped tremendously, especially with students who are kinesthetic learners.

8. In the Business Math course, students are asked to work problems on the board in front of the class. This seems to be successful for students who are kinesthetic learners. This has proven successful for students who need logical and/or visual learning.

9. Computer technology (both hardware and software) is updated as needed. Every three years, one of the three classrooms with computers is updated with new hardware. This is usually done on a rotation between the classrooms, but sometimes it is dependent on a specific need. Computers in each classroom have the same software installed so that each instructor can use any of the business classrooms as needed.

Question 8 – How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

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

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

Departmental meetings are held to discuss and plan for each semester. This is done so that the department can be consistent with assignments, makeup tests/work, and attendance. Encouraging students to come to school, participate in class, and complete their assignments in and out of class helps the instructors as a department to compare how the students are progressing and what changes may need to be made.

An advisory committee of employers in our service area meets on a biannual basis. Departmental updates are provided which include equipment, courses, course content, and student progress. The committee offers insight on current trends and skills that are crucial to AOT students.   When a need for drastic improvement is identified, the advisory committee recommends the change. The committee's feedback is critical because it is comprised of members who are employers in the area who may hire AOT graduates.

Minutes of departmental, as well as advisory committee meetings, are listed in Appendices H1 and H2.

Question 9 – Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University.

Instructors are required to achieve a minimum of three recruitment/retention activities per semester. These activities can be college fairs, speeches to high school classes, Rotary Club meetings, Chamber of Commerce meetings, festivals, county fairs, etc. Documentation is required. See Appendices I – 1 through I - 12.

Whenever a potential student completes a survey requesting information about our program, a personal letter is sent to that student inviting them. Brochures and business cards are included with the letters.

The business department also includes the Health Information Technology department, and students are encouraged to participate in a double major with AOT in order improve their employment opportunities. There are several students with a double major in both AOT and HIT.

When planning the next semester, instructors coordinate course offerings to offer the classes that are needed by the majority of returning students. Sometimes this requires that the instructors take on an additional course load.

Students in Practicum are evaluated on a weekly basis. This evaluation includes the areas of General Technical Skills and Knowledge, Communication Skills, and Non-Technical Skills. The results of these evaluations are also used in planning for the next year to make sure students are getting what they need in order to procure employment in area businesses after graduating. According to the most recent evaluation averages, areas of concern include work standards, critical thinking skills, writing communication, oral communication, interpersonal skills, and professional appearance. These areas will be discussed in length in departmental meetings.

Students are also encouraged to meet with their instructors when they need help with any subject. Instructors are required to offer a minimum of two hours of availability outside of class for every three-hour course taught. Other arrangements can be arranged if needed in order to satisfy students' needs.

Instructors run degree audits which list the courses taken and courses needed for their advisees. The students are then asked to sign the audits indicating they have been advised of their academic progress. Those who are potential graduates for the current semester are instructed to apply for graduation.

In all classes, students are encouraged to come to class, participate, ask questions, and complete homework assignments. They are also encouraged to see any instructor in the AOT program during office hours for one-on-one help if needed. Students may also use this time to work in the classroom while the instructor is present, in case the need for help arises while they are working on assignments. Additionally, if students need more time or another scheduled time to receive help, all instructors work together to make sure someone is available for students needing extra help, practice, or just a place to work. Set office hours are offered as a convenience to the students, but are not set as the only time

students can receive help from the instructors. All instructors are willing to come in early or stay late to accommodate students as needed. Instructors' office hours can be found on their syllabus (See Appendices I -13) and on their Web pages (See Appendices I - 14). Office hours are also posted outside the classroom.

Because of the interaction between the faculty and their students, many potential issues can be identified before they become problematic. This is done through Early Alert Forms. (See Appendix I -15) This helps identify students who are struggling before they become overwhelmed.

Appendix A1

Search

* Academics * Student Life * Faculty * About UAM * Future Students * Apply Now * A-Z Index

UAM Home

McGehee Home

Vice Chancellor's Welcome

About UAM CTM

Administration

Admissions

Bookstore

Certificates & Degrees

Continuing Education

Faculty & Staff

Financial Aid

Programs

Schedules

Adult Education

Assessments

Career Pathways

Directions and Map

Administrative Office Technology

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

We have three options in the Administrative Office Technology Program:

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

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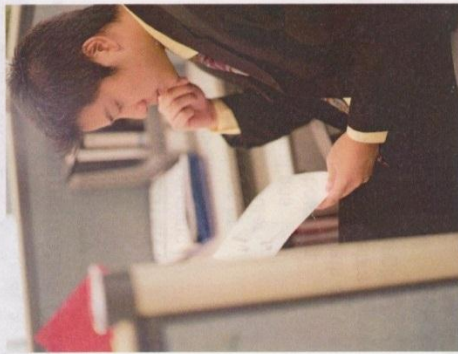
Student Learning Outcomes:

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

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

Technical Certificate

Dept	Course Number	Course Title	Credit Hours
		SEMESTER I	
BUS	1123	Tech Accounting I	3
CIS	2223	Microcomputer Applications **or**	3
BUS	1303	Tech Computer Applications	
BUS	1203	Tech Keyboarding	3
BUS	2143	Tech Business Math **or**	3
MATH	0183	Intermediate Algebra	
BUS	2003	Tech Business English **or**	3
ENGL	1013	Composition I	
		TOTAL	15
		SEMESTER II	
BUS	1213	Tech Keyboarding Applications	3
BUS	1503	Tech Word Processing/Information Processing	3
BUS	1563	Tech Administrative Support Procedures	3
BUS	1603	Tech Vocabulary Development	3
BUS	2013	Tech Business Communication	3
		3 hours from electives listed below	3
		TOTAL	18

http://www.uamont.edu/mcgehee/administrativeofficetechnology.htm   11/5/2012

Appendix A2

UAM College of Technology-McGehee

Administrative Office Technology

University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

http://www.uamont.edu/mcgehee/

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

Heather Groleske
Groleskeh@uamont.edu

Trudy Stringfellow, Instructor
Stringfellot@uamont.edu

Phone: 870-222-5360

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

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

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability

Financial Assistance

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

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

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105

UAM CTM Administrative Office Technology

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

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

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

Many experienced business majors command much higher salaries.

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

Student Learning Outcomes:

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

1. Produce business documents such as letters, memos, Emails, forms, tables, graphs, balance sheets, income statements, payroll registers, and other documents used in business offices.

2. Produce the above documents rapidly and accurately using the computer skills acquired.

3. Demonstrate the integration of theory, classroom and field experience to obtain entry level employment in a business office.

UAM CTM Administrative Office Technology

SEMESTER I

BUS	1123	Tech Accounting I	3
CIS	2223	Micro-Computer Applications or	3
BUS	1303	Tech Computer Applications	3
BUS	1203	Tech Keyboarding	3
BUS	2143	Tech Business Math or	3
MATH	0183	Intermediate Algebra	
BUS	2003	Tech Business English or	3
ENGL	1013	Composition I	
		TOTAL	**15**

SEMESTER II

BUS	1213	Tech Keyboarding Applications	3
BUS	1503	Tech Word Processing/ Information Processing	3
BUS	1563	Tech Administrative Support Procedures	3
BUS	1603	Tech Vocabulary Development	3
BUS	2013	Tech Business Communications	3
		3 hours of electives listed below	**3**
		TOTAL	**18**

SEMESTER III

BUS	2623	Tech Business Practicum	3
		3 hours of electives listed below	3
		TOTAL	**6**

Choose 6 hours from the following:

BUS	2153	Tech Computerized Accounting	3
BUS	2173	Tech Data Entry	3
BUS	2163	Tech Spreadsheet Applications	3

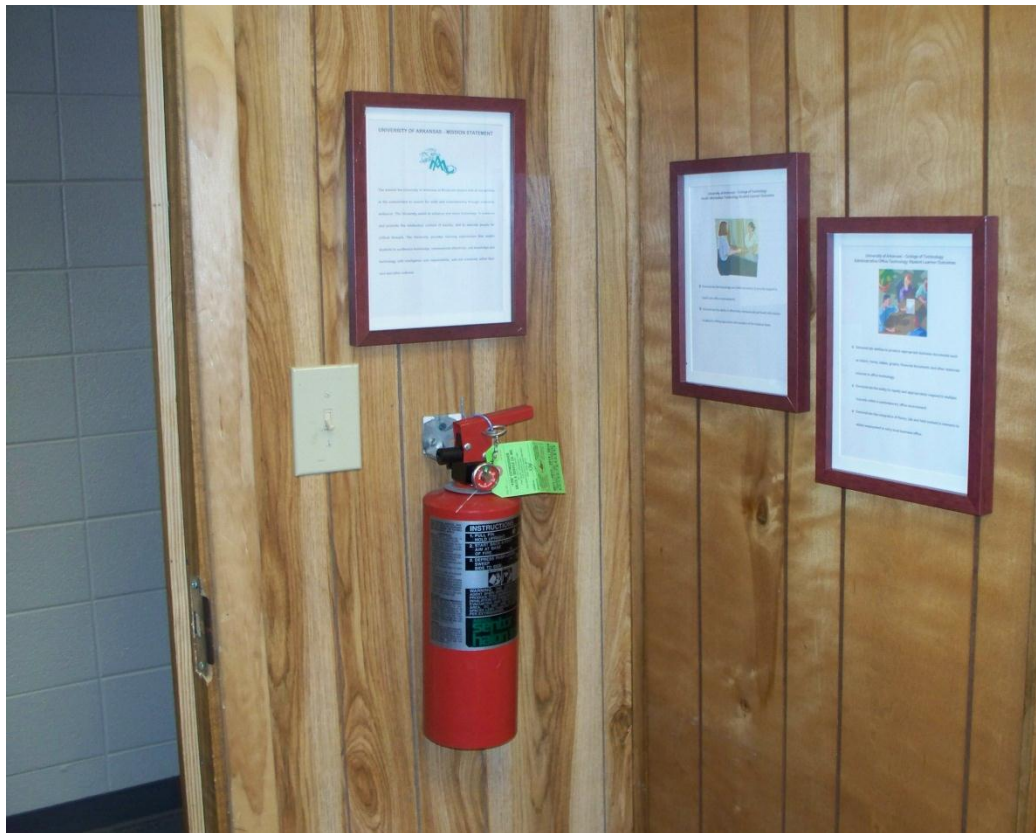**Total Hours for Technical Certificate:** 39

Appendix A3

Room 207

Keyboarding M, W

Keyboarding
Tuesday Night

Keyboarding Apps

Room 208

Appendix A3, cont.

AOT/HIT Hallway

Room 205

Appendix A3, cont.

Room 206

Appendix B1

Administrative Office Technology Department

Course Syllabus: BUS1503 TECH WORD / INFORMATION PROCESSING

Spring 2013 Semester: January 9, 2013 – May 7, 2013

Class Meets: MW 11:10 AM – 12:30 PM

Mission Statement:

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

BUS 1503 Tech Word / Information Processing
Renee Jones, Instructor
870-222-5360 ext. 5212
(870) 265-1509 cell
jonesre@uamont.edu

Office Hours: Monday, Tuesday 8:30 AM – 9:40 PM
Room 207 12:30 PM – 2:00 PM
McGehee Campus Wednesday, Thursday 8:30 AM – 9:40 AM
12:30 PM – 1:30 PM

Materials Needed:

 Textbook–*Microsoft Word 2010 Comprehensive*, Shelly, Vermaat, Cengage Learning, 2012, ISBN 1439079005
Course Number: BUS 1503
Credit Hours: 3
Corequisites / Prerequisite: BUS 1203
Course Description:

Designed for students to produce documents found in business offices. Students keyboard, edit, format, store, retrieve, and print acceptable documents using a word processing program.
Course Goals and Learning Outcomes:

1. To learn editing techniques and basic formatting.

2. Demonstrate the ability to integrate *Microsoft Word 2010* with other programs.

3. Demonstrate the ability to manage documents: switching, page and section breaks, headers, footers, styles, and outlines.

Appendix B1, cont.

4. To learn to create tables, charts, advanced forms, and work with multipage documents and references.

5. Develop skills that will allow students to enhance their online presence by using *Microsoft Word 2010* to integrate with online resources.

Administrative Office Technology Program Student Goals and Learning Outcomes:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology.

2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.

3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level

business offices.

Appendix B2

UAM
COLLEGE OF TECHNOLOGY – McGEHEE

Directions: Please use the scale below to evaluate the student intern in the following categories; place a check mark in the box that best matches your response.

2012

Weekly Evaluation						
Student Intern						
Week ending	□ June 4, 2012		□ June 11, 2012	□ June 18, 2012		□ June 25, 2012
Guidelines						
5 = Outstanding	4 = Good	3 = Average	2 = Needs Attention	1 = Poor		N/A = Not Applicable
General Technical Skills and Knowledge						
	5	4	3	2	1	N/A
1. Knowledge level of terms and concepts related to job	☐	☐	☐	☐	☐	☐
2. Technical ability to perform tasks related to job	☐	☐	☐	☐	☐	☐
3. Quality of work (accuracy, organizations, creative)	☐	☐	☐	☐	☐	☐
4. Production (volume and speed of work)	☐	☐	☐	☐	☐	☐
5. Work standards (goes above and beyond)	☐	☐	☐	☐	☐	☐
6. Critical thinking skills (decision-making, problem-solving)	☐	☐	☐	☐	☐	☐
Communication Skills						
	5	4	3	2	1	N/A

		5	4	3	2	1	N/A
7.	Writing communication (grammar, spelling, punctuation)	☐	☐	☐	☐	☐	☐
8.	Oral communication	☐	☐	☐	☐	☐	☐
9.	Follows directions	☐	☐	☐	☐	☐	☐
10.	Listening skills	☐	☐	☐	☐	☐	☐
11.	Communication with supervisor(s)	☐	☐	☐	☐	☐	☐
12.	Communication with co-workers	☐	☐	☐	☐	☐	☐
Non-Technical Skills							
		5	4	3	2	1	N/A
13.	Motivation/enthusiasm	☐	☐	☐	☐	☐	☐
14.	Initiative (self-starter, works independently)	☐	☐	☐	☐	☐	☐
15.	Punctuality and dependability	☐	☐	☐	☐	☐	☐
16.	Attendance	☐	☐	☐	☐	☐	☐
17.	Interpersonal skills (tact, judgment, courtesy, rapport)	☐	☐	☐	☐	☐	☐
18.	Professional appearance (appropriate for work site)	☐	☐	☐	☐	☐	☐
19.	Adaptability (willingness to do as asked)	☐	☐	☐	☐	☐	☐
20.	Overall attitude	☐	☐	☐	☐	☐	☐

Suggested Area(s) to Work on for Improvement:
_____

Appendix B3

We need a copy of the final exam interview from Bus. Communication - Rubric

Appendix C1

| Student | Business English Sections 1 & 2 | | | Pre-Test % | Post-Test % | Improvement |
	Pre-Test	Post Test	Possible			
1	6	21	70	9%	30%	250.0%
2	20	34	70	29%	49%	70.0%
3	5	6	70	7%	9%	20.0%
4	18	28	70	26%	40%	55.6%
5	16	28	70	23%	40%	75.0%
6	10	19	70	14%	27%	90.0%
7	15	22	70	21%	31%	46.7%
8	32	35	70	46%	50%	9.4%
9	6	9	70	9%	13%	50.0%
10	27	24	70	39%	34%	-11.1%
11	23	34	70	33%	49%	48%
12	23	34	70	33%	49%	48%
13	23	38	70	33%	54%	65%

Appendix C2

Word/Information Processing

Student	Pre-test	Post Test	Possible	Pre-Test %	Post-Test %	Change
1	27	29	44	61%	66%	7%
2	31	28	44	70%	64%	-10%
3	28	35	44	64%	80%	25%
4	27	29	44	61%	66%	7%
5	21	26	44	48%	59%	24%
6	27	31	44	61%	70%	15%

Appendix C3

Keyboarding - Daytime Class - Speed

Student	Speed/Errors	Speed/Errors	Change	
1	11 words/1 error	30/4		173%
2	15/8	20/3		33%
3	33/6	40/1		21%
4	36/0	45/3		25%
5	54/3	53/3		-2%
6	49/1	49/0		0%
7	20/1	37/3		85%
8	32/4	46/0		44%
9	21/10	36/0		71%

Keyboarding - Daytime Class - Errors

Student	Errors Average - Pre	Errors Average - Post	Errors Change
	3.8	1.9	-50%

Keyboarding - Night Class - Speed

Student	Speed/Errors	Speed/Errors	Change
1	46/0	55/0	20%
2	30/2	39/2	30%
3	18/2	27/0	50%
4	25/40	46/0	84%
5	33/39	39/3	18%
6	12gwam/7 errors	27/1	125%
7	20/2	24/0	20%
8	12gwam/4 errors	17/1	42%
9	25/2	34/4	36%
10	12gwam/11 errors	27/5	125%
11	22/2	24/1	9%
12	16/4	23/1	44%
13	27/0	36/2	25%
14	18/1	20/9	11%
15	12gwam/4errors	12gwam/1 error	0%
16	32/22	37/4	68%

Keyboarding - Night Class - Errors

Errors Average - Pre	Errors Average - Post	Errors Change
8.6	2.1	-76%

Appendix C4

Keyboarding Applications - Speed

Student	Speed/Errors	Speed/Errors	Speed Change
1	36/7	42/1	17%
2	22/2	32/2	45%
3	28/6	30/1	7%
4	39/5	40/6	3%
5	48/9	35/2	-27%

Keyboarding Applications - Errors

Errors Average - Pre	Errors Average - Post	Errors Change
5.8	2.4	-59%

Appendix C5

BUSINESS MATH SECTION 1

Student	Pre Test	Post Test	Pre-Test %	Post-Test %	Change
1	64	72	64%	72%	13%
2	80	72	80%	72%	-10%
3	72	72	72%	72%	0%
4	0	64	0%	64%	0%
5	48	80	48%	80%	67%
6	48	56	48%	56%	17%
7	44	56	44%	56%	27%
8	28	48	28%	48%	71%
9	36	76	36%	76%	111%
10	56	72	56%	72%	29%
11	64	80	64%	80%	25%
12	48	60	48%	60%	25%
13	60	76	60%	76%	27%
14	60	60	60%	60%	0%
15	64	64	64%	64%	0%

BUSINESS MATH SECTION 2

Students	Pre Test	Post Test	Pre-Test %	Post-Test %	Change
1	44	52	44%	52%	18%
2i	48	80	48%	80%	67%
3	12	52	12%	52%	333%
4	80	68	80%	68%	-15%
5	44	72	44%	72%	64%
6	72	84	72%	84%	17%
7	64	76	64%	76%	19%
8	36	48	36%	48%	33%

Appendix C6

Administrative Support

Student	Pre-Test Scores	Post-Test Scores	Pre-Test %	Post-Test %	Change
1	70	80	70%	80%	14%
2	66	68	66%	68%	3%
3	46	50	46%	50%	9%
4	48	56	48%	56%	17%
5	52	22	52%	22%	-58%
6	62	72	62%	72%	16%
7	60	68	60%	68%	13%
8	46	52	46%	52%	13%

Exiting from Word

Clicking the [File] tab and then clicking the [X Exit] button closes the Word application. It's important to exit Word in an orderly fashion. Turning off your computer before exiting Word could cause you to lose data.
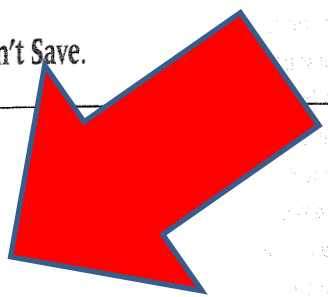
Hands-On 1.11: Exit from Word

1. **Click** the [File] tab.

2. **Click** the [X Exit] button at the bottom of the list.

3. When Word prompts you to save changes, click **Don't Save**.

Concepts Review

[Concepts Review] labyrinthelab.com/fastcourse_word10

To check your knowledge of the key concepts introduced in this lesson, complete the Concepts Review quiz by going to the URL listed above.

Appendix D2

Chapter Outline

I. A world of computers [p. 4]

Computer (or digital) literacy means _____

II. What is a computer? [p. 6]

A computer is _____

A. Data and information [p. 6]
- Data is _____
- Information is _____

B. Information processing cycle [p. 6]
- Computers process _____ (input) into _____ (output).
  Instructions are _____
  The information processing cycle is _____

III. The components of a computer [p. 6]
- Hardware is _____

A. Input devices [p. 6]
- An input device is _____
- Widely used input devices include: _____

B. Output devices [p. 7]
- An output device is _____
- Common output devices include: _____

C. System unit [p. 7]
- The system unit is _____
- The system unit circuitry usually is part of, or is connected to, the

X. Game consoles [p. 24]

A game console is _____

XI. Servers [p. 25]
- A server is _____

XII. Mainframes [p. 25]

A mainframe is _____

XIII. Supercomputers [p. 25]

A supercomputer is _____

XIV. Embedded computers [p. 26]

An embedded computer is _____

Some everyday products that contain embedded computers include:
- _____
- _____
- _____

XV. Elements of an information system [p. 27]

An information system is composed of _____

For an information system to be successful, all of these elements listed above must be present and work together.

XVI. Examples of computer usage [p. 28]

Different categories of users rely on computers for a variety of purposes.

A. Home user [p. 28]

A home user spends time on the computer for different reasons that include:
_____

B. Small office/home office user [p. 30]

A small office/home office (SOHO) includes: _____

Appendix D2, cont.

Self-Test

Matching

1. _____ input device
2. _____ output device
3. _____ system unit
4. _____ storage device
5. _____ communications device
6. _____ utility program
7. _____ installing
8. _____ Internet-enabled
9. _____ game console
10. _____ supercomputer

a. mobile computing device designed for single-player or multiplayer video games

b. allows a user to enter data and instructions into a computer

c. writes the instructions necessary to process data into information

d. setting up software to work with a computer

e. type of mobile device that can connect to the Internet wirelessly

f. box-like case that contains electronic components of the computer used to process data

g. enables a computer to send data to and receive data from other computers

h. collection of computers connected together via telephone lines, modems, or other means

i. permits a user to perform maintenance-type tasks

j. records and/or retrieves items to and from a medium

k. any component that can convey information to one or more people

l. capable of processing more than one quadrillion instructions in a single second

True/False

_____ 1. Through computers, society has instant access to information from all around the globe.

_____ 2. Most computers today cannot communicate with other computers.

_____ 3. A mouse contains keys that allow you to type letters of the alphabet, numbers, spaces, punctuation marks, and other symbols.

_____ 4. Three commonly used input devices are a printer, a monitor, and speakers.

_____ 5. Storage differs from memory in that it holds items only temporarily while the processor interprets and executes them, whereas memory can hold items permanently.

_____ 6. A network is a collection of computers and devices connected together via communications devices and transmission media.

_____ 7. More than one billion people around the world use the Internet daily for a variety of reasons.

_____ 8. Application software serves as the interface among the user, the system software, and the computer's hardware.

_____ 9. A computer's size, speed, processing power, and price typically determine the category it best fits.

_____ 10. Few SOHO (small office/home office) computer users communicate with each other through e-mail.

Multiple Choice

_____ 1. How does information differ from data?
   a. Information is a collection of raw, unprocessed facts.
   b. Information can include words, numbers, images, and sounds.
   c. Information is organized, meaningful, and useful.
   d. Information is processed to produce data.

_____ 2. What are examples of input devices?
   a. keyboard and mouse
   b. central processing unit (CPU) and memory
   c. printer and monitor
   d. all of the above

_____ 3. Which of these storage media has the storage capacity for full-length movies?
   a. CDs
   b. DVDs
   c. USB flash drives
   d. all of the above

_____ 4. Which of the following is an advantage of using computers?
   a. Computers can perform information processing cycle operations with amazing speed, reliability, and accuracy.
   b. Computers can store huge amounts of data.
   c. Computers can communicate with other computers.
   d. all of the above

_____ 5. Which of the following items controls access to the resources on a network?
   a. client
   b. application service provider
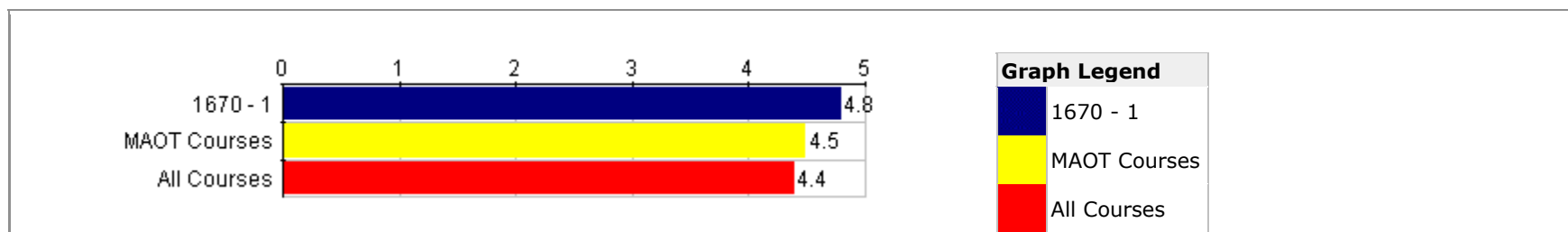   c. server
   d. graphical user interface

Appendix D3

Student	Test - Chapter 4	Test - Chapter 5	Test - Chapter 6	Test - Chapter 7
1	40	87	103	50
2	0	114	92	75
3	62	115	93	73
4	97	115	110	83
5	78	115	100	67
6	75	107	109	83
7	47	110	108	83
8	83	110	99	73
9	56	105	99	73
10	82	110	22	79
11	91	115	100	103
12	76	109	111	68
13	85	109	109	79
14	73	113	100	77
15	85	92	93	99
16	66	100	107	90
17	87	100	104	90
18	87	105	109	93
19	55	115	99	75

Appendix E1

Course:	1670 1 - TECH COMPUTER ACCT	Department:	MAOT
Responsible Faculty:	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX	**Responses / Expected:**	4 / 7

Graph Legend
- 1670 - 1
- MAOT Courses
- All Courses

		1670 - 1												--- Comparisons ---				
Course Based Questions		**Responses**					**Course**								**MAOT**			**All**	
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ 1	Grp. Med.	Mean	-=+ 1
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	3	1	0	0	0	5	**4.8**	5	4	5	.43	.19	.22	**4**	**4.8**	4.7	4.5	=	4.6	4.4	=
	Number of Courses / Survey Responses used for Comparisons:																12 / 87			700 / 3,915		

Q2 - What did you like and dislike most about this course?
Response Rate: **75.00**% (**3** of **4**)

-	The instructor inspires one to work beyond one's capabilities. Plus, I enjoy mathematics anyway.
-	I liked learning how to do business on the computer for an office job, I have no dislike
-	No comment!
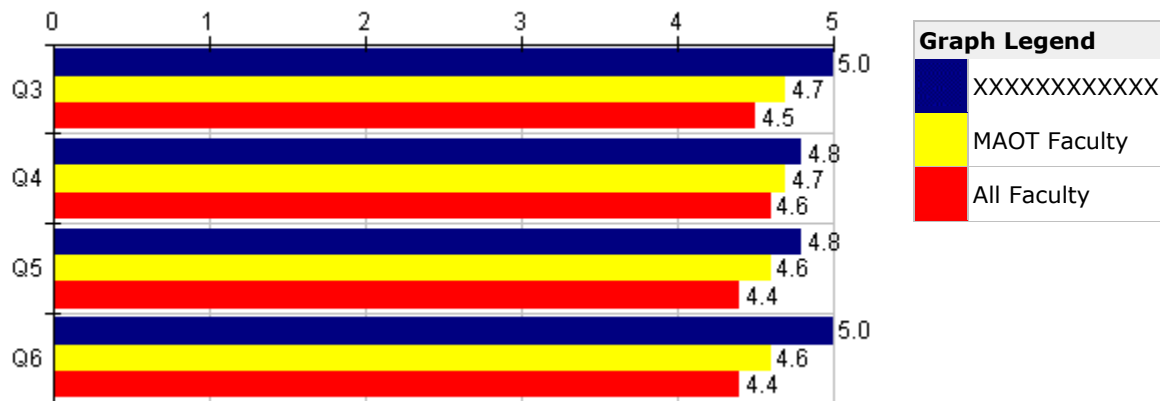
Instructor Based Questions		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ 1	Grp. Med.	Mean	-=+ 1
				Responses						Individual							MAOT			All		
Q3	The instructor is willing to help the students learn.	4	0	0	0	0	5	5	5	5	5	0	0	0	4	5	4.9	4.7	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	3	1	0	0	0	5	4.8	5	4	5	.43	.19	.22	4	4.8	4.9	4.7	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	3	1	0	0	0	5	4.8	5	4	5	.43	.19	.22	4	4.8	4.8	4.6	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	4	0	0	0	0	5	5	5	5	5	0	0	0	4	5	4.8	4.6	=	4.7	4.4	=
Number of Individuals / Survey Responses used for Comparisons:																	12 / 88			700 / 3,915		

--- Comparisons ---

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**NA**] Neither Agree Nor Disagree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Appendix E2

Exit – Self-Evaluation

Directions: Please use the scale below to evaluate your job performance in the following categories. Circle the number that best matches your response.

Student Intern _____

STATEMENT	Excellent	Above Average	Average	Below Average	Poor
My overall job experience was good, and I would recommend that Business Practicum be offered again next semester.	5	4	3	2	1
COMPETENCE IN THE JOB					
Decision-making Skills	5	4	3	2	1
Organizational Skills	5	4	3	2	1
Problem Solving	5	4	3	2	1
Productivity	5	4	3	2	1
Initiative	5	4	3	2	1
PROFESSIONALISM					
Personal Appearance	5	4	3	2	1
Attitude	5	4	3	2	1
Punctuality	5	4	3	2	1
Dependability	5	4	3	2	1
Confidentiality	5	4	3	2	1
Adaptability	5	4	3	2	1
INTERPERSONAL RELATIONS					
Client Relations	5	4	3	2	1
Staff Relations	5	4	3	2	1
Empathy	5	4	3	2	1
Cooperation	5	4	3	2	1
Friendliness	5	4	3	2	1
Oral Communication	5	4	3	2	1
Written Communication	5	4	3	2	1
PERSONAL ATTRIBUTES					
Creativity	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Persistence	5	4	3	2	1
Assertiveness	5	4	3	2	1
Stability	5	4	3	2	1
Self-Motivation	5	4	3	2	1
Desire to Learn	5	4	3	2	1

Appendix E2, cont.

Using the following scale, please rank the following aspects of the AOT program.

       5 – Outstanding

       4 – Excellent

       3 – Good/Average

       2 – Fair

       1 – Poor

       N/A – Not applicable

ASPECT	Outstanding	Excellent	Good/Average	Fair	Poor	N/A
Knowledgeable faculty	5	4	3	2	1	0
Academic advising	5	4	3	2	1	0
Quality of computing equipment and facilities	5	4	3	2	1	0
Quantity of computing equipment and facilities	5	4	3	2	1	0
Staff and technical support	5	4	3	2	1	0
Overall AOT experience	5	4	3	2	1	0

Using the following scale, please rank the following aspects of the AOT program and your acquisition of the AOT student learning outcomes:

       5 – Outstanding

       4 – Excellent

       3 – Good/Average

       2 – Fair

       1 – Poor

       N/A – Not applicable

Appendix E2, cont.

ASPECT	Outstanding	Excellent	Good/ Average	Fair	Poor	N/A
Ability to use Microsoft Word to produce letters.	5	4	3	2	1	0
Ability to use Microsoft Word to produce forms. i.e. invoices, brochures, flyers	5	4	3	2	1	0
Ability to use Microsoft Word to produce tables.	5	4	3	2	1	0
Ability to use Microsoft Excel to produce graphs.	5	4	3	2	1	0
Knowledge of accounting to produce financial documents. i.e. balance sheet, income statements	5	4	3	2	1	0
Ability to produce other inherent materials in office technology. i.e. Microsoft PowerPoint presentations	5	4	3	2	1	0
Ability to obtain employment in entry level business office	5	4	3	2	1	0
Overall AOT experience	5	4	3	2	1	0

Overall evaluation of the AOT program should be written below. This is your opportunity to evaluate the effectiveness of courses, instructors and curriculum.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix E3

Directions: Please use the scale below to evaluate the student
intern in the following categories; place a check mark in the box that best matches your response.

2013

Weekly Evaluation				
Student Intern				
Week ending	☐ June 3, 2013	☐ June 10, 2013	☐ June 17, 2013	**X** June 24, 2013

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

General Technical Skills and Knowledge						
		5	4	3	2	1	N/A
21.	Knowledge level of terms and concepts related to job	☐	☐	☐	☐	☐	☐
22.	Technical ability to perform tasks related to job	☐	☐	☐	☐	☐	☐
23.	Quality of work (accuracy, organizations, creative)	☐	☐	☐	☐	☐	☐
24.	Production (volume and speed of work)	☐	☐	☐	☐	☐	☐
25.	Work standards (goes above and beyond)	☐	☐	☐	☐	☐	☐
26.	Critical thinking skills (decision-making, problem-solving)	☐	☐	☐	☐	☐	☐

Communication Skills						
		5	4	3	2	1	N/A
27.	Writing communication	☐	☐	☐	☐	☐	☐

		5	4	3	2	1	N/A
	(grammar, spelling, punctuation)						
28.	Oral communication	☐	☐	☐	☐	☐	☐
29.	Follows directions	☐	☐	☐	☐	☐	☐
30.	Listening skills	☐	☐	☐	☐	☐	☐
31.	Communication with supervisor(s)	☐	☐	☐	☐	☐	☐
32.	Communication with co-workers	☐	☐	☐	☐	☐	☐

Non-Technical Skills

		5	4	3	2	1	N/A
33.	Motivation/enthusiasm	☐	☐	☐	☐	☐	☐
34.	Initiative (self-starter, works independently)	☐	☐	☐	☐	☐	☐
35.	Punctuality and dependability	☐	☐	☐	☐	☐	☐
36.	Attendance	☐	☐	☐	☐	☐	☐
37.	Interpersonal skills (tact, judgment, courtesy, rapport)	☐	☐	☐	☐	☐	☐
38.	Professional appearance (appropriate for work site)	☐	☐	☐	☐	☐	☐
39.	Adaptability (willingness to do as asked)	☐	☐	☐	☐	☐	☐
40.	Overall attitude	☐	☐	☐	☐	☐	☐

Suggested Area(s) to Work on for Improvement:

AOT/HIT Departmental Meeting Minutes

Tuesday, January 8, 2013

The AOT/HIT Departments met on Tuesday, January 8, 2013, at Big Poppas Restaurant from 11:30 AM to 1:00 PM. All instructors were present. The group discussed attendance and makeup work procedures and decided to continue with the way it was being handled from the previous semester. Retention was discussed and the group brainstormed ways to retain our students. Many suggestions were made and each instructor will try out several different methods and bring results to the next meeting.

The group then discussed folders and were told to remember three items: (1) File all 2012 folders in the file cabinets in the office; (2) Purge all 2011 folders for your classes; (3) Be sure to label Spring 2013 folders with the semester on them.

The group then discusses the final exam policy. It was decided that doors will be locked at the beginning of exams and late attendees should even try to come.

Heather and Renee were then asked for their pre and post-tests as they complete them for their spring classes.

There being no further business, the group dismissed.

Appendix F2

<p style="text-align:center">The Teaching Professor Conference</p>

<p style="text-align:center">May 31, 2013 – June 2, 2013</p>

Kim Wallis, Renee Jones, and I attended the 2013 teaching professor conference in New Orleans LA. This conference was designed to help instructors that did not have education degrees come up with ways to teach and retain students. It also focused on the different ways to utilize technology in the classroom.

Presenters showed how to use the theoretical models of Bloom's Cognitive Taxonomy and the Technology, Pedagogy and Content Knowledge (TPACK) model, to identify ways to align the vast technological possibilities the pedagogical goals. Also, presenters discussed student perceptions, confidence levels, and cheating in the classroom and how all of these affect learning.
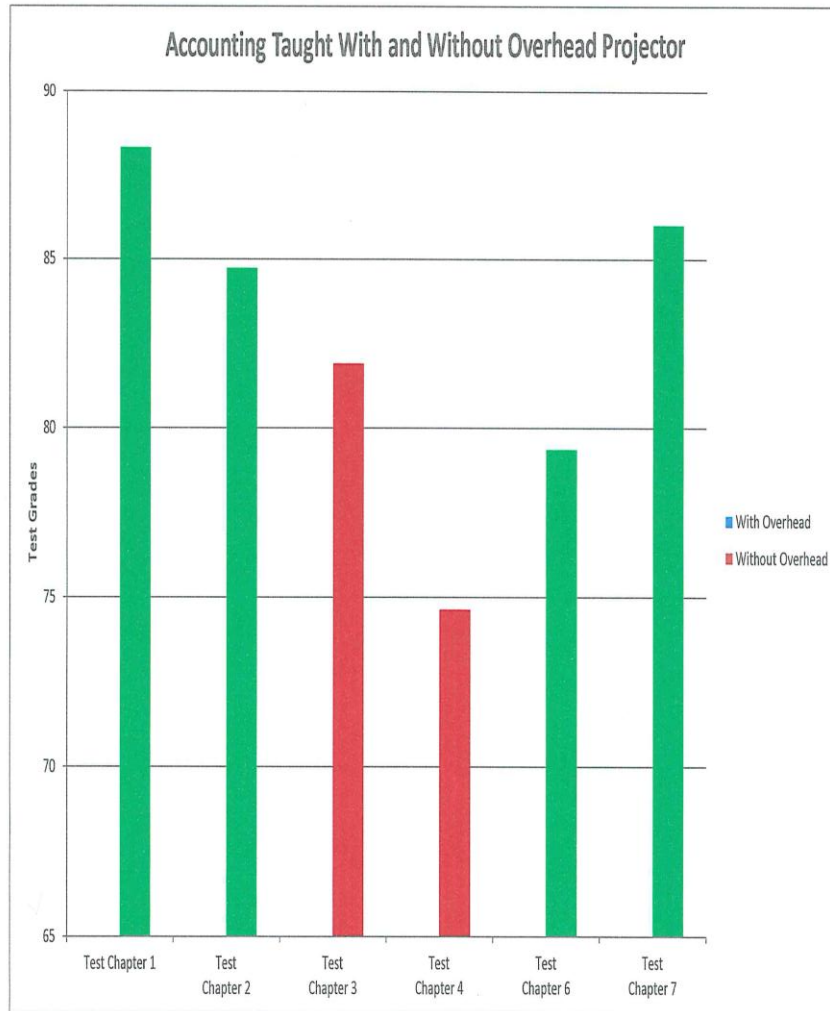
One of the ideas we brought back from the conference and plan to implement in our classroom is journaling. I will be implementing this especially on test or quiz days. Studies show that students perform better on tests and quizzes when instructors give them a brainstorming exercise before an exam.

Another idea we brought back is the idea of "jigsaw." This can be done in many ways. The students number off (1,2,3,4, etc.) and are put in groups. Each student is assigned a section in the chapter to read. The next day the students come back and share what they have learned with their group. Then groups are shuffled up and they must discuss with their new group what they learned from the assignment. This allows all group members to be accountable for their part.

Cultural awareness was addressed as well. Presenters explained the importance of understanding social and cultural context in the classroom. They discussed how misunderstandings happen and sometimes, those misunderstandings are culturally and linguistically based. In this session, we got into groups of two and two members of each group were sent out of the room to come up with questions to ask our group. Inside the groups were given specific instructions about the culture we were to portray. The other participants were brought back in to ask the groups questions and find out as much about the culture as possible. The activity proved that if you don't know your students and their culture, and don't ask questions to learn about their culture then there will be misunderstanding in the classroom.

The idea of scaling up or flipping the classroom was presented as well. Many times the instructors are the ones that do all of the talking in the classroom. The idea of flipping the classroom allows the students to be more active and involved. This session showed how using projectors, smartphones, IPADS, laptops, can get students involved. We all downloaded a free app called "pickmebuzzer" and the presenter showed how students could actively interact by buzzing in to answer questions.

Appendix G1

AOT/HIT Departmental Meeting Minutes

Tuesday, January 8, 2013

The AOT/HIT Departments met on Tuesday, January 8, 2013, at Big Poppas Restaurant from 11:30 AM to 1:00 PM. All instructors were present. The group discussed attendance and makeup work procedures and decided to continue with the way it was being handled from the previous semester. Retention was discussed and the group brainstormed ways to retain our students. Many suggestions were made and each instructor will try out several different methods and bring results to the next meeting.

The group then discussed folders and were told to remember three items: (1) File all 2012 folders in the file cabinets in the office; (2) Purge all 2011 folders for your classes; (3) Be sure to label Spring 2013 folders with the semester on them.

The group then discusses the final exam policy. It was decided that doors will be locked at the beginning of exams and late attendees should even try to come.

Heather and Renee were then asked for their pre and post-tests as they complete them for their spring classes.

There being no further business, the group dismissed.

Appendix H2

Advisory Committee Meeting

AOT/HIT

Monday, October 22, 2012

The annual fall advisory committee meeting was held on Monday, October 22, 2012, in Room 208 on the McGehee campus. Trudy Stringfellow called the meeting to order at 7:30. Committee members and staff were introduced. Members present included Charles Lloyd, McGehee Bank; David Holt, Ralph-McQueen Accountants; Beth Holt, McGehee-Desha Hospital; and Gail Bell, Chicot Memorial Hospital. Staff members present were Heather Groleske, Renee Jones, and Trudy Stringfellow. Committee members absent were Vonda Russell, Drew Memorial Hospital; and Waverland Vance, Select 1 Insurance. Staff members absent were Kim Wallis and Rebecca Newton.

The minutes from the April 24, 2012 meeting were in their packets and were read and approved. Mr. Charles Lloyd made the motion to approve them and other members seconded the motion.

Trudy Stringfellow announced that new computers had been put in Room 207, and, therefore, all AOT/HIT rooms had up-to-date equipment in them. All AOT/HIT instructors are using Windows 7 operating system and Microsoft Office 2010 application program. The AOT/HIT programs will continue to be updated together. The next update is supposed to occur in the fall of 2013.

The committee members were informed of the current bandwidth problem that has slowed the computers down to a crawl. When too many employees/students are on the computers at one time, it is almost impossible to get anything done that requires network or internet access. Teachers who teach online courses through Blackboard have had to scale back in order to get any teaching done.

It was announced to the committee that another computer course, Tech Computer Fundamentals, will begin in the spring to help out the other departments' students who need just a very basic course in how to operate a computer. Tech Computer Applications for Business will still be taught as a requirement for the AOT/HIT students. It will be taught with higher standards than Tech Computer Fundamentals and will be offered to students in other programs based on space. Renee Jones explained some of the problems she has been having with her students who do not understand the level of work she is requiring of them so that their standard of learning can be employable.   Mr. Charles Lloyd stated that if a student can't meet our standards, then they will not be able to meet his employability standards.

Trudy Stringfellow went over the retention table and chart included in the packet. The members were pleased that the retention rate had improved in a year. From the beginning of school through October 11, the rates were as follows: Stringfellow, 97%; Groleske, 94%; Jones, 83%; Wallis, 98%, and Newton, 95%.

Heather Groleske gave a report on graduation/completion numbers for the AOT program. Potential numbers for December completers are as follows: Certificates of Proficiency – 5; Technical Certificates – 2; AASGTs – 2. She also reported that there are currently 5 new AOT students this semester. In Kim Wallis's absence, Trudy gave the

Appendix H2, cont.

HIT graduation/completion report. Potential numbers for HIT graduates/completers are as follows: Certificates of Proficiency – 2 for December, 10 for May; Technical Certificates – 3 for December, 6 for May, 1 for June; AASGT – 3 in December, 8 in May. There are 16 new HIT students this semester.

Renee Jones and Trudy Stringfellow then discussed the new associate degree plan for HIT. It has approval from the UAM-CTM administration and the Crossett campus. The committee members reiterated how much this is needed in our community. It will probably take a couple of years to really get it under way because of all the committees that it must get approval from. A student completing an associate's in HIT will be eligible to sit for the RHIT, which is the first test for certification in HIT.

The committee was then shown a PowerPoint that is used for recruitment at area Chamber of Commerce meetings.

The following recommendations were then taken: (a) get computer problems fixed, (b) try to get the Associate's Degree in Health Information Technology in place as soon as possible.

The committee members voted to have the minutes distributed via email.

With no further business, the meeting was adjourned at 8:30 PM.

Name of Faculty or Staff Member: Heather Groleske				
Name of Individual or Organizational Contact: College Goal Sunday				
Date: February 2012	Location: UAM-CTM	Requested By:		Total Time of Contact: 1 hr.
Purpose of Contact (Indicate any options that apply) Retention (Recruiting) Program/Course Input Other				

Description of Contact:

I was available to discuss the AOT/HIT programs with anyone wanting information.

Changes Occurring Because of Contact:

Encourage enrollment for AOT/HIT programs.

Name of Faculty or Staff Member: Heather Groteske			
Name of Individual or Organizational Contact: Dr. Sheron w/ Sheron Family Practice			
Date: June 2012	Location: Monticello	Requested By:	Total Time of Contact: 1.5 hrs
Purpose of Contact (Indicate any options that apply)			
Retention	Recruiting	(Program/Course Input)	Other

Description of Contact:

Kim and I met with Dr. Sheron to discuss the possibility AOT/HIT. Students that would be recommended for work. She was needing additional employees.

Changes Occurring Because of Contact:

We had two students become employed, and hopefully opened the pathway for more students to become employed at Sheron Family Practice.

Name of Faculty or Staff Member: Heather Groleske			
Name of Individual or Organizational Contact: Advisory Committee for			
Date: November 2012	Location: UAM-CTM	Requested By:	Total Time of Contact: 2 hrs.
Purpose of Contact (Indicate any options that apply)			
Retention	Recruiting	(Program/Course Input)	Other

Description of Contact:

Attended Advisory Committee meeting and met with the AOT/HIT advisory panel to discuss changes within both programs. Received suggestions and changes from the advisory panel.

Changes Occurring Because of Contact:

Received recommendations for changes for the AOT/HIT program.

Name of Faculty or Staff Member: Heather Groleske

Name of Individual or Organizational Contact:

Date:	Location:	Requested By:	Total Time of
Fall 2012	UAM-CTM		Contact: 2 hrs/wk

Purpose of Contact (Indicate any options that apply)

(Retention)   Recruiting   Program/Course Input   Other

Description of Contact:

I hold study groups prior to each Math test. These are held either on Monday or Wednesday depending on the test day from 11:30 - 1:30 p.m. Students that come usually do better on the tests than those that don't attend.

Changes Occurring Because of Contact:

This allows students extra help on each chapter which helps improve their test scores.

Name of Faculty or Staff Member: Heather Groteske			
Name of Individual or Organizational Contact: Chicot Memorial Hospital			
Date: Feb 2012	Location: Lake Village	Requested By:	Total Time of Contact:
Purpose of Contact (Indicate any options that apply) Retention (Recruiting) Program/Course Input Other			
Description of Contact: Discussed placing our students in the hospital when it is time for the students to do their practicum.			
Changes Occurring Because of Contact: Allows students an opportunity to do their practicum medical office setting. This is especially good for HIT students			

Name of Faculty or Staff Member: Heather Groleske			
Name of Individual or Organizational Contact: Email			
Date: Spring & Fall	Location:	Requested By:	Total Time of Contact: 2hrs/wk
Purpose of Contact (Indicate any options that apply)			
(Retention) Recruiting Program/Course Input Other			

Description of Contact:

Emailed back and forth with students to provide help with homework almost daily during the Fall and Spring 2012 semesters.

Changes Occurring Because of Contact:

This helps the student complete their assignments instead of getting frustrated because they don't understand and helps them to not give up so easily.

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: *Owl Fest*			

Date: 10-13-12	Location: Mcbdee Park	Requested By:	Total Time of Contact: 2 hrs.

Purpose of Contact (Indicate any options that apply)

Retention   (Recruiting)   Program/Course Input   Other

Description of Contact:

worked 5K run. gave out medals. talked to a few students/potential students about school.

Changes Occurring Because of Contact:

community aware of our involvement in areas other than classroom.

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: Fall Advisory Meeting			

Date: 10-22-12	Location: Mcbehee	Requested By:	Total Time of Contact:

Purpose of Contact (Indicate any options that apply)

Retention   Recruiting   (Program/Course Input)   Other

Description of Contact:

met with advisory committee, including 1 new member, to update & inform of changes in curriculum & technology.

Changes Occurring Because of Contact:

computers are getting upgrades to help with bandwidth problem.

Appendix I - 9

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: Mcbehee Chamber			
Date: 11-9-12	Location: Mcbehee High	Requested By:	Total Time of Contact:
Purpose of Contact (Indicate any options that apply) Retention ⟨Recruiting⟩ Program/Course Input ⟨Other⟩			

Description of Contact:

represented UAM COT to receive award.

Changes Occurring Because of Contact:

business leaders can see that UAM COT, is an asset to their community.

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: Spring Advisory Meeting			

Date: 4-24-12	Location: COT-Mc	Requested By:	Total Time of Contact: 1 hr

Purpose of Contact (Indicate any options that apply)

Retention   Recruiting   Program/Course Input   Other

Description of Contact:

met with advisory committee to discuss positive & negative changes since previous meeting.

Changes Occurring Because of Contact:

keeps them up to date with changes so they know what we are teaching and can make relevant suggestions to help us improve our curriculum.

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: Practicum site – Apt. Complex			

Date: 6-12-12	Location: Dermott	Requested By:	Total Time of Contact: 45'

Purpose of Contact (Indicate any options that apply)

Retention   Recruiting   Program/Course Input   Other

Description of Contact:

Talked to apt. manager about letting an AOT student work in office to fulfill student's curriculum requirements

Changes Occurring Because of Contact:

Manager now knows some of what we teach and what our students are capable of doing. This could lead to new students from apt. complex who need training in order to get a job to pay their rent.

Name of Faculty or Staff Member:	Trudy Stringfellow		
Name of Individual or Organizational Contact: High School Student email			

Date: 3-12	Location: Mcbehee	Requested By:	Total Time of Contact: 2'

Purpose of Contact (Indicate any options that apply)

Retention   (Recruiting)   Program/Course Input   Other

Description of Contact:

a high school student emailed me because she got my email address off of web. We talked about my program, and she said she would come talk here.

My computer messed up & I lost email - Don't know if she showed up & talked to Heather.

Changes Occurring Because of Contact:

Appendix I - 13

UNIVERSITY OF ARKANSAS AT MONTICELLO

Administrative Office Technology Department

Course Syllabus - Tech Administrative Support Procedures (BUS 1563)

Spring 2013 Semester: January 9, 2013 – May 7, 2013

Class meets: Online

Heather Groleske, Instructor

Office Location: Room 205

Phone number: 870-222-5360 ext. 5265

E-mail address: groleskeh@uamont.edu

Prerequisites: None

Spring 2013 Office Hours:	**Monday**	**11:30 AM – 1:30 PM**
	Tuesday	**11:30 AM – 1:30 PM**
	Wednesday	**11:30 AM – 1:30 PM**
	Thursday	**11:30 AM – 1:30 PM**

UNIVERSITY OF ARKANSAS AT MONTICELLO
UAM CTM - AOT
TECH BUSINESS COMMUNICATIONS
PARTIAL ONLINE COURSE
Class Meets on Monday and Wednesday (as announced) from 1:40 – 3:00
Spring 2013

Mission Statement

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

Instructor Name: Trudy Stringfellow

Instructor Phone: 870-222-5360, ext. 5214

Instructor Email Address: stringfellot@uamont.edu

Office Hours: MONDAY and WEDNESDAY – 11:00 AM – 1:00 PM; TUESDAY – 9:00 AM – 9:30 AM, 12:30 PM – 2:00 PM; THURSDAY - 9:00 AM – 9:30 AM, 12:30 PM – 1:00 PM

Online Office Hours: TUESDAY AND THURSDAY – 7:00 PM – 8:00 PM

Appendix I – 14

UAM College of Technology - McGehee

Heather Groleske

Administrative Office Technology Instructor　　Phone: (870) 222-5360 ext. 5265　　Office
Location: Room 205
Administrative Office Technology Program of Study

Fall Office Hours:

Day	Time
Monday	11:30 AM - 1:30 PM
Tuesday	9:00 AM - 11:00 AM
Wednesday	11:30 AM - 1:30 PM
Thursday	9:00 AM - 11:00 AM 1:00 PM - 3:00 PM

Tentative Fall 2012 Schedule

Course Name	Course Number	Course Section	Class Day	Class Time	Room Number
Tech Keyboarding	BUS 1203	01	M, W	9:40 AM - 11:00 AM	208
Tech Business Math	BUS 2143	01	M, W	1:40 PM - 3:00 PM	205
Tech Administrative Support Procedures	BUS 1563	02	T, H	11:10 AM - 12:30 PM	207
Tech Business Math	BUS 2143	02	T, H	3:10 AM - 4:30 PM	205
	BUS 1203	03	T		208

http://www.uamont.edu/facultyweb/groleske/　　　　　　　　　　　　11/5/2012

Appendix I – 14 continued

UAM
UNIVERSITY OF ARKANSAS AT MONTICELLO
Monticello   Crossett   McGehee

Link to UAM McGehee Homepage

Trudy Stringfellow - Fall 2012

Instructor - Administrative Office Technology/CIS
UAM College of Technology - McGehee

Phone number: 870.222.5360.5214

e-mail: stringfellot@uamont.edu

Office Room Number: 206 - McGehee campus

IF YOU NEED ME, AND I AM NOT HERE, E-MAIL ME!!

STRINGFELLOW – FALL 2012

Monday	Tuesday	Wednesday	Thursday	Friday
OFFICE HOURS 9:30 – 11:00	Tech Accounting 9:40 – 11:00	OFFICE HOURS 9:30 – 11:00	Tech Accounting 9:40 – 11:00	NOT IN OFFICE
Tech Computer Applications 11:10 – 12:30	Intro to Computers 11:10 – 12:30	Tech Computer Applications 11:10 – 12:30	Intro to Computers 11:10 – 12:30	

http://www.uamont.edu/facultyweb/stringfellow/   11/5/2012

Early Alert Form

ATTN: TARA SNIDER COBURN

Please select one of the following codes for the Early Alert Code Number. If needed you may place more than one student per form.

No attendance the first two weeks of class

1. Unsatisfactory attendance
2. Unsatisfactory progress in course
3. Unsatisfactory grade on two consecutive exams
4. Unsatisfactory mid-term grade
5. Needs basic skills instruction
6. Needs study skills instruction
7. Needs tutoring/supplemental instruction

DATE	Student Name	Course Name	Code Number	Instructor Name