



Administrative Professional

**Wisconsin Indianhead Technical College
10-106-6 Associate Degree**

**2018
Program Review**

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name: Administrative Professional 10-106-6		
Program Academic or Assistant Dean	Title and Location	Phone and e-mail
Pam Brunclik	Academic Dean New Richmond	Ext 4332 pam.brunclik@witc.edu
Team Lead(s)	Title and Location	Phone and e-mail
<i>Example:</i>	<i>Welding Faculty Member</i>	<i>Ext. 9999</i>
<i>Bill Smith</i>	<i>New Richmond</i>	<i>bill.smith@witc.edu</i>
Barb Williams	Faculty Member, Superior	Ext. 6381
Laurie Simon	Faculty Member, New Richmond	Ext. 4204
Team Members	Title and Location	Phone and e-mail
Sharon Duthie	Faculty Member, Ashland	Ext 3129
Amy Pozniak	Faculty Member, Superior	Ext 6377
Linda Richie	Faculty Member, Rice Lake	Ext. 5283
Kelly Sylte	Faculty Member, New Richmond	Ext. 4206
Kristin Nelson	Counselor, New Richmond	Ext. 4254
Cindy Gibson	General Studies Faculty, Rice Lake	Ext.5340
Laurie Kallinen	Admin Professional Student	218-226-4916 kallinenlr@my.witc.edu
Lisa Egbert	Advisory Committee Member	715-236-7929 lisae@mnpwr.com
Self-Study Areas:		

**If you have more than 8 team members, right click within the member table above and choose insert row above or below.

Required Elements: Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)	
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Choose from a minimum of 2 of the following other areas to study	<input type="checkbox"/> Academic Advising <input type="checkbox"/> Accreditation/National or State Standards, Regulations, Compliance <input type="checkbox"/> Advisory Committees <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Budgeting Efficiencies/Costs per FTE <input type="checkbox"/> Career Outlook/Future Occupational Trends <input checked="" type="checkbox"/> Career Pathways <input type="checkbox"/> Collaboration/Partnerships <input type="checkbox"/> Curriculum Currency/modifications <input type="checkbox"/> Delivery Methods/Distribution of Offerings/Scheduling <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Equipment <input type="checkbox"/> Facilities <input type="checkbox"/> Faculty Credentialing/Development Needs <input type="checkbox"/> Online/Technology <input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Other _____
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Program Information:	
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Capacity (new students admitted/year):	Open - no capacity
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Number of Faculty:	FT: <input checked="" type="checkbox"/> 6 (shared with other programs)	PT: <input type="checkbox"/>
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Statewide Curriculum:	Yes? <input type="checkbox"/>	No? <input checked="" type="checkbox"/>
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Program Accredited by:	
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Date of Last Accreditation	N/A
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Date of Next Accreditation	N/A
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Is a visit required? If so, when is the next visit?	N/A
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Program Licensed by:	
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Date of Last Licensing:	N/A
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Date of Next Licensing:	N/A
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Is a visit required? If so, when is the next visit?	N/A
Please list other program and individual association and organizational memberships:	

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Administrative Professional	
Category: Analysis of Trends from Program Data Profile	
Resources Contact(s) for this Category:	
Strengths	Opportunities
Percent of graduates employed	Course completion
Graduation rate	Course completion – delivery method
Jobs available	Wages stagnant and low
Retention is improving on the Perkins report in 2017	Numbers and retention steady downward trend
Job Placement	Improve Course Success in traditional first semester (CBT, Doc Form, Access A, Outlook) for better retention
Flexibility of course offerings	New class format and possibly nights or weekends
Ability to complete part-time	Need to increase enrollment
	Market to current working people who need additional skills
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.	
What items in this category MUST be addressed on our improvement plan?	Program retention in 2017 was 25.93%. We want to increase retention from 25.93% (2017) to 66% by 2020. Strategies may include flexible class offerings, academic advising, and possible course and curriculum revisions.
What items in this category MIGHT be addressed on the improvement plan?	
Team Rating	
Please indicate by an (X) the team rating of your program on this category.	

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Administrative Professional	
Category: Analysis of results of previous program improvement plans	
Resources Contact(s) for this Category:	
Strengths	Opportunities
Courses selected to target for improvement	With the implementation of the 4 week scheduling format starting two years ago, compare success rates of 4 week courses to 8 week and 16 week courses.
Brochures and materials created to market programs. (career pathways)	Review results for capstone course . – (could link with 3. TSA item)
Capstone course implemented spring 2015. Results of course reported to TSA.	
FLEX lab	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.	
What items in this category MUST be addressed on our improvement plan?	Compare and contrast completion data for 4 week courses versus 8 week and 16 week courses. Make decisions based on the results.
What items in this category MIGHT be addressed on the improvement plan?	
Team Rating	
Please indicate by an (X) the team rating of your program on this category.	

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Administrative Professional	
Category: Progress/results of TSA (includes program outcomes and Employability Essentials)	
Resources Contact(s) for this Category:	
Strengths	Opportunities
TSA results show students are meeting requirements.	Annually review TSA assignments to ensure activities are providing opportunities for learners to demonstrate their TSA skills. Incorporate assessing Employability Essentials in program core classes.
Good passing rates of AOP and Adm Cap	Increase success rates of program courses with low pass rates. Poor passing rates of MS Access A, Computer and Business Technologies (CBT), and MS Excel B based on the Program Data Profile.
Technical Course Completion Numbers trending up	Provide more in-class opportunities for students to make connections with member of business and industry
**If you have more than 8 strengths and opportunities, please see SPOL instructions for adding rows.	
What items in this category MUST be addressed on our improvement plan?	<p>Gather, analyze and make decisions based on the data of the courses with low pass rates to include information on student program of study, delivery mode, and campus location. Metric: program classes scoreboard on program data profile</p> <p>Identify the three classes with the lowest pass rate and pick one class to focus on. After further review, the team will review the current CBT course to ensure it is relevant and meets its intended goal or determine if it should be absorbed to increase the course completion rate.</p>

	10-103-152 MS EXCEL B	17	10	58.8
	10-106-167 COMPUTER AND BUSINESS TECHNLS	23	13	56.5
	10-103-162 MS ACCESS A	23	12	52.1
What items in this category MIGHT be addressed on the improvement plan?				
Team Rating				
Please indicate by an (X) the team rating of your program on this category.				
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Additional Comments: (optional)				

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Administrative Professional	
Category: Career Pathways	
Resources Contact(s) for this Category:	
Strengths	Opportunities
Additional certification opportunities for students	Increase number of students (credentials)
Observation of students beginning with one plan and continuing into another, e.g. Jan D. beginning with OSS and now graduating AP;	Increase number of program students (earn one credential and continue on)

Julie K. beginning with MS Office courses and now enrolling in OSS.			
Jobs available		Request Student Services create a tracking mechanism in PeopleSoft that documents individuals' progressing through pathways. Perhaps a checklist showing each pathway completed.	
Can finish a diploma in a year		Are students leaving after basic credentials? Are students taking advantage of pathways?	
Once you finish one, you can build on later		Hopefully get some to come back for more	
Provides a credential		Market to current employees as skill update	
		Possibly nights and weekends	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?	Using the opportunities above, increase number of program student progressing through our pathways to receive more than one credential.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Administrative Professional
Category: Recruitment

Resources Contact(s) for this Category:			
Strengths		Opportunities	
Represent program at career fairs; continue mentoring dual credit faculty and promote credits towards degrees.		HS visits	
Part-time options (majority of students)		Career fairs	
Online (FLEX lab)		Request Marketing to develop posters and other materials to display in high school counselor offices and high school classrooms to inform students of credit/transfer opportunities to WITC.	
Those who finish the program get good jobs		Be a spotlighted program for exposure on social media and everywhere./Social Media (trends in employment)/Go after online (retool marketing efforts there)	
New CRM program should give better info??		Ask that student photos/programs rotate on the web page to give exposure to all programs.	
Great word of mouth referrals		Executive Assistants are where the pay is highest	
		New class format	
		Get face to face back with new format	
		Possibly nights and weekends	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Increase FTEs in the program by providing more exposure. Deliverable: Develop and determine the details for implementation and controlling of a monthly marketing plan that incorporates the suggestions identified under the opportunities.		
What items in this category MIGHT be addressed on the improvement plan?	Showcase the field experiences to help market our community presence. Using both internal and external marketing, increase number of program student progressing through our pathways to receive more than one credential.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as</i>

			<i>a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Administrative Professional-Analysis of Trends from Program Data Profile		
Defined Outcome	Revised from the initial plan because the incorrect retention rate was referenced. Improve retention rate first year to second year from 52% to 70%.		
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>			
Improve retention rate of first year to second year from 52% to 70%.			
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>	
Monitor the program profile card category of first year to second year retention.		Coordinate with IE.	
Determine and reach out to students registered in AP Pathway programs. For instance, Business Graphics students are not currently listed on Advisor lists.		Coordinate with Student Affairs.	
**If you have more than 8 action items, right click within the table above and choose insert row above or below.			
Note: (A mid-year and year-end update will be required each year during implementation.)			
Implementation Update (June 30, 2019):			
Instructions: Enter update text in box below, check a box below, and enter metric and results			
Contacted Institutional Effectiveness for additional data to review on retention (i.e. part-time students; student demographics). Participated in the CRM Retention Module demonstration on Faculty Professional Development days and will participate in pilot. Meeting with Student Services Dean to discuss how CRM could be used to communicate with students and streamline some advisement announcements for uniformed communication about Pathway opportunities.			
<input type="checkbox"/>	Met (include metric result)		

<input checked="" type="checkbox"/> Partially Met (include metric)	IE data available later this summer.
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Thank you for taking the initiative to work on the pilot of the CRM Retention Module. I look forward to the next update to learn more details.

VP, Academic Affairs Comments:

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Implementation Update (January 31, 2020):

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Continue to review data from IE when it becomes available. Participating in CRM pilot program to continue to reach program students. Implement Cengage Unlimited (CU) to help lower textbook/book software costs. WITC saved students over \$40k Fall 2019 semester. Advisee lists were reassigned and Business Graphics students were also added to advisor advisement loads.
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Looking at the program data profile, 1st year to 2nd year retention went from 52% in 2016-17 to 71% in 2017-18. Keep up the good work! Looking forward to the newest numbers to see where we are with increased retention.

VP, Academic Affairs Comments:

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Implementation Update (June 30, 2020):

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Continue to review data from IE and our data request. <u>Administrative Professional (10-106-6) Retention Rates</u> 2016 - 65.8% 2017 - 51.7% 2018 - 71.4% 2019 - 65.5% Reviewed advisement lists and assignments and continued to contact and communicate with program advisees. There is more progress to go.

Updated & New Adm Professional curriculum was approved by the Advisory Committee and Curriculum Modifications requests were also approved for the new courses (Advanced Document Applications, Business Technology & Success, Advanced Spreadsheets & Analytics, Meeting and Event Planning) and course updates (Administrative Office Management, Business Information Management, Web and Social Media Technologies, Virtual Administrative Professional Capstone). The new courses and updated sequences should make the semester loads more manageable for students and continue to increase retention rate.

Not Met (include metric)

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Administrative Professional		
Defined Outcome	Concern with successful completion of 4 week courses of nonAP program students versus AP/OSS program students, and ITV/flex success rates for all students. Compare course completion rates of 103 and 106 classes by program, delivery mode and length of course for each fall and spring semester within AY 2016, 2017 and 2018 to identify the most successful delivery mode and course length for future scheduling.		
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>			
The course completion rate of 79.5% (C or better) will be the metric used.			
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>		
The course completion rate of 79.5% (C or better) will be the metric used.	Need IE to assist with data collection.		
Place data in Excel spreadsheet so graphs and comparisons can be made.	Dean and Faculty		
Analyze the data to make improvements to scheduling and course delivery options to improve successful completion rates.	Dean and Faculty		
**If you have more than 8 action items, right click within the table above and choose insert row above or below.			
Note: (A mid-year and year-end update will be required each year during implementation.)			
Implementation Update (June 30, 2019):			
Instructions: Enter update text in box below, check a box below, and enter metric and results			
<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> Refocus the 3.2. Improvement Plan since the 4 week and flex course offerings have been restructured and no longer offered in that format. Limited flex lab course offerings and YourChoice course modes will be offered instead and analyzed to review completion rates of 103 and 106 courses of Adm Prof students verses all other program students. </td> </tr> </table>			Refocus the 3.2. Improvement Plan since the 4 week and flex course offerings have been restructured and no longer offered in that format. Limited flex lab course offerings and YourChoice course modes will be offered instead and analyzed to review completion rates of 103 and 106 courses of Adm Prof students verses all other program students.
Refocus the 3.2. Improvement Plan since the 4 week and flex course offerings have been restructured and no longer offered in that format. Limited flex lab course offerings and YourChoice course modes will be offered instead and analyzed to review completion rates of 103 and 106 courses of Adm Prof students verses all other program students.			
<input type="checkbox"/> Met (include metric result)			
<input checked="" type="checkbox"/> Partially Met (include metric)	Review data FY19.20 through a IE data request.		



Not Met (include metric)

Divisional Dean Comments:

Be sure to include all delivery modes and course lengths for the past several years when you make your data request to look for patterns, even with the change to the 4-week and flex offerings. This information will be helpful with scheduling moving forward.

VP, Academic Affairs Comments:

Implementation Update (January 31, 2020):



Met (include metric result)



Partially Met (include metric)

Reconfigured and offered a limited Office Flex Lab. Implemented Cengage Unlimited to lower textbook/book software costs. Requested second monitors in all labs to ensure business standard. Second monitors will also provide a better experience for students using eBooks. Implementation is set for Fall 2020. Review and request data from IE to compare Online and Flex mode delivery completion and pass rates for F19 and S20.



Not Met (include metric)

Divisional Dean Comments:

The program data profile shows Technical Course Completion improving (2016-17-77.78%, 2017-18-81.25%, and 2018-19-83.33%). Please request specific class data from IE to dig into these numbers a little deeper for the next update. Great job with all your efforts! They are showing positive results.

VP, Academic Affairs Comments:

Implementation Update (June 30, 2020):



Met (include metric result)



Partially Met (include metric)

Second monitors are to be standard in all labs F20. Incorporated instructional videos with software/program relationship announcements. Worked with Online Facilitator S20 to assist with struggling students and COVID-19 related barriers/issues. Data results as 5/20 below:

MS Word Pass Rates by Mode

S16	77%	Online
Sum16	76%	Online

F16	65%	Flex
	82%	Online
S17	77%	Flex
	69%	Online
Sum17	78%	Online
F17	69.50%	Flex & Flex/ITV
	66%	Online
S18	74.50%	Flex & Flex/ITV
	61%	Online
Sum18	80%	Flex/ITV
	71%	Online
F18	64%	Flex/ITV
	67%	Online
S19	55%	Flex/ITV
	55%	Online
Sum19	67%	Online
F19	59%	Flex/ITV
	60%	Online
AVG ALL	69%	
AVG FLEX	68%	
AVG ONL	69%	

Contextualized Critical Thinking Scenarios and assessments have been created to use F20 in collaboration with Business Program faculty feedback to aid the students in applying their Word A skills practically for their program fields.

Not Met (include metric)

Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Administrative Professional-Progress of TSA	
Defined Outcome	Increase the course completion rate of Computer and Business Technologies by 10%.	
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>		
Course completion rate of Computer and Business Technologies from 56.52% to 66.52% based on the Program Data Profile		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>

Review course competencies and relevancy for current student base and potential employers - Course Faculty	End of Spring 2019 - documenting discussions in monthly AP meeting minutes
Reach out to the dual credit HS teachers for insights on this area at their level to help review relevancy - all AP Faculty	HS Dual Credit Instructors
Discuss and document any factors that may be impacting course completion. (i.e. – no book, course offering, increased student baseline skills, which programs use the course, Blackboard course time – Course and AP Faculty	End of Spring 2019
Create a pretest for the class to assess current skill baseline and post test to measure new skills learned - Course Faculty	Implement Fall 2019
After analyzing pre and post test results, determine if the class needs curriculum modifications or if the course has reached its intended purpose and remove from program curriculum - Course Faculty	Analyze Spring 2020
Review findings with Advisory board and Dean - AP Faculty	Fall 2020 Advisory Committee meeting
Submit Curriculum Development Spring 2020 or program curriculum modification for Fall 2021 - Dean, Curriculum Coordinator, and AP Faculty	Submit Curriculum Development Spring 2020 or program curriculum modification for Fall 2021
Make course curriculum updates (or removal from program) - Course Faculty	By Fall 2021
Monitor completion rates - AP Faculty	Ongoing

****If you have more than 8 action items, right click within the table above and choose insert row above or below.**

Note: (A mid-year and year-end update will be required each year during implementation.)

Implementation Update (June 30, 2019):

Instructions: Enter update text in box below, check a box below, and enter metric and results

Adm Professional instructors discussed and documented course competencies and relevancy of the current course for students during monthly meetings. Faculty will look for a text through Cengage Unlimited (CU) eBook as an option. Modifications were made to the Blackboard shell. Additional modifications are needed to offer clearer instructions and more pretest options to determine if course module content is a needed competency to better individualize the course for users. Currently, there are no Transcribed credit offerings of the CBT course. Received the Adm Prof DACUM feedback and will review information as it relates to this course to determine if course is recommended for the program.

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Create Pretest for Fall 2019 and review DACUM information as it relates to CBT.
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

I look forward to additional information in the next update on the DACUM results and the pretests for CBT competencies.

VP, Academic Affairs Comments:

Implementation Update (January 31, 2020):

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	<p>The class was offered in the YourChoice mode. The PowerPoint presentations were recorded for students to review. New content was added, and no textbook was used.</p> <p>Continue to work on engagement through student content tutorials. Explore using the Simulation or Conversations software to create student content tutorials.</p> <p>Class completion rates will be reviewed between the various delivery modes to analyze the data.</p> <p>The team will review the WTCS Administrative Professional curriculum across the state to see if other colleges are offering a similar class or integration of course competencies in another course.</p>
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Please include the data on class completion rates in your next update. Thank you.

VP, Academic Affairs Comments:

Implementation Update (June 30, 2020):

<input checked="" type="checkbox"/> Met (include metric result)	<p>Data from IE as of 5.20 showcasing goal pass rate target is being met.</p> <table border="1"> <thead> <tr> <th colspan="3">CBT Pass Rates by Mode</th> </tr> </thead> <tbody> <tr> <td>S16</td> <td>90%</td> <td>Online</td> </tr> <tr> <td>F16</td> <td>100%</td> <td>Flex</td> </tr> <tr> <td></td> <td>56%</td> <td>Online</td> </tr> <tr> <td>S17</td> <td>50%</td> <td>Online</td> </tr> <tr> <td>F17</td> <td>89%</td> <td>Flex & Flex/ITV</td> </tr> <tr> <td></td> <td>90%</td> <td>Online</td> </tr> <tr> <td>F18</td> <td>80%</td> <td>Flex & Flex/ITV</td> </tr> <tr> <td></td> <td>78%</td> <td>Online</td> </tr> </tbody> </table>	CBT Pass Rates by Mode			S16	90%	Online	F16	100%	Flex		56%	Online	S17	50%	Online	F17	89%	Flex & Flex/ITV		90%	Online	F18	80%	Flex & Flex/ITV		78%	Online
CBT Pass Rates by Mode																												
S16	90%	Online																										
F16	100%	Flex																										
	56%	Online																										
S17	50%	Online																										
F17	89%	Flex & Flex/ITV																										
	90%	Online																										
F18	80%	Flex & Flex/ITV																										
	78%	Online																										

	S19	50%	Flex/ITV
		75%	Online
	F19	68%	YourChoice
	AVG ALL	75%	
	AVG FLEX	80%	
	AVG ONL	73%	
	AVG YC	68%	
<p>Additionally, will be working on the new course Business Technology & Success for the updated Adm Prof curriculum FY F21/S22. This course will combine the competencies of CBT & Business Skills.</p>			

<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
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Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (June 30, 2022):

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Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (January 31, 2023):

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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	
Divisional Dean Comments:	
<input type="text"/>	
VP, Academic Affairs Comments:	
<input type="text"/>	

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Administrative Professional	
Defined Outcome	Recruitment	
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>		
Plan and implement a minimum of one special event per year on each of the campuses (minimum of four in total). Write a minimum of three press releases per year for the WITC marketing department to distribute.		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>
Follow the marketing plan for press releases as identified by the Dean.		Dean and Program Director.
Coordinate the Administrative Professional Day Celebration on the Superior and Rice Lake Campuses.		Spring 2019. Dean and Faculty.
Write 1 press release.		Spring 2019, 2020, 2021
Write 1 press release.		Summer 2019, 2020, 2021
Write 1 press release.		Fall 2019, 2020, 2021
Coordinate another AP related special event.		Spring 2020 and Spring 2021
**If you have more than 8 action items, right click within the table above and choose insert row above or below.		
Note: (A mid-year and year-end update will be required each year during implementation.) Implementation Update (June 30, 2019): Instructions: Enter update text in box below, check a box below, and enter metric and results		
Faculty participated in eight recruiting events including career expos, job fair events, and local parade throughout the district. The Adm Prof Day Celebration Event was held and successful. Local press covered the event. Follow-up with work study request to assist with Facebook and Social Media posts for the program.		

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Coordinate the Adm Prof Day Celebration on the Superior and Rice Lake Campuses. Press release encouraged local press to cover the event with tv spot.
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Congratulations on successful AP Day events, and thank you for your participation in recruiting events. On future updates, please include any recruitment data from the recruiting events (applications or inquiries from the day).

VP, Academic Affairs Comments:

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Implementation Update (January 31, 2020):

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Prewrite and preparation for the upcoming AP Day Celebration event. Marketing Events participated in as follows: Open House in Hayward; Barron County Career; Start College Now Event; High School Career Days at all four campuses; 3rd Tuesday Tours; and increase Adm Professional FB posts. Use CRM information to contact prospective students. Discuss a Fall Meet & Greet mixer event with prospective students, current students, former graduates, and Advisory Committee members.
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2020):

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	Held modified AP Day Event webinar on 4/22/20 with 50+ participants. Event was moved online due to COVID-19. Updated & New Adm Professional curriculum was approved by the Advisory Committee and Curriculum Modifications requests were also approved for the new courses (Advanced Document Applications, Business Technology & Success,

Advanced Spreadsheets & Analytics, Meeting and Event Planning) and course updates (Administrative Office Management, Business Information Management, Web and Social Media Technologies, Virtual Administrative Professional Capstone).

Worked with Marketing on Adm Professional promotional items, informational postcard, and specific FB boosted posts.

Use CRM information to contact prospective students.

In-person S20 marketing events were cancelled due to COVID-19.

Adm Professional Advisory Committee excited about Fall Networking Event and planning has begun for F21.

Not Met (include metric)

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2021):

Met (include metric result)

Partially Met (include metric)

Not Met (include metric)

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

Met (include metric result)

Partially Met (include metric)

Not Met (include metric)

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

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Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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