



PROGRAM REVIEW

Computer Business Office Technology Department (CBOT)

November 3, 2010

Carolyn Jung, Chair

Adjunct Faculty Members:

**Rose Berta
Georgia Clark
Robert Haick
Ethel Harris
Mallory Stevens
Janice Weeks**

CAÑADA COLLEGE
ANNUAL DEPT/PROGRAM PLAN (INSTRUCTIONAL)
 ADOPTED SPRING 2009

The purpose of this document is to collect information to be used by the college planning bodies CPC, IPC, SSPC. Attach the dept/program data package provided by the Office of Institutional Planning & Research. Complete this document in consultation with your Dean and then submit a copy to the IPC. The deadline for submission of the annual program review to the IPC is March 31. Once received by the IPC the IPC will comment on the document and return the comments to the author for use in the next program review.

The ultimate evaluation of this document is in how useful it is to the planning bodies. This document replaces the previous hiring justification document and equipment requests documents. It is expected that a typical instructional department would take less than three hours to complete this document.

1) Department Name: CBOT (Computer Business Office Technology)

2) Completed By: Carolyn Jung

3) Curricular Offerings

Guidelines: This section should include the following

- Status of curriculum updates for all courses
- Status of SLOAC for all courses
- A description of the complete curriculum offering cycle
- A plan for necessary curriculum development

4) Enrollment Data

Guidelines: The data is prepared by the office of Research and Planning and is to be attached to this document. This section should include the following:

- Identification of trends
- Thoughtful reflection on trends and analysis of causes of trends

5) Three-year Action Plan

Guidelines: This section should include:

- Reflections on Dept/ Program needs and goals
- An action plan for what is to be accomplished in the next three-years

6) Faculty and Staff hiring requests:

Guidelines: The request should explain clearly and with supporting data how it will serve Department/Program/Division/College needs. Information from the most recent comprehensive program should be included.

7) Professional Development needs:

Guidelines: The request should explain clearly how it will serve Department/Program/Division/College needs

8) Equipment Requests: (Item description, Number of Items, Total Cost)

Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs including Item description, Number of Items, Total Cost

9) Facilities Requests: (Either new or maintenance issues)

Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs

10) Reflections on comments made to previous reviews

Guidelines:

CAÑADA COLLEGE 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 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. 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.

PROGRAM NAME: Computer Business Office Technology

PART A: Overview of Program

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

The CBOT Department continues to review and update curriculum to meet current industry needs. Over the past five years we have updated our curriculum and banked outdated courses that had low enrollment. We also created SLOs for all of our courses in year 2008 and continue to review and update our SLOs as needed. In year 2010, a new three unit course was developed titled *Office Procedures in Today's World*. In year 2008, our department banked the CIT program due to low enrollment and many of the CIT services were outsourced to foreign countries.

We continue our professional development with our staff to keep abreast with ongoing changes in the workforce. Over the past five years, we have upgraded Office XP to Office 2007 and changed operating systems from Windows XP to Windows Vista, and currently, we have upgraded to Windows 7 OS in fall 2010.

Our computer classrooms are on a five-year cycle to replace the computer equipment in the computer labs. In spring 2010, we upgraded 13-217 with 39 new Dell computers. Room 13-213 was last upgraded in 2006, and room 13-214 was last upgraded in 2007. In January 2011, computers were redeployed from other areas on campus that received new computers to replace their two year old computers and moved to 13-214 and 13-213 to replace outdated computers.

One of the on-going challenges is recruiting new advisory board members. This has been difficult to accomplish, but we are hopeful this year to add three new advisory members to our CBOT Advisory Board. We have new adjunct faculty members with ties to our local business community.

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

The CBOT courses are designed to prepare students for employment at an entry-level or at mid-level positions to meet today's office needs. Students are provided with a learning environment to complete a certificate and degree programs. We provide continuing educational opportunities for the students to acquire employable skills for employment or update their computer skills while pursuing more advanced career goals. The programs are regularly updated to meet new technology needs. We also serve many WIA (Workforce Investment Act) students who are out of work and need to learn to new job skills within a limited time frame. We also offer basic computer courses to the CBET (Community Based English Tutoring) within the community.

The CBOT Department has worked closely with the ESL Department to encourage ESL students to take the basic computer courses such as CBOT 415 Beginning Computer Keyboarding and our CBOT 430/431 *Computer Applications, Parts I and II*. We accomplished this by scheduling sections that accommodate their ESL schedules.

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

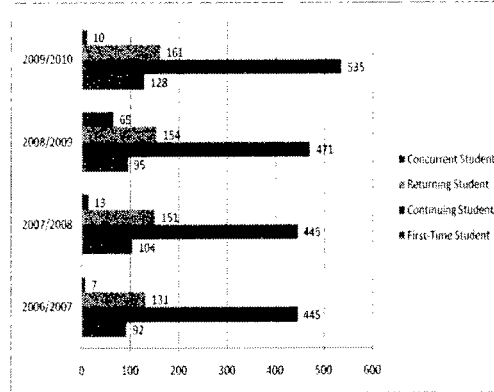
Based on the 2009/2010 institutional research data produced by the college researcher, the student demographics for the CBOT department are as follows:

Student Ethnicity	2006 /2007	2007/2008	2008/2009	2009/2010
African-American	49	50	56	47
Asian or Pacific Islander	53	60	58	51
Caucasian	166	162	156	137
Hispanic	367	394	431	377
Native-American	0	0	3	1
Other Ethnicity	35	40	77	216

Generally, our student population has seen an upward trend. In the academic year 2009/2010 a very large number of students ranked themselves as "Other Ethnicity" because students have stated that they do not identify with any one ethnic group. In addition, the overall decrease in numbers from 2008/2009 to 2009/2010 is due to elimination of sections.

The below noted bar chart indicates the CBOT Student Enrollment Status Profile from 2005 through 2010. The data indicates that the department is retaining the students as you can see a significant increase in the continuing and returning student categories.

CBOT Student Enrollment Status Profile



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

The CBOT Advisory Board needs new active members. Over the past two years, we were able to add two new members. One of the goals for year 2010 – 2011 is to improve our CBOT Advisory Board and add three new advisors. One of our adjunct faculty members has extensive contacts within the community and will work with our full-time faculty members to meet the goal of adding three new members to our board. The role of an advisor is to assist faculty and staff about the trends and issues they are facing, needs and job training required for specific positions, and updating of the curriculum to meet current business trends and needs.

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).

There is a wide variety of CBOT courses offered through Cañada College that are available for all age groups, demographics, and ethnicities so students may meet the requirements for a specific certificate and/or A.S. degree to obtain employment. We are continually reviewing our curriculum to ensure our courses are up-to-date and current with industry and the needs of the community. Last year, we did a thorough review and removed courses that were no longer viable or lacked sufficient enrollment from our curriculum. A new course titled *Office Procedures in Today's World* (3 units) has been developed for fall 2011. Our programs also assist students to update their skills for personal and professional development in their careers.

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

The CBOT program has remained current by updating our equipment in the computer labs and using the most current software. Each year, the department is requested to make a list

of supplies and equipment needed within the annual review process. Upon approval of the budget process, funds are allocated to specific departments.

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

Since CBOT is a Career Technical Education/Workforce program, we are required to review and update our courses on an annual basis.

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

No external accreditation or certification is required for the CBOT 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 Deans and Coordinators of the Business Divisions discuss course development and agree upon which courses are comparable so students who are attending both colleges understand what the comparable substitutions are before they complete the coursework. There are articulation agreements for some of the CBOT courses and they are located in assist.org Also, the CBOT Department has articulation agreements with several high schools in the Sequoia High School District through the Tech Prep model: Carlmont, Sequoia, and Woodside High Schools. Formerly, we had articulation agreements with Menlo-Atherton High School and we are revisiting these articulations for the 2011-12 academic year. Attached is a list of articulated courses with the high schools, ROP, and Job Train partners. In the past two years, we have updated 29 articulation agreements with our high school partners. Unfortunately, the colleges in our district do not have common course numberings at this time.

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

In addition to the new *Office Procedures for Today's World* course developed for fall 2011, we are hopeful that our new advisory members will guide us in creating new certificates or modify our current curriculum.

PART C: Student Outcomes

1. **Please attach all Bi-Annual State of the Department reports from the past six years.**
Our last two annual program planning documents are attached.
2. **Update any analysis to include a summary of all years. Attach student learning outcomes here.**

SLO's CBOT 415—Beginning Computer Keyboarding

Course: **CAN CBOT 415 - Beg. Computer Keyboarding**

Course Outcome Name	Course Outcome
☉ ☉ Touch Techniques	Demonstrate mastery of correct touch typing technique with letters, numbers, and symbols.
☉ ☉ Typing Speed	Students achieve a minimum typing speed of 19 words per minute on a three-minute timed writing with no more than one error per minute on at least three timed writings.
☉ ☉ Touch type	Type without looking at the keyboard using correct finger movements.

SLO's CBOT 417—Skill Building

Course: **CAN CBOT 417 - Skill Building**

Course Outcome Name	Course Outcome
☉ ☉ Speed and Accuracy	Measure keyboarding speed and accuracy by typing the Pre- and Post-Course Entry Timing.
☉ ☉ Correct Techniques	Use correct keyboarding techniques and reaches on the keyboard.

SLO's CBOT 430—Computer Applications, Part I

Course: **CAN CBOT 430 - Computer Applications, Part I**

Course Outcome Name	Course Outcome
☉ ☉ File Management	Create, save and manage files and folders to make work more efficient.
☉ ☉ Create Word Documents	Create and enhance error-free (mailable) documents quickly and easily.
☉ ☉ Create PowerPoint Presentation	Create a visually dynamic presentation using different media sources.

SLO's CBOT 431—Computer Applications, Part II

Course: **CAN CBOT 431 - Computer Applications, Part II**

Course Outcome Name	Course Outcome
☉ ☉ Create Excel Workbooks	Design and build a simple worksheet that computes basic functions and data analysis.
☉ ☉ Create Access Database	Design and build a simple database that organizes information allowing easy access for building queries and forms.
☉ ☉ Integrate Word and Excel	Integrate Data Between Word and Excel.

SLO's CBOT 435—Spreadsheets

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input type="radio"/> Getting Started with Excel	Create, Navigate, Format, and Modify a Workbook
<input type="radio"/> <input type="radio"/> Working with Formulas and Functions	Work with Formulas and Functions.
<input type="radio"/> <input checked="" type="radio"/> Working with Charts	Create and Format Charts.
<input type="radio"/> <input type="radio"/> Filters and Pivot Tables	Work with Excel Tables & Filters and Pivot Tables.
<input type="radio"/> <input checked="" type="radio"/> Working with Multiple Worksheets and Workbooks	Working with Multiple Worksheets and Workbooks.

SLO's CBOT 436—Database Management

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input type="radio"/> Prepare Database	Prepare Business and Personal Database
<input type="radio"/> <input type="radio"/> Planning and Design	Include Planning Design Implementation
<input type="radio"/> <input type="radio"/> Filters	Prepare & Perform Filters
<input type="radio"/> <input type="radio"/> Queries	Prepare and Perform Queries
<input type="radio"/> <input type="radio"/> Forms	Create Different Types of Forms
<input type="radio"/> <input type="radio"/> Reports	Create Different Types of Reports
<input type="radio"/> <input type="radio"/> Import/Export	Import and Export Databases
<input type="radio"/> <input checked="" type="radio"/> Pivot Charts	Create Pivot Charts

SLO's CBOT 448—Using Microsoft Windows

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input type="radio"/> File Management	Organize, Find, & Search Files & Folders Using Explorer.
<input type="radio"/> <input type="radio"/> Customize Desktop	Customize the Desktop Using Control Panel.
<input type="radio"/> <input checked="" type="radio"/> System Management	Demonstrate how to Maintain the Computer System Using Windows Update, Disk Cleanup, and Disk Defragment.

SLO's CBOT 457—Using PowerPoint in Business

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input type="radio"/> Create PowerPoint Presentation	Create PowerPoint Presentation Using Graphics, Tables, Charts & SmartArt Graphics.
<input type="radio"/> <input checked="" type="radio"/> Apply Animation and Multimedia Effects	Apply Custom Animations and Use MultiMedia Effects.
<input type="radio"/> <input checked="" type="radio"/> Integrate PowerPoint with other Programs	Integrate PowerPoint with other Programs.

SLO's CBOT 472—Beginning Word Processing

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input checked="" type="radio"/> Create business documents	Create, format, and edit a business document.
<input type="radio"/> <input checked="" type="radio"/> Using Tab Functions	Demonstrate proficiency using tab functions
<input type="radio"/> <input checked="" type="radio"/> Apply move/copy techniques	Apply different methods to move and copy text.
<input type="radio"/> <input checked="" type="radio"/> Apply Find & Replace and Character formatting	Apply the Find & Replace features to replace text and character formatting.

SLO's CBOT 474—Intermediate Word Processing

Course:

Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Mail Merge Document and Data Source	Use Mail Merge to Create a Main Document and Data Source.
<input type="radio"/> <input checked="" type="radio"/> Create Table	Create and format Table
<input type="radio"/> <input checked="" type="radio"/> Create Envelopes and Mailing Labels	Use Mail Merge to Create Envelopes and mailing Labels
<input type="radio"/> <input checked="" type="radio"/> Insert section and page numbers	Insert section breaks and page numbers

SLO's CBOT 475 Using Outlook

Course: CAN CBOT 476 - Adobe Acrobat	
Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Mail Merge Document and Data Source	Use Mail Merge to Create a Main Document and Data Source.
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Table	Create and format Table
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Envelopes and Mailing Labels	Use Mail Merge to Create Envelopes and mailing Labels
<input checked="" type="radio"/> <input checked="" type="radio"/> Insert section and page numbers	insert section breaks and page numbers

SLO's CBOT 476 Adobe Acrobat

Course: CAN CBOT 475 - Using Outlook	
Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Mail Merge Document and Data Source	Use Mail Merge to Create a Main Document and Data Source.
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Table	Create and format Table
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Envelopes and Mailing Labels	Use Mail Merge to Create Envelopes and mailing Labels
<input checked="" type="radio"/> <input checked="" type="radio"/> Insert section and page numbers	insert section breaks and page numbers

SLO's CBOT 480 Internet—A Communication Tool

Course: CAN CBOT 480 - Internet- A Communication Tool	
Course Outcome Name	Course Outcome
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Mail Merge Document and Data Source	Use Mail Merge to Create a Main Document and Data Source.
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Table	Create and format Table
<input checked="" type="radio"/> <input checked="" type="radio"/> Create Envelopes and Mailing Labels	Use Mail Merge to Create Envelopes and mailing Labels
<input checked="" type="radio"/> <input checked="" type="radio"/> Insert section and page numbers	insert section breaks and page numbers

The CBOT Department has worked hard to achieve the SLOs and has done so for the most part. Where the SLO outcomes have not been met has been due to students not doing their TBA hours and/or not doing their required assignments.

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.**

Rose Berta: MA Business Administration/Education, San Francisco State University. Professor of Computer Business Office Technology.

Rose has approximately 38 years of teaching experience in working with adults and high school students in the field of computer applications, accounting, and office careers to train students in the use of computer software for the workplace. She joined the Computer Business Office Technology Department in fall 1994 as an adjunct instructor. Besides being an instructor, she works as a consultant. Rose also works with people with disabilities and senior citizens.

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 or degree in the Administrative Support field. The courses have been offered successfully with outstanding enrollments. Georgia is currently teaching within the CBET community outreach program for the past year. She holds a B.A. in International Business through the United States International University of San Diego in Mexico City. To keep abreast of the constantly changing office and business trends locally and internationally, she has always kept contacts and supporting networks. Georgia strongly believes that to educate, is to share, and encourage no matter what borders you need to cross.

Robert Haick: MA, Counseling, San Jose State University, Adjunct Professor

Bob has been at Cañada since 2004 and has been teaching the Computer Business Office Technology classes since the spring 2010 semester. Bob's background is varied, but has always had a focus on education and or technology. In the early nineties, Bob was a third grade classroom teacher, and then moved on to become the Director of Training and Development at Kinko's southern California where he spent ten years. After Kinko's Bob then started and ran his own successful technology business for four years prior to coming to Cañada.

Carolyn Jung: MA Education, San Francisco State University. Professor of Computer Business Office Technology, and CBOT Menlo Park Coordinator.

Carolyn has approximately 40 years of teaching experience in working with adults in the field of computer applications to train students in the use of computer software for the workplace. She joined the Computer Business Office Technology Department in fall 1998 as a full time instructor, and has served on various committees since 1998. Carolyn currently serves on several tenure review committees and chairs one of the tenure committees and is the CBOT

coordinator for the Menlo Park site. Currently, she volunteers her time as secretary for a public-benefit non-profit organization, *Computers for Developing Minds, Inc.*, which gives used computers to San Mateo County students who cannot afford to purchase a computer.

Janice Weeks: BA University of San Francisco, Adjunct Instructor

Janice has been teaching in the San Mateo Community College District since 2008, starting at Skyline College. She has been teaching in the Computer Business Office Technology Department at Cañada College since January 2010. Janice has a business background that includes Radio Broadcasting, Advertising, Public Relations and Media Sales. In 2002, Janice earned a Web Developers Certificate from Skyline College. She started and ran her own Web Design and Graphics business that is still in operation today.

Fleeta Rodriguez: A.S. Paralegal, Cañada College, Instructional Aide II for CBOT - Day

Fleeta has approximately nine years of experience in tutoring and working with a diverse student population as a student tutor, student assistant, and as the current Instructional Aide II (part-time) in the CBOT Department during the day. Fleeta assists students in CBOT courses in class and during lab hours. She also creates promotional flyers and brochures for a variety of CBOT and Division departments for recruitment and retention of students.

Mallory Stevens: MS in Computer Science from Golden Gate University, MS in English from University of Edinburgh. Mallory has spent the last 20 years working in the high tech industry: 10 years in industry plus another 10 years as an independent Technical Services consultant.

Charlene Suda: Instructional Aide II - Evening

Charlene has worked as the evening Instructional Aide II (part-time) since 2000. Prior to becoming a part-time Instructional Aide II, she was a student assistant for six years. Charlene works with a diverse group of students; create flyers, brochures, and other special projects for the department; holds mini workshops for the CBOT430/431 students wherein topics from the class is reviewed and students receive one on one assistance. Charlene conducts the Computer Literacy Testing for students who are graduating with a certificate and/or degree that has not satisfied their computer literacy requirement for the college.

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.

This year, our CBOT Department utilized the *Lynda.com* training program to assist us in acquiring new techniques to share in the classroom. Our CBOT Department has requested to renew the subscription on a continuous basis; however, due to budget constraints this is not possible at this time. In addition, we have attended a Course Technology conference in March 2006 in San Francisco to preview the new *Microsoft Office 2007* software. The faculty continually upgrades their skills by attending workshops, seminars, etc.

2. 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 CBOT Department's procedures for orienting new full-time or adjunct instructors:

1. The Dean of Business, Workforce, & Athletics Division ask for or assigns an instructor or mentor to the faculty member. The mentor should preferably be in the same subject area as the new faculty.
2. The mentor's role is to assist the new instructor (full or part-time) with the following:
 - a. Introduction to other faculty and staff
 - b. Tour of the building/classroom(s) where the instructor will be teaching
 - c. Publisher contacts and procedure for order textbooks
 - d. Procedures for reporting hardware/software problems to IT
 - e. Use of Material Fees cards
 - f. Campus Services (Admissions, Bookstore, Central Dup., Counseling, Library, Learning Center, campus security, etc.). Hours the bookstore, Library, and Learning Center are open.
 - g. Where to get office supplies and forms
 - h. Division and department meetings and committees
 - i. Use of WebSmart
 - i. Registration, class lists, dropping/withdrawal of students, and entering grades.
 - ii. Completion of census process
3. The Division office provides the new faculty (full time and part-time) with:
 - a. Parking permit
 - b. E-mail address
 - c. Mailbox
 - d. How to use Copier (code given) and copyright restrictions
 - e. Office space (for full time faculty, and on space available basis for adjunct faculty)
 - f. Office hour requirements (if applicable)
 - g. Copy of the college catalog and schedule
 - h. Copy of course outline and syllabus for each course taught
 - i. Required information on syllabus (i.e. homework, testing, grading, and academic integrity policies; penalty if policies not met; SLOs of class; objectives; office hours, instructor contact information; materials needed for class, need for assistance statement, etc.)
 - ii. Submitting a copy of the course outline and syllabus for each class to the Division Office each semester.

Orientation for Instructional Aides & Student Lab Assistants

The primary responsibilities of Instructional Aides and the Student Lab Assistants are to assist the students and the faculty in the classrooms and during lab time and to keep the department's computer labs safe, in neat and working condition.

The Instructional Aide II will review and provide a copy of the duties and responsibilities to the Student Lab Assistants.

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 aides, student assistants, and students. The classrooms are arranged for easy movement with large aisle position and have wheelchair accessibility.

Our equipment inventory and project needs are as follows:

13-217 is the largest classroom. There are 39 Dell computers with flat screen monitors that were installed in March 2010, a LCD projector installed January 2005, and a scanner in March 2005. This classroom has two (2) HP LaserJet printers, the newest installed 2005.

The 39 Dell computers have approximately three (3) years of warranty. All else: Monitors, printers, projector, scanner are out of warranty and will need to be replaced within the next few years or when they fail.

13-214 There are a total of 35 Dell computers in this classroom. There are 28 Dell computers with flat screen monitors that were installed approximately three (3) years ago, seven (7) Dell All-in-One computers installed January 2011, and a LCD projector installed 2006 and one (1) Dell LaserJet printer.

Twenty-eight (28) of the Dell computers have approximately one (1) year of warranty and the seven (7) used Dell All-in-One have two (2) years of warranty. All else: Monitors, printer, and projector are out of warranty and will need to be replaced within the next few years or when they fail.

13-213 There are 32 Dell computers with flat screen monitors that were installed January 2011 with used Dell computers, a used LCD projector installed February 2011, one (1) Dell LaserJet printer, and scanner installed March 2005.

Most of these 32 Dell computers are out of warranty. The monitors, scanner, and printer are out of warranty. The LCD projector has approximately two (2) years of warranty. All these will need to be replaced within the next few years or when they fail.

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 projected needs.**

The quality of our facility is good because our computer labs are well maintained. Accessibility for the disabled to our computer labs has been improved with plastic matting placed at the entrances of the labs to assist students when entering in wheelchairs. Not all of the hardware is up-to-date and our IT department does an excellent job of keeping all of our equipment in working order.

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

Our CBOT computer labs have the latest Windows 7 operating system installed. Because industry has generally not updated to the latest *Microsoft Office Professional 2010* software, our CBOT labs are continuing to using *Microsoft Office Professional 2007* software until an update of software is required to meet current industry needs. As software is updated, our program needs to also update our equipment and software as required.

Last year, we were able to subscribe to *Lynda.com* which is a member-supported online learning platform with 40,000 video tutorials. This on-line learning platform provided professional development for our high school Tech Prep partners as well as for our CBOT faculty. This subscription expired January 2011. These tutorials assist instructors to learn anything that involves a computer and is beneficial for professional development for instructors and benefits students because of the newly acquired knowledge the instructor learns is shared with their students. We would like to see our department acquire subscriptions to *Lynda.com*.

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

N/A

PART F: Budget Request

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

One full-time faculty member retired in May 2010, leaving the CBOT department with only one full time faculty member, who is nearing retirement age at some time in the next few years. We need one additional full-time faculty member in the CBOT Department in order to meet the needs and have consistency within the department. The continuing success of this department does need to have two full-time faculty members. We served 785 students in 2008/2009 and for year 2009/2010 we served 834 students. Computer software changes constantly and with two full-time faculty members, this allows the department to keep abreast of all the changes in our current software as well any new software that related to our field. Each faculty member brings an expertise in specific software programs and as we continue to develop partnerships with the ESL Department and other departments, it is imperative to have one additional full time faculty member.

- 2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?**

Due to the budget constraints, we do not see any need for additional staff positions in the next few years.

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

Our computer lab equipment will need to be updated. The equipment in 13-217 was recently updated in fall 2010 and should be replaced in five years (40 computers and two printers). We have two other computer labs that have equipment that will need to be updated within the coming years, approximately 65 new computers will be required and two printers will be needed in 13-214 & 13-213.

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

A more modern, up-to-date facility, new building preferred with reliable elevator access, larger classrooms to accommodate the increasing enrollments in our programs will be needed. Our labs vary in capacity from 28, 35, to 39 seating capacity. Since our labs are used by other disciplines, at times, we have to use small classrooms with the result that we are not able to accept more students which decreases the Load number for the program.

PART G: Additional Information

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

N/A

**CAÑADA COLLEGE
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.

Program Name: Computer Business Office Technology

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

Approximately 20 hours.

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

Yes.

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

Yes. It was easy to use.

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

Yes.

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

Yes.

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

Yes. No.

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

COMPUTER BUSINESS OFFICE TECHNOLOGY

CAÑADA COLLEGE

COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY

(2 page maximum)

Short Summary of Findings

Type your summary here:

The CBOT program is designed to prepare students for employment at an entry-level or at mid-level positions to meet today's office needs. Also, we provide the opportunity to develop a new career path, learn how to use the computer efficiently, learn and/or update software skills for the changing workplace for new employment, job promotion, retain current position, and or for personal use. The curriculum incorporates the skills demanded in the work place today. In the academic years 2005/06 through 2008/09, the CBOT Department experienced an increase in Full-time Equivalent Students (FTES) Weekly Student Contact Hours (WSCH). In 2009/10, the department showed a decrease in load partially due to the reduction of Hours by Arrangement. Students are provided with a learning environment to complete the certificate and degree programs. We provide continuing educational opportunities for the students to acquire employable skills for employment or update their computer skills while pursuing more advanced career goals. The programs are regularly updated to meet new technology needs. We also serve many WIA (Workforce Investment Act) students who are out of work and need to learn to new job skills within a limited time frame. We also offer basic computer courses to the CBET (Community Based English Tutoring) within the community.

The FTE (full-time faculty equivalent) varies by year, depending on how many adjunct faculty members are employed. There is only one full time instructor currently during the 2010-11 academic year and there are six adjunct faculty members. There is a strong need for another full-time instructor in the department to assist with recruitment and retention, classroom instruction, mentoring students, revising and updating curriculum, certificates and degrees.

Three Strengths of the Program

1. The CBOT Department stays current by offering new versions of software for MS Office.
2. The department works closely with the ESL department to assist ESL students to learn and improve their computer skills to help them in their other classes and to enhance computer skills for employment.
3. The CBOT faculty, staff, and student assistants provide tutoring sessions for students who need extra help in their classes.

Three Suggestions for Improvement

1. More funding is needed for professional development for faculty and staff for expenses that are not covered by professional development funds (i.e. some airfare exceeds the \$200 limit allotted; need to cover lodging, meals, etc.).
2. We need to expand the number of members on our CBOT advisory board to give us more input on current trends in local business community.
3. We need to work on giving more internship opportunities.

CAÑADA COLLEGE
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: 4/22/11

Program Name: Computer Business Office Technology

Review Committee Chair:

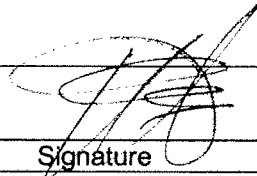
Review Committee Members:

CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: CBOT

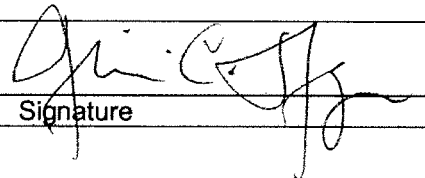
Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean


Signature

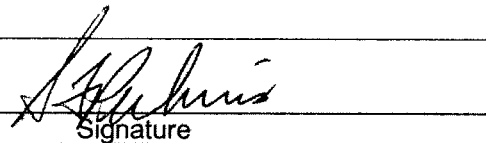
Comments:

#2. Curriculum Committee Chair


Signature

Comments:

#3. College Vice President


Signature

Comments: