



BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Each year, no later than April 30th, faculty analyze the state of their department, using this form. Each Department may include additional data to aid in analysis. The Office of Instruction will provide new standardized data. The Division Dean will assist in compilation of data for sections II and III. One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if program faculty intends to make request with budgetary implications (faculty, instructional equipment, technology needs) for the fiscal year, The Division Dean will forward the Departments recommendations with a copy of the completed Bi-Annual State of the Department document to the Budget and Planning Committee for consideration.

I. Program Goals and Objectives:

Goal A Update Curriculum

Objective 1 Review course outlines and update the following courses: (CBOT = Computer Business Office Technology formally Business)

BUS. 101	Human Relations in Business
CBOT 448	Using Microsoft Windows
CBOT 472	Introduction to Word for Windows
CBOT 474	Intermediate Word for Windows
CBOT 480	Using the Internet, Part I
CBOT 482	Using the Internet, Part II

Objective 2 Continue to review the course content in the Computer Business Office Technology and in the Computer Information Technology Certificates and A.S. Degree programs to assure the course content reflects industry changes and upgrades.

Goal B Recruitment and Marketing

Objective 1 Revise our department web page to improve its marketing appeal.

Objective 2 Strengthen the working relationship with the ESL faculty members to recruit ESL students into our workforce certificate and degree programs.

Objective 3 Contact the Human Resource Departments in the neighboring business communities and advise them of course offerings that will strengthen their employees' skill levels or even gain a new skill, to enhance their career goals.

B. All current offerings except those previously identified in section A
(check all that apply; attach a separate table as necessary)

Name and Number	General Ed	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
BUS. 100			X		X	02/2002
BUS. 101			X		X	01/1999
BUS. 103			X		X	04/2000
BUS. 108			X		X	11/1995
BUS. 110			X		X	02/1998
BUS. 115			X		X	02/1998
BUS. 128			X		X	11/2000
BUS. 149			X		X	11/2000
BUS. 201			X		X	01/1999
BUS. 395			X		X	11/2002
BUS. 396			X		X	11/2001
BUS. 397			X		X	11/2001
BUS. 398			X		X	11/2000
CBOT 415			X		X	11/2004
CBOT 417			X		X	11/2004
BUS. 419			X		X	11/2000
CIT. 422			X		X	02/2005
CIT. 425			X		X	02/2005
CIT. 426			X		X	02/2005
CBOT 430			X		X	11/2004
CBOT 431			X		X	11/2004
CBOT 435			X		X	11/2004
CBOT 436			X		X	11/2004
CBOT 439			X		X	11/2004
CBOT 440			X		X	11/2004
CBOT 441			X		X	11/2004
CIT. 446			X		X	02/2005
CBOT 448			X		X	11/2004
CIT. 450			X		X	02/2005
CIT 451			X		X	02/2005
CIT. 453			X		X	02/2005
CBOT 457			X		X	11/2004
CIT. 464			X		X	02/2005
CBOT 470			X		X	11/2004
CBOT 472			X		X	11/2004
CBOT 474			X		X	11/2004
CBOT 475			X		X	11/2004
CBOT 478			X		X	11/2004
CBOT 480			X		X	11/1004
CBOT 482			X		X	11/2004
CBOT 483			X		X	11/2004
CBOT 484			X		X	11/2004
CIT. 492			X		X	02/2005
CIT. 493			X		X	02/2005
CIT. 494			X		X	02/2005

Name and Number	General Ed	IGETC	AS/AA	Basic Skills	Workforce	Date of last Revision
CIT. 496			X		X	02/2005
CIT. 497			X		X	02/2005
CIT. 498			X		X	02/2005

C. Recommended areas of curricular need based on current offerings
(check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Personal Computer Security			X		X

III. Enrollment data:

A. Weekly Student Contact hours – WSCH /FTES

Report the 2 previous Fall semester with the most recent on the right.

Year	2002	2003
WSCH	3439	2619
FTES	114.65	87.30

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2002	2003
FTE	6.92	5.67
LOAD	497	462

C. Retention and Success (If applicable)

Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2002	2003
Retention	84.7%	77.7%
Success	81.3%	74.4%

D. Certificate, degree, and transfer status (If applicable)

Report data on certificate, degree and transfer status for the past 2 years with the most recent on the right.

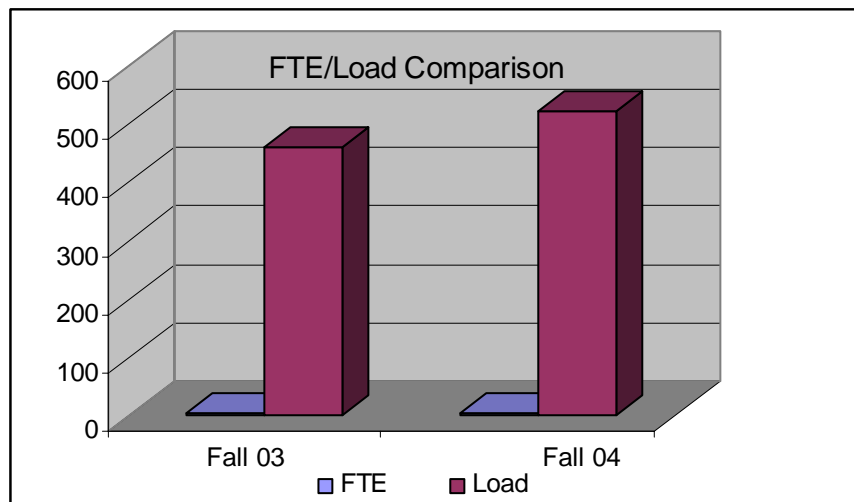
Year	2002	2003
Certificates	6	1
Degrees	3	2
Transfer	NA	NA

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc. Highlight and type here:

Comparison Fall 03 and 04

In the fall 2003, the Computer Business Office Technology was offering courses in three locations: the Main Campus, Education and Technology Downtown Center in Redwood City and the Menlo Park Center/OICW site. The College successfully maintained the three facilities until the effects of the down turn in the economy and the increase need for human services forced the City of Redwood City's CDBG to reallocate the majority of dollars to the Human Services area to serve the homeless, low income, and poverty level residents and we in turn, received zero funding to keep the doors open at the 900 Main Street location. At that time, there were five full-time equivalent faculty members serving the three educational facilities and the load was 460. The retention rate was 77.7% and success rate was 74.5% according to institutional research data.

In contrast, the fall 2004 research data indicates that the Computer Business Office Technology is operating at a level of higher efficiency. There are three full-time equivalent faculty members serving more students. Data shows that FTE is 3.43 serving 522 with retention at 76.9% and success rate at 72.0%. Even though the success rate is lower compared to fall 2003, the department is still within the district's success rate level.



Students enroll in the Computer Business Computer Office Technology courses with many different goals in mind, some are taking our classes for job training, that will help with possible promotion in their present job or their goal is training or retaining for a new career in business. The College does have a computer literacy requirement for all students applying for a degree or certificate. Computer literacy has been a requirement for nearly fifteen years to ensure that Cañada graduates are skilled in basic computer technology, since any career goal they may have will surely include the use of a computer. Many of the students do take just one computer course, CBOT 430 Introduction to Computer Applications, Part I, to fulfill their Computer Literacy requirement for graduation. Students who are confident of their computer skills take a Computer Literacy Test that is given four times each semester to satisfy the graduation requirement.

To ensure student success in our courses, we do have four paid student lab assistants and one instructional aide in our labs during hours of operation that do help any student who is having difficulty with assignments.

IV. Faculty and Staff Hiring Recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
N/A	

B. List adjunct faculty request and attach formal justification

Position	Areas of expertise needed
At the current time, there are no expectations of hiring adjunct employees unless the current employees resign or retire.	

C. List staff requests and attach formal justification

Position	Areas of expertise needed
When the enrollment significantly increases in the Department, we are requesting that the Instructional Aide II position be reinstated.	Proficiency in all Microsoft office applications, Windows operating system, web design, basic computer repair, and networking.

D. List professional development needs:

Our faculty members will need to continue to attend workshops on new software and hardware enhancements to keep up with the current versions of software and hardware used in industry. Networking with colleagues from different colleges is imperative, as well.

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
30 Dell Computers with Flat Screen Monitors – 13-214	\$1650.00
3 HP Laser Jet 22430dtn Printers	\$1,099.99

B. List Facilities needs:

New	Maintenance
N/A	New doors locks are critical for the four computer classrooms for security purposes.
	Upgrade the air conditioner in 13-213 (original A/C is very loud, which makes it difficult to hear the instructor's lecture).
	Mount the LCD projector for classroom instruction to the ceiling in 13-214.



COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- Comprehensive Program Review Self-Study Document
- All Bi-Annual State of the Department Documents since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form
- Additional Data As necessary

Date: March 31, 2005

Program Name: Computer Business Office Technology and Computer Information Technology

Review Committee Chair: Sharon Finn

Review Committee Members: Carolyn Jung and Romelia Thiele



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Part A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Computer Business Office Technology Department sets goals for each academic year and the main goal always includes updating curriculum by reviewing current curriculum on file, developing new courses, and updating existing course content to reflect new technology upgrades and advancements. In 2003-2004, three new courses were developed and approved by the Curriculum Committee: Internet/Network Security, Adobe Acrobat, and Advanced PowerPoint. In 2002-2003, we developed four new Certificates of Completion that included Real Estate Salesperson, Home Office/Small Business Computer Security, General Office, and Call Center Customer Service Support, and one new course entitled Supporting Windows XP. In 2001-2002, we developed one new certificate, Business/Corporate Meeting Planner.

Another on-going goal for the Department is staff development. All faculty members in the department attend various workshops and enroll in workshops and courses to keep abreast with on-going changes in the workforce that we service. The majority of the professors belong to such professional organizations such as DPE (Delta Pi Epsilon) and NBEA (National Business Education Association). Attending meetings and conferences assists them in staying current in a rapidly changing discipline.

Keeping the software and computers current as possible in the four labs is also a major goal of the Department. In fall 2004, the classroom in 13-217 was upgraded with 39 new Dell computers and also the Microsoft Office software from XP to Office 2003 was completed in three of our labs.

Networking with industry and recruiting new members to the Advisory Board is another on-going goal. In 2002-2003, we added Cisco, Seaport Industrial Association, Global Network Service, and CSG Visual Communication, Inc., Recruitment and Marketing. These partners are critical to the input and revision of course curriculum and assist in the direction of the Department.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offers, and priorities of the College and District.

The programs of the Computer Business Office Technology are designed to prepare the students for employment at an entry-level or at mid-level positions in the up-to-date automated office and in the information technology fields to provide continuing educational opportunities for the students to acquire both self-confidence and employable skills for employment while pursuing more advanced career goals. The programs are regularly updated to meet new technology needs.

The Computer Business Office Technology Department consists of two programs. The first program provides employment skills for current Administrative Support or mid-level business office positions. The program provides an opportunity for students to learn office skills or to be retrained. Students are provided with a learning environment to complete a certificate and degree programs. The department also offers business computer software courses taught in Spanish. The second program of the Business Office Technology Department consists of the Information Technology Specialist program that offers studies in Network/IT Support and IT/ UNIX. The two programs assist students in completing certificate and degree programs, personal or professional development, retraining, job promotion, and skills enhancement.

Contribution to the Mission of the College and the District

The mission of Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Computer Business Office Technology Program contributes to the mission of the College and District by:

1. Provide quality instruction for student success.
2. Provide occupational education and training directed toward business and computer information technology careers for first-time students, continuing students, returning students, as well as for individuals who wish instruction for their small business and or personal use.
3. Offer lower-division Administrative Assistant, Information Technology Specialist, & UNIX courses leading to a Certificate, Associate of Science Degree, and Transfer elective courses to enable students to transfer to California State Universities or other four-year private institutions.
4. Recruit students from all ethnic, age, and economic groups, celebrating the community's rich cultural backgrounds.
5. Revise and update programs that incorporate new technologies used in industry.
6. Expand computer application course offerings in Spanish to serve the neighboring Latino monolingual speakers.
7. A good percentage of students take courses in the program to satisfy the computer literacy requirement for graduation.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Based on the 2004 institutional research data, Cañada College student population consist of 43.6% Hispanic, 36.5% White, 7.3% Asian, 3.4% African American, 3.2% Filipino; 5.7% Other/Unknown, and 0.4% Native American.

Within the last six years, the trend is reversing the norm. Hispanic student population has grown 18% from 25% in 1999 to 43.6% in 2004. In contrast, the Caucasian student population continually has decreased from 53.4% to 36.5%, a decline of 16.9%. There is no significant change within the other student population groups; however, in 2000, there was a four percent increase within the Asian student population.

In 2001, Cañada College received a five-year Title V grant designating Cañada College as a Hispanic Serving Institute. The Business/Office Technology Department strengthened their collaboration with the ESL program and its faculty. The Department created a matrix listing all the ESL course levels in one column and in another column all the business office courses appropriate for each ESL level course offered. It was designed so that an ESL student could readily identify a business office technology course to concurrently enroll in while completing their ESL studies. The matrix was also presented to all counselors at a counselors' meeting for distribution to their counselees. The Business Office Technology faculty members often visit the ESL Listening and Speaking Levels 1, 2, & 3 classes to speak and inform the students regarding the many certificate and degree programs and the workforce possibilities the department offers. (See Appendix 1) It is critical that the ESL student population gain additional employability skills while studying English to be given the opportunity to apply for higher paying positions.

From 1999 to 2003, the Hispanic/Latino student population increased by over 16%. Nearly ninety four percent of the college wide Hispanic student population was enrolled in the English as a Second Language courses based on institutional research. The Computer Business Office Technology Department continued to collaborate with the ESL faculty members to provide courses to meet the needs of the growing Hispanic/Latino population. The computer related business courses were being offered in Spanish primarily taught at the off-campus sites targeting outreach programs and the community that were unable to come up the hill to enroll in courses. The Department coordinator offered the courses in a sequential order to encourage students to complete their Certificate in the Administrative Support field.

Further collaboration with the ESL faculty and a Learning Community partnership was formed to combine the third level English Grammar course with a combination of keyboarding and an Introduction to Microsoft Word course. The focus of the Learning Community was and continues to provide computer technology courses for the ESL students in a student centered environment. An informal survey was taken by the Office Technology faculty members and the student survey results indicated that 54% of the students were interested in improving their keyboarding skills for their employment and personal use, 31% improving computer skills, and 15% for job preparation.

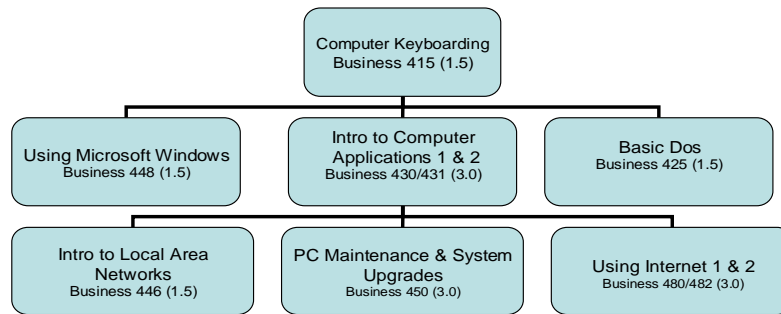
The Learning Community courses were successfully offered for two consecutive semesters. As a result based on the classroom research on student learning and teaching sponsored by @One Carnegie Scholar Program, 86% of the students enrolled in a computer related and GE transfer classes.

The Computer Business Office Technology Department expanded the programs by adding a Certificate of Completion – General Office, 12 units, to accommodate students who are already in the workplace and the general and ESL student population. This particular Certificate is the first rung on the career

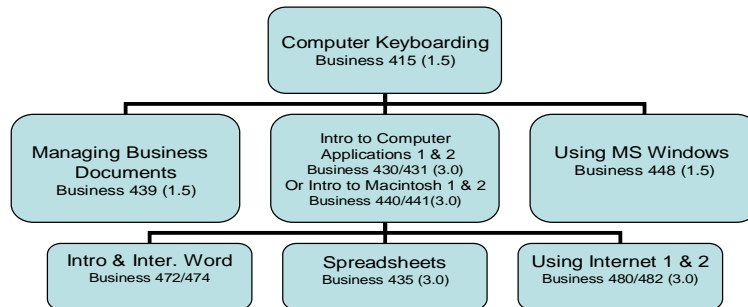
ladder wherein a student could ascertain an entry level receptionist position while continuing with their education. An increase in the Spanish language business office technology courses has been very successfully enrolled and this allows the ESL students to complete workforce programs along with perfecting their English skills and allows the ESL students more accessibility and flexibility into our programs and able to enter the workforce in a shorter length of time.

Recruitment Flow Charts

Cañada College
 Business Office Technology
 Getting Started
 with Information Technology Courses



Cañada College
 Business Office Technology
 Getting Started with Computer Applications



See Appendix 1 and 2 for flyers created for recruitment for the ESL population

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Computer Business Office Technology Department has an active Advisory Board which includes members from the business and computer industry sectors. The Advisory Board meets twice a year to make recommendations and suggestions for course revisions, future courses, curriculum changes, program recruiting, industry standards, and recommendations for equipment and software upgrades.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

The Computer Business Office Technology Department focuses on the skills and academic background needed for entry-level positions in the modern office and information technology fields. The curriculum and course content is reviewed every year by both faculty and members of the Advisory board to ensure the students will have the necessary skills that are required for the present job market. Since a large portion of our curriculum is computer based, it is imperative that we stay current with industry job needs. A few examples of recent courses added to address growing needs in our target job market are:

1. Internet/Network Security class to address the growing need of a more secure computer network environment.
2. Adobe Acrobat course was added to address the need for a more advanced way to create, control, and deliver more secure, high-quality documents in a portable document format.
3. To address the need for soft skills in the workplace, we added a Human Relations course to our Certificates of Proficiency.

To ensure student success, the curriculum is presented in a progressive skill level sequence.

2. State how the program has remained current in the discipline(s).

The full-time faculty and adjunct faculty do meet throughout the academic school year to review current curriculum, certificates, degrees, and latest technology trends in the market. The adjunct faculty members who teach the Information Technology courses are all employed in their field of expertise, and they keep the departmental members well informed on current trends and the necessary job skills that employers are demanding. Early fall 2004, we had an informative meeting with the IT faculty and three of our Advisory Board members who have businesses that serve the IT market. At the meeting, we reviewed each certificate and course curriculum and made recommended changes to take effect for fall 2005. The result was to bank one Certificate and A.S. Degree due to outsourcing of the jobs overseas, combine two of the Certificates/A.S. Degrees into one comprehensive Certificate and Degree and to update our Information Technology/UNIX certificate to include LINUX courses, to address the required knowledge needed in the LINUX world.

Conferences and workshops are another source for our faculty to remain current and to keep the respective programs current. Computer software companies introduce new upgraded versions to their software on an average of every two years, and a good way to keep current with the new enhancements is to attend workshops that are offered to faculty members. Our faculty members attend an average of three to four workshops each school year. Conferences that relate to our discipline are another good source to keep current in this field. Since September 11, 2001, security has taken front stage, and in April of 2004, Sharon Finn and Carolyn Jung attended the Home Land Security Conference in Sacramento specifically for the California Community College faculty teaching in this discipline. The conference gave us an opportunity to learn more about computer security threats and how to set up a

defense for these threats. Both Sharon and Carolyn then completed an online course on computer security and have disseminated the information to the pertinent faculty members and students. In fall 2004, a new Internet/Network Security course was added to the IT curriculum. The full-time faculty members have also attended a yearly Business Education/Computer Information Science faculty conference that is conducted each spring semester at Asilomar in Pacific Grove. The conference allows the faculty to network with other faculty from community colleges throughout the state to share best practices and hear the forecast towards the future.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

Since we are a department that comes under Workforce Development, our course outlines are always being updated to meet the needs of the workforce job market we serve. The full-time and adjunct faculty members meet a minimum of twice each academic school year to review current curriculum, certificates, degrees, and possibilities for upcoming courses. Our meetings usually take place after our spring or fall Advisory Board meeting. The Advisory Board members review the certificates/degrees and course offerings each time we meet as a group. The Advisory Board members and faculty discuss the current skill needs in the business fields that we serve and changes that need to take place. At our faculty meeting, curriculum changes are addressed and revisions to current certificates, degrees, course modifications, new courses, and new certificates request are submitted to our Curriculum Committee for approval. In the past six years, we have added five new Certificates of Completion (less than 18 units):

Home Office/Small Business Computer Security
Business Corporate Meeting Planner
Real Estate Salesperson

Call Center Customer Service Support
General Office

We have also added new courses and have banked course that were not meeting today's skill needs based on the down turn of the technology field. In fall 2005, we will be updating the course content and objectives for the following courses:

CBOT 448 Using Microsoft Windows
CBOT 472 Introduction to Word for Windows
CBOT 474 Intermediate Word for Windows
CBOT 480 Using the Internet, Part I

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not applicable to the Computer Business Office Technology Department.

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

The Tech Prep program is a coordinated program that allows high school students to take articulated high school/ROP/OICW courses and receive college credit within the San Mateo County Community College District once students meet the criteria set by the Tech Prep agreement.

High school students learn about Tech Prep through their teachers, advisors, or counselors. Students enroll and complete their Tech Prep articulated courses at their high school. When the course is completed, a Tech Prep petition is given to students to complete. The petition is then sent to Cañada College for processing. From fall 1994 through spring 2004, there were 4,493 Tech Prep applications

processed through Cañada College. If the student attends one of the three colleges in the San Mateo County Community College District, Tech Prep credit is issued once the student has completed six units with an overall grade point average of 2.0. Once this residency requirement is met, the Tech Prep credits earned are posted to the student's transcript. As of March 2005, 855 students have received credit on their transcripts with another 675 waiting to be verified.

There is a limit of 6 units of Tech Prep articulation credit for a certificate and 12 units for a degree. Each of the three colleges within the SMCCCD recognizes the Tech Prep credits of their sister colleges.

Each of the three colleges in the SMCCCD (Skyline, College of San Mateo, and Cañada) have separate articulation agreements with recognized high schools, school districts, and job training centers.

Currently, Cañada College has articulation agreements with the following schools:

1. Sequoia Union High School District
 - a. Carlmont High School
 - b. Menlo-Atherton High School
 - c. Sequoia High School
 - d. Woodside High School
2. Jefferson Union High School District
 - a. Jefferson High School
 - b. Terra Nova High School
 - c. Westmoor High
3. San Mateo Union High School District
 - a. Aragon High School
 - b. Burlingame High School
 - c. Capuchino High School
 - d. Hillsdale High School
 - e. Mills High School
 - f. San Mateo High School
4. South San Francisco Union School District
 - a. El Camino High School
5. ROP (Regional Occupational Program)
6. OICW (Opportunities Industrialization Center West)
7. BUILD (Business United in Investing, Lending and Development)

The Computer Business Office Technology Department at Cañada has the following courses articulated:

Computer Business Office Technology

1. Bus. 108—Business Writing and Presentation Methods
2. CBOT 415—Beginning Computer Keyboarding
3. CBOT 417—Skillbuilding
4. CBOT 430—Computer Applications, Part I
5. CBOT 431—Computer Applications, Part II
6. CBOT 435—Spreadsheets

7. CBOT 436—Database Management
8. CBOT 439—Managing Business Documents
9. CBOT 472—Introduction to Word for Windows
10. CBOT 478—Integrating Microsoft Office
11. CBOT 483—Creating Web Pages: Introduction to HTML
12. CBOT 484—Creating Web Pages: Intermediate HTML

Computer Information Technology

1. CIT. 425—Basic DOS
2. CIT. 446—Introduction to LANS
3. CIT. 448—Using Microsoft Windows
4. CIT. 450—PC Maintenance and System Upgrades, Part I
5. CIT. 451—PC Maintenance and System Upgrades, Part II
6. CIT. 492—Networking Essentials
7. CIT. 493—Internetworking Using TCP/IP

See Appendix 3 for articulation agreements.

6. Discuss plans for future curricular development and/or program modification.

Our Department accomplished a major change this past year by changing the course prefix from Business (BUS.) to Computer Business Office Technology (CBOT) and Computer Information Technology (CIT), which is a more accurate prefix for the Department. In the course of doing this, we became aware that some of our courses needed revisions and updates on course content and objectives and this will be done in fall 2005. We are always looking at possible new courses that will meet the needs of the market we serve and one new course we are working on and will offer in fall 2005 is the iLife course for Mac & PC users.

PART C: Student Outcomes

Please attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

Since this is our first year under this new Bi-Annual State of the Department report, we can only submit our current Bi-Annual State of the Department report.

Here is a sample of Student Learning Outcomes used in the Business 430 course:

CBOT 430 Computer Applications Part 1

This course is an introduction to the use of Microsoft Office basic features in Windows ^{XP} operating system, Word Processing and PowerPoint.

Course Objectives

1. Learn the basics of Windows ^{XP} and how to work with programs, files and folders.
2. Learn how to create, edit and format Word 2003 documents
3. Learn how to create and modify simple PowerPoint presentations

Outcomes

1. Student will demonstrate how to organize and manage documents, files and folders for personal and workplace use.
2. Students will demonstrate their ability to create, edit and enhance any Word documents for personal or business use.
3. Students will demonstrate the ability to create a professional looking presentation and effectively present the presentation to an audience in a timely matter.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Sharon Finn: B.A., Geography, San Francisco State University. Contract Professor and Coordinator of the Computer Business Office Technology Dept.

Sharon has been teaching at Cañada College since 1989, starting as Travel Careers Program Department Coordinator. In spring of 2001, she joined the Computer Office Technology Department. Sharon has over 20 years of experience in business, as an office manager and employee trainer and 19 years of experience in teaching in Community Colleges. She has worked with business related software programs since 1979 and is constantly keeping abreast of the new enhancements and new software programs that are useful in the business office environment. She served on the Curriculum Committee for four years and has been a member of Delta Pi Epsilon (DPE), a national honorary professional graduate society in business education since 2000. She also attends the monthly meeting of the District Technology Committee.

Carolyn Jung: MA. Education, San Francisco State University. Contract Professor of Computer Business Office Technology, former Coordinator of the Downtown Center and the Menlo Park campus, and currently serves as Tech Prep Coordinator.

Carolyn has approximately 26 years of teaching experience in working with adults in the field of computer applications to train students in the use of computers. She has served on various committees since 1998 when she joined the Computer Business Office Technology Department. Currently she serves on the Curriculum Committee and is a member of Delta Pi Epsilon--a professional educators organization--for the past five years. In addition, Carolyn has been nominated twice for Who's Who Among America's Teachers. Carolyn volunteers her time as the secretary with a non-profit organization, Computers for the Developing Minds, that donates free computers to needy students. As Tech Prep Coordinator, she serves as the administrative liaison between Cañada and the high schools and the non-profit training agencies in San Mateo County with whom we have articulation agreements.

Michael Sinkewitsch: B.S. Liberal Arts, University of the State of New York. Contract Associate Professor.

The college has employed Michael for 16 years. He has served on the College Accreditation Committee and the College Safety Committee. He designed and implemented the first on-line discussion board for students in the district and was one of the six instructors to offer on-line classes in a pilot program at Cañada College. He joined the Business and Workforce Development Division as a full-time instructor in 2001.

Romelia Thiele: M.A., Education/Instructional Technology, San Jose State University. Contract Professor and Computer Business Office Technology Professor.

Romelia (Romy) has been a faculty member in the Computer Business Office Technology Department since 1992. She has served as the program coordinator at the main campus from 1998 to 2004. She has served in the Academic Senate as the secretary and treasurer. Currently, she chairs the Curriculum Committee, a subcommittee of the Academic Senate Governing Council. In addition, she was an AFT (American Federation of Teachers) Cañada campus chair representative for the past four years and a member of the negotiating team. She participated in the HSI (Hispanic Serving Institute) Title V Grant in its inception in 2001. As a result of the experience, she collaborated with the ESL faculty to provide and create courses for the (English as a Second Language) ESL students. Through continuous collaboration, a learning community course was created combining an ESL high intermediate English course with beginning keyboarding and an Introduction to Word application course. Romy also participated in a classroom research project with @One Carnegie Project in the Scholarship of Teaching and Learning sponsored by Evergreen College. As a result, she presented the findings at the fall 2004 Academic Senate Plenary in Newport Beach.

As a professional, she is a DPE (Delta Pi Epsilon) member for several years and a member of the NBEA (National Business Education Association). She continually attends conferences and workshops to stay abreast with new technologies. She will be taking digital media courses through Digital Media Academy at Stanford University this summer. Her goals are to increase her Macintosh skills and knowledge of integrated digital media software.

Greg Botto: MA Business Administration & International Strategies, St. Mary's College. Bachelor in Computer Science, UC Berkeley, Adjunct Professor.

Greg has been an Adjunct Professor since 2003 in the Computer Business Office Technology Department. He is President of GNS Network Services, Inc. and provided professional help in developing our course on Internet/Network Security. He is an expert in his field and serves as an Advisory Board member to the Department.

Georgia Clark: MPA, Notre Dame de Namur University, Adjunct Professor.

Georgia has been an Adjunct Professor since 1986 in the Computer Business Office Technology Department. In 1995, she developed the curriculum for the computer application courses to teach in Spanish. The courses have been offered in a sequential order in order to give the Spanish speaking students the opportunity to ascertain their Certificate in the Administrative Support field. The courses have been offered successfully with outstanding enrollments. Georgia, single-handedly, has grown the Spanish computer courses over the past ten years. She is proud to say that program is still alive, strong, and very popular among the Latino community. Georgia, holds a B.A. in International Business through the United States International University in Mexico City, has always kept contacts and supporting networks that enable her to upgrade these courses with a Hispanic flare. Georgia strongly believes that to educate, is to share, and encourage no matter what borders you need to cross.

Roger Myoraku, Bachelor of Architecture, Washington State University, Adjunct Professor.

Roger had been an Adjunct Faculty instructor in the Intensive Computer Technician Training program since 1999. As a computer consultant, he has the opportunity to observe the needs of the business community and imparts that knowledge to his students. He uses these observations to adapt, suggest and implement changes in the continuing development of the Computer Information Technology program.

Charlene Suda—Charlene is the Department's Instructional Aide. Her areas of expertise are the following:

- Knowledge of the *Microsoft Office* suite as well as the typing programs
- Extreme patience working with all students in the department and also students that are using the facility outside of the Computer Business Office Technology Department
- Able to work effectively with a diverse group of students
- Provide support for the instructors during class and lab hours
- Being able to multitask
- Self starter and able to work independently
- Create flyers, brochures, and other special projects for the department
- Take inventory and purchasing of supplies

Her position contributes greatly to the programs' success by her knowledge of the different programs, which enables her to help students during class and lab times. She is very patient with students and offers encouragement when they start to feel frustrated. Charlene has helped immensely with the retention of the students. Students know that Charlene is available to assist them with any work-related problems that might develop. Also, Charlene is able to support the instructors whenever needed, which leaves them free to do other projects of their own and/or allows them to continue in the class environment without putting a stop to the whole class.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program

Sharon Finn Sharon makes it a priority to take a minimum of one class each academic school year to either learn a new software or update her skills on new enhancements to a software application. Sharon has also been given release time through Professional Development to upgrade her computer related skills. This past year, she attended two workshops on Microsoft office 2003 new enhancement as well as an online course on Microsoft Office 2003. During spring semester 2005, she completed a course on Adobe Acrobat 6.0. Sharon also attends a variety of workshops each year. Last year, she attended the Home Land Security Conference, in Sacramento and has attended the annual Business Education/Computer Information Science Faculty Conference.

Carolyn Jung: As part of her professional development, Carolyn is learning another software (Adobe Acrobat 6.0); attended publishers' seminar and conferences to learn what is new in her area; attended a National Tech Prep Network Conference in Minneapolis in October 2004. Carolyn has an integral role as the Tech Prep coordinator in working with the high school faculty members in keeping them abreast of the changes in the field. Carolyn will be helping to develop an on-line course for the department.

Romy Thiele: Romy has also been given release time through Professional Development to upgrade her computer related skills. Technology constantly changes and Romy continually attend workshops and conferences to maintain up-to-date knowledge and skills for classroom teaching. During 2003-2004 academic year, she participated in a classroom research on using technology to improve student learning. The research program is supported by @One Carnegie Scholar program. Classroom research was conducted using an approach created by the Carnegie Academy for the Scholarship of Teaching and Learning. As a result of the classroom research, she presented the findings to the Academic Senate 2004 Fall Plenary. In addition, she implemented a cross platform environment instructional approach—PC and Macintosh teaching introduction to computer applications. She is currently researching and in training for iLife, an integrated digital media Macintosh application to teach in late fall, 2005.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the Department's procedures for orienting new full-time faculty and adjunct:

1. Dean of the Business & Workforce Development Division asks for or assigns an instructor to mentor the new faculty member (full-time and or adjunct). The mentor should preferably be in the same subject area as the new instructor (or at least be familiar with his/her subject area).
2. Role of the mentor is to help the new instructor be familiar with the campus and the departmental and college procedures:
 - a. Introduction to other faculty and staff
 - b. New faculty, through the Division office, is provided with:
 - i. Parking Permit
 - ii. Email address
 - iii. Mailbox
 - iv. Telephone
 - v. Office space (if applicable)
 - vi. Office hours requirements (if applicable)
 - vii. Copy of the college:
 1. catalog and
 2. schedule
 - viii. Course Outlines for each course taught
 - ix. Training on multimedia equipment/smart classroom
 - c. Give a brief tour of the campus and the building/classroom where the instructor will be teaching (if possible)
 - d. Answer any questions the instructor may have regarding procedures within the:
 - i. department or
 - ii. division
 - e. Campus Services (i.e. Admissions, Counseling, Bookstore, Central Duplicating, Library, Learning Center, campus security, etc.). Time/days bookstore and Admission's Office open and close
 - f. How to Use the Copier (pin number assigned by Division Office) and copyright restrictions
 - g. Where to get supplies (dry eraser pens, paper), forms (for field trips, etc.)
 - h. Syllabus and required information on the syllabus (i.e., homework, testing, and grading policies, penalty if policies not met, goals of the class, objectives, student learning outcomes, office hours, academic integrity policy, textbooks and other materials required, instructor contact information, etc.).
 - i. Submitting a copy of the Course Outline and Syllabus for each class taught to the Division Office
 - j. Procedures for Dealing with Problem Students (consult with Dean)
 - k. In case of illness or emergencies, whom to contact.
 - l. Department and Division meetings and Committees
 - m. College website and email
 - n. WebSmart
 - i. Registration, class lists, census, dropping/withdrawing students, entering grades, Help Desk
 - ii. Downloading class lists

Orientation for Instructional Aides & Student Lab Assistants

The primary responsibilities of the instructional aide and student lab assistant are to assist the faculty, the students in the lab, and to keep the department's computer labs in neat, working condition.

The department coordinator or a designated faculty member will review and provide a copy of the duties and responsibilities to the aide or student lab assistant.

An aide or student assistants will wear an identification tag with their photo and name so that students using the lab will know the assistants.

There are three categories of responsibilities or duties:

I. Instructional-Related Duties

- a. Instructional Aide:
 - i. Order supplies (i.e. paper, etc.)
 - ii. Do special projects given by faculty or Dean
- b. Instructional Aide and Student Lab Assistants
 - i. Assist students during class time while instructor is teaching by circulating the classroom during class time.
 - ii. Assist students who attend lab to do their homework.
 - iii. Format floppy diskettes for students, as needed
 - iv. Filing folders or papers
 - v. Make and distribute flyers/posters for the department
 - vi. Maintain bulletin boards in the computer labs
 - vii. Projects directed by faculty or Dean

II. Weekly Lab Hardware Maintenance

- a. Report any hardware not functioning to Instructor or Instructional Aide
- b. Instructional Aide sends in Help Desk request
- c. Instructional Aide follows up to see that repairs are done

III. Daily Duties

- a. Check printers daily and replenish paper as needed.
- b. Change printer cartridges as needed.
- c. Clean monitors, keyboards, work area, and dry-erase boards daily
- d. Remind students to display "Materials Fee Card" on monitors at all times
- e. Circulate among all labs and inform students that the lab assistant is available if needed
- f. Turn on computers and overhead projectors at the start of the day
- g. Secure the labs at the end of the day—turn off all computers, printers, and lights

IV. What to Do If You Cannot Come to Work

Notify both of the following people if you cannot come to work:

- i. Department Coordinator—Sharon Finn (650) 306-3213 or email finn@smccd.net
- ii. Business and Workforce Development Division—Jonna Pounds (650) 306-3201 or pounds@smccd.net

V. Emergency Numbers

- a. Campus Police—on ground floor of Bldg. 13, Room 28
 - i. Cellular number:..... 9-642-7001
 - ii. Office phone:.....650 306-3420
 - iii. College Nurse, Ms. Lesli Sachs:
650 306-3309 or cell 642-7002
Bldg 1, Room 117 on
MTWF from 8:30 – 2:30 p.m. and
Thurs.10:30 a.m. – 7:00 p.m.
- b. Fire, Police, or Ambulance..... **Dial 9-911**

If no answer to the above telephone numbers and you are at the Main Campus, dial 9-911 for Emergency Services, ask for the Sheriff's Office, and identify yourself

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance and materials available to the program. List project needs:

There are three computer classrooms used by the Computer Business Office Technology Department on the main campus which are located in Building 13, Rooms 213, 214 and 215/217. The three classrooms are all connected with interior doors and interior glass windows, which facilitate free movement and easy viewing of three labs for instructors, instructional aide, lab assistants, and our students. The classrooms are arranged for easy movement with large aisles and ample space between each row. We do have ample room for wheel chair accessibility at any aisle position and the back rows in each room are accessible for wheel chair use. Our equipment inventory and project needs are as follows:

13-217 is our largest classroom, and is the most up to date as far as equipment. There are 39 new Dell computers with flat screen monitors that were installed in December 2004, a new LCD projector installed in January of 2005, and a new scanner in March of 2005. The classroom has two laser jet printers that will need replacement within the next couple of years.

13-213 has 28 computers that are approximately 8 years old, these computers are not suitable for application classes, so we are presently using this room for our Computer Technician program and classes that just need internet and older versions of word processing access. We have a fairly new LCD projector and one laser jet printer in this classroom. This classroom will be the next room that we need to upgrade to new Dell computers and flat screen monitors in 2005-06, if possible, as it is critical to have working computers. The laser jet printer will need to be replaced in the next couple of years.

13-214 has 26 computers, the instructors station has a Dell computer and a flat screen monitor that is about two years old, and we have 4 other Dell computers in the back row that are just a couple of years old; however 21 of the computers in this room are over 7 years old and will need to be replaced within the next two years and 25 of the monitors need to be replaced as well. There is an LCD projector in this room and a new scanner that was installed in March 2005, and one laser jet printer, which is our newest printer and should not need to be replaced for some time.

We have one computer classroom at the off campus site, Menlo Park Center/OICW, 1200 O'Brien, Menlo Park. This lab has 31 computers, which are a mixture of 14 new dell computers 11 of them have new flat screen monitors and the other 17 computers in this lab are between 2 and 3 years old. The lab has two laser jet printers, one was just replaced in 2004 and a new LCD projected was installed in 2004, as well as a new scanner. Equipment in this computer classroom is paid for by redevelopment dollars from the City of Menlo Park.

The maintenance needs for the four labs are handled by the District IT Department. The technicians are responsible for installing new equipment, software that is connected to the network, and trouble shoot any computer problems that are reported to Help Desk. It is the responsibility of all instructors and Instructional Aide to submit a Help Desk request to the IT Department for any computer service problems.

2. Describe the use and currency of technology. List projected needs.

Due to the constant changes in technology, new software must be regularly updated to meet the ever-changing demands in the marketplace. Our computer operating system and Microsoft Office applications software comes under the District umbrella. All other software programs and licenses needed for instruction come under the Department's VTEA and Tech Prep grants as there are no dollars allocated to software nor computer upgrades.

The projected software needs for 2005-2006 are as follows:

70 copies of Adobe Acrobat 7.0 Professional

75 copies of QuickBooks Pro

Again, it is imperative that there is one additional classroom upgraded during the 2005-06 academic year in order to be able to teach the required software packages required for classroom instruction. Two classrooms are totally out of date at this time and have not been replaced for over eight years.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Presently, we receive no financial assistance from industry. We need to develop a strategic plan and research what funding possibilities are available to access then meet with a grant writer to assist in securing the dollars.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

Due to retirements that are expected within the next six years, the department will need to hire one or two full-time faculty members. Presently, we have four full-time faculty members; three are in the Computer Business Office Technology and one in the Computer Information Technology. We expect two retirements within the next six years. At the current time, the full-time instructor in the Computer Information Technology Department has been on leave during the 2004-05 academic year retraining under Professional Development in the Chemistry discipline due to the down turn in the computer technology industry and plummeting enrollments in the Computer Information Technology courses.

2. What staff positions will be needed in the next six years in order to maintain or build the department?

We have experienced more students using our classrooms and labs on the main campus, with the addition of the Medical Assisting program which moved from CSM to Cañada in Fall 2004 and for the past year, the English professors have been using the technology classrooms more. For the past two years, the Business Skills Center has been operated during lab time with student assistants and instructors putting their office hours in the classroom. In order to better serve our growing student population, we would like to reinstate the full-time Instructional Aide II position that was eliminated in spring 2003 when enrollments significantly improve in courses. We presently have one part-time Instructional Aide who is responsible for overseeing the three labs and assisting all students and faculty members during the evening hours from 4:30-10 p.m., Monday through Thursday. Each semester, the coordinator hires approximately three to four student assistants to maintain the lab, paid for out of the VTEA grant, and they cover Monday through Saturday, day time hours of operation.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Our goal is to have all of our computers and related hardware peripheral devices placed on a five-year renewal cycle in order to maintain the efficiency and quality of instruction. Therefore, the equipment needs over the next six years are as follows:

2005-2006: Need to replace 30 computer workstations that are over seven years old with 30 new Dell computer workstations including flat screen monitors. Also, need to replace the two printers which at the present time are over four years old. Approximate cost \$140,000.00

2006-2007: Need to replace 30 computer workstations that will be approximately 8-9 years old, with 30 new Dell computer workstations including flat screen monitors. Also, need to replace one printer that is over four years old. Approximate cost \$140,000.00

2007-2008: Need to replace one printer that is over 5 years old and 1 LCD projector. Approximate cost \$5,000.00

2008-2009: Need to replace 39 computers and monitors that will be 5 years old and two LCD projectors. Approximate cost \$164,500.00

4. What facilities will be needed in the next six years in order to maintain or build the department?

Existing facilities are sufficient.

PART: G: Additional information

1. Describe any other pertinent information about the program that these questions did not address?

From January 1998 to June 30, 2004, Cañada College had a very successful, efficient off-campus site location located at 900 Main Street in Redwood City and unfortunately, due to lack of funding we had to close the doors in June 2004. The funding (20%) was for the Small Business Development Center to provide assistance to small businesses within the city. The College provided the other 80% funding for the overall costs to keep the Center open. Due to the state budget crisis and overwhelming need to provide assistance to human services agencies and community based organizations providing assistance to seniors, the homeless, and childcare, etc., our Downtown program was not funded for the 2004-2005 year through CDBG funding from the

City of Redwood City. It was with great regret that we had to close the Downtown Center, but are pleased to know that the Regional Occupational Program (ROP) was able to make an easy transition into the downtown space. The Small Business Development Center (SBDC) applied for and received a small grant from the County of San Mateo for the 2004-2005 year and are able to continue to provide Small Business Development services to residents county-wide and is housed in Bldg. 13, Room 121. The SBDC has been very successful this year on the main campus offering numerous workshops and seminars throughout the County.

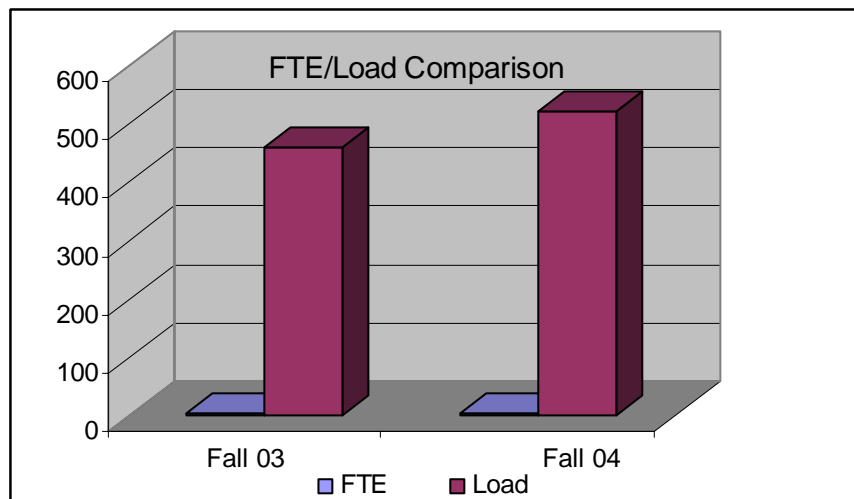


**COMPUTER BUSINESS OFFICE TECHNOLOGY
AND COMPUTER INFORMATION TECHNOLOGY
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY
(2 page maximum)**

Short Summary of Findings

In the fall 2003, the Computer Business Office Technology was offering courses in three locations: the Main Campus, Education and Technology Downtown Center in Redwood City and the Menlo Park Center/OICW site. The College successfully maintained the three facilities until the effects of the down turn in the economy and the increase need for human services forced the City of Redwood City's CDBG to reallocate the majority of dollars to the Human Services area to serve the homeless, low income, and poverty level residents and we in turn, received zero funding to keep the doors open at the 900 Main Street location. At that time, there were five full-time equivalent faculty members serving the three educational facilities and the load was 460. The retention rate was 77.7% and success rate was 74.5% according to institutional research data.

In contrast, the fall 2004 research data indicates that the Computer Business Office Technology is operating at a level of higher efficiency. There are three full-time equivalent faculty members serving more students. Data shows that FTE is 3.43 serving 522 with retention at 76.9% and success rate at 72.0%. Even though the success rate is lower compared to fall 2003, the department is still within the district's success rate level.



When the enrollment significantly increases in the Department, we are requesting that the Instructional Aide II position be reinstated.

At the end of fall 2004, we were able to upgrade one lab with 39 new Dell computers and flat screen monitors. This upgrade was long overdue and prior to this upgrade, the majority of the 93 computers in the three labs on the main campus were between 8 and 9 years old. The staff is recommending upgrading the remaining two labs within the next two years.

Three Strengths of the Program

- Faculty members reach out to the ESL population and work closely with the faculty to help assist students in learning and improving their computer skills for employment from entry level to mid level office jobs.
- Faculty members attend workshops and software training courses on a continuous basis. To meet ongoing industry needs, faculty members are required to retrain for the new technology.
- The Computer Business Office Technology Department stays current on upgrades and consistently reviews and up-dates curriculum.

Three Suggestions for Improvement

- More funding needed for computer business technology faculty and staff to attend out of local area workshops and seminars.
- Need help in marketing computer related training to local businesses and industry.
- Develop a strategy to increase student enrollment by collaborating with local non-profit training centers



EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review Process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 60 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument was clear and understandable, but was not easy to use. When more than one person from your program is working on this document you would like to be able to cut and paste information into the document, this was impossible to do with the way this document was set up if your response to a question exceeded the space allowed cut and pasting just did not work. Also the tables are not user friendly; we should be able to add rows when needed, not attach a separate table when the space was not sufficient. As Committee Chair, I ended up retyping the entire document because it was easier than trying to work with the instrument provided to us.

3. Were the question relevant? If not, please explain and offer specific suggestions.

Yes

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, the data received from administration was complete and presented in a clear format. Would like Subject Code Comparison Report for two years not just the one year that was given to us.

6. Please offer any comments that could improve and/or streamline Program Review!



**PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET**

Program: Computer Business Office Technology & Computer Information Technology

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	
	_____ Signature
Comments:	

#2. Curriculum Committee Chair	
	_____ Signature
Comments:	

#3. College Vice President	
	_____ Signature
Comments:	