

**Hostos** Community  
College

## **Business Department**

### **OFFICE TECHNOLOGY UNIT Academic Program Review (APR)**

**September 26, 2016**

Developed by:

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## **I. INTRODUCTION**

The Business Department at Hostos Community College consists of two (2) units: Business Administration/Accounting, and Office Technology. Overall, there are four associate degree programs and one certificate program offered by the Department. This report will discuss the work conducted by the Office Technology Unit.

The mission of the Business Department is to provide students with the opportunity to acquire the knowledge, critical thinking skills, and technological competencies necessary to participate fully in society, to compete successfully in today's highly competitive, information-based national and global-based economy, and to have socio-economic mobility. The fulfillment of our mission is achieved by offering innovative academic programs with pedagogical methods that include the use of technology, the development of critical thinking skills, effective communication, and social responsibility

The goals and objectives of the Business Department, as a whole are:

1. To offer associate degree and other professional programs that stress academic rigor and are responsive to the needs of the business community.
2. To incorporate analytical, critical thinking, and communication skills in all aspects of the Business Department course offerings.
3. To provide training in the fundamental concepts of a variety of business disciplines that will assist students in making future educational and career goals and advanced study decisions.
4. To instill an appreciation for the importance of integrity and ethics in professional endeavors by incorporating such topics into course offerings.
5. To foster an academic environment that embraces respect for diversity, personal growth and prepares students to become successful and socially responsible leaders.

It is in this context that the Office Technology Unit defines itself with its own mission, goals and objectives. In this Introduction, the Office Technology Unit would like to summarize the context of its work as well as its strengths, its concerns and its recommendations, and its vision for the future.

### **A. Students in the Office Technology Unit**

The majority of Hostos students come from the South Bronx. They constitute a rich racial and ethnic mix facing serious economic and educational challenges. This Academic Program Review report highlights the ethnicity and gender of the students in the programs of the Office Technology Unit which accurately reflect the student population of the College and the Community.

## **B. Our Faculty**

The Unit has only one full-time faculty member who serves as the coordinator for the Unit. The remaining faculty are adjuncts who are highly qualified and experienced in their field. This Academic Program Review report highlights the academic qualifications of the faculty in the Unit in Chapter V.

## **C. Accomplishments**

During the period of this study many accomplishments are mentioned. All these accomplishments are thoroughly discussed in this review.

### **a) AREA OF CURRICULUM**

It is in this area where the progress of the Unit is most notable. Substantial revisions have occurred to include:

- Establishment of Learning Objectives (LOs) for the Unit and determination of how each course offered within the Unit is associated with these LOs.
- Rubrics have been developed for all courses to measure if the course LOs are being reached.
- Academic programs have been successfully updated.
- Creativity within the Unit is manifested through the implementation of new initiatives which are extensively discussed in this review. Among the initiatives implemented during this period are:
  - ePortfolio.
  - Online teaching.
  - Integration of General Education Principles in Office Technology courses. The students in all the programs of the Unit are required to view one of the films of the Women's and Gender Film Series in the fall and the Women's History Month activities in the spring in order to meet the general education requirements of global competency.
  - Writing Intensive. The coordinator has developed a writing intensive section for Business Communications and has incorporated a modified version of Team-Based Learning in the office procedures class and the business communications class.

### **b) AREA OF ENROLLMENT**

The coordinator has worked closely with the Continuing Education and Workforce Development Division to create a pipeline program for the Medical Billing and Coding and Electronic Health Information students to the Associate programs in the Office Technology Unit.

c) AREA OF ASSESSMENT

This is the second area where the Unit has concentrated its efforts and improved assessment is a major accomplishment. Assessment has been carried out at all levels:

- Program
- Courses
- Curricular initiatives

Results of these assessment initiatives may be found in Chapter III.

**D. Areas of Concern and Recommendations**

While the number of students in the programs in the Office Technology Unit continues to grow, more recruitment activities need to take place. Passing, retention and graduations rates seem to be healthy; however, the low number of students enrolled in the program is a major concern.

While some steps have been taken to improve enrollment, a comprehensive plan to improve enrollment and retention needs to be developed. This plan should include weekly meeting with the students in the program to provide support and encouragement.

Articulation with Lehman College is essential for recruitment to the program. The students need to see the value of their associates' degree in terms of employment as well as transferability.

All recommendations are summarized in Chapter 7.

**E. Vision for the Future**

The future of the program looks promising because of the creation of the pipeline with the Medical Assisting and Medical Billing and Coding certificate programs in Continuing Education, the recruitment efforts of the Unit Coordinator and the Admissions Office, and the number of pedagogical initiatives that assist students in remaining in the program.

As the number of students continues to grow in the Unit, there will be a need to hire another full-time faculty member. A plan to improve enrollment and retention cannot be implemented with one full-time faculty.

As the program is a technology program, there is constant need for faculty to remain current and viable in the technology and in pedagogy.

Students need to see that they have learned skills that they can share with the community. There is a need for the students to participate in service-learning projects with the community.

## II. THE ACADEMIC PROGRAM

### A. Mission

The mission of the Office Technology Unit is to provide students with the technology, communications, and interpersonal skills needed for employability in the business, legal and allied health fields and to prepare students for transfer to a senior college. The Unit offers an administrative Assistant Option, a Medical Office Manager Option, and a Legal Administrative Assistant Option leading to an A.A.S. degree. It also offers Office Assistant, Medical Office Assistant, and Legal Office Assistant certificate programs.

### B. Goals

- To provide student with the opportunity to acquire computer and document formatting skills
- To develop in students effective oral, written, and non-verbal communication skills
- To develop in students effective critical thinking skills
- To prepare students for the changing workplace environment
- To provide students with the opportunity to acquire the knowledge of basic office systems, technology, and routine workplace procedures
- To prepare students to use technology to accomplish the required office support tasks

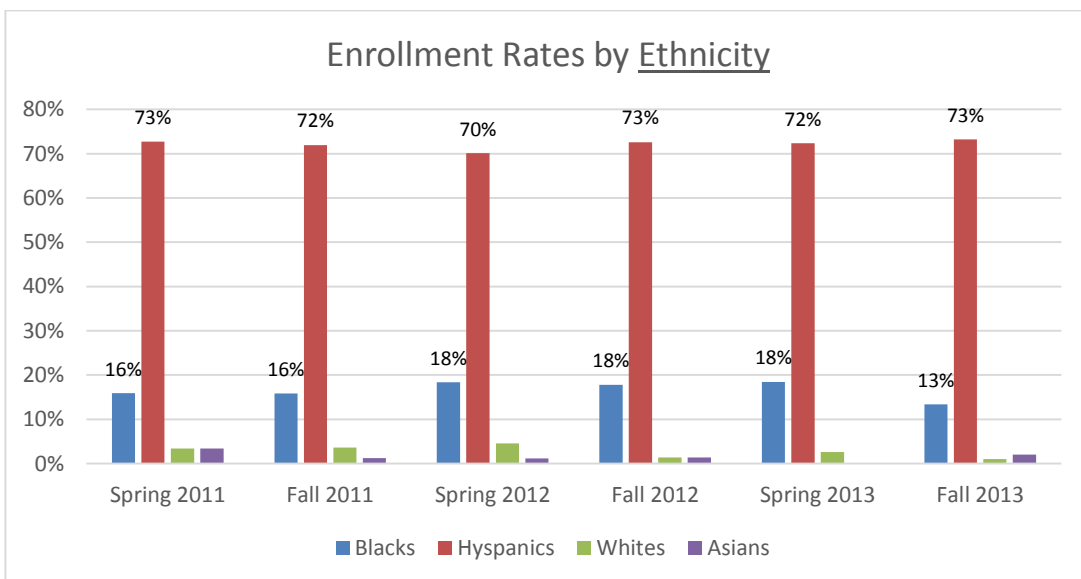
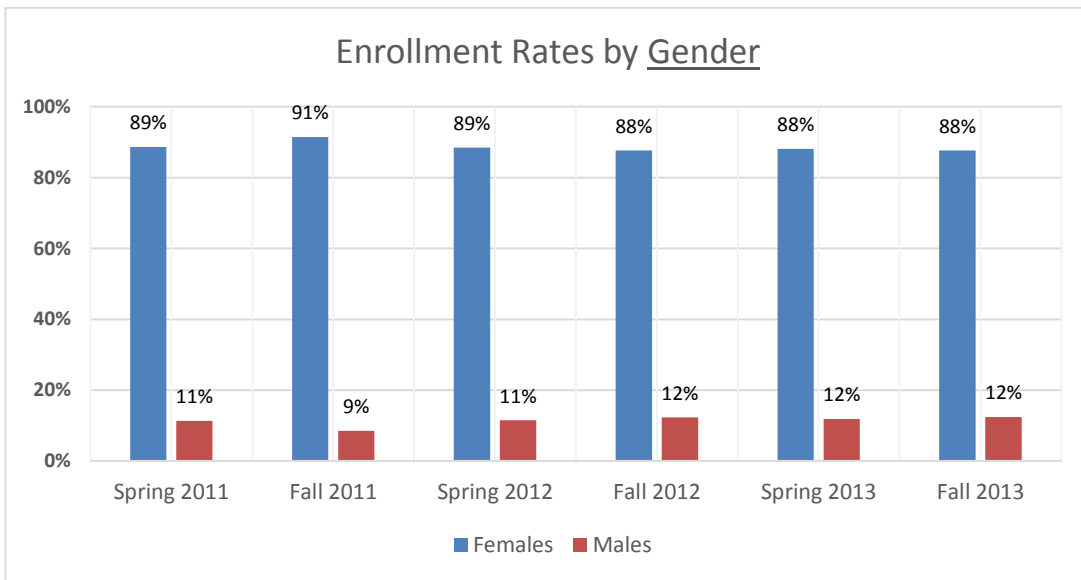
### C. Objectives

In order to reach its goals, the *Office Technology Unit* works toward reaching the following objectives:

- Foundations of Communication: Identify the five Cs of communication—clear, complete, concise, correct, and courteous - in all forms of communication (oral, written, and interpersonal) on the personal and professional levels
- Societal Communication: Identify and apply the basic social communication skills in personal and professional situations.
- Workplace/Organizational Communication: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethical standards to communicate effectively with various business constituencies.
- Technological Communication: Identify and utilize technology to enhance the effectiveness of communication in the business environment.
- Information Literacy and Transliteracy Skills: Identify and incorporate the internet and search engines in an office environment to create business reports and business plans.
- Office Procedures: Identify and utilize correct records information management, telephone communication, and mail management.

**D. Our Students**

As can be seen in the charts that follow, the students in the Office Technology program are mostly female and Latino(a)/Hispanic. The ethnic population of the students in the Office Technology program reflects the predominant ethnic population of the location of the college. Hostos Community College is located in the South Bronx where the dominant ethnic population is Latino(a)/Hispanic.





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**E. Student Learning Outcomes (SLOs)**

After completing the required program of study within the *Office Technology Unit*, the student will be able to:

1. Prepare correctly formatted correspondence at the computer
2. Read, write, listen, and speak effectively in a business environment
3. Utilize critical and analytical skills in reading and in personal and professional settings
4. Exhibit positive leadership, interpersonal and customer relations skills
5. Demonstrate effective routine workplace procedures.
6. Use appropriate information processing, internet, and search tools.
7. Function efficiently and effectively in an actual office setting.

**F. Matrix Relating Each Course to the SLOs**

	Student Learning Outcomes (SLOs)	Courses Related to SLOs
1.	Prepare correctly formatted correspondence at the computer	OT 101 : Basic Computer Keyboarding & Document Formatting OT 102 : Intermediate Computer Keyboarding & Document Formatting OT 201 : Advanced Computer Keyboarding & Document Formatting
2.	Read, write, listen, and speak effectively in a business environment	BUS 203 : Business Communications COOP 101 : Introduction to Career Practices
3.	Utilize critical and analytical skills in reading and in personal and professional settings	OT 103 : Introduction to Computer Software Packages OT 104 : Office Systems and Procedures COOP 101 : Introduction to Career Practices
4.	Exhibit positive leadership, interpersonal and customer relations skills	BUS 203 : Business Communications OT 104 : Office Systems and Procedures COOP 101 : Introduction to Career Practices COOP 102 : Work Experience I
5.	Demonstrate effective routine workplace procedures.	OT 104 : Office Systems and Procedures COOP 101 : Introduction to Career Practices COOP 102 : Work Experience I

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6.	Use appropriate information processing, internet, and search tools.	BUS 203 : Business Communications OT 104 : Office Systems and Procedures COOP 101 : Introduction to Career Practices COOP 102 : Work Experience I
7.	Function efficiently and effectively in an actual office setting.	COOP 102 : Work Experience I

### G. Brief Course Descriptions

COURSE	COURSE NAME
<b>BUS 203</b>	<p><b>Business Communications</b></p> <p>The student will plan and write a variety of business letters, memos, emails, and reports for business audiences at the computer; revise and proofread business communications; develop speaking skills and gather information for reports through research and interviewing. The student will be required to make oral presentations and be made aware of the teamwork and the human relations aspect of communicating either in writing or orally.</p>
<b>COOP 101</b>	<p><b>Introduction to Career Practices</b></p> <p>This course is designed to prepare students in setting personal and career goals; development of effective resumes, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-operative employment.</p>
<b>COOP 102</b>	<p><b>Work Experience I</b></p> <p>This course is designed to provide students with entry-level work experience related to the field of study. Students will gain clarity of career goals and an understanding of workplace culture and workplace competencies.</p>
<b>OT 101</b>	<p><b>Basic Computer Keyboarding &amp; Document Formatting</b></p> <p>The student will develop and apply basic keyboarding skills and general computer application skills and terminology. The student will learn basic word processing to format and process documents including memos, letters and reports using <i>Microsoft Word 2013</i>. The student will develop reading and language arts skills, proofreading skills and communication skills necessary for today's workplace. The student will be required to key a minimum of 25 wpm on three-minute timed writings. Students are also required to utilize <i>Keyboarding Pro DELUXE Online (KPDO)</i> software and independent practice a minimum of two hours per week to develop keyboarding speed and document processing skills.</p>
<b>OT 102</b>	<p><b>Intermediate Computer Keyboarding &amp; Document Formatting</b></p> <p>The student will demonstrate the ability to format and key unarranged documents including, tables, letters with notations and envelope, multi-page manuscripts with automatic page numbering, and other documents using</p>

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	word processing and other software. The student will develop English Skills by composing at the computer. The student will continue to develop keyboarding skills and will be required to key a minimum of 35 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.
<b>OT 103</b>	<b>Introduction to Computer Software Packages</b> The student will have hands-on experience on computers and will be introduced to business applications of Word, Excel, Access and PowerPoint. The student is expected to post assignments in a timely manner on Blackboard. The student may use the Academic Learning Center to develop computer skills.
<b>OT 104</b>	<b>Office Systems and Procedures</b> The student will be introduced to basic office systems, technology, and routine workplace procedures including managing traditional and electronic mail, developing electronic and traditional records, becoming familiar with telephone procedures, coordinating travel and conference plans, and being introduced to administrative office skills.
<b>OT 201</b>	<b>Advanced Computer Keyboarding &amp; Document Formatting</b> The student will format more complex letters, memoranda, tables, manuscripts, and other business documents in addition to integrating various software applications. The student will continue to develop keyboarding skills and will be required to key a minimum of 45 wpm for five minutes. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop keyboarding and formatting skills.
<b>OT 202</b>	<b>Transcription</b> The student will develop the ability to accurately transcribe memos, letters, and reports from various areas of the business world from prerecorded dictation. The student will develop English and transcribing skills through grammar, number usage, word usage, and punctuation exercises. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop transcribing skills.
<b>OT 204</b>	<b>Medical Terminology/Transcription</b> The student will be introduced to medical terminology related to a variety of medical specialties. The student will demonstrate the ability to transcribe from pre-recorded dictation medical histories, summaries, treatment forms, and other documents relating to various medical specializations including the cardiovascular system, the endocrine system, and the respiratory system. The student is expected to spend a minimum of two hours a week in the Academic Learning Center.
<b>OT 205</b>	<b>Legal Terminology/Transcription</b> The student will be introduced to legal terminology related to various areas of law. The student will demonstrate the ability to transcribe documents

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	from pre-recorded dictation related to the courts and legal systems, litigation, civil actions probate, contracts, leases and others. The student is expected to work a minimum of two hours a week in the Academic Learning Center to develop legal transcription skills.
<b>OT 206</b>	<p><b>Medical Billing and Insurance</b>            Medical Coding and Billing involves the transferring of written descriptions of diagnoses, procedures and services into numeric and alpha-numeric designation.            The students will have hands on experience using three different coding systems, ICD-9-CM/ICD-10-CM, CPT and HCPCS. Each coding system has rules and guidelines which must be enforced in order to code correctly. The Billing Process is the combining of patient, coding and provider information and submitting it to the insurance carriers for reimbursement .The students will learn how to collect and process insurance claims using the CMS 1500 manually and on the computer..The students will become knowledgeable and understand the HIPAA rules and guidelines of the healthcare profession and the Medical Code of ethics.</p>

**H. Courses and Associated Information**

The information on retention and passing rate presented on the table that follows is an average from courses offered on fall semesters from 2009 to 2014.

<i>Course</i>	<i>Credit Hours</i>	<i>Class Hours</i>	<i>Enrollment</i>		<i>Retention %</i>	<i>Passing Rate %</i>
			<i>Avg/Sem</i>	<i>Aggregated</i>		
OT 101	4	3	27	164	87	78
OT 102	3	3	12	72	81	88
OT 103	3	3	53	317	83	81
OT 201	3	3	10	59	64	89
OT 202	3	3	19	111	93	96
OT 206	3	3	11	44	93	100
<b>OT DISCIPLINE AVERAGE</b>			23	767	84	85

**I. Academic Programs and Specification of degree requirements**

The Office Technology Unit oversees the academic programs for one degree program: *A.A.S. in Office Technology*. The program prepares students to be administrative support

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professionals for today's technological offices. Students have three (3) options within the Office Technology degree program: Administrative Assistant, Legal Administrative Assistant, and Medical Office Manager. Depending on the option, students are provided with work-related experience through a required internship program.

The course sequence for the A.A.S. in Office Technology includes twenty-three General Education credits, thirty-one in the major requirements, and six credits for the specific option selected within the Office Technology degree program as previously described. Courses in the major include Introduction to Computer Software Packages; Office Systems and Procedures, Advanced Computer Keyboarding & Document Formatting, Business Communications. Specific option credits include Entrepreneurship, Introduction to the Legal System, Legal Terminology/Transcription, Medical Billing and Insurance, and Medical Terminology/Transcription. The complete list of courses with the course syllabus in this program sequence is found in **Appendix A**.

The Office Technology Program also offers a Certificate Program for Office Assistant. Within this certificate program, students have three (3) options from which to choose: Administrative Assistant, Legal Administrative Assistant and Medical Office Manager. Courses in the certificate programs can be applied toward the associate degree programs in the same options. The courses in the certificate programs incorporate the latest technology and software programs, Medical Billing and Insurance coding protocols. In addition, students develop their critical thinking, communications, and teamwork skills; all essential for success in today's challenging workplace.

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**PROGRAM REQUIREMENTS A.A.S. ADMINISTRATIVE ASSISTANT OPTION:**

<b>REQUIRED COMMON CORE</b>		<b>CREDITS</b>
ENG 110 & ENG 111	English Composition	6.0
MAT 100 or MAT 120	Math.& Quantitative Reasoning	3.0
Natural Science	Life and Physical Science	4.0
<b>FLEXIBLE COMMON CORE</b>		
Behavioral/Social Sciences	Individual and Society	3.0
Humanities	Any course from any of the Flexible Common Core areas	3.0
Liberal Arts Elective	Any course from any of the Flexible Common Core areas	3.0
<b>MAJOR REQUIREMENTS</b>		
BUS 100	Introduction to Business	3.0
BUS 201	Principles of Management	3.0
BUS 203	Business Communications	3.0
COOP 101	Introduction to Career Practices	1.0
COOP 102	Work Experience 1	1.0
OT 101	Basic Computer Keyboarding & Document Formatting	3.0
OT 102	Intermediate Computer Keyboarding & Document Formatting	3.0
OT 103	Introduction to Computer Software Packages	3.0
OT 104	Office Systems and Procedures	3.0
<b>OPTION REQUIREMENTS</b>		
ACC 100	Introduction to Accounting	2.0
BUS 110	Business Ethics	3.0
BUS 210	Business Law 1	3.0
BUS 215	Business Applications Using Excel	3.0
BUS 240	Entrepreneurship	3.0
<b>Total</b>		<b>60.0</b>

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PROGRAM REQUIREMENTS A.A.S. LEGAL ADMINISTRATIVE OPTION:

<b>REQUIRED COMMON CORE</b>		<b>CREDITS</b>
ENG 110 & ENG 111	English Composition	6.0
MAT 100 or MAT 120	Math.& Quantitative Reasoning	3.0
Natural Science	Life and Physical Science	4.0
<b>FLEXIBLE COMMON CORE</b>		
Behavioral/Social Sciences	Individual and Society	3.0
Humanities	Any course from any of the Flexible Common Core areas	3.0
Liberal Arts Elective	Any course from any of the Flexible Common Core areas	3.0
<b>MAJOR REQUIREMENTS</b>		
BUS 100	Introduction to Business	3.0
BUS 201	Principles of Management	3.0
BUS 203	Business Communications	3.0
COOP 101	Introduction to Career Practices	1.0
COOP 102	Work Experience 1	1.0
OT 101	Basic Computer Keyboarding & Document Formatting	3.0
OT 102	Intermediate Keyboarding & Document Formatting	3.0
OT 103	Introduction to Computer Software Packages	3.0
OT 104	Office Systems and Procedures	3.0
<b>OPTION REQUIREMENTS</b>		
LEG 101	Introduction to the Legal System	3.0
LEG 205	Legal Terminology/Transcription	3.0
Free Electives		3.0
<b>Total</b>		<b>60.0</b>

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**PROGRAM REQUIREMENTS A.A.S. MEDICAL OFFICE MANAGER OPTION:**

<b>REQUIRED COMMON CORE</b>		<b>CREDITS</b>
ENG 110 & ENG 111	English Composition	6.0
MAT 100 or MAT 120	Math.& Quantitative Reasoning	3.0
Natural Science	Life and Physical Science	4.0
<b>FLEXIBLE COMMON CORE</b>		
Behavioral/Social Sciences	Individual and Society	3.0
Humanities	Any course from any of the Flexible Common Core areas	3.0
Liberal Arts Elective	Any course from any of the Flexible Common Core areas	3.0
<b>MAJOR REQUIREMENTS</b>		
BUS 100	Introduction to Business	3.0
BUS 201	Principles of Management	3.0
BUS 203	Business Communications	3.0
COOP 101	Introduction to Career Practices	1.0
COOP 102	Work Experience 1	1.0
OT 101	Basic Computer Keyboarding & Document Formatting	3.0
OT 102	Intermediate Computer Keyboarding & Document Formatting	3.0
OT 103	Introduction to Computer Software Packages	3.0
OT 104	Office Systems and Procedures	3.0
<b>OPTION REQUIREMENTS</b>		
HLT 124	Medical Terminology	3.0
OT 105	Electronic Health Records	3.0
OT 209	Medical Office Procedures	3.0
OT 206	Medical Billing and Coding I	3.0
OT 210	Medical Billing and Coding II	3.0
<b>Total</b>		<b>60.0</b>



**J. Articulation Agreements**

The Unit Coordinator is working on an articulation agreement with Herbert H. Lehman College with the Health Services Administration major. Preliminary discussion began in the summer of 2015. Discussions and formal articulation agreement are still in process.

Time and efforts should be devoted to reach this articulation agreement since it will have a positive impact in enrollment, retention and graduation from our program.

**K. Update of Academic Programs**

During the period of this academic review the *Office Technology Unit* has successfully updated the Administrative Assistant Option and the Medical Office Manager Option.

For the Administrative Assistant Option, the following courses from the Business and Accounting Unit were added to the option:

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>
Accounting 100	Introduction to Accounting
BUS 110	Business Ethics
BUS 210	Business Law I
BUS 215	Business Applications Using Excel
Bus 240	Entrepreneurship

For the Medical Office Manager Option, the following new courses were added to the option:

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>
OT 105	Electronic Health Records
OT 209	Medical Office Procedures
OT 210	Medical Billing/Coding and Insurance II

### III. CURRICULUM REVISIONS AND INNOVATIONS—New Initiatives

During the period under consideration, the Office Technology Unit has undertaken the following curricular initiatives:

- Implementation of the ePortfolio initiative.

In the Hostos web site, the definition of ePortfolio is:

*“A consensus among many educators and experts<sup>1</sup> defines ePortfolio as an electronic compilation of a person’s (student, instructor) work during or within a defined set of time and audience, which can be used to validate acquired knowledge as a tool for personal growth and reflection, and to share about personal, educational, and professional experiences.”*

1 – (Barrett, 2003; Lorenzo & Ittelson, 2005; Challis, 2005)

Each student in the Office Technology programs is required to complete and present his/her ePortfolio. The ePortfolios are created and presented in three of the office technology courses: COOP 101, COOP 102, and OT 104.

The overall ePortfolio is graded on content, reflection, and connection to the previous course work. In addition, students are required to post required content course work to the ePortfolio.

- Online Teaching Initiative.

For several years now, CUNY in general and our College in particular have been encouraging instructors to adopt the online mode of teaching. The Office Technology Unit enthusiastically accepted the challenge and during this period 5 courses have been converted to a Hybrid mode in which 50 percent of the course content and class activities takes place online: COOP 101, OT 101, OT 102, OT 103, OT 104. The unit coordinator went beyond the Unit and also converted a Mathematics course, MAT 130, Computer Literacy, to an asynchronous mode in which all teaching is online. The section was designated as Writing Intensive.

- Integration of Two of the General Education Principles.

For the course OT 104 converted to hybrid mode, the team approach to learning was implemented. The face-to-face class sessions concentrate on course content via team-building assignments. The students work in teams for the entire semester. This teaching modality was used to address the Hostos General Education principles: Global Citizenship and Communication.

## IV. OUTCOME ASSESSMENT ACTIVITIES

As mentioned previously, since the last Academic Review, the Office Technology Unit has adopted several curricular initiatives: Implementation of ePortfolio, Conversion of courses to a hybrid mode, and Collaborative Learning initiative. At the same time and in compliance with Hostos Strategic Plan (2011-2016), the Unit initiated the implementation of various outcome assessment initiatives.

This section will include assessment of each of the mentioned initiatives, assessment of courses offered by the Unit, and a program assessment.

### A. Assessment of New Initiatives--ePortfolio Initiative

In this area, the goals were:

- to create an ePortfolio that will demonstrate the students' accomplishments of career and learning goals
- to demonstrate through the ePortfolio, the students' connection between the liberal arts courses and business skills courses

Students in the Office Technology program are required to create and update their ePortfolio every semester.

The assessment of the ePortfolio was based on content of the ePortfolio and content and written communication of the assignment posted in Blackboard. Rubrics were developed to assess the skill level of the students and can be found in **Appendix B**.

#### Results

The assessment of this initiative showed that:

1. Only 7 students (30%) were intermediate/proficient; 5 students (23%) were competent; 9 (43%) students were below competent.
2. Students have submitted portfolios that are poorly planned and constructed. They have difficulty understanding that the ePortfolio is a visual. The content that is posted in the ePortfolio needs more editing and proofreading.

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Below are the results of combining the content and written scores of the ePortfolio in OT 104 for spring 2015. Note that 58% of the students reached a proficiency level of Competent or above.

LEVEL OF PROFICIENCY (Based on the combination of grades for content and written communication)	STUDENTS (n = 21)	
	Number	Rate
Proficient	5	24%
Intermediate	2	10%
Competent	5	24%
Novice	4	19%
Beginners	1	5%
Assignment not completed	4	19%

### Recommendations

1. The ePortfolio assignment will be scaffolded. On the first day of class for the fall 2016 semester, which is the orientation for the course, the instructor will show the class a model ePortfolio, and the instructor will provide links to the prize-winning ePortfolios. The students will have to create a banner, insert a motto, insert a picture of themselves, and a statement of welcome in the welcome page.
2. The students will evaluate the ePortfolio of their team members in class. They will rank their team mates' portfolios based on the rubrics that are posted for the assignment.
3. The students will have an opportunity to revise their ePortfolio to include media, sample of their best work, and reflection of their learning at Hostos.

The expectation is that with the above recommendations, the students will move from competent/novice to intermediate/proficient.

### **B. Assessment of New Initiatives--Hybrid Initiative**

To support the varied schedules of the students and their need for flexibility, the Unit Coordinator offered the following courses as hybrid: OT 101, OT 103, and OT 104. In this area, the goal was to align the hybrid initiative with the goal of the strategic plan of Hostos Community College, which is to be a recognized "model and resource for use of technology to improve teaching, learning and operations" (Strategic Plan: Five-Year Anticipated Outcome #27)

Assessment of the hybrid courses has not been done since assessment of the hybrid initiative for the college has been undertaken by the Educational Technology Committee.

### Recommendation

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Assessment of the effectiveness of the hybrid courses can be done through a comparison of grades, and passing and retention rates. Because there is only one section of OT 101 and OT 104, the assessment of grades can only be compared with the sections from the previous semester or the previous year. Assessment of the hybrid section of OT 103 can be compared with the traditional face-to-face section. However, the analysis or comparison of grades has not yet been done.

### C. Assessment of the Integration of two General Education Principles: Collaborative Learning and Global Citizenship.

#### d) COLLABORATIVE LEARNING

Only OT 104 incorporates the teaching strategy of using groups.

In this area, the goal was to demonstrate and evaluate interpersonal and collaborative skills by working on team activities. The goal is in alignment with Hostos Community College General Education goals of global citizenship and communication.

Assessment for the course is done through an evaluation instrument at the end of the semester in which the students evaluate themselves as team members and team managers since they have to rotate the role of team manager. The instrument asks them to assign a grade to themselves as well as their team members with recommendations for improvement. The instrument is located in **Appendix B**.

#### Results

The instructor used this instrument in Fall 2014 and did not use again because the questions require lengthy responses that could not be done in a 10-minute class time. Students did not have enough time to think and assess their peers in depth, and they could not provide practical and helpful feedback.

#### Recommendations

1. Use check offs and one-line responses.
2. Use NearPod to complete this assignment each time students complete team assignments in class and outside of class.

#### e) GLOBAL CITIZENSHIP

Only OT 104 incorporates the Women's History Month Activities Essay. In this area, the goal is to broaden the students' perceptions of themselves in relation to women of other cultures and to examine their perceptions of gender issues.

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Assessment for the course is done through an essay that is posted in their ePortfolio. The assessment is based on the rubrics for content and written communication of the essay. The rubrics for the assignment are located in **Appendix B**.

### Results

1. Note that 80% of the students reached a proficiency level of Competent or above.
2. Students' writing remains a challenge.

LEVEL OF PROFICIENCY (Based on the combination of grades for content and written communication)	STUDENTS (n = 20)	
	Number	Rate
Proficient	2	10%
Intermediate	1	5%
Competent	13	65%
Novice	0	0%
Assignment not completed	4	20%

### Recommendations

- Create a Panopto video entitled "Grammar Corner" to review errors that students made in their writing on the previous assignments.
- Assign a grade for writing in all of the written assignments even though the course section is not writing intensive.
- Ask for a writing fellow to work with students on an individual basis to help them with their writing.

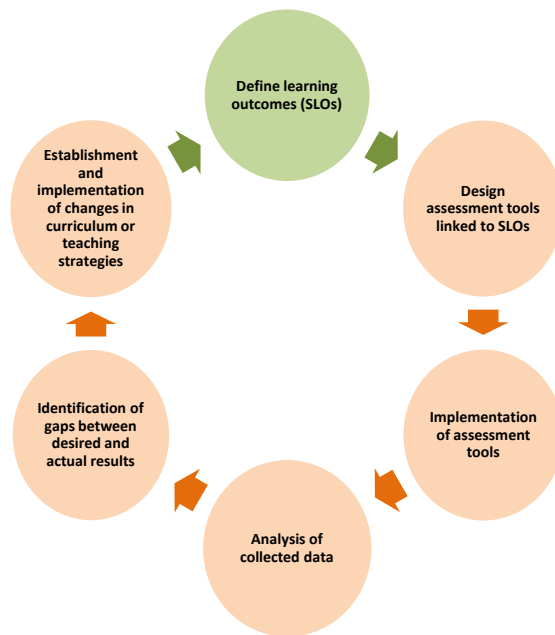
**D. Course Assessment.**

The Office Technology Unit understands the course assessment process as a cycle that begins with the establishment of desired student learning outcomes (SLOs.)

Student Learning Outcomes have been developed from the inception of the Office Technology Unit. Student Learning Outcomes and course objectives have been discussed for many years. Research has been conducted everywhere to ascertain the effectiveness of student learning outcomes and student success.

All of the courses in the Office Technology Unit have student learning outcomes clearly stated in the syllabus for the respective courses. (Syllabi with SLOs may be found in **Appendix A.**)

The graph that follows shows the course assessment cycle.



The courses that were considered to initiate the course assessment process were: OT 101, OT 102, OT 104, OT 201, OT 202, and OT 204. OT 103 and OT 206 will be assessed in the next cycle.

The keyboarding courses, OT 101, OT 102, OT 201, were assessed by the number of students who passed the requirements for the timed writings as well as meeting the rubric standard for production of letters, memos, and tables.

## OFFICE TECHNOLOGY ACADEMIC REVIEW

The OT 202 and OT 204 courses were assessed by the number of students who were able to transcribe documents from dictated media according to rubric standard for the course.

The OT 104 course was assessed by the number of students who were able to complete a variety of tasks according to rubric standards for the course. Each assignment was assigned rubrics. The complete list of rubrics for each assignment in OT 104 is located in **Appendix B**.

OT 101, OT 102, and OT 201, keyboarding courses, follow the same assessment because the courses are the same. The difference among the courses is the rate of speed and number of minutes for the timed writings.

### OT 201—ADVANCED KEYBOARDING AND DOCUMENT FORMATTING

PERFORMANCE OBJECTIVE	FALL 2014 Students ( n = 18 )	
	Number	Rate
TIMED WRITINGS	<ul style="list-style-type: none"><li>• 11 students passed</li><li>• 1 student withdrew</li><li>• 6 students received Incomplete</li></ul>	<ul style="list-style-type: none"><li>• 61%</li><li>• 6%</li><li>• 33%</li></ul>
PRODUCTION	<ul style="list-style-type: none"><li>• 17 students passed</li><li>• 1 student withdrew</li></ul>	<ul style="list-style-type: none"><li>• 94%</li><li>• 6%</li></ul>

#### Results

As can be seen in the chart, students do extremely well in the production; however, they have difficulty with the timings.

#### Recommendations

1. Require students to submit their practice assignments as part of their grade. The more the students practice, the better the outcome. The software that is used in OT 101, OT 102, and OT 201 has the ability to recommend practice drills in conjunction with the errors that are made in the students' timings. When students know that their practice drills are also graded, they may practice more, and thereby improve their rate of speed and lower their errors in the timings.
2. Work with the Counseling Unit to assist the instructors of the courses to help the students with their time management so that they can successfully practice and meet the course objectives.



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**OT 202—MACHINE TRANSCRIPTION**

PERFORMANCE OBJECTIVE	FALL 2014 Students ( n = 19 )	
	Number	Rate
<b>MACHINE TRANSCRIPTION ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>• 17 students passed</li> <li>• 1 student withdrew</li> </ul>	<ul style="list-style-type: none"> <li>• 89%</li> <li>• 5%</li> </ul>
<b>FINAL EXAM</b>	<ul style="list-style-type: none"> <li>• 16 students passed</li> <li>• 1 student withdrew</li> </ul>	<ul style="list-style-type: none"> <li>• 84%</li> <li>• 5%</li> </ul>

Results

As can be seen in the chart, students did well on the machine transcription assignments as well as on the final exam.

Recommendation

None at this time for this course since the students are performing well in the course.

**OT 204—MEDICAL TERMINOLOGY AND MACHINE TRANSCRIPTION**

PERFORMANCE OBJECTIVE	SPRING 2015 Students ( n=14 )		SPRING 2016 Students ( n=21 )	
	Number	Rate	Number	Rate
<b>QUIZZES</b>	<ul style="list-style-type: none"> <li>• 14 received B+ and above</li> </ul>	<ul style="list-style-type: none"> <li>• 100%</li> </ul>	<ul style="list-style-type: none"> <li>• 10 received B+ and above</li> <li>• 6 received C+ or C</li> <li>• 5 received D or F</li> </ul>	<ul style="list-style-type: none"> <li>• 48%</li> <li>• 29%</li> <li>• 23%</li> </ul>
<b>MEDICAL MACHINE TRANSCRIPTION ASSIGNMENTS</b>	<ul style="list-style-type: none"> <li>• 12 received B+ and above</li> <li>• 2 were at Competent or C level</li> </ul>	<ul style="list-style-type: none"> <li>• 86%</li> <li>• 14%</li> </ul>	<ul style="list-style-type: none"> <li>• 10 received B+ and above</li> <li>• 6 received C+ or C</li> <li>• 5 received D or F</li> </ul>	<ul style="list-style-type: none"> <li>• 48%</li> <li>• 29%</li> <li>• 23%</li> </ul>

Results

1. Students had problems studying for the quizzes, or they missed the quizzes because they were late to class.
2. Many of the errors in the medical machine transcription assignments were due to errors in sentence structure, grammar, and lack of proofreading.

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### Recommendations:

1. Create a Panopto video, “Medical Grammar Corner”, as homework assignment to make the students conscious of their writing. The “Medial Grammar Corner” will be based on the actual transcripts of the students in the class.
2. Assign students a partner in the class to help the students review their transcripts before submission.

### E. Analysis of Course Grade Patterns

Hostos Community College awards letter grades to denote the level of achievement for each course. Effective fall 2006, the grading system as it applies to the Office Technology Unit is as follows:

Letter Grade	Range	Point Vale
A	93.0 – 100	4.0
A-	90.0 – 92.0	3.7
B+	87.0 – 89.0	3.3
B	83.0 – 86.0	3.0
B-	80.0 – 82.0	2.7
C+	77.0 – 79.0	2.3
C	70.0 – 76.0	2.0
D	60.0 – 69.0	1.0
F	00.0 – 59.0	0.0

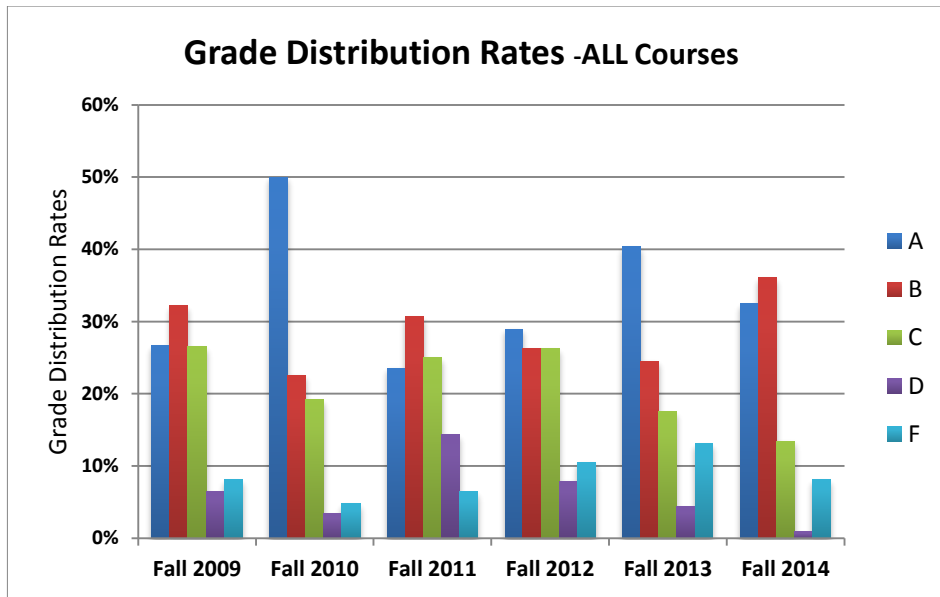
#### a) CUMULATIVE GRADE DISTRIBUTIONS FOR THE OT UNIT

The grade distributions for the Office Technology Unit were available from fall 2009 to fall 2014.

The Office of Institutional Research groups the grades according to the following scheme: A is 90-100, B is 80-89, C is 70-79, D is 60-69, F is 0-59.

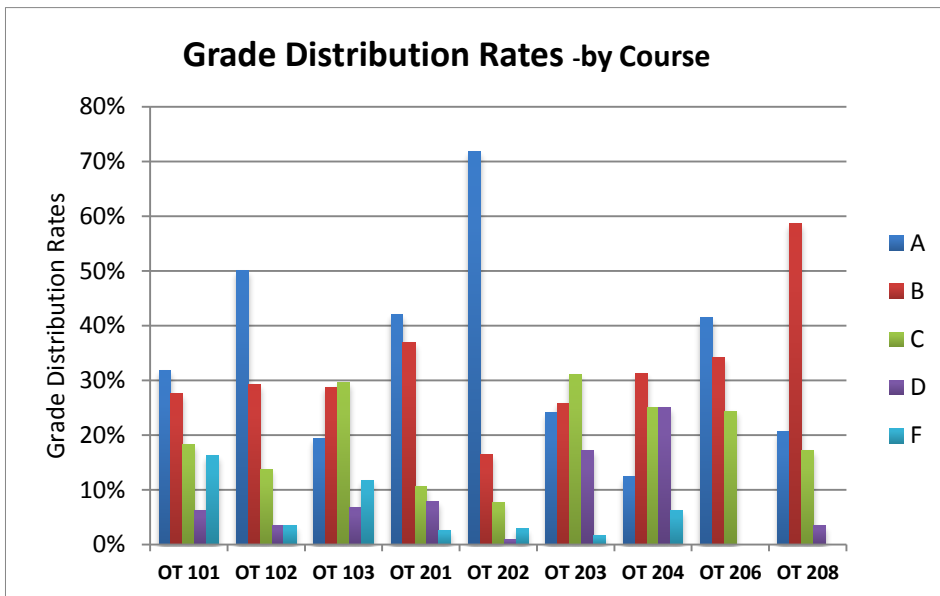
Notice that grades of W, WU, WN, WA and INC are **NOT** included in the analysis  
The chart given below shows the distribution of grades for all courses offered by the Unit during the fall semesters from 2009 to 2014.

As seen from the chart which follows, the grade distribution rates for all courses follow a consistent pattern except Fall 2010 and Fall 2013. The grades of A in Fall 2010 were extremely high. In the subsequent year, the A grade was consistent with the other semesters. In Fall 2013, the A grade spiked again



When analyzing the grade distribution rates by course we can see from the chart given below that OT 202 has the highest number of A grades. This is cause for concern since the A grades for students who enrolled in OT 204, Medical Terminology and Machine Transcription, is much lower. The written skills required in OT 202 are also required in OT 204. The results of this chart require further assessment of OT 202.

The grades for OT 208 are high because of the internship. As of Fall 2013, OT 208 was eliminated from the program and COOP 101 and COOP 102 were added to the program.



## F. Academic Program Assessment

As already mentioned in *Chapter II: Academic Program*, the Unit offers an A.A.S. degree in Office Technology with three options: Administrative Assistant, Medical Office Manager and Legal Administrative Assistant. The Unit also offers three certificate programs: Office Assistant, Medical Office Assistant, and Legal Office Assistant. In this review, the A.A.S. program was assessed in terms of enrollment, retention, passing, and graduation rates.

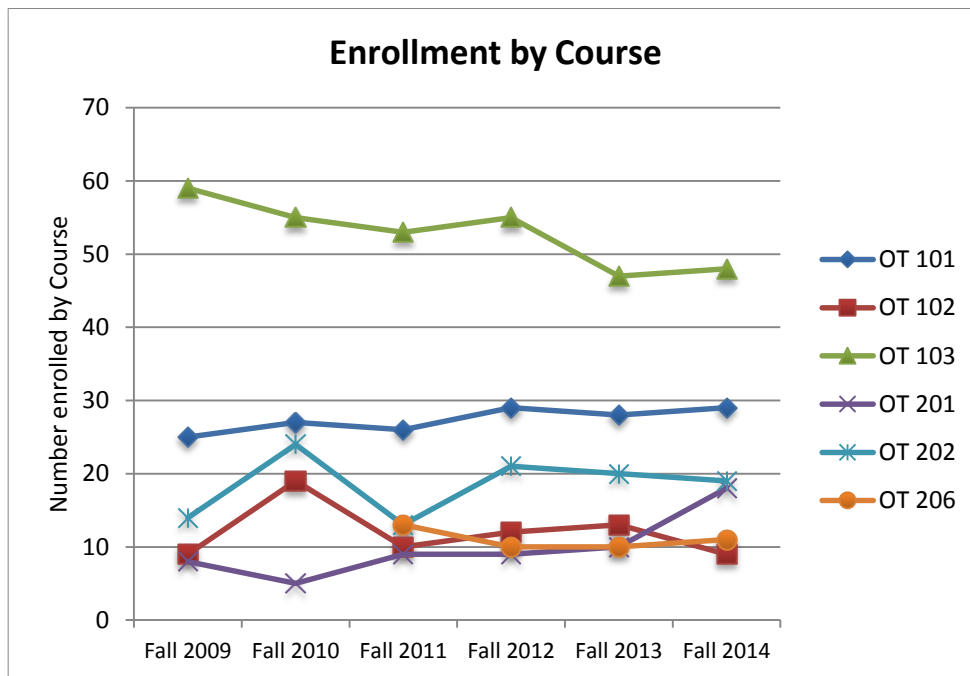
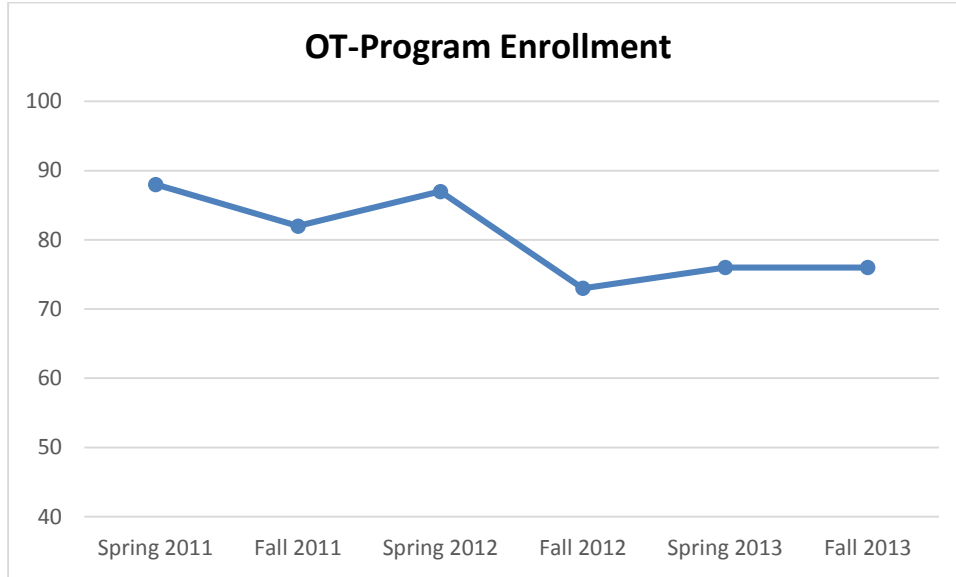
To be considered in an OT program, a student must be currently enrolled in or must have passed OT 101 and declared OT as his/her career option.

When analyzing retention and graduation rates using cohorts, a cohort consists of students taking OT 101 and who have declared OT as their career option

### a) ENROLLMENT

As seen from the chart that follows, enrollment in the Office Technology program reached a peak in Spring 2012 and reached the lowest in Fall 2012. However, the number of students enrolled in the program is rising steadily. Program changes were implemented in Fall 2012, which may account for the drop in enrollment as students were transitioning to the changes in the program. In addition, the Unit has experienced a growth in enrollment from students transferring from some of the Allied Health programs to the Medical Office Manager Option as a viable choice for remaining in the health field without the pressure of becoming a dental hygienist, nurse, or radiologist.

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As seen from the chart above, enrollment in the Office Technology courses has remained steady since Fall 2012. Students seem to remain in the program until graduation.

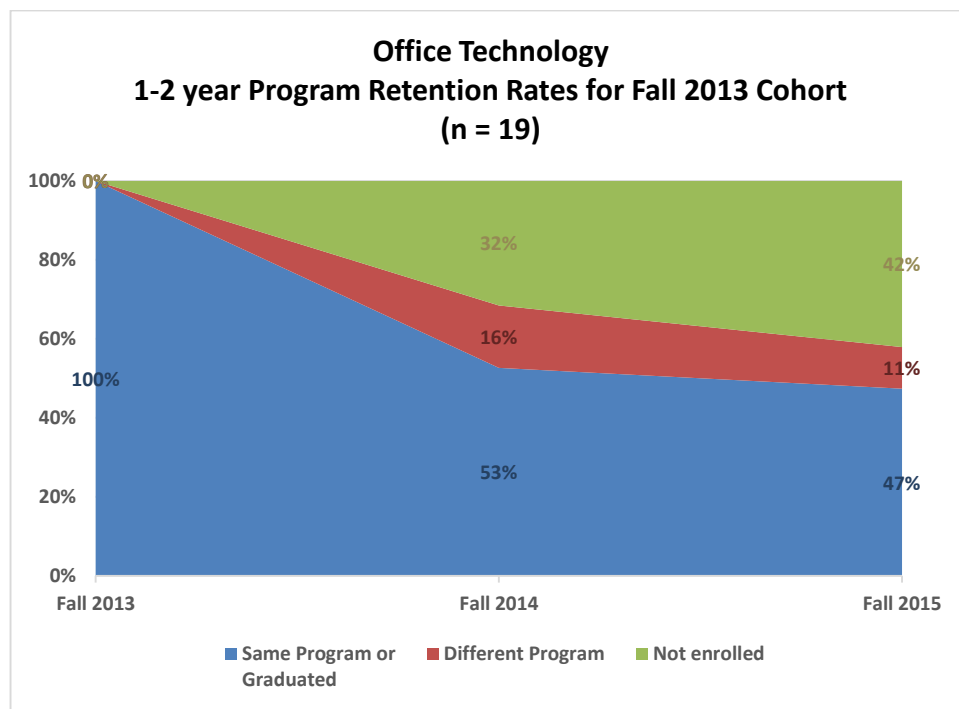
The enrollment for OT 103 is high because the course is a requirement for the students in the Accounting program of the Business and Accounting Unit.

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### b) RETENTION

The chart that follows shows the 1 and 2-year retention rates for the fall 2013 cohort. Important to notice is that for this cohort 32% of the students who started in the OT program in fall 2013 did not enroll at the College after 1 year and a total of 42% of the cohort did not enroll after 2 years. These figures seem too high and an effort should be made to retain these students in the program and/or at the College.

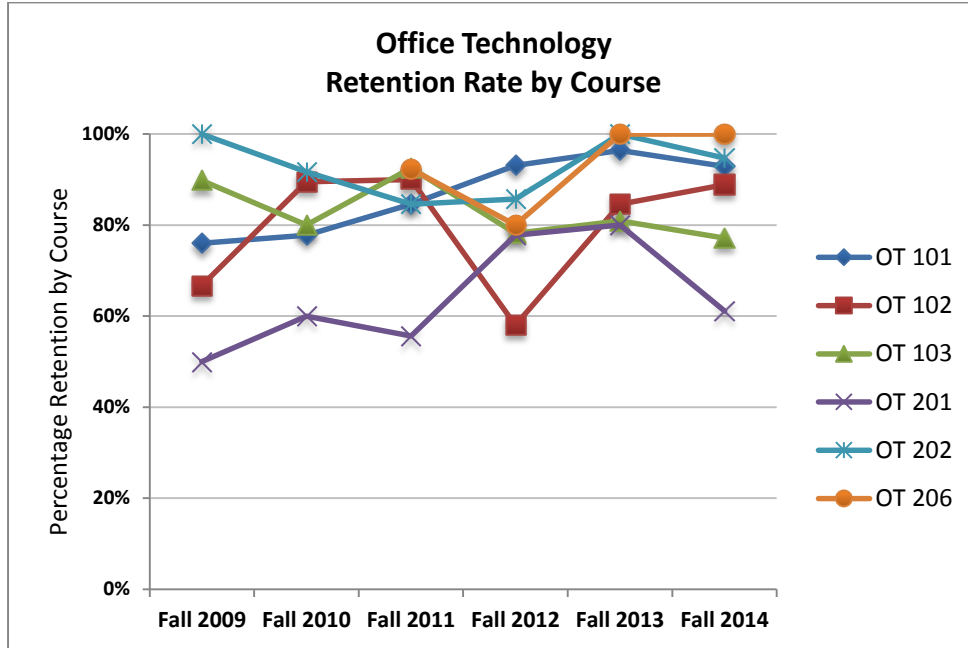
The OT program succeeded retaining 53% of its students in one year which reflects a high attrition rate. However the retention rate after one year seems to become stable.



#### Recommendation:

The Unit should develop a plan not only to improve the retention rate of its students but also the enrollment rates.

The chart that follows shows the 1-year retention rate by course.



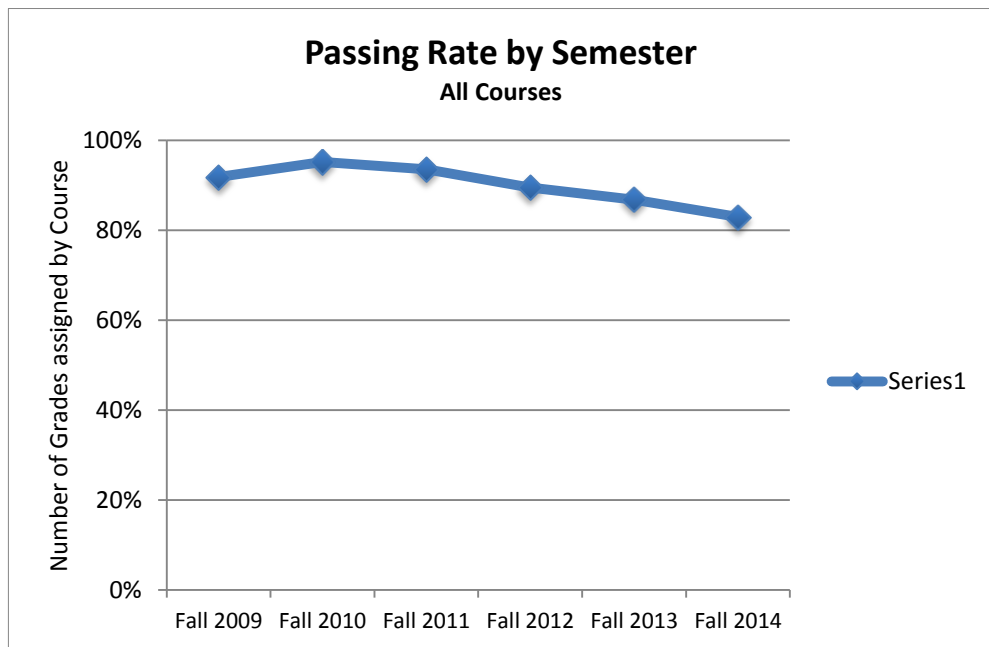
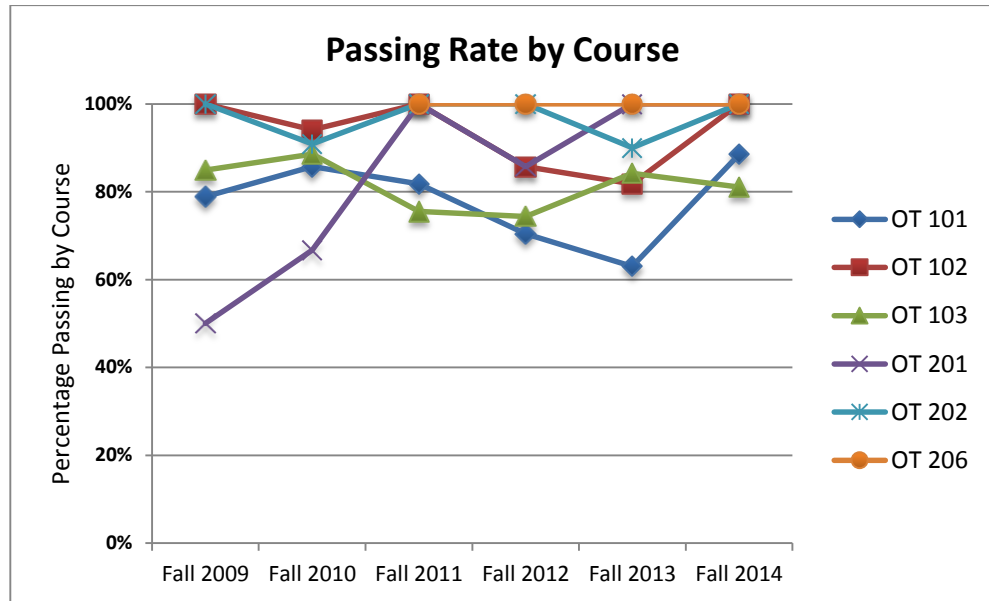
OT 102 and OT 201 are required courses for the Office Technology program. Because OT 102 is offered every semester, students who fail the course have the opportunity to repeat the course the following semester. However, if the students do not take OT 201 or fail the course in the fall, they will have to wait a year before they take the course, thus, hindering their opportunity to graduate within two or three years.

c) PASSING RATES

The two charts that follow show the passing rate by course and the overall passing rates by semester—all courses.

From these charts, the passing rates for the courses improved from fall 2013 to fall 2014. Students entering the program with OT 101 have problems passing the course because the course entails practice outside the classroom. By the time some of the students realize that they need to practice beyond class time, they have to work harder to pass the course.

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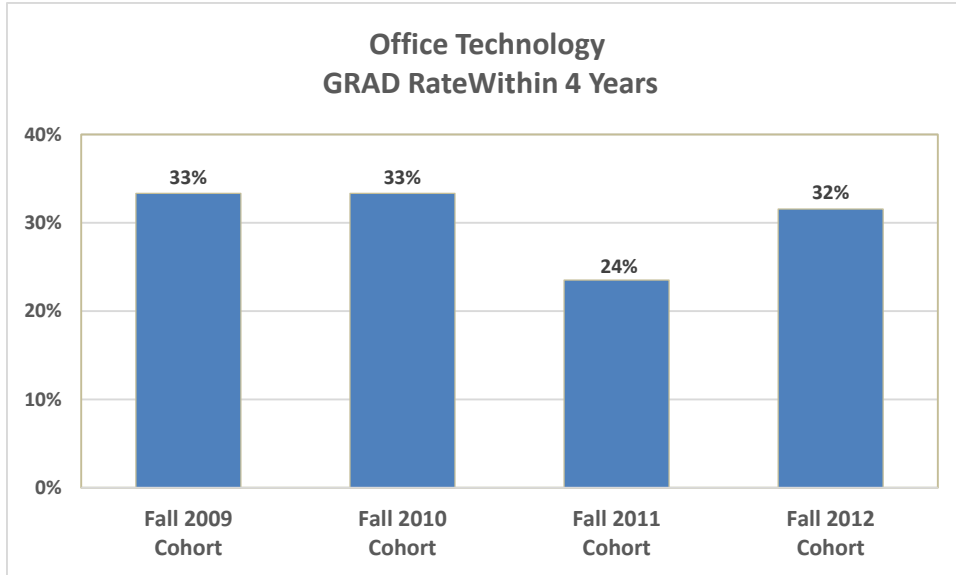


**OFFICE TECHNOLOGY ACADEMIC REVIEW**

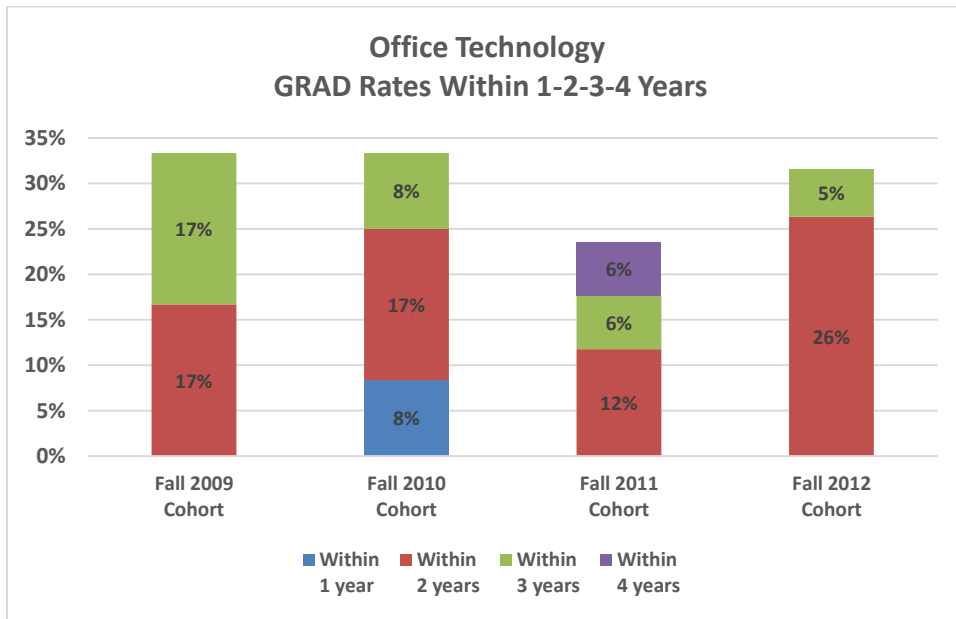
d) GRADUATION

Important Note: For the 2012 cohort data was available **only for 3 years**.

The chart that follows shows the 4-year graduation rates for cohorts fall 2009 to fall 2012. However it is important to note that since the data for the fall 2012 cohort was available only for 3 years, the 32% 4-year graduation rate for this cohort will probably increase making the graduation grade for the fall 2012 cohort the highest since 2009.



The following chart follows the same cohorts from fall 2009 to fall 2012, but here the chart shows the rate of graduation within 1-2-3-4 years.



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Once again the data for the fall 2012 cohort only covers 3 years, therefore is it possible that the numbers for this cohort will increase.

It is interesting to see from the chart that the 2012 cohort shows the highest 2-year graduation rate (26%)

### Results

The charts show that the cohort for graduation has increased. While the highest graduation rate was reached by the 2009 and 2010 cohorts, once again we note that the data for the 2012 cohort only covers 3 years.

The graduation rates for the OT program seem to fall within the norm for similar programs within CUNY. However the number of students in these cohorts is small and increasing enrollment is a major challenge for this program as mentioned before.

### Recommendations

1. The program changes in the Administrative Assistant Option and the Medical Office Manager Option should increase the number of students enrolling in the program. The changes also mean that the students should graduate from the program at a higher rate.
2. The Unit Coordinator will work with Continuing Education to recruit students in the pipeline program leading to an associates' degree in Medical Office Manager as well as continuing to work with the Admissions Office to recruit through the area high schools.
3. The Unit Coordinator will schedule meetings with the students in the program to inform them of latest trends in the field, listen to successful alumnae from the program, and create a sense of community within the program.

## G. Student Evaluations for Course Improvement

Student evaluations are conducted each semester. Every class taught by an instructor in the Office Technology Unit is evaluated. A college-wide evaluation instrument, the *Student Feedback Form*, developed and ratified by the appropriate governance structures, is used. Please see **Appendix D** for a sample of the Student Evaluations for Fall 2015.

## V. FACULTY

### Number of FT and PT

There is one full-time faculty member in the Office Technology Unit who is also the coordinator for the Unit and four adjunct faculty.

### Academic preparation

The full-time faculty member has a master's degree in Business Education from Hunter College and 53 credits in the Master's Program in Business Computer Information Systems from Baruch College.

Three of the adjuncts have their master's in Business Education and one of the adjuncts has a bachelor's degree. However, she has certification in Medical Billing and Coding.

### Rank

The full-time faculty member is an Assistant Professor with tenure in the Business Department. The four adjuncts are Adjunct Lecturers in the Business Department.

### Years of service

The full-time faculty member has served at Hostos since September 1979. Two of the adjuncts have taught at Hostos for more than ten years. One adjunct has taught at Hostos for two years, and the newest adjunct has taught for a year at Hostos.

### Number of Course preparation

Fall Semester: BUS 203, COOP 101, COOP 102, OT 101, OT 102, OT, 103, OT 201, OT 202, and OT 206

Spring Semester: BUS 203, COOP 101, COOP 102, OT 101, OT 102, OT 103, and OT 204

### Participation of the faculty in the decision making process, organization and development of the department

The full-time faculty member serves on the Business Department P & B and the Business Department Curriculum Committee.

### Service to the institution

The full-time faculty member serves as chair of the College-Wide Curriculum Committee, chair of the Service-Learning Committee, chair of the Scholarship and Awards Committee, member of the Ed Tech Task Force, and is a member of a number of committees in the college as well as within CUNY. Please see attached CV for detailed list.

### Research and Publications

The full-time faculty member has had two articles published and is waiting for a third article to be published.

### Professional development activities, achievements, honors and conferences' participation

The full-time faculty member has presented and attended conferences and has participated in faculty development at Hostos. Please see attached CV for detailed list.

## **VI. FACILITIES AND RESOURCES**

The current classroom facilities are appropriate for the Office Technology Unit. There are sufficient smart rooms and lecture rooms to accommodate the students. All the software is current.

Resources are needed to print brochures and posters to recruit students to the programs of the Office Technology Unit.

As there is only one full-time faculty member in the Office Technology Unit, resources are needed to hire another full-time faculty member as the number of students in the programs continues to grow.

## VII. RECOMMENDATIONS AND FUTURE DIRECTIONS

For the Office Technology program to continue to grow and remain relevant to the needs of the business community, the following recommendations are suggested based on all the data provided in this review.

### 1. Area: **RECRUITMENT**

The Unit Coordinator has worked with the Division of Continuing Education and Workforce Development to create a pathway for students completing the Medical Billing and Coding certificate program to move to the college to receive their associate's degree in Medical Office Manager. The college will accept three courses from the certificate program if the student has completed the program in Continuing Education and has received certification in Medical Billing and Coding. Recruitment has to take place within Continuing Education to encourage the students to pursue their associate's degree. Students in the associate's degree program can receive test preparation for the Medical Billing and Coding exam.

The Unit Coordinator needs to recruit in area high schools that an associate's degree is productive. The New York State Department of Labor shows that entry-level office and administrative support occupations earn \$28,000. Medical secretaries earn \$36,590. Once a student graduates with an associate's degree in Medical Office Manager, the student can transfer to Lehman College and earn a bachelor's degree in health services administration or business management. The student can earn a bachelor's degree in health information management from the School of Professional Studies.

Brochures need to be created that will highlight the advantages of obtaining an associate's degree in Medical Office Manager.

### 2. Area: **PROGRAM REVISION AND INNOVATIONS**

More business courses need to be incorporated in the Office Technology Program to ensure that the courses the students are taking can transfer to a four-year institution. Presently, the office technology courses do not transfer; however, the business courses do transfer.

The Unit Coordinator will meet with several employers who participate in the internship program. The purpose of the meeting is to determine the hiring practices of the company. The Unit Coordinator needs to know the employment tests and specific technology skills and general education skills employers seek in graduates from the Office Technology program at Hostos.

The Unit Coordinator has to emphasize the growth potential of medical office managers and the starting salary of the profession. The salaries and career

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advancements have to be posted in all recruitment materials so that students know the growth potential of the field.

### **3. Area: RETENTION**

Once students are accepted into the Office Technology programs, they have to be retained. The Unit Coordinator will set up a series of meetings with the students for the fall and spring semester to share information and get their feedback to the revisions of the programs.

Students have to understand the importance of studying for their careers. At the meetings, successful alumnae and representatives from the International Association of Administrative Professionals will serve as guest speakers and mentors to the students in the program.

### **4. Area: ARTICULATION**

The Unit Coordinator has begun the first phase of the pipeline program from Continuing Education to the associates' degree program.

The Unit Coordinator will finalize articulation with Lehman College for the bachelors' degree in Health Services Administration by the end of the fall 2016 semester.

### **5. Area: FUNDING**

Funding is needed to create professional brochures and buy promotional materials.

### **6. Area: FACULTY**

The Medical Office Manager Option is expected to grow, and the need for another full-time faculty member is necessary. In addition, the Unit Coordinator needs to create a succession plan with the full-time faculty member.

### **7. Area: ONLINE TEACHING**

All of the courses in the Office Technology Program are online as either asynchronous, hybrid, or web enhanced. The members of the Educational Technology Committee are in the process of determining the instruments and ways of assessing online teaching at Hostos Community College.

### **8. Area: ASSESSMENT**

The Office Technology Unit will continue to assess the courses and program. The Unit Coordinator will involve the members of the Advisory Council to make sure that the courses and program are relevant.