FINAL REPORT OF THE OFFICE MANAGEMENT PROGRAM REVIEW COMMITTEE
2003-2004

for
the Associate in Applied Science (A.A.S.) Degree

Suffolk County Community College
Ammerman - East- Grant Campuses

2004
Acknowledgements

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Likewise I would like to thank the review committee members who readily accepted the assignment of collecting and analyzing information geared at improving business students' academic experiences. Their participation reflects a continuing commitment to, and concern for, student growth and development as well as college service. The committee membership included:

Beverly Hellman, Chair, Business & Technology (G)
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Respectfully submitted,

Tim McHeffey

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Preface

The Program Review Committee for the Office Management Associate in Applied Science (A.A.S.) degree was formed late in the spring of 2003. The committee worked collaboratively during the fall and spring terms of the 2003-2004 academic year. Our methodology followed the guidelines mandated by the State University of New York and Suffolk County Community College (SCCC). Since the Office Management A.A.S. program is offered on the three campuses of SCCC, the committee considered tri-campus experiences and college-wide student data extending over a ten year period.

Readers should know that institutional assessment and program review are integral parts of SCCC’s learning community. This review effort, and those conducted in future semesters, clearly reflect the college’s serious commitment to continuous academic quality improvement.
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Chapter 1: Program Description, History and Mission

Program Description and History. The 2002-2004 college catalog describes the A.A.S. in Business: Office Management-Hegis Code 5004-(343-1) as a program:

...designed for students who wish to prepare for careers in office management. Students will study the most modern office technologies, as well as the traditional and necessary basic office skills. Management and other business-related courses are complemented by a strong liberal arts component to prepare students for positions of a managerial or supervisory nature. Although the program is career-oriented, it provides a sound basis for transfer;...(p.124)

The A.A.S. degree in Office Management is offered on all three campuses of Suffolk County Community College (SCCC). It was first offered by SCCC in September 1984.

The A.A.S. in Office Management degree evolved out of an unmet learning need. In the early 1980's students who desired education and training in contemporary office skills, and who also wished to seek employment or promotion to an office management assignment, were unable to find a suitable SCCC degree program. While other fine, office technology associate degree and certificate programs were available to prepare students for secretarial, clerical, and non-management employment, their focus was on the development of word processing and information technology skills.
At the same time it was clear that the rapid growth of computer and telecommunications technology was putting a severe demand on both the business and higher education sectors to revise and enhance all business and computer technology instruction. Therefore, SCCC students' expressed desire to blend a strong academic experience in management with cutting edge telecommunications and office technology instruction, became the impetus for the 1984 development of the Office Management A.A.S. (343-1) program.

The design for the A.A.S. in Office Management curriculum was created by a tri-campus committee of office management and business administration faculty. The course selections, sequencing, content decisions, and learning objectives were determined in order to meet the workforce development needs of Suffolk County. Committee members, however, were mindful of the growing demand, by business and office technology career students, to continue their studies at four-year colleges and universities. Therefore, the A.A.S. program in Office Administration was also designed to offer maximum course and credit-hour transfer to local, regional, and SUNY institutions.

*Meeting SCCC's Mission Goals.* No mission statement was created during the initial curriculum development process. And, a review of background material supporting a review of
the 343 program in the 1990's also did not identify an agreed upon mission statement. As a result of initial conversations with review committee members the following statement is offered as an accurate and appropriate mission statement for the A.A.S. in Office Management. The mission of the A.A.S. in Office Management is to:

...educate and train students to a proficiency level that will qualify them to successfully achieve their immediate or future career goals in the dynamic field of administrative management. Through a rigorous and increasingly demanding academic curriculum, students will be exposed to contemporary management theories, practices and technology to prepare them to perform effectively as managers in a variety of professional, industrial and commercial office settings. Moreover, it is the goal of this academic program to encourage independent and critical thinking and foster an appreciation for continuing business education and lifelong learning.

This mission statement, which is intended to apply to all 343-1 curriculum coursework and programming, adheres closely to the State University of New York's long-held philosophy of giving each student the opportunity to become all that he or she is capable of being. Likewise, this mission statement is consistent with the College's desire to help students realize their highest potential for individual human development.
intellectually, socially, culturally, physically and personally.

SCCC, as expressed in the college mission statement, believes in "encouraging students to come to an understanding of themselves, their society the physical world and the lifelong nature of learning itself and to act upon that understanding and enjoy an enlightened and fulfilling life" (SCCC Catalog 2002-2004, p.8). To that end the college is committed to offering programs and services that respond to the ever-changing needs of business, government, and community organizations and to support economic development activities in Suffolk County.

Moreover, through its mission statement, the college acknowledges its responsibility (1) to structure the curricula so that each program includes courses, which enhance occupational skills, and, (2) offer occupational and/or vocational associate degree programs that prepare students for immediate employment. The Office Management associate degree directly reflects the goals and objectives of our comprehensive, publicly supported, community college learning community.

Previous Program Review Experience. A program review of all office technology associate degree and certificate of completion programs was conducted in the late 1990's. However,
this is the first program review directed exclusively at the A.A.S. Office Management program. The material that was located regarding the office technology programs review was generic and did not include any findings or recommendations for the resources, staffing, or Office Management A.A.S. (343-1) curriculum.
Chapter 2: Program Goals and Objectives

Existing Program Goals. According to a document prepared for a curriculum review undertaken in 1999, the existing program goals of the A.A.S. degree program in Office Management (343-1) are to:

1. meet the needs of those students who will seek employment directly after completing the program;
2. provide essential knowledge and skills in office management word/information processing, business communications, supervision, and computer applications, as well as in the supporting areas of communications and organizational behavior;
3. meet the extensive and continuing needs of business and industry;
4. provide a curriculum that is adaptable to many four-year college degree programs in business so that students may find reasonable transfer opportunities should they desire to continue in a baccalaureate degree program; and
5. provide students with the library resources necessary to complete required research projects.

Upon review it was agreed that some of the existing goals were more closely aligned with program objectives in their specificity and intent, therefore some revisions were required.
Proposed Program Goals. Since preparing students for
direct entry into productive employment is a fundamental goal
for all Associate in Applied Science degree program designs,
it was agreed that the primary program goal for the Office
Management A.A.S. program was to:

1. prepare students to successfully and directly enter
into a management position supervising office employees
in a variety of business settings.

Secondly, it was determined that the previous goal of
meeting the extensive and continuing needs of business and
industry would be better articulated as:

2. encourage students to adopt a strategy of lifelong
learning, professionally and personally, to enhance their
ability to respond to the dynamic field of business management
and foster successful and flexible career paths.

While concern for the student's ability to transfer to
continuing higher business education should not be ignored, it
was determined that this was not a primary and overriding goal
of the 343-1 A.A.S. curriculum. Therefore, the existing goal
referring to transfer opportunities was omitted.

The last proposed program goal is to:

3. prepare students to become knowledgeable and ethical
decision makers as they fulfill their roles as consumers,
workers, and citizens.
These revised major program goals are clearly in harmony with the goals and values of the business and accounting department, college-wide. Similarly, they articulate the college's mission as described in Chapter 1 of this report.

Proposed Program Objectives. Elements of the existing program goals, combined with accounting, business, and computer information systems area faculty and administrator input, and information provided by the National Business Education Association, were used to construct new program objectives.

To that end, upon successful completion of the A.A.S. in Office Management students will be able to:

1. demonstrate the achievement of postsecondary level competencies in the workplace skill areas of management, including planning, organizing, motivating and leading, and evaluating people and resources;

2. demonstrate the effective use of technology as a tool for information management;

3. communicate effectively as a writer, listener, and speaker using contemporary business vocabulary;

4. demonstrate the interpersonal, teamwork, and leadership skills needed to function successfully in a business office setting.
5. select and effectively apply technology tools to implement profitable business decisions;
6. apply critical-thinking and decision-making skills needed to function in an ethical, diverse and socially responsible business environment; and
7. conduct primary and secondary research, using traditional and electronic resources, to collect and present pertinent business data and other information.

Student Learning Objectives on the Course Level. These proposed program goals and objectives will provide the basis for the specific, course-level, student learning objectives developed for the revised A.A.S. 343-1 core courses. Any additions, deletions or other revisions to course specific learning objectives, therefore, should be reviewed to determine if they directly support student success in achieving 343-1 program goals and objectives.
Chapter 3: Curriculum

Curriculum Assessment. The 343-1 A.A.S. curriculum, as it is displayed in the 2002-2004 SCCC College Catalog (see Appendix A) includes general education courses balanced with an assortment of business administration, accounting, office technology, information processing, and computer-related courses. Distinct to the 343-1 business program is an emphasis on business communication technology skill development, and a focus on managing the human resource in a business office setting.

The 343-1 curriculum's major courses are identified with the symbol ◆ in the curriculum page. Thirty-nine business and accounting credits are included in the curriculum. Within the 39 credits majors are required to take BA 52 - Office Management (3 cr.), IP 12 - Word (4 cr.), OT 25 - Keyboarding and Document Preparation I (3 cr.), OT 29 - Keyboarding and Document Preparation II (3 cr.), BA 55-Organizational Behavior (3 cr.), BA 29-Supervision (3 cr.) and BA 25-Business Communications (3 cr.).

During the course of preparing this report it was determined that some formal 343-1 curriculum revisions were suggested as a result of the late 1990's office technologies review. Although these revisions were not formally
implemented, changes in 343-1 core course content have evolved. These changes, in part, were a response to the rapid development and adoption of new computer and other business related technologies. For example, the introduction of new hardware and/or upgraded software programs has resulted in modifications to course assignments and other computer related requirements.

As a result, tools, topics and classroom techniques used to deliver 343-1 instruction have been upgraded. These less formalized changes occurred as a result of individual faculty professional development, textbook and ancillary product selections, the growing availability of electronic learning resources, and the input of employers via the course BU -80, Cooperative Education for Business.

The content of the 343-1 curriculum business courses has also been reviewed and updated as a result of other campus and college-wide assessment initiatives. During the past three years the A.S. and A.A.S. programs for Business Administration and Accounting have been reviewed by college-wide program review committees. Likewise, program reviews have been completed in computer information systems and computer science. General education course reviews have also been conducted. As a result, many if not all of the courses that make up the 343-1 program have been examined.
The cumulative result of these program and course reviews has been that the content and instructional learning objectives of the vast majority of the 343-1 courses have been updated. The 343-1 program review, however, presented an opportunity to specifically examine the curriculum and reflect on the important establishment of program mission, goals and learning objectives.

*Proposed Curriculum Changes.* The 343-1 A.A.S., in its totality, was examined in light of (1) the current demands of a diverse, technically dynamic, global business environment, and (2) the learning needs, expectations and performance of our 343-1 majors. As a result, major curriculum changes are presented for consideration.

The proposed A.A.S. 343-1 curriculum can be found in Appendix B of this report. The proposed curriculum offers a logical sequencing of information and learning activities as well as an opportunity for 343-1 majors to customize their academic program through their choices of both restricted and unrestricted electives. The committee thinks that by offering a re-vitalized 343-1 A.A.S. degree SCCC can attract and retain enthusiastic students seeking to efficiently achieve their academic and career goals in the career area of their choice.

The proposed revision to the 343-1 A.A.S. curriculum, currently entitled "Office Management", began with the
recognition that the term "office management" did not clearly or accurately reflect the breadth or nature of the work current 343-1 majors were preparing for. It was unanimously agreed that "Administrative Management" replace the current title. For purposes of report clarity, therefore, the proposed degree title, Administrative Management, will be used to identify the current 343-1 program.

The proposed Administrative Management 343-1 A.A.S. curriculum retains the current, solid, SUNY general education credit components. With the inclusion of free electives, students will also have the ability to "customize" their learning to enhance transfer, job placement and/or personal interest. In this manner a student may increase their general education coursework in liberal arts, humanities, and/or social science topics. Or, majors may chose to pursue deeper learning in a career area or area of personal interest.

Advisory Board. While an active advisory board was in existence for a large part of the last decade, recent changes in the organizational structure of the business and accounting departments, college-wide, have contributed to an atrophy of advisory board activity. The merging of the Office Technology and Accounting Departments in the latter part of the 1990's, and the more recent blending of the faculty from Office Technology/Computer Information Systems with the Business
Department, has led to a loss of distinctiveness for the 343-1 program. Likewise, the retirement of five full-time faculty members from the Office Technology/Computer Information Systems area has contributed to a lack of emphasis and interest in this major.

**Instructional and Learning Activities.** In the proposed Administrative Management A.A.S. majors will be able to develop and practice core critical thinking, basic communication, and information management competencies. These skill sets are imbedded in both the general education and occupational course requirements. The course level learning objectives for, for example, BA 25-Business Communications, and all of the CM, IP and OT courses require the development and practice of strong computer literacy and application skills. Likewise, projects and assignments in BA 52-Office Management, BA 25-Business Communications, and CO 11-Introduction to Human Communications require the student learner to present, individually or in teams, case study solutions, oral reports and/or creative communication tools to successfully complete the course.

A review of a sample of course outlines, (see Appendix C) representative of core 343-1 course requirements, reflect and demonstrate the instructional and learning activities embodied in the curriculum. Through tri-campus agreement uniform course
learning objectives have been established. These student learning objectives are written in behavioral terms and are clear, measurable, and obtainable in the context of successful course completion.

The teaching modalities used in the Administrative Management program are varied. Specific teaching methods and project assignments also vary depending upon if the course is a distance education (DE) class or traditional classroom offering. Administrative management majors, it is important to note, have the opportunity to complete a significant portion of the 343-1 program on-line. Most of the required business courses are offered in synchronous and asynchronous versions. Challenge exams are also available for students who have already developed strong keyboarding and document preparation skills.

Likewise, more mature or experienced students have the option to participate in the college’s Adult Learner Program. Here the student can develop a prior learning portfolio and, if deemed by a trained faculty evaluator, earn credits toward their degree requirements.

Program Assessment. Assessment of 343-1 student learning is accomplished, currently, using a variety of methods, assignments, and projects. These assessment tools, however, are geared at measuring student competencies at the course
level. At present no assessment tool is in place to measure student command of the current or proposed program objectives.

The program assessment method recommended by the review committee, for consideration by the college-wide business faculty, is a comprehensive, capstone project in the course BA-52 Office Management. Like the name of the program, it is recommended that the course BA 52 be changed to Administrative Management. The comprehensive, capstone project will be developed, through a college-wide committee, to clearly and directly measure achievement of the program's learning objectives.

Likewise, a uniform assessment rubric will be developed for the administrative management capstone project. The collaboration of faculty from each of the three campuses, representing business, accounting, and other related disciplines, will be charged with developing the project and assessment rubric during the fall 2004 term. The project will then be piloted during the spring 2005 semester. The project and rubric will be patterned, it is expected, after available higher education occupational, technical, or business education models.

The validity and reliability measures will be evaluated with the aid of the college-wide office of Institutional Research and Assessment. The trial run results will be
reviewed by department level administrators on each campus, under the direction of the Associate Dean of Business. Relevant past practices, established by earlier occupational or career program reviews will also be considered.

If, as a result of the pilot experience, programmatic changes are indicated, an assigned faculty member will prepare the standard forms for curriculum review and revision. Based on departmental votes, and governance acceptance, revisions will be implemented.

Program Courses. As mentioned earlier in this report, some informal changes in course content, instructional tools and other teacher specific input have occurred. These were not, however, the direct result of a previous program review of the 343-1 program. Upon review of the pre-requisites it was agreed that a mechanism should be put in place to establish BA 52- Administrative Management as a capstone course. Currently there is no pre-requisite for this important course.

The course syllabi are routinely reviewed by the departmental administrators on each campus. This is often accomplished by a tri-campus meeting of the campus administrators directing the business and/or accounting offerings. The 343-1 core course syllabi have remained unchanged since the late 1990's.
An example of a course level learning assessment tool can be found in Appendix D of this report. Results of this student learning assignment, when initially offered in the fall 2003 term where noted, and compared with spring 2004 results. The evaluator/instructor in this critical administrative management course will share her experience with the committee that is formed to develop the capstone project and related rubric.

*Instructional Methodologies and Modalities.* The college-wide Business and Accounting faculty have been at the forefront of developing distance education courses for all business majors. Likewise, they have been innovators and leaders in the use of computer-assisted instruction. An examination of the proposed 343-1 curriculum clearly indicates that students will be provided instruction in contemporary business technology. It is anticipated that business and accounting faculty will continue to train in distance education modalities, with several already certified to develop hybrid business courses.

The business faculty, college-wide, continue to avail themselves of the contractual monies set aside for conference attendance and other faculty professional development opportunities. In addition, two full-time and two adjunct
business education faculty members participated in the Title III supported 2003 Summer Institute.

It is anticipated that students will be able to complete the 343-1 program, depending on elective choices, entirely in a distance education modality within the next two years. While generic data may be available, the committee was unable to identify any specific comparison of traditional vs. distance education student performance for 343-1 majors.

**Transferability and Employment.** At the time of this review the committee was not able to identify any articulation or joint admission agreements in place that specifically apply to graduates of the A.A.S. program in Administrative Management. The committee was also not able to identify an employer survey that specifically addressed the employability of administrative management students.

However, there are general business articulation and joint admission agreements in place that can be utilized by administrative management graduates. In addition, an extensive employer survey was conducted in 2000. In this survey employers indicated that SCCC’s business students were well prepared to enter the local workforce and that they achieved positive evaluations during their initial performance reviews.
Chapter 4: Students

Enrollment Trends. Enrollment of majors in the 343-1 Administrative Management A.A.S. Program has declined over the past ten years. A review of data provided by SCCC’s Office of Institutional Research and Assessment indicates that full-time enrollment between 1994 and 2004 has declined by 57%. Likewise, part-time enrollment dipped 30%. The data can be viewed in Appendix F of this report. Review of the enrollment counts, by year, indicates a fairly consistent and steady decline.

In comparison to college-wide figures, the decline in 343-1 enrollment, overall, has been more dramatic. College-wide enrollment from 1994 to 2000 dropped less precipitously by approximately 15% overall. Lack of program marketing and a shift by many female students into accounting and general business career tracks may have contributed to this decline.

It is important to note that each year throughout the ten-year data period, part-time Administrative Management enrollment was higher than full-time enrollment. In 1994, part-time students (n=81) comprised 53.3% of total enrollment (n=152). To date, this remains the lowest percentage of part-time enrollment. In 2001, part-time students (n=72) made up a high of 69.2% of total 343-1 enrollment (n=104).
For the same ten-year period the data also indicates that 80% or higher of the total enrollment has been made up of female students. In addition, more than 35% of the total enrollment, each year, was comprised of students thirty-one years of age of older. Moreover, more than 50% of the total enrollment included students 23 years of age or older.

The data also indicated that over the past decade White, non-Hispanic students made up approximately 75% to 89% of the total 343-1 enrollment. Black, non-Hispanic student enrollment declined slightly while Hispanic student interest grew somewhat.

A review of graduation rates for 343-1 majors reflects considerable variability. The data package includes a statistical display of the "graduation and persistence by year of entry for first-time, full-time fall entrants as of Fall 2000." Only ten student records are included, however, this small group had a mean score of 3.30 years to graduation with a standard deviation of .823. Since the program enrollment is predominantly part-time, the committee recommends that further statistical analysis be conducted to gain a better sense of the persistence and graduation rates for part-time majors.

Nassau County Community College, Mitchel Field, NY, it is interesting to note, reported a similar decline in enrollment patterns over the past five years. Like SCCC's administrative
management students, (Nassau calls their program "Office Technology") their majors are predominantly employed, mature, female students studying on a part-time basis.

Finally, a review of the 343-1 student data indicated that only about 10% of the total population required developmental courses. These prepared students, many of whom are "30-something", representing diverse ethnic and cultural backgrounds, and employed in our local workforce, represent an important component of SCCC’s learning community.

Student Surveys. An analysis of the current student survey (see Attachment E) was inconclusive at the time of this report filing. To date the responses have indicated that 343-1 majors are satisfied with their educational experience at SCCC. Collection and analysis of the current student, non-returning, and graduate data will continue during the fall 2004 term.

Transfer and Articulation Information. Since the Administrative Management A.A.S. Program is a career program, student transfer is not a primary goal. No SCCC data, specific to the 343-1 program was located for this review. Similarly, no specific articulation or joint admissions agreements were identified. Committee members reported, however, that students in all business programs can participate in general business program transfer agreements. These agreements are in place
with, but are not limited to, Dowling College, St. Joseph's College-Patchogue, Long Island University, and other units of the State University of New York.

**Occupational Outlook.** Administrative management remains a viable, high-demand segment of the local, regional and national economies ([http://www.bls.gov/oco/ocos.htm](http://www.bls.gov/oco/ocos.htm)). Career advancement from clerical to managerial positions, in a wide and diverse number of business settings, remains a good path for promotion and personal growth. According to national statistics, however, the income level for administrative managers remains lower than managers in fields like finance, technology and manufacturing. However, the nature of the administrative manager's role in contributing to business success seems to be changing. In a recent survey, conducted by the Vocational Education Association, accountants, attorneys and wholesale distributors, for example, reported that the administrative, organizational and technical skills a strong office manager can bring to the workplace are extremely valuable and could be in a salary class by itself.

**Admissions Strategy.** As a result of this review, it was determined that no specific goals or timetables have been established for recruiting and admitting 343-1 majors. New marketing strategies are needed to identify and classify the distinction between a general business major and an
administrative management major. In addition to reinstating traditional admission goals and recruiting efforts, the committee suggests that a focus group, made up of employers and program graduates, be established to collect opinions and suggestions for improved marketing strategies.

*Student Advisement.* The 343-1 program uses the same advisement methods and resources extended to all SCCC students. This includes the support of intake counselors, college seminar instructors, other student service personnel, and all teaching faculty.

The business faculty, college-wide, have traditionally emphasized the importance of pre-registration and continuing advisement. As mentioned earlier, the retirement of five faculty members in recent years has had a negative impact on the face-to-face advisement that was often available. There is a sense among many business faculty that the shift from compulsory to voluntary, computer-assisted advisement, for a large portion of incoming students, may also have contributed to the decline in 343-1 enrollment.
Chapter 5: Resources

The Library Collection. An extensive and detailed analysis of the library resources currently available for SCCC students majoring in Administrative Management can be found in Appendix G of this report. Clearly the libraries at East, Grant and the Ammerman Campus have compiled extensive, contemporary resources to support the 343-1 curriculum. The books, periodicals and on-line databases housed in the SCCC library system are appropriate and readily accessible through personal visits or electronic means.

In the Huntington Library, for example, although the median publication date of books related to the 343-1 program was 1990, this date does not clearly reflect the "age" of the collection. Essential business "standards" remain in the collections of all three campus libraries to support several business disciplines. On the Eastern Campus 69 books that support the 343-1 program have been added in the past five years. The Grant Campus provides an extensive collection of online resources which provide a wealth of timely materials appropriate for administrative management majors.

Library Utilization. The library utilization by 343-1 faculty and students varies from campus to campus. The largest number of 343-1 majors register for courses at the Ammerman Campus. And, the Ammerman Library reported business faculty
and 343-1 majors are reasonably active patrons. Through their core curriculum classes, (including BA25 Business Communications and BA52 Administrative Management), Ammerman students are required to use the library to access and search business-specific databases. Likewise, business faculty refer students to the library to complete assignments that require locating hard-copy periodicals, books, and other research materials. (See Appendix G for examples.) The Grant Campus Library, however, described 343-1 faculty and student usage as low.

A review of the three campus library reports indicates that the video collection, and use of audio-visual equipment is not strong. The video collection is dated and needs to be addressed, college-wide.

**Classroom Resources.** The A.A.S. curriculum for Administrative Management requires a strong and contemporary computer infrastructure. Each semester students are expected to strengthen their business computing skills, including keyboarding, document preparation, data base analysis, word processing, communications technology, and spreadsheet preparation. Daily access to hardware, software, operating systems, and other technology to support student learning is required.
The majority of this learning takes place in computer classrooms on each of the three campuses. Although the 343-1 enrollment remains as one of the smaller business programs, it is important to note that it is a program that requires the most time on task in computer rooms. As such, the condition of the “shared” labs on all campuses is critical to the operation of the core curriculum courses.

At present the number of computer labs that support the program seems sufficient. However, the quality of the learning environment of many of classrooms remains poor. The committee suggests that the physical condition of each traditional and computer classroom, supporting 343-1 programming, be examined. Issues such as ventilation and air quality, noise, cleanliness, seat/computer station limit, and overall safety should be addressed and remedied if necessary.

Other Teaching Resources and Instructional Space. The existing academic computer labs and skills centers on each campus appear to be adequate to meet the needs of the 343-1 major. No problems were noted during this review period. Other instructional space, including faculty offices, also appears to be adequate to meet the current 343-1 student demand. As the program grows, however, the committee recommends that this aspect of the program review be revisited.
Equipment. Some of the equipment that supports the 343-1 program, in the classroom as well as that utilized by the academic support staff, is outdated and/or not in good operating condition. Contemporary, well-maintained office equipment is an essential component of both “what” we teach in administrative management as well as “how” we teach it.

In addition to providing well-maintained classroom equipment, the committee suggests the equipment used by the academic support staff on each campus be updated to the most contemporary level of technology. Likewise, classroom computer stations for students with disabilities should be readily available as needed.
Chapter 6: Staffing

A review of the staffing patterns on the Ammerman, East and Grant campuses indicated that there is currently no full-time instructor exclusively assigned to the Administrative Management program. While staffing levels vary from semester to semester, as of this writing there are five full time faculty members, college-wide, teaching core 343-1 curriculum courses as part of their full-time load. These full-time faculty members, in general, combine courses in information processing, business communications, and office technology with course loads in business administration, law office management, cooperative education, college seminar, and computer information systems. In addition, two administrators teach overload or regular load assignments in the 343-1 area.

The ratio of full-time to adjunct faculty in this program, the committee found, was difficult to measure. As mentioned earlier, the Administrative Management A.A.S. curriculum includes many courses that are also requirements for other, larger business programs. No enrollment distinction is made between these sections. Multiple sections are frequently available and the committee was not aware of any student problems in this area.

With that in mind, it was determined the ratio of full to part-time instructors is sufficient to meet the enrollment
patterns of administrative management majors. Typical of most SCCC programs, it should be noted that the adjunct faculty involved in 343-1 instruction are most often given evening and/or weekend course assignments.

The committee noted that the full and adjunct faculty that currently teach 343-1 core courses have very high seniority, both departmentally and college-wide. This was also true of the 343-1 adjunct faculty, many having twenty or more years of teaching experience at SCCC. In addition, it was noted that the recent retirements of five full-time faculty, as well as the move to administration by three additional senior faculty members, has resulted in a reduced "faculty presence" for the Administrative Management program.

Academic Computer and Clerical Support. On the Ammerman and Grant campuses academic computer and clerical support for the 343-1 program is provided by professional assistants and clerical workers assigned to the business areas. The Eastern Campus organizes its academic computer and clerical support via a centralized system that is not discipline based. This system is more aligned with the faculty member's office location and/or classroom or computer lab location.

Because the number of 343-1 core classes is relatively small, in comparison to the larger business and accounting programs, the committee concluded that current 343-1 clerical
support is sufficient. However, due to the dynamic nature of computer-assisted instruction, it was determined that more classroom technical support would improve the daily learning experience for 343-1 and other business majors.

Professional Growth. Program faculty continue to upgrade their teaching skills and expertise in their disciplines. They continue to avail themselves of the contractual funding assigned for conference attendance. Currently this support is $950.00 biannually and will increase to $1050.00 in the near future. Recently, full-time faculty have attended regional workshops entitled "Women, Power and the Business World" and "Internationalizing the Business Curriculum" as well as local learning experiences including "Computer Maintenance and Repair" and "Dealing with Difficult Employees."

Likewise, the business faculty participate in continuing professional development sponsored by the college. This programming includes, but is not limited to, semester-long training in distance education, discipline-specific workshops sponsored by the Title III grant, publisher supported demonstrations on new materials, Teaching and Learning Center workshops, and campus and department meetings.
Chapter 7: Major Findings and Recommendations

Based on the information gathered in performance of this program review the following major findings and recommendations are presented for consideration.

Chapter 1: Program Description, History and Mission

FINDING: The unique Business Office Management A.A.S. (343-1) program has not been positioned sufficiently in comparison to the general business administration program offerings. For example, no mission statement is in place to specifically identify the distinct and broad goals of the 343-1 curricula.

RECOMMENDATION: The mission statement included in this report be adopted and communicated to prospective and current 343-1 management students in order to better inform, clarify, and direct all instructional and academic decisions. To that end, this mission statement should be included in all appropriate literature including marketing brochures, the SCCC College Catalog, and any other documents distributed to SCCC’s stakeholders and other interested members of our learning community.

*

FINDING: The 343-1 A.A.S. degree’s title "Business Office Management" no longer accurately describes the nature of the
workplace and/or work assignments 343-1 graduates seek and perform.

RECOMMENDATION: The 343-1 A.A.S. program title be changed to Administrative Management to more accurately describe the program's (1) learning goals and objectives as well as (2) the nature of the contemporary business environment. Likewise, that the course BA 52 be renamed Administrative Management to be consistent with the new nomenclature.

* * *

Chapter 2: Program Goals and Objectives

FINDING: The existing 343-1 A.A.S. program goals do not effectively articulate the essential management and information technology workplace skills currently required of its graduates.

RECOMMENDATION: The new and revised program goals created as part of this program review, after consideration by the college-wide business faculty, be adopted and included in all appropriate college, campus, and departmental literature. And, that these program goals be accepted as the appropriate measures of program success and student achievement.

Chapter 3: Curriculum

FINDING: The current curriculum for the 343-1 A.A.S. program could better meet the learning needs of administrative management majors and more effectively reflect the
technological, diverse, and dynamic nature of today's global business environment.

RECOMMENDATION: The proposed revision to the A.A.S. (343-1) program, as found in Appendix B of this report, be presented to the Eastern, Ammerman, and Grant Campus business faculty for review and approval. Moreover, that any editorial and curriculum changes be implemented through appropriate governance and administrative approval systems and the resulting changes be incorporated into the next SCCC College Catalog.

* 

FINDING: The 343-1 program advisory board has been inactive for a significant period of time. The board was charged with addressing the teaching and learning concerns, and employment issues, associated with the study of administrative management.

RECOMMENDATION: The advisory board for the administrative management academic program at SCCC be reactivated.

* 

FINDING: No administrative management program assessment vehicle is currently in place to meet the SUNY guidelines.

RECOMMENDATION: That the pilot assessment plan, as described in Chapter 3 of this report, be instituted and evaluated during the 2004-2005 academic year. The development
of both a comprehensive capstone project and related assessment rubric be created through the collaborative efforts of a tri-campus business faculty committee. The committee, it is anticipated, will use SUNY and nationally identified best practices to guide them in their efforts to assess program level performance.

Moreover, that a prerequisite of the completion of 45 credits towards the 343-1 degree, including satisfactory completion of BA25 - Business Communications, CS22 - Spreadsheets for Windows, and IP12 - Word, be established for the capstone course BA52 - Administrative Management.

Chapter 4: Students

FINDING: There has been a steady decline in student enrollment in the 343-1 A.A.S. program. This is juxtaposed with an increase in employment opportunities for administrative managers in diverse sectors of the business world.

RECOMMENDATION: Improved and enhanced marketing and recruitment efforts be undertaken by the business faculty and the college to position and promote the revised Administrative Management A.A.S. (343-1) program. By doing this the needs of prospective students, future entrepreneurs, small and large
business enterprises, and other employers within the diverse business community of Suffolk County will be better served.

*  

FINDING: Although enrollment in the 343-1 program has declined, the program remains attractive to adult, female learners as well as a growing number of Hispanic students. In addition, these administrative management majors elect to study on a part-time basis, thus reflecting the "revolving door" enrollment pattern of adult learners. Majors are tenacious in their academic pursuits; however, they register more often as part-time, continuing students.

RECOMMENDATION: Respond to the current student demography and capitalize on it. To that end the campus faculty and department administrators should consider developing master schedules that support and promote part-time, weekend, evening and distance education choices. Likewise it is recommended that colleagues from the areas of admissions, adult learning, cooperative education, English as a Second Language, advisement, and other student services be contacted to discuss ways and means of better serving the current 434-1 enrollees.

*  

FINDING: Currently enrolled 343-1 majors were generally satisfied with their academic experience at SCCC. However, the current, non-returning and graduate student survey responses
were incomplete at the time of submission of this program review.

RECOMMENDATION: The committee continues to collect and analyze 343-1 student data, under the guidance and direction of Institutional Services and Assessment. And, the information obtained be distributed, as an amendment to this report, to the faculty and administration of the business area in an effort to help direct departmental and college level decision-making.

Chapter 5: Resources

FINDING: The resources provided through the librarianship and collections of the three college libraries are serving the students in administrative management sufficiently.

RECOMMENDATION: Because of the dynamic nature of telecommunications, computer technology, global operations and general business management, it is recommended that the faculty continue to work closely with campus librarians and department administrators to utilize, update and maintain the most appropriate and useful business education collections. Moreover, that all new faculty members participate in a library orientation to familiarize themselves with the resources and services available at their campus library.

*
FINDING: The level and condition of hardware and software technology in classrooms used to deliver instruction in administrative management, business communication, and other business related core courses varies from campus to campus.

RECOMMENDATION: The campus administrators responsible for overseeing business education programming, including the core courses for the proposed administrative management curriculum, continue to routinely evaluate the physical and technological level of resources used for instructional delivery. Because of the dynamic nature of telecommunications and computer technology used in business, it is recommended that continuous quality control reviews take place at least three times per academic year.

Chapter 6: Staffing

FINDING: There is no full-time faculty member assigned to specifically deliver administrative management instruction on any of the three campuses. The current full-time faculty members, across the three campuses, frequently teach in more than one business discipline. Adjunct instructors, several with twenty or more years of SCCC teaching experience, provide instructional continuity for many part-time, continuing 343-1 majors. Adjuncts, however, are not required to participate in formal office hours or academic advising.
RECOMMENDATION: A lead faculty member, with experience in the business education areas of business communication, word processing and office technology, management information systems, and related workplace studies, be designated. Utilizing reassigned time, this faculty member could act as a faculty liaison and advisor for current and future 343-1 majors. In addition, the faculty member could assist the administration with the marketing, recruitment, and assessment of the revised 343-1 program.
Appendices
Appendix A
Catalog Description of Office Management A.A.S. Program
Hegis Code - 5004
Ammerman - Eastern - Western / 343-1

This program is designed for students who wish to prepare for careers in office management. Students will study the most modern office technologies, as well as the traditional and necessary basic office skills. Management and other business-related courses are complemented by a strong liberal arts component to prepare students for positions of a managerial or supervisory nature. Although the program is career-oriented, it provides a sound basis for transfer; students should consult with the transfer institution since transfer credit is determined by the four-year college.

FIRST YEAR: 35-36 credits
OS15: Freshman Seminar .................... 1.5
EG11: Standard Freshman Composition ...... 3
EG35: Advanced Expository Writing
or EG33: The Structure of English .......... 3
* AC11: Principles of Accounting I ............ 4
CO11: Introduction to Human
Communication .................................. 3
* CS11: Introduction to Computing .......... 4
* Busines Electives ............................ 6
Economics Elective
(choice of EK11, EK21, EK22) .............. 3
Physical Education ............................ 2
* OT25: Keyboarding and
Document Preparation I ....................... 3
* OT29: Keyboarding and
Document Preparation II ..................... 3

SECOND YEAR: 31-32 credits
* IP12: Word ........................... 4
PC11: Introduction to Psychology ....... 3
* BA55: Organizational Behavior .......... 3
* BL71: Business Law I ..................... 3
* BA29: Supervision: Concepts and Practices 3
* BA52: Office Management ................. 3
SO11: Introduction to Sociology .......... 3
MA23: Statistics I .......................... 3
* BA25: Business Communications .......... 3
** Mathematics/Science Elective .......... 3-4

TOTAL CREDITS REQUIRED: 66.5-67.5

NOTE: Not all upper-level courses are currently offered at the Eastern Campus. Eastern Campus business students may be required to complete some courses at the Ammerman campus.

* Students must have a keyboarding competency level of OT29; a three-credit elective may be substituted for OT25.
** Mathematics/Science course must be chosen from any natural science or any math beyond MA23.
* These courses constitute the major courses in this curriculum.

REQUIRED CREDIT DISTRIBUTION

Business ........................................ 39 credits
Humanities ..................................... 9 credits
Social Science ................................ 9 credits
Mathematics/Science ....................... 6-7 credits
Physical Education .......................... 2 credits
Freshman Seminar .......................... 1.5 credits
Appendix B
Proposed Administrative Management A.A.S. Program
### Proposed ADMINISTRATIVE MANAGEMENT (343-1) A.A.S. PROGRAM

<table>
<thead>
<tr>
<th>TERM</th>
<th>CREDITS</th>
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<tr>
<td><strong>First Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>BU15/BUS115 College/Workplace Skills Seminar</td>
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</tr>
<tr>
<td>EG11/ENG101 Standard Freshman Composition</td>
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</tr>
<tr>
<td>OT Keyboarding &amp; Document Preparation Course by placement</td>
<td>3.0</td>
</tr>
<tr>
<td>Accounting restricted elective (AC11 or AC19)</td>
<td>3.0-4.0</td>
</tr>
<tr>
<td>CO Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>PE Elective</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.5-15.5</strong></td>
</tr>
</tbody>
</table>

| **Second Semester:** | |
| EG33/ENG119 The Structure of English Or EG35/ENG201 Advanced Expository Writing | 3.0 |
| BA22/BUS112 Computing for Business | 4.0 |
| IP12/INP101 WORD | 4.0 |
| BL70/LAW107 Law for Business | 3.0 |
| Math or Science Elective | 3.0-4.0 |
| **Total** | **17.0-18.0** |

| **Third Semester:** | |
| CS22/CST102 Spreadsheets for Windows | 4.0 |
| BA25/BUS117 Business Communications | 3.0 |
| MA23/MAT103 Statistics I | 3.0 |
| EK restrictive elective (EK21 or EK22) | 3.0 |
| Business/Accounting Elective | 3.0-4.0 |
| PE Elective | 1.0 |
| **Total** | **17.0-18.0** |

| **Fourth Semester:** | |
| BA52/BUS121 Administrative Management | 3.0 |
| Unrestricted Elective | 3.0-4.0 |
| Business/Accounting Elective | 3.0-4.0 |
| CS33/CST171 Relational Database Applications and Concepts | 4.0 |
| Social Science Elective | 3.0 |
| **Total** | **16.0-18.0** |
| **GRAND TOTAL** | **64.5-68.5** |

### REQUIRED CREDIT DISTRIBUTION

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<th>Category</th>
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</thead>
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</tr>
<tr>
<td>Computer Science</td>
<td>8.0</td>
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<tr>
<td>Humanities</td>
<td>9.0</td>
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<tr>
<td>Social Science</td>
<td>6.0</td>
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<tr>
<td>Mathematics/Lab Science</td>
<td>6.0-7.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.0</td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>3.0-4.0</td>
</tr>
<tr>
<td>Orientation</td>
<td>1.5</td>
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</table>
Rationale for this proposal:
(1) Students have more choice in customizing their curriculum via electives and restricted electives.
(2) Students can focus on corporate or entrepreneurial/small business accounting through choice of a required accounting course and business/accounting electives.
(3) Students can meet learning needs through their choice of a communications elective. While CO11 is the likely choice for most students, students can choose courses to improve their interpersonal communication skills, public speaking ability, diction, etc.
(4) By restricting the economics elective to micro or macro economic theory students will get a strong, collegiate experience in economics, and if desired, easily transfer three credits of economic theory.
(5) Retaining the selection of EG 33 or EG 35 will give students the ability to (a) focus on developing and practicing the language fundamentals required in a contemporary business office setting, or (b) strengthen their organizational and expressive writing skills.
(6) Students will have exposure to an applied business law course and develop a fundamental understanding of law as it applies to contemporary business.
(7) Through an unrestricted elective, students will have the opportunity to customize their learning in response to future academic and/or occupational plans. An impetus to this free elective was informal feedback that students would like to have an opportunity to take an introductory foreign language course to be more effective at their workplaces.
(8) Students will be learning in a computer-assisted environment throughout their entire two-year program. This technology reinforced learning will provide a stronger curriculum and a better opportunity for students to practice and hone their administrative management technical skills.
(9) Students will be able to develop and demonstrate a strong basic or higher level keyboarding and document preparation skill.
(10) Careful selection of unrestricted and restricted electives will give students the ability to develop stronger accounting skills, if desired.
Appendix C
Sample Core Office Management Course Outlines
### Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Asberine Alford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>BA52: Office Management; Section S8813</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>533 College Road, Selden, NY 11784</td>
</tr>
<tr>
<td>Email Address:</td>
<td>My Internet mail address for Private email communications is <a href="mailto:Asberine.Alford@SLN.suny.edu">Asberine.Alford@SLN.suny.edu</a> Anything other than a private email should be posted in the appropriate course areas.</td>
</tr>
<tr>
<td>Phone:</td>
<td>631-451-4259 Work</td>
</tr>
<tr>
<td>Fax:</td>
<td>631-451-4887</td>
</tr>
<tr>
<td>Logon Schedule:</td>
<td>For the first week of the course (Aug. 30-Sept.3) I will log in at least twice a day to answer any questions you might have or discuss any concerns. After the first week, I will log in at least three times a week.</td>
</tr>
</tbody>
</table>
COURSE INFO DOCUMENT by: Asberine Alford
Subject: Office Management Overview

This course will introduce you to the broad area of administrative office management. Specifically, this course will acquaint you with management practices, the role of the office manager, technology and office training needs, effective leadership styles, staff motivation, decision-making and problem-solving processes, essential communication skills, office design, space, health and safety issues, records management, budgets, staffing practices including trends and laws, and employee recognition and compensation. Other related topics will unfold as we read articles posted by students and debate case studies.

Your coursework will be presented in eleven modules. Modules one through four and modules six through nine contain textbook and other lecture related materials. Modules five and nine are test modules, and module eleven is a reference module. Materials in module eleven are provided for your assistance in completing projects and assignments. Other general reference materials are also included in module eleven. For the most part, you will become involved in similar activities in each module. Activities will include critical thinking questions, case studies, mini-research projects, and articles related to course material.

You will be expected to read textbook material and other materials when assigned. End-of-chapter questions and cases will be used to generate discussion. Occasionally, I will add thought-provoking and critical thinking questions for your discussion. Additional questions will be based on textbook readings, articles you have been required to read, case studies, and projects. Each student will be asked to lead the discussion of at least one chapter. If the class is relatively small, students may be asked to lead the discussion of more than one chapter.

Please read all Course Information materials carefully. Your registration for this course is my assurance that you have read all orientation materials and agree with their content.
COURSE INFO. DOCUMENT by: Asberine Alford  
Subject: Course Learning Activities

You will become involved in different kinds of learning activities during the semester. These activities include reading assigned textbook materials and participating in on-line discussions of end-of-chapter questions and case studies, analyzing applied case studies, and answering case questions based on information from the textbook and assigned research topics. You will summarize articles that focus on relevant course content and discuss the content of articles with other class members. You will complete several projects during the semester that will include using the internet to conduct on-line searches relevant to course content, and you will also interview office managers. Lectures will be presented at the beginning of each textbook chapter. Lectures do not come directly from the text but provide related material that will enhance and supplement textbook topics.

Articles submitted for a grade must have complete bibliographical information listed at the beginning; this includes articles from the internet. If you have a relative and interesting article and you have done a good job summarizing it, you may be asked to place your summary on the Bulletin Board. I hope you will be willing to share it with other members of our class.

Applied case studies are not included in your textbook, but will be posted in sufficient time for you to read and analyze before due dates. When analyzing case studies, you must apply knowledge and skills acquired from textbook chapters and class discussions. Guidelines for Reading and Analyzing a Case Study can be found in Module 11 under Reference Materials.

Please read all Course Information materials carefully. Your registration for this course is my assurance that you have read orientation materials and agree with their content.
COURSE INFO. DOCUMENT by: Asberine Alford

Subject: Course Objectives

After completing this course, you should be able to

a. define the functions of Administrative Office Management.
b. explain the steps in the problem-solving process.
c. describe the outcome to be realized by a firm that conducts an effective office training program.
d. analyze the office space needs of an organization.
e. discuss the steps involved in a systems study.
f. identify ongoing managerial activities that must take place to keep office systems in operation.
g. evaluate the physical environment of an office.
h. explain the principles of effective office communication including listening, conducting meetings, and planning conferences.
i. understand the principles that guide administrative office managers in preparing budgets.
j. understand the principles involved in selecting, developing, supervising, training, and motivating office employees.
k. explain the principles involved in performance appraisal, job analysis, job evaluation, salary administration, work measurement, and productivity.
COURSE INFO, DOCUMENT by: Asberine Alford
Subject: Readings

The textbook for this course is *Administrative Office Management, An Introduction*, 8th Edition, by Zane K. Quible, 2005, Prentice-Hall, Inc. ISBN 0-13-124510-4. This book will be our main reference source; however, other required readings during the semester will include applied case studies, articles, information necessary to complete mini-research projects, and internet research.

You will select articles that relate to office management from magazines, newspapers, and trade journals of your choosing. Five of the six applied case studies required for this course will relate to the five sections of your textbook. The other applied case study will be an overview case study that will relate to office management in general. Applied Case Studies will be posted one week before the end of each module.
COURSE INFO. DOCUMENT by: Asberine Alford  
Subject: How You Will Be Evaluated

You will be assessed on the quality and frequency of your input to on-line discussions related to end-of-chapter questions, case study analysis and questions, and assigned projects. A major part of your grade will be based on how well your projects, articles, and applied case studies are related to course content and how well they are organized. Your ability to follow instructions and complete assigned projects and other activities within the specified timeframe for each activity will be part of your final assessment.

To successfully complete this course you must

a. read all assigned textbook material and participate in on-line discussions of end-of-chapter questions and cases as assigned by instructor.
b. read and summarize three articles. Articles must be relevant to course content, and summaries should not exceed 200 double-spaced, typewritten words. Each article must have as its focus a different topic from the topics listed in your course schedule.
c. complete three applied case studies.
d. complete three assigned projects.
e. complete two tests.

PROCEDURES FOR CALCULATING FINAL GRADE

1. On-line Discussions 15%
2. Three Articles 15%
3. Three Applied Case Studies 20%
4. Three Assigned Projects 20%
5. Two Tests 30%

Using the grading system at Suffolk County Community College, the numerical average of the above items will determine your final course grade. An average of 90 or above earns an A; 85-89 earns a B+; 80-84 earns a B; 75-79 earns a C+; 70-74 earns a C; 65-69 earns a D+; 60-64 earns a D; and 59 and below earns an F.

Please read all Course Information materials carefully. Your registration for this course is my assurance that you have read orientation materials and agree with their content.
### Print this document

**COURSE INFO. DOCUMENT by:** Asberine Alford  
**Subject:** Course Schedule

**COURSE CALENDAR AND ASSIGNMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Topics/Activities</th>
<th>Start (use exact dates)</th>
<th>End (use exact dates)</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Module 1**                                                                     | 01/20/04                | 01/30/04              | Read Chapters 1, 2, and 3  
See Assignment Sheet for Details                                                    |
| The Managerial Process; The Organizing Process; The Communication Process        |                         |                       |                                                                                  |
| **Module 2**                                                                     | 02/04/04                | 02/16/04              | Read Chapters 4, 5, and 6  
See Assignment Sheet for Details                                                    |
| Office Layout; Office Environment; Office Equipment and Furniture                |                         |                       |                                                                                  |
| **Module 3**                                                                     | 02/17/04                | 02/27/04              | Read Chapters 7, 8, and 9  
See Assignment Sheet for Details                                                    |
| Selecting Office Employees; Developing Office Employees; Supervising Office Employees |                         |                       |                                                                                  |
| **Module 4**                                                                     | 02/28/04                | 03/12/04              | Read Chapters 10, 11, and 12  
See Assignment Sheet for Details                                                    |
| Motivating Office Employees; Appraising Performance of Office Employees; Analyzing Jobs of Office Employees |                         |                       |                                                                                  |
| **Module 5--Test 1**                                                            | 03/13/04                | 03/15/04              | Test 1                                                                         |
| Chapters 1-12                                                                     |                         |                       |                                                                                  |
| **Module 6**                                                                     | 03/16/04                | 03/26/04              | Read Chapters 13 and 14.  
See Assignment Sheet for Details                                                    |
| Evaluating Jobs of Office Employees; Administering Salaries of Office Employees |                         |                       |                                                                                  |
| **Module 7**                                                                     | 03/27/04                | 04/08/04              | Read Chapters 15 and 16                                                      |
| Module 8 | 04/14/04 | 04/23/04 | Read Chapter 17; See Assignment Sheet for Details |
| Systems Analysis | | | Selected Topics From Chapters 18-23 |
| Sources and Types of Applications | | | |
| Software | | | |
| Mail Services | | | |

| Module 9 | 04/24/04 | 05/05/04 | Read Chapters 24 and 25; See Assignment Sheet for Details |
| Quality and Quantity Control | | | |
| Budgetary and Cost Control | | | |

| Module 10—Test 2 | 05/07/04 | 05/10/04 | Test 2 |

| Module 11—Reference Materials | Open | Open | Refer to this Section Frequently; Especially when completing a written assignment. |
Module Overview:
This module introduces basic concepts and trends in administrative office management.

Module Learning Objectives:
After completing this module you should be able to
• develop an appropriate management strategy for use by an AOM.
• understand the important role communication plays in administrative office management.
• develop an appropriate philosophy regarding the organizing function of AOM.

Readings:

Due Date: Readings should be completed before other assignments are attempted. Please note assignment due dates.

Assignments:
Due Date: Article 1 is due not later than 12 noon (Eastern Standard Time) on January 30, 2004.

Discussion: Discussion for Chapters 1, 2, and 3 begins January 20, 2004 and ends January 30, 2004

On-line discussion for this module will not be checked after the above ending date.

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.
SUFFOLK COUNTY COMMUNITY COLLEGE
AMMERMANN CAMPUS
COURSE OUTLINE

DEPARTMENT:    Business Information Systems
INSTRUCTOR:    Staff
SEMESTER:      Fall 2003
COURSE:        OT25 - Keyboarding and Document Preparation I

COURSE OBJECTIVES:

To enable the student to develop basic typewriting skills for vocational or personal use.

Upon completion of the course, the student will be able to:

a. type a minimum number of words as it appears on the grading scale.
b. type and use proofreader marks on rough drafts and letters.
c. identify and format the parts of a business letter.
d. type straight copy text for a sustained period of time using the accuracy chart determined by the department.
e. format tables using tab settings.
f. format a business memo and report.


***PLEASE TAKE NOTE***
SCCC STUDENT CODE OF CONDUCT

. . . Although not all-inclusive, the following actions, activities or behaviors are expressly prohibited:

"Unauthorized or illegal use of College computer facilities or equipment, such as hacking; duplication or unauthorized use of copyrighted software; destruction, unauthorized transfer or alteration of files; unauthorized use of another individual's identification, password or work."

Any student guilty of the above may receive a failing grade in that class, be dismissed from class and/or be referred to the Dean of Students for further discipline proceedings.
ABSENCE/LATENESS POLICY:

All students are expected to attend every class session in which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in a course or removal from the class roster. Students will be dropped after the third absence.

GRADING POLICY:

Classwork Typewriting techniques, assigned problems, ability to follow directions, business attitude. 20%

Production Tests
  a. Business Letters 50%
  b. Manuscript

Final Timed Writings Three three-minute timed writings averaged (see Timed Writing Grading Scale) 30%

*Departmental Rule STUDENTS WILL BE REQUIRED TO TURN IN 3 PASSING TIMED WRITINGS TO RECEIVE CREDIT FOR THE COURSE AND COMPLETE A THEORY TEST GRADED PASS/FAIL 100%

TIMED WRITING GRADING SCALE:

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<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>29, 30, 31</td>
<td>B+</td>
</tr>
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<td>26, 27, 28</td>
<td>B</td>
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</tr>
<tr>
<td>20, 21, 22</td>
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Beginning the week of _______, a series of timed writings for three consecutive minutes will be given. The three (3) best timed writings will constitute 30 percent of the student’s final grade. No grades will be averaged unless a student hands in THREE official passing timed writings.

A timed writing that does not conform to the Timed Writing Grading Scale or exceeds three errors will not be graded. Students are responsible for carefully proofreading all timed writings submitted to their instructor for evaluation.
STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

1. Demonstration of excellent touch typewriting techniques.
2. Timely completion of all assigned problems.
3. Completion of three (3) passing timed writings (see Timed Writing Chart).
4. Completion of the final.

WEEKLY OUTLINE OF TOPICS:

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<th>LESSONS</th>
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<td>2-3</td>
<td>Learn key reaches for E and N; Phrases; Review</td>
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<td>Learn left shift, key reaches for H and T; Period; key reaches for R; right shift; C and O</td>
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<td>Learn key reaches for W; Comma; B; P; Review</td>
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<td>Learn key reaches for G; Question Mark; X; U; Learn key reaches for Q; M; V; Apostrophe</td>
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<td>Learn key reaches for Z; Y; Quotation Mark; Review (Monday classes meet instead of Wednesday classes)</td>
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<td>Review; Skill-Building Workshop 1</td>
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<td>Margins; List Files; Reveal Codes; Tabs; Line Spacing</td>
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<td>Learn Key Reaches to 2 and 7; Format Review; Learn key reaches to 4 and 9</td>
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<td>22-23</td>
<td>Learn key reaches to 3 and 6; $ and ; number expression; format review</td>
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<tr>
<td>24-25</td>
<td>Learn # and /; number expression; learn % and --; Word Division; Format Review</td>
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</tbody>
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SUFFOLK COUNTY COMMUNITY COLLEGE
AMMERMAN CAMPUS
COURSE OUTLINE

DEPARTMENT: Business Administration                 SEMESTER: Spring 2004
COURSE: Business Communications                     CATALOG NO: BA25
INSTRUCTOR: Professor M. Byrne-Moore                 OFFICE: R316
E-MAIL: mbmsuffolsuny@yahoo.com                      TELE: 451-4774

CATALOG DESCRIPTION:

Principles of business communication as they relate to the contemporary business organization. Emphasis on management approaches and solutions to communication problems unique to the business community. Topics include word/information processing, employment communication and effective preparation of business correspondence and reports. Resume writing and marketing oneself for the job search is explored. Prerequisite: EG11 or permission of the instructor.

BEHAVIORAL OBJECTIVES:

Upon completion of this course, students will have

a. developed an understanding of the theories and principles of business communication;

b. developed an understanding of contemporary theories regarding worker motivation and management styles;

c. developed an understanding of sundry business communication tasks including leading conferences and business meetings and conducting interviews and employee conferences;

d. learned specific writing techniques and organizational strategies to compose clear, noise, and purposeful business messages;

e. developed the ability to recognize and utilize formal and informal lines of communication in business organizations.

f. acquired skills necessary to write business reports including justification, credit, informational, and progress reports in letter and memo format.

g. acquired skills necessary to research job opportunities

h. developed tools necessary for meeting ethically challenging situations

i. acquired skills necessary to recognize the importance of nonverbal communication cues.
MATERIALS


One 3.5 inch high density disk
Diskette Carrying Case

STUDENT REQUIREMENTS FOR COMPLETION OF COURSE

1. All textbook and handout assignments must be completed. Assignments will be collected prior to the beginning of class on designated due dates.

2. Completed assignments must be keyed, grammar checked, printed, and stored on a 3.5 inch disk for retrieval if necessary. Students must have class work disks available during each class period. Students should plan for access to a computer either here at the college library, public library, or at home, since many assignments reflect business trends related to e-mail and the Web.

3. Two written examinations must be completed during the semester. Examination will encompass textbook material, case studies, career applications, oral reports, Internet exercises, and class lectures. Final project - Internet and Business Letters and Memos. No make-ups.

4. Each student must complete a Job Search/Resume project.

5. Students must read all assigned textbook material before coming to class. Textbooks are to be brought to class.

GRADING POLICY

1. Two Exams 50%
2. Class Assignments, Homework, Business attitude 30%
3. Team Internet Project 20%

100%

A STUDENT'S GRADE WILL BE AFFECTED BY:

1. The number of absences and latenesses
2. The number of late or missing homework assignments
3. Business professional attitude

ACADEMIC INTEGRITY

Any form of cheating-plagiarism or copying material from fellow students is in violation of the College's Code of Conduct and may result in a failing grade for the course and serious disciplinary sanctions as outlined in the College's Code of Conduct.
ABSENCE/LATENESS POLICY

The following statement was taken from the Campus’s Attendance Policy: All students are expected to attend every class session in which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness will lead to failure in a course or removal from the class roster.

INSTRUCTOR’S ATTENDANCE POLICY

All students are expected to attend every class session, arrive on time and remain until the end of class. Attendance will be taken at the beginning of class. It is the responsibility of the student who arrives late to have the absence changed to a lateness (at the end of class). Being late for class or leaving before the end of class constitutes ½ an absence. Students will be dropped after 4th absence.

CLASS RULES

Proper polite ADULT behavior is expected of ALL students. Rude behavior and/or foul language is not acceptable and will not be tolerated.

The following are NOT permitted in class: EATING, DRINKING, SMOKING, BEEPERS, CELL PHONES, CD PLAYERS.

Your own individual work is expected. Collaboration on programs, assignments or exams is not permitted. A negative grade will be assigned to any program, assignment or exam when collaboration is suspected. Cheating will NOT be tolerated.

Any student violating the class rules will be dismissed from class.

***PLEASE TAKE NOTE***

SCCC STUDENT CODE OF CONDUCT

...Although not all-inclusive, the following actions, activities or behaviors are expressly prohibited:
“Unauthorized or illegal use of College computer facilities or equipment, such as hacking; duplication or unauthorized use of copyrighted software; destruction, unauthorized transfer or alteration of files; unauthorized use of another individual’s identification, password or work.” Any student guilty of the above may receive a failing grade in that class, be dismissed from class and/or be referred to the Dean of Students for further discipline proceedings.
BA25 Topical Outline

WEEK

1  Introduction
   Facing Today's Communication Challenges

2  Writing for Business Audiences

3  Improving Writing Techniques

4  Revising and Proofreading Business Messages

5  Memorandums and E-Mail

6  Routine Letters

7  Negative Messages

8  Negative Messages

9  Letters and Memos that persuade

10 Letters and Memos that persuade

11 Goodwill and Special Messages

12 Business Etiquette

13 Team Project

14 Team Internet/Communication Project

15 Team Internet/Communication Project
Appendix D
Sample On-line Course Assignment to Demonstrate Student Achievement of Learning Outcomes
If the goal of "reengineering" is to get managers focused on business as a "system" in which functions are seamless, how would this affect the responsibilities of and training required for AOMs; and, in your opinion, has reengineering run its course and might soon be replaced by another revolutionary managerial idea?

When you are ready to participate in the discussion, click the RESPOND link below.
All articles are due by 12 noon (Eastern Daylight Time) on the date indicated above.

Instructions
Read an article related to any topic discussed in Chapters 1-5. Summarize the major points in your article; your summary should not exceed 200 typewritten words. Before you submit your article, go to Course Reference Materials in Module 6 and read Guidelines for Submitting Articles.

When you are ready to create your assignment, click the CREATE ASSIGNMENT link below.
DOCUMENT by: Asberine Alford
Subject: Applied Case Study 1 Due: 09-30-03
Reminder: All Case Studies are due not later than 12 noon (Eastern Daylight Time) on the date indicated above.

Please go to Course Reference Materials in Module 6 and read "Analyze a Case Study: Basic Steps" before you continue.

This case study provides a simple approach to analyzing AOM responsibilities and the knowledge and skills needed to carry out these responsibilities. As you summarize the facts in this case, give some thought to what office activities are being performed by the current 20 supervisors in the organization.

APPLIED CASE NO. 1*

The Carson Manufacturing Company, which is located outside of Detroit, Michigan, was founded in 1945 by two brothers, William and Peter Carson. The company has manufactured several different products during its existence but has experienced its greatest success in the manufacture of decorative cover plates for wall light switches. The growth of the organization over the years has been slow but steady. The managerial philosophy of the company over the years has always been rather traditional. Neither of the Carson brothers believed in implementing any of the new managerial or personnel concepts.

William Carson, Jr., (Bill) son of one of the founders, recently became president of the company when his father, who had been president for 25 years retired. A few years ago Bill received his MBA from a well-known college located in the north eastern part of the United States. Bill's managerial philosophy is a little more progressive than his father's. After a short period, Bill implemented new personnel programs and managerial concepts, all of which have been quite successful.

Peter Carson, one of the founders and still President of the Board, is concerned about the changes being made by Bill. The organization has 20 office supervisors, and each office supervisor is responsible for all office activities under his or her jurisdiction. Although some of the units are efficiently managed, others are not, and Bill is concerned about the overall lack of coordination of office activities. Bill has determined that a new employee with the title "Administrative Office Manager" is needed. The primary responsible of this individual would be the coordination of all office activities throughout the organization.

Questions to be Answered:
1. What benefits would likely emerge from employing an AOM whose responsibility would be the overall coordination of office activities?
2. What would likely be the most serious disadvantages that would result from making an AOM responsible for the coordination of office activities?
3. What qualifications would likely be required of the individual hired as an AOM?
4. Identify areas for which the AOM would likely be responsible.

*The template for this case was taken from Administrative Office Management (2001) by Zane
DOCUMENT by: Asberine Alford
Subject: Project 3, Job Description and Specifications Due 11-12-03
Review information gathered during your office visit experience. Assume you have conducted a job analysis of the position held by the AOM you visited and interviewed. Plan a Job Description and Specification document based on the information in your Office Visit Report.
Reminder: All Case Studies are due not later than 12 noon (Eastern Standard Time) on the date indicated above.
If necessary, go to Reference Materials (Module 11) and read Analyze a Case Study: Basic Steps and Grading System for Applied Case Studies before you begin.

Applied Case Study No. 3*

Lilly McKellan is owner and manager of Lilly Seasonal Crafts, a nationwide mail order business specializing in seasonal crafts. Her home base is located in Omaha, Nebraska. The company has been in operation locally for more than ten years. During the past five years the company has advertised nationally, and a seasonal crafts sales magazine is sent to prospective mail order customers on a regular basis. Most of the crafts sold by Lilly Seasonal Crafts are made by Omaha locals, however, Lilly has contact people in several midwestern states who search for just the right items to be offered on consignment through Lilly Seasonal Crafts.

Lilly's office staff consists of the following:

Office Supervisor--Takes Care of correspondence
A Sales Order Clerk--Processes sales orders
Three Stock Clerks--Receive merchandise from contact persons; fill orders
Three Seasonal, Part-time Workers hired from Mid-October through December

Lilly has an e-mail address and an 800 number for contact persons, but one of the problems seems to be telephone tag. Contact persons call Lilly to speak with her directly before recommending an item, and customers call the same 800 number to register complaints about merchandise received. To add to the telecommunication problem, Lilly Seasonal Crafts has just contracted with someone to plan and maintain its website.

Questions to be Answered
1. What type of problems now exist with Lilly's telecommunication system(s)? Indicate management, human relations, etc.
2. Prioritize steps you think should be taken to solve Lilly's problems. Support your answer with knowledge you have gained from textbook theory, articles, references, and other readings.
Appendix E
Current Student Survey Form
Dear SCCC Office Management Student,

Thank you for taking the time to help us review the Office Management program. We would like to identify strengths and weaknesses in order to improve this program. Please complete this brief, confidential survey and return it to the in-class student volunteer (to be sent directly to the Program Review Committee).

7- Digit Student ID

1. Have you formally declared a major in Office Management?
   - Yes
   - No, but I am taking Office Management course(s).

2. Please indicate ALL of the statements that PRESENTLY apply to you.
   (Mark all that apply.)
   - Full-time student
   - Part-time student (less than 12 credits this semester)
   - Primarily a "day-student"
   - Primarily an "evening/weekend student"
   - Both day and evening
   - I've successfully completed one or more distance education courses.
   - I'm not interested in distance education courses.
   - I'd like to find out more about distance education courses.

3. Presently I work...
   - Full time
   - Part time
   - Not presently employed (Go to Question 4.)

3a. I presently work in...
   - an Office Management job/capacity.
   - an Office job/capacity.
   - a Sales/Service job.
   - a Food-Service job.
   - other. (Specify: ______________________)

4. I am pursuing Office Management coursework to...
   - prepare for a career in Office Management.
   - improve my skills for advancement at my current job.
   - enhance my personal growth and/or interest as an elective.
   - follow the advice of family, friends or employer.

5. After graduation, I plan to...
   - work as a Manager in an office.
   - work in another capacity in an office.
   - take a break and not work for a while.
   - work in another field (please specify.)
   - go on to further my education (please specify.)

6. Overall, my level of satisfaction with the services and facilities with in the Office Management Program is...
   - very satisfied (e.g., program is organized; professors are helpful; I'm learning a lot).
   - satisfied.
   - neither satisfied nor dissatisfied.
   - dissatisfied.
   - very dissatisfied.

7. Would you recommend SCCC Office Management program to peers interested in pursuing such a degree?
   - Yes
   - No

   If not, please specify.

End of survey.
Appendix F
Institutional Research Data Package
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<td>2</td>
<td>2.3%</td>
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## Fall Enrollment in Developmental Reading

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<tr>
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## Fall Enrollment in Developmental Math

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## Fall Enrollment in Developmental English

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Graduation and Persistence by Year of Entry
First-Time Full-Time Fall Entrants
As of Fall 2000

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<th>343 Grad</th>
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<th>Other Grad</th>
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<th>Attending</th>
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Summary Statistics for Years to Graduate from Program

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</tr>
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<td>2</td>
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<tr>
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Descriptive Statistics

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<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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</table>
Descriptive Statistics

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<th>Std. Deviation</th>
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Valid N (listwise) 0

Age, SAT, Years to Graduate Summary Statistics by Year

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<td>9</td>
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### Age, CPT, Years to Graduate Summary Statistics by Year

| Year | CPT READING | | | | | | CPT SENTENCE | | | | | | CPT MATH | | | | | | CPT ALGEBRA | | | |
|------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|      | N | Mean | Std | N | Mean | Std | N | Mean | Std | N | Mean | Std | N | Mean | Std | N | Mean | Std |
| 1994 | 57 | 72.05 | 20.62 | 58 | 87.17 | 71.72 | 61 | 60.30 | 24.52 | 61 | 44.66 | 23.09 |
| 1995 | 49 | 74.14 | 18.87 | 51 | 81.51 | 21.37 | 55 | 67.42 | 22.86 | 55 | 43.49 | 24.98 |
| 1996 | 47 | 76.30 | 17.03 | 46 | 82.70 | 19.29 | 47 | 55.00 | 24.85 | 47 | 35.64 | 19.72 |
| 1997 | 47 | 75.85 | 17.04 | 51 | 98.25 | 101.96 | 54 | 59.02 | 22.65 | 54 | 41.19 | 23.82 |
| 1999 | 52 | 76.29 | 21.43 | 51 | 80.35 | 20.20 | 56 | 56.84 | 21.92 | 56 | 45.20 | 22.25 |
| 2000 | 38 | 76.92 | 20.39 | 38 | 76.13 | 23.68 | 39 | 51.15 | 22.72 | 39 | 42.18 | 21.89 |
| 2001 | 48 | 76.13 | 20.75 | 47 | 83.21 | 21.61 | 53 | 53.43 | 25.35 | 54 | 40.41 | 19.08 |
| 2002 | 37 | 73.16 | 22.05 | 37 | 79.69 | 23.63 | 45 | 53.49 | 26.99 | 45 | 34.31 | 16.00 |
| 2003 | 30 | 73.00 | 22.70 | 32 | 61.38 | 24.28 | 38 | 51.21 | 21.72 | 38 | 41.82 | 20.86 |

### Age, Averages, Years to Graduate Summary Statistics by Year

| Year | HIGH SCHOOL AVERAGE | | | | | | GPA | | | | | | | | | | |
|------|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|      | N | Mean | Std | N | Mean | Std | N | Mean | Std |
| 1994 | 66 | 77.09 | 5.26 | 120 | 2.98 | .75 |
| 1995 | 54 | 77.52 | 5.86 | 102 | 2.98 | .68 |
| 1996 | 48 | 77.38 | 5.89 | 78 | 3.11 | .70 |
| 1997 | 49 | 76.86 | 6.73 | 91 | 2.91 | .79 |
| 1998 | 47 | 76.02 | 6.24 | 86 | 3.00 | .66 |
| 1999 | 53 | 77.17 | 5.51 | 74 | 2.94 | .74 |
| 2000 | 42 | 77.69 | 5.27 | 74 | 2.93 | .67 |
| 2001 | 56 | 77.16 | 5.64 | 84 | 2.97 | .66 |
| 2002 | 43 | 77.81 | 5.30 | 71 | 2.94 | .72 |
| 2003 | 40 | 78.25 | 6.08 | 73 | 2.89 | .84 |
Appendix G
Library Resource Information Package
(College-Wide by Campus)
I. TEACHING

4
1. Number of instructional sessions conducted by library faculty for the program (include workshops).

193
2. Total number of subject-specific instructional sessions conducted by library faculty (OS15/20 not included).

11,670
3. Campus head count enrollment (use Fall data).

88
4. Program head count enrollment (use Fall data).

0.75
5. What percentage of the total campus enrollment is the program enrollment? (No. 4 divided by No. 3 x 100).

see attached
6. Review program course outlines for library related projects (analyze in report).

II. BOOKS

109,706
1. Number of circulating and reference titles in the campus collection. *Everything except pamphlets, reserves, periodicals, and media.*

651
2. Number of circulating and reference titles that support the program. *Everything except pamphlets, reserves, periodicals, and media.*

0.60
3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)

1990
4. Median age of circulating and reference titles that support the program.

7,539
5. Number of books circulated in the base year. *Excludes Book Reserves.*

63
6. Number of books circulated that support the program.

0.83
7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)

4
8. Number of books that support the program borrowed on intercampus and interlibrary loan.

9,676
9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.

113
10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

1.16
11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program?
III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

1. Total number of periodical titles in the campus collection.

2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

4. Number of periodicals circulated.

5. Number of periodicals circulated that support the program.

6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

8. Number of periodical titles to support the program added to the campus collection in last 5 years of the program review cycle.

9. Attach a college-wide alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. ONLINE RESOURCES

1. Attach an alphabetical list of databases that are relevant to this program. See attached list of relevant databases and select full-text titles.

2. If available and relevant, provide usage statistics for these databases. Not applicable.

V. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

1. Total number of software uses in Media Resource Center.

2. Number of programmatic software uses in Media Resource Center.

3. Describe age, quality and usage of equipment by type and/or any unique needs for this program. See attached Media Statement.

B. Campus Classroom Services

1. Number of software uses in the classroom

2. Number of programmatic software uses in the classroom.

3. Number of hardware uses in the classroom for the program.
4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program. See attached media statement.

C. College-Wide Media Collection

2,347
39
1.6

1. Total number of media titles.
2. Number of media titles to support the program.
3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.

<table>
<thead>
<tr>
<th>Format</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>SLD: Slide Set</td>
<td>1</td>
</tr>
<tr>
<td>V: ¼” Videotape</td>
<td>3</td>
</tr>
<tr>
<td>VH: ½” Videotape</td>
<td>35</td>
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<tr>
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</tr>
<tr>
<td>DVD</td>
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</tr>
<tr>
<td>CD ROM</td>
<td>0</td>
</tr>
</tbody>
</table>

1989

5. Median age of software, if possible.

10

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations.
OFFICE MANAGEMENT PROGRAM REVIEW
Chapter 5 - Resources
AMMERMANN LIBRARY COMPONENT
NARRATIVE ANALYSIS

The narrative analysis of the Office Management Program Review Report as it relates to the Ammerman Campus library has been written by Deborah Proenzano. The analysis is based upon reports from College-Wide Library Technical Services, the campus Media Librarian and data retrieved from the Circulation and Periodical departments of the Huntington library at the Ammerman campus.

The Huntington Library at Ammerman has had a full review of their book, media and periodical collections in the Office Management area. Library of Congress Classifications included:

HD38, HD42, HD58, HD62
HF5717-5734
HF5547- HF5549
HF5382-5389
KF390
KF871-890
KF3455
Z49-52

The collection in these call ranges was incorporated into this report based upon relevance to the program and usage.

There were 88 students enrolled in the program during the statistical-based year although only fall enrollment data was used.

I. TEACHING

The Office Management Program consists of several core courses such as Keyboarding I & II, Business Communications, Office Management and Organizational Behavior. Although the number of library lectures for the program is low as compared with the total number of lectures provided by the library, a significant majority of the students enrolled in the program are introduced to information literacy and research skills during the required library component of OS 15/20. The courses in the program that have come to the library for lectures have been instructed on how to search the
library catalog as well as how to access and search business-specific databases such as Business and Company Resource Center from the library as well as from their own homes. The faculty in the department have regularly referred students to the library for assignments that require the students to locate hard-copy periodicals for their class assignments and for research-based assignments. One class assignment in the program is to locate, select, read and analyze several current articles from professional journals in the field.

II. BOOKS

The Huntington Library at Ammerman has a total circulating and reference collection in the Office Management area of 651 volumes. The books in the Office Management area represent 0.6% of the total library collection at the Huntington Library. Since this is a College-wide program, East and Grant campus libraries also hold titles that are supportive of the Office Management program.

Several titles listed in Best Books for College Libraries 1st Edition, including Windows into Organizations, Ethical Issues in Business and The New Battle over Workplace Privacy are included in our collection. We have begun to update the core of the Office Management collection. In just the last two years of the program review cycle, an average of 21 monographic titles per year were been added to the Ammerman collection - for a total of nearly forty-five new titles in the areas. The median publication date of books included in the data was determined to be 1990. This date is not at all indicative of an aged collection since there are many titles in our stacks that need to remain as essential standards in the area and related disciplines. Title III monies have recently been earmarked toward augmenting the collection in this area, hence, there will be a marked decrease in the median publication date of books in the area.

III. PERIODICALS

A total of 235 hard-copy periodical articles circulated that support the program. Over 4.2% of the library's 902 periodical subscriptions support the program. The library subscribes to several online databases whose contents include titles that are relevant to the Office Management Program. Such database titles include: Gale's Business & Company Research Center and First Search's Business and Management Practices. Lists of hard-copy as well as selected online titles are attached to this report.
IV. MEDIA, SOFTWARE, EQUIPMENT AND SERVICES

Media Resources Center - The Media Resources Center is located on the main level of the library. It is open during regular library hours and has the following equipment available to students, faculty and staff: seven VHS players and monitors; one u-matic videotape player; one slide projector; five cassette players, three CD/cassette players; two typewriters; three monitor/players and one PC with Internet access and CD listening capability.

The equipment is generally in good working order. New equipment replaces some older models and broken equipment. It also increases the number of DVD and CD players (now in greater demand) available to Media Center users. U-matic video players are being phased out, along with u-matic tapes, as the college moves to using newer formats. (Note that there are no DVDs listed in the Media Titles section. Current titles in this program area still tend to be produced in VHS, not DVD formats.)

Classroom Media Services Faculty in the program are moderate users of equipment (primarily VHS players) provided by Classroom Media Services. Heavier use is in BA11 and BA 25, required courses for students in this program. (The total number of equipment uses on campus was 4653 for this period. Numbers are not broken down by program area.) Faculty use both videos owned by the college and their own personal tapes. Equipment used by Classroom Media Services is generally in good condition. Because of the heavy usage of equipment by all departments, new equipment is typically ordered every year. This year, slide projectors were a priority in ordering.

The program uses a smart classroom located in the Riverhead building for Internet and computer applications. A Smart Cart, provided by Classroom Media Services, is available and used when this room is not available.

Recommendations

The assessment of the library component of the program review report did not disclose any weaknesses in the library or its services. It is however recommended that we pay greater attention to orienting faculty in the department to the resources and services available at their campus library. This should help ensure the library is integrated into the teaching, learning and research undertakings of the College.
<table>
<thead>
<tr>
<th>Title</th>
<th>Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Enterprise</td>
<td>Periodical v.12- ; 1981-</td>
</tr>
<tr>
<td>Business Education Forum</td>
<td>Periodical Current ten years</td>
</tr>
<tr>
<td>Business Geographics</td>
<td>Periodical v.3- ; 1995-</td>
</tr>
<tr>
<td>Business Horizons</td>
<td>Periodical 1982-8/93</td>
</tr>
<tr>
<td>Business Week</td>
<td>Periodical Current five years</td>
</tr>
<tr>
<td>Communication</td>
<td>Microfilm 9/29-1992</td>
</tr>
<tr>
<td>Communication Education</td>
<td>Periodical v.3- ; 1985-1996</td>
</tr>
<tr>
<td>Communication Quarterly</td>
<td>Periodical Microfilm 1976-</td>
</tr>
<tr>
<td>Communication Quarterly</td>
<td>Periodical v.36- ; 1986-</td>
</tr>
<tr>
<td>Communication Research Reports</td>
<td>Periodical v.13- ; Fall/96-</td>
</tr>
<tr>
<td>Forbes</td>
<td>Periodical Current five years</td>
</tr>
<tr>
<td>Fortune</td>
<td>Microfilm 1971-1991</td>
</tr>
<tr>
<td>Getting Results for the Hands-on Manager</td>
<td>Periodical 9/59-1975, 1991-</td>
</tr>
<tr>
<td></td>
<td>Microfilm 2/30-1960</td>
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<td>HR focus</td>
<td>Periodical v.41- ; 5/96-1997</td>
</tr>
<tr>
<td>Inc.</td>
<td>Periodical v.68- ; 1991-</td>
</tr>
<tr>
<td>The Journal of Business</td>
<td>Periodical 1993- ;</td>
</tr>
<tr>
<td></td>
<td>Microfilm 4/79-1992</td>
</tr>
<tr>
<td>Journal of Communication</td>
<td>Periodical v.48- ; 1975-</td>
</tr>
<tr>
<td></td>
<td>Periodical v.18- ; 1968-1973,</td>
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<tr>
<td></td>
<td>1975-</td>
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<td>Title</td>
<td>Holdings</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Managing Office Technology</td>
<td>Periodical 6/93-2/96</td>
</tr>
<tr>
<td>Modern Office Procedures</td>
<td>Periodical (Microfilm 1982-9/83)</td>
</tr>
<tr>
<td>Modern Office Technology</td>
<td>Periodical 1984-5/93</td>
</tr>
<tr>
<td>The Office</td>
<td>Periodical 1989-10/93</td>
</tr>
<tr>
<td>Office Administration and Automation</td>
<td>Periodical 1983-9/85</td>
</tr>
<tr>
<td>Personnel</td>
<td>Periodical 1975-10/91</td>
</tr>
<tr>
<td>Personnel Psychology</td>
<td>Periodical v.29- ; 1976-</td>
</tr>
<tr>
<td>The Quarterly Review of Economics &amp; Business</td>
<td>Periodical 1972-WI/84</td>
</tr>
<tr>
<td>Supervision</td>
<td>Periodical v.47- ; 3/1985-</td>
</tr>
<tr>
<td>Training</td>
<td>Periodical v. 24- ; 1987-</td>
</tr>
<tr>
<td>Workforce</td>
<td>Periodical v. 76- ; 1997-</td>
</tr>
<tr>
<td>Ziff Davis Smart Business 6/2002</td>
<td>Periodical v. 14- ; 6/2001-</td>
</tr>
</tbody>
</table>
List of Media Titles - Ammerman Campus
Business - Office Management

Child care challenge: union solutions
Labor Institute of Public Affairs (AFL-CIO)
1988
Videotape VH000400
Describes how some unions and employers are dealing with the
difficulties of child care in a working family.

Clarence Thomas and Anita Hill: Public hearing, private pain
Bikel, Ofra
1992
Videotape VH000896
Discusses the Thomas confirmation hearings, the charges of sexual
harassment by Anita Hill, and the reactions from Afro-Americans.

Communicating across cultures
Copeland Griggs Productions, Inc.
1987
Videotape VH000747
Describes the need for employers and employees to understand
differences in customs and manners and social mores in order to most
effectively communicate in a business world that is involved in
intercultural transactions.

Communicating electronically: new ways for sharing and distributing
information
Crutchfield, Dean
1996
Videotape VH001260
Discussion of tools and methods of electronic publishing and the
groupware to be used for electronic collaboration.

Conflict: managing under pressure
Pool, David
1986
Videotape VH001646
Presents a four-step process for managing conflict effectively.
Identifies the causes of conflict and outlines the stages and the
techniques that can be applied to resolve conflict at each stage.

Employees
KQED-TV Television station: San Francisco, California
1987
Videotape VH000580
A look at ways that traditional barriers between management and
employees can be replaced by a peer relationship.

Feedback: giving constructive criticism
Pool, David
1986
Videotape VH001644
Discusses the framework needed to provide employees with the focused and well-balanced constructive criticism needed to improve performance.

Gender and communication: male-female differences in language and nonverbal behavior
Archer, Dane
2001
Videotape VH001866
This video explores the impact that gender has on both verbal messages including speech, language, and vocabulary, as well as on nonverbal channels of communication such as touch, movement, and gesture.

Growing a business: L.L. Bean
KQED-TV Television station: San Francisco, California
1988
Videotape VH000584
The story of the success of the L.L. Bean Company of Freeport, Maine.

Growing pains
KQED-TV Television station: San Francisco, California
1987
Videotape VH000578
Rapid growth can cause problems. This program shows how several companies dealt with growth, or in one case, resisted it.

How to influence motivation
CRM Productions
1986
Videotape V0001050
Shows how managers can foster employee motivation at three crucial stages of job performance: before a new task is begun, while the task is in progress, and after a task has been completed.

If the shoe fits
American Telephone and Telegraph Company
1979
Videotape VH001002
Demonstrates how improper telephone techniques can harm business, while effective use of the telephone can result in more satisfied customers.

In search of excellence
Nathan, John
1985
Videotape VH001386
A documentary, shot on location in several of America's most successful companies, which examines examples of successful management in large and small companies. Focuses on the major themes of innovation, productivity through people, shared values, and a strong commitment to customer satisfaction and tells how companies have benefited from their use.

**Information sharing made easy**
Chester, Colby
1996
Videotape VH001771
Shows how four small businesses share information to save time and money by using computer networks.

**Invisible walls**
1967
Videotape VH000736
The film focuses on American beliefs about personal space and shows the importance of non-verbal communication and other assumptions on American patterns of social interaction. An experiment in proxemic behavior is shown.

**Language, signs, and symbols: How man communicates. Slides**
Center for Humanities
Slide Set SLD000004A
Traces man's continuing effort to express his feelings and thoughts to other men—from primitive gesture to contemporary international sign language. Discusses how signs and symbols reflect a society's values and beliefs.

**Law office confidentiality**
Morgan, Clark
1988
Videotape VH001077
Stresses the importance of protecting the confidences of a law office client. Gives safeguards for protecting both written and oral communication to avoid an embarrassing situation.

**Law office confidentiality II: new concerns**
State Bar of Wisconsin
1991
Videotape VH001078
Stresses the importance of protecting the confidences of a law office client. Gives safeguards for protecting both written and oral communication to avoid an embarrassing situation.

**Leadership challenge: how to get extraordinary things done in organizations**
Kouzes, James M.
1989
Videotape VH000485
Describes the qualities and characteristics needed for successful leadership in organizations.

**Long Island: your future is here**
Long Island Association (N.Y.)
1998
Videotape VH001457
This video gives Long Island high school and college students a behind-the-scenes peek at some of the fast-growing industries on Long Island like: computer software & the Internet, electronic technologies and biotechnology. These are the areas that will drive Long Island's economic growth engine for the foreseeable future-- employing thousands of workers and growing bigger every year... Includes highlights of the diversity of jobs and the skills required for each field.

**The Manager's job: folklore and fact**
Mintzberg, Henry
1987
Videotape VH000744
Redefines the role of working managers from the traditional organizing, coordinating, controlling, activities to a more flexible system whereby managers can make themselves more effective. Presents a case study of Rusty Pierce, product manager for the Gillette Company's Silkience shampoo campaign to show how accomplishment in the managerial role often has little to do with traditional management functions.

**Managers can avoid wasting time**
Ashkenas, Ronald N.
1985
Videotape VH000207
Robert Schaffer's breakthrough concept is used as a model to present a four-part strategy to increase management productivity by organizing and managing time and resources effectively to meet the demands of problems.

**Managers with impact: versatile and inconsistent**
Skinner, Wickham
1986
Videotape VH000206
Examines some of the qualities of a successful manager. Uses a series of real life situations to illustrate the particulars of a flexible managerial approach. Identifies some common ruts managers slip into, and demonstrates how to avoid them.

**Media convergence**
Stone, David P.
1998
Videotape VH001737
The telephone, the television, and the computer are three of the most potent inventions of the 20th century and have completely transformed world society. But what happens when you combine all three into one powerful communications medium? This programs examines the growing
convergence of phones, TVs, and computers in Cyberspace and the radical impact on businesses, homes, and schools in this "many-to-many" communications model.

Office safety: a film
Matulavich, Peter
1990
Videotape VH000667
A film on safety procedures and guidelines for the office environment. Uses humor to emphasize common dangers and ways to prevent injuries.

Organization
Phillips Petroleum Company
1976
Videotape V0000905
Actor William Shatner portrays a dynamic entrepreneur who discusses how America's economic growth is based on organizational techniques such as mass production and mass marketing.

The Parable of the sadhu
Wang, Cheryl
1987
Videotape VH000745
Explores what happens to an individual's personal code of ethics in the complex and competitive business environment.

Paradigm mastery series
Barker, Joel Arthur
1997
Videotape VH000965 v.1
Explains how to understand and apply key paradigm concepts so that every day work situations can be better anticipated and managed.

Performing arts interpreting
Sign Envision
1989
Videotape VH000455

Prevent communication breakdown
Krantz, Shelly
1996
Videotape VH000671 c.2
Video focuses on fine vital elements of effective communication and delineates the responsibilities of the message sender. Cover such as concise expression, timing and feedback.

Reading people: the unwritten language of the body
Schrank, Jeffrey
1998
Videotape VH001938
Explores how we communicate through body movements, gestures and through our use of personal space.
Service
KQED-TV Television station: San Francisco, California
1987
Videotape VH000581
The poor service in many American businesses is the single biggest
opportunity for new businesses. Says Paul Hawken, "The customer comes
first? Not really. The employee comes first." Representative companies
give their points of view concerning service.

The Sid story
Jackson, Dan
1989
Videotape VH000669
Demonstrates techniques and concepts that will help supervisors
increase productivity, solve personnel problems, and keep employees
satisfied with their work. Also demonstrates Sid's own technique of
"Planned Spontaneous Recognition."

Stepping up to supervisor
White, Jack E.
1990
Videotape VH000889
Demonstrates common errors of first-time supervisors and suggests
techniques to overcome problems.

Workgroup computing: technology update
Crutchfield, Dean
1994
Videotape VH001261
This program discusses the latest development in groupware products and
technologies. Groupwork computing enables individuals to share
information electronically through e-mail, imaging, document
management, work flow and other collaborative work software. This
seminar will help participants develop workgroup computing strategies.

Working: the American worker
Golden Dome Productions
1995
Videotape VH001549
Provides insights into the changing work environment. Examines how
American workers struggle to maintain dignity, hope, self-worth, and a
steady income.

Working in a law office: an introduction
State Bar of Wisconsin
1993
Videotape VH001074
Overview of the operations of a law office and the importance of the
duties of a law office employee. Also provides a basic outline of legal
procedures.
CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library  East

Statistical base year  2002-2003

Discipline with classmark(s)  Business Office Management
  HD38, HD42, HD58, HD62, HF5717-5734, HF5547-5549, HF5382-5389, HF390,
  HF871-890, KF3455, Z49-52

I. TEACHING

1. Number of instructional sessions conducted by library faculty for the program (include
   workshops).
2. Total number of subject-specific instructional sessions conducted by library faculty
   (OS15/20 not included).
3. Campus head count enrollment (use Fall data).
4. Program head count enrollment (use Fall data).
5. What percentage of the total campus enrollment is the program enrollment?
   (No. 4 divided by No. 3 x 100).
6. Review program course outlines for library related projects (analyze in report).

II. BOOKS

1. Number of circulating and reference titles in the campus collection.
   *Everything except pamphlets, reserves, periodicals, and media.*
2. Number of circulating and reference titles that support the program.
   *Everything except pamphlets, reserves, periodicals, and media.*
3. What percentage of the total number of circulating and reference titles in the
   campus collection is the number of circulating and reference titles that support the
   program?  (No. 2 divided by No. 1 x 100)
4. Median age of circulating and reference titles that support the program.
5. Number of books circulated in the base year.  *Excludes Book Reserves.*
6. Number of books circulated that support the program.
7. What percentage of the total number of books circulated is the number of books
   circulated that support the program?  (No. 6 divided by No. 5 x 100)
8. Number of books that support the program borrowed on intercampus and
   interlibrary loan.
9. Number of book titles added to the campus collection in the last 5 years of the
   program review cycle.
10. Number of book titles that support the program added to the campus collection in
    the last 5 years of the program review cycle.
11. What percentage of the total number of titles added in the last 5 years of the
    program review cycle is the number of titles added to support the program?
III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

1. Total number of periodical titles in the campus collection.
2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)
3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)
4. Number of periodicals circulated.
5. Number of periodicals circulated that support the program.
6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)
7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.
8. Number of periodical titles to support the program added to the campus collection in last 5 years of the program review cycle.
9. Attach a college-wide alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. ONLINE RESOURCES

1. Attach an alphabetical list of databases that are relevant to this program.
2. If available and relevant, provide usage statistics for these databases.

V. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

1. Total number of software uses in Media Resource Center.
2. Number of programmatic software uses in Media Resource Center.
3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

1. Number of software uses in the classroom
2. Number of programmatic software uses in the classroom.
3. Number of hardware uses in the classroom for the program.
4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.
C. College-Wide Media Collection

1. Total number of media titles.

2. Number of media titles to support the program.

3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.

   A: Audiotape
   SLD: Slide Set
   V: ¾" Videotape
   VH: ½" Videotape
   VX: Videodisc
   DVD
   CD ROM

5. Median age of software, if possible.

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations. (See sample format attached.)

Attached.
<table>
<thead>
<tr>
<th>Periodical</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Enterprise</td>
<td>Current five years</td>
</tr>
<tr>
<td>Business Week</td>
<td>1970 +</td>
</tr>
<tr>
<td>Forbes</td>
<td>1968 +</td>
</tr>
<tr>
<td>Fortune</td>
<td>1970 +</td>
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<tr>
<td>Harvard Business Review</td>
<td>1970 +</td>
</tr>
<tr>
<td>HR Focus</td>
<td>1992 +</td>
</tr>
<tr>
<td>Inc.</td>
<td>1993 +</td>
</tr>
<tr>
<td>Sales &amp; Marketing Management</td>
<td>1995 +</td>
</tr>
<tr>
<td>Wall Street Journal</td>
<td>Current six months</td>
</tr>
<tr>
<td>Workforce</td>
<td>1997 +</td>
</tr>
<tr>
<td>Working Woman</td>
<td>1990-9/2001</td>
</tr>
</tbody>
</table>
VIDEOTAPE ½"  

Communicating across cultures (1987)  
VH 0747

Desktop design (1989)  
VH 311
BUSINESS & COMPANY RESOURCE CENTER

Business Horizons

Fortune

Long Island Business News

New York Times

Office Products International

Office Solutions

INFOTRAC

Compliance Reporter

Computer Weekly

Crain's Chicago Business

Essential Assistant

Fast Company

HR Briefing

HR Magazine

Management Today

Occupational Hazards

Office Administration and Automation

People Management

Personnel Today

Promo

Report on Customer Relationship Management

Successful Meetings

Supervision
Grant Campus Library
Business Office Management
Program Review

I. INTRODUCTION

This report was compiled by David Quinn, Campus Head Librarian, with the assistance of several faculty members. The Grant Campus Library examined its book, periodical, and media collections in the business office management areas.

II. TEACHING

No library lectures were conducted for this program.

An analysis of course outlines indicated that few instructors require students to engage in library research for this program. These instructors assign supplemental readings or article summaries. The lack of library research is not surprising since this program is largely designed for career placement. The courses center around imparting management skills and computer applications and basic skills. Textbook readings and hands-on class work are the main instructional methods.

III. BOOKS

Books in the business office management areas total 578 titles representing only 1.3% of the total book collection of 43,387 titles. The median copyright date of these areas is 1988 indicating that many of the works are very dated. The depth and breadth of the collection is very basic, but adequate for most research needs.

Both the size and acquisition rates exceed the usage rates for this area.

In 2002-03 45 books circulated in the business office management areas representing .9% of the total book circulation of 4774. The program enrollments represent .5% of the total head count of 7,177. No books were borrowed through intercampus and interlibrary loans. These figures indicate low research activity for books in these areas.

IV. PERIODICALS

Although the Grant Campus Library has sixteen periodical titles which support the program these are rarely used. The reason for this is that the students have a great deal of access to online periodical resources. Also, the use of the Internet provides a vast array of information which was not readily available as little as ten years ago.
V. ONLINE RESOURCES

The libraries provide an extensive collection of online resources which provide a wealth of materials to the business office management program.

VI. MEDIAN SOFTWARE, EQUIPMENT AND SERVICES

The Media Resources Center relies on the central media collection. The materials in the central collection are basic and receive modest usage, five last year. Classroom software usage numbered eight last year. There were one hundred eighty-seven hardware uses in the classroom for the program indicating that instructors are making substantial use of their own materials. The library has sufficient equipment to support the program’s needs.

OVERALL ASSESSMENT

The Grant Campus Library’s materials are adequate for the business management program. An effort should be made to improve the median age of the books. This should be achieved by weeding dated materials and replacing them with more current ones. If an increase in demand should surface, additional materials should be acquired.
I. TEACHING

0 1. Number of library lectures conducted for the program.

0 2. Number of library workshops (program class visits w/ assignments

- 3. Review program course outlines for library assignments (analyze in report).

7717 4. Campus head count enrollment (use Fall data).

- 5. Program head count enrollment (use Fall data).

.5 6. What percentage of the total campus enrollment is the program enrollment? (No. 5 divided by No. 4 x 100).

II. BOOKS

43387 1. Number of circulating and reference titles in the campus collection. 
Everything except pamphlets, reserves, periodicals, and media.

578 2. Number of circulating and reference titles that support the program. 
Everything except pamphlets, reserves, periodicals, and media.

1.3% 3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)

1982 4. Median age of circulating and reference titles that support the program.

4744 5. Number of books circulated in the base year. Includes Book Reserves.

45 6. Number of books circulated that support the program.

.9% 7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)

8. Number of books that support the program borrowed on intercampus and
interlibrary loan.

7167 9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.

115 10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

1.6% 11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)
III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

269 1. Total number of periodical titles in the campus collection.

16 2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

5.9 3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

646 4. Number of periodicals circulated.

6 5. Number of periodicals circulated that support the program.

.9 6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

1 7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

3 8. Number of periodical subscriptions to support the program added to the campus collection in last 3 years of the program review cycle.

9. Attach an alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

450 1. Total number of software uses in Media Resource Center.

10 2. Number of programmatic software uses in Media Resource Center. (a+b below)

40  a. Local collection (include unique and duplicate titles located at the campus).

0  b. College-wide collection.

Sufficient 3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

544 1. Number of software uses in the classroom

8 2. Number of programmatic software uses in the classroom. (a+b+c+d below)

5  a. Central collection

3  b. Local collection

187  c. Rental

-  d. ILL

Sufficient 3. Number of hardware uses in the classroom for the program.

4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.
C. College-Vide Media Collection (housed at Ammerman)

1. Total number of media titles.

2. Number of media titles to support the program.

3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.
   - A- Audiotape
   - OFS: Filmstrip
   - SLD: Slide Set
   - V: Videotape
   - VH: V2 " Videotape
   - VX: Videodisc
   - 16mm: all films
   - CD ROM

5. Median age of software, if possible.

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations, if other than college-wide collection at Ammerman. (See sample format attached.)