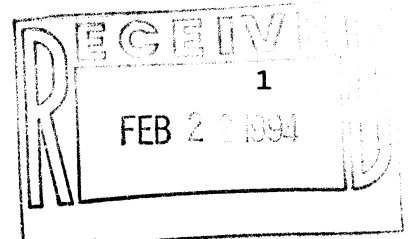


A.A. Office Administration

**A.A. in Office Administration Degree Program
Linkage Between
Expanded Statement of Institutional Purpose,
Intended Outcomes/Objectives, and
Assessment Criteria and Procedures at Southeastern Louisiana University
(Revised February 14, 1994)**



Mission Statement:

A. The major focus of Southeastern Louisiana University's curriculum program is undergraduate education in the liberal arts and sciences and in selected professional fields and to instruct graduate students in selected disciplines.

Goal Statement:

B. All graduates of baccalaureate degree or two-year degree programs at the University will have developed a depth of understanding in their major fields to enable them to pursue a related career upon graduation.

C. The OA program has as its main goal ensuring that students receive a quality educational experience which will allow program graduates to function effectively as office workers and citizens.

Expected Outcomes:

Cognitive Objective:

1. Students demonstrate an understanding of basic office procedures.

Assessment Procedure:

1a. Seventy-five percent of OA (A.A.) program students will score 60% or above on a departmental comprehensive basic office procedures exam in capstone course Office Simulation (Office Administration 254).

Administration of Assessment Procedure:

1a. Administered test to nine students graduating in Fall 1993. Students completed exam at their convenience in the OA/BE office between November 30, 1993, and December 3, 1993.

Use of Results:

- 1a. Student performance on the assessment exams were analyzed and summarized.

Summary:

1a. Four of nine students (44.4 percent) scored 60% or above on the exam--considerably below expectations. Reasons for the inferior scoring could be (1) distractions found in the office area which could have interfered with concentration and (2) the students may have had an indifferent attitude toward taking the exam.

To address these known difficulties in taking the exam, students will complete this exam in a classroom setting in the future. Further, they will be given a reasonable explanation of the importance of the exam which should improve their attitudes toward completing it.

The exam given was a computer-generated exam consisting of 126 items (54 true-false and 72 multiple choice). Faculty members are considering revising the exam after a careful analysis of the items missed by the students.

Documentation can be found:

1a. See Appendix A for the table showing the percentage correct on the exam, the question-by-question analysis, a summary of the number of students missing each item, and the completed student exams.

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Expected Outcomes:

Attitudinal Objective:

1. Students demonstrate professionalism.

Assessment Procedure:

1a. Seventy-five percent of OA (A.A.) program students will meet 50% of the attributes for their position in the office simulation as listed on the Final Employee Performance Review and Development Plan in capstone course Office Simulation (Office Administration 254).

1b. Twenty-five percent of OA (A.A.) students enrolled in capstone course Office Simulation (Office Administration 254) will hold membership in at least one student professional or honorary organization (i.e., PBL, The Thirteen Club) as indicated by responses on the Survey of Professional Membership Checklist.

Administration of Assessment Procedure:

1a. The Performance Review and Development Plan for each student in the OA 254 class were submitted to the Assessment Committee by the instructor.

1b. The PBL advisor submitted a list of Phi Beta Lambda members for the Fall 1993 semester.

Use of Results:

1a. The Final Employee Performance Review and Development Plans were analyzed and summarized.

1b. The Fall 1993 list of Phi Beta Lambda members was compared with the class roll for OA 254 to determine percentage.

Summary:

1a. Most of the students scored average and/or above average on the Final Employee Performance Review and Development Plan. Five of the students rated 10 (the highest rating) in Attendance/Punctuality, and six students rated an 8 (above average) on Attitude Toward Job/Company.

1b. Three members of Phi Beta Lambda (Bell, Ducote, and Guillot) were also students in the OA 254 class. Thus 25 percent of the students in OA 254 were members of Phi Beta Lambda.

Documentation can be found:

1a. See Appendix B for a copy of the summary of scores by attribute and the Final Employee Performance Review and Development Plan for each student.

1b. See Appendix C for a copy of the Fall 1993 members of Phi Beta Lambda.

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Expected Outcomes:

Behavioral Objective:

1. Students are able to apply technological knowledge and skills in a simulated office environment.

Assessment Procedure:

1a. Seventy-five percent of OA (A.A.) program students will demonstrate proficiency in word processing, desktop publishing, spreadsheet, and database applications by achieving 60% overall of the competencies listed on the **Departmental Proficiency Evaluation Form** used in capstone course Office Simulation (Office Administration 254).

Administration of Assessment Procedure:

1a. Students were tested on various objective exams and application problems and evaluated by course instructors.

Use of Results:

1a. Student performance in technology courses was compiled on the **Proficiency Evaluation Form** developed by the OA/BE Department. The data were then summarized.

Summary:

1a. Most of the students were in the "Good" or "Adequate" categories on the **Proficiency Evaluation Form**. None were inadequate.

In compiling the information concerning these courses, the OA/BE faculty found that the form needs to be revised. More detail needs to be shown on the form. For example, students may not be equally proficient in spreadsheet and database applications. This information needs to be known.

This form needs to be revised immediately.

Documentation can be found:

1a. See Appendix D.