

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

OFFICE TECHNOLOGY

2017-2018

Assessment Schedule

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

*If it is the first time a course is taught, the SLO must be assessed that semester.

School of Applied Technology and Business

2017-2018 – Program Review

2018-2019 – SLO Assessment

2019-2020 – Curriculum Review + Abridged Program Review (CTE)

2020-2021 – PLO Assessments

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

2023-2024 – SLO and PLO Assessments

School of Health Sciences & Counseling

2017-2018 – PLO Assessments

2018-2019 – Program Review

2019-2020 – SLO Assessments

2020-2021 – Curriculum Review + Abridged Program Review (CTE)

2021-2022 – PLO Assessments

2023-2024 – SLO Assessments

School of Social & Behavioral Sciences

2016-2017 – SLO Assessments + Abridged Program Review (CTE)

2017-2018 – PLO Assessments

2018-2019 – SLO Assessments + Abridged Program Review (CTE)

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

2023-2024 – Curriculum Review

School of Math & Sciences

2016-2017 –SLO Assessments (1st half), Curriculum Review (2nd half)

2017-2018 – PLO Assessments (1st half), SLO Assessments (2nd half)

2018-2019 – SLO Assessments (1st half), PLO Assessment (2nd half) + Abridged Program Reviews (CTE)

2019-2020 – Any outstanding PLO/SLO assessments

2020-2021 – Program Review (all)

2021-2022 – SLO Assessments

2023-2024 – Curriculum Review

School of Liberal Arts and Library

2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)

2018-2019 – PLO Assessments

2019-2020 – SLO Assessments + Abridged Program Reviews (CTE)

2020-2021 – Any outstanding SLO/PLO Assessments

2021-2022 – Program Review

2023-2024 – SLO Assessment

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PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

Office Technology is the study of a wide variety of subjects as they relate to careers in the modern office of today. The program provides the training necessary to perform successfully in clerical and office administrative positions. The Solano Community College Office Technology Department provides up-to-date electronic equipment and curriculum.

The Office Technology Department offers three certificated programs:

1. Administrative Assistant (31.5 units)
2. Medical Front Office Clerk (26 units)
3. Medical Office and Coding Specialist (49 units)

Associate in Science Degrees can be obtained upon completing the required general education units for the Administrative Assistant and Medical Office and Coding Specialist. (**See Appendix A for catalog program descriptions**).

Students come from a wide variety of backgrounds and skill levels. They have diverse goals and interests. Some students take only a few classes to learn enough job skills for immediate employment. Some students take the classes to upgrade their skills for their existing jobs. Other students take the classes to obtain a certificate or an Associate in Science Degree.

The Office Technology Program has historically been a strong program. Some of the certificates and degrees offered were discontinued two years ago to focus on programs that had the strongest enrollment and career potential. Legal Assistant, Transcription, and the Job Direct certificates were discontinued from the program.

Students can now complete a short one year (two-semester) Medical Front Office Clerk Certificate that provides a pathway to the Medical Coding and Billing Degree/Certificate and the Administrative Assistant Degree/Certificate.

The Program is strong, but has been plagued with scheduling and registration problems. When these issues are overcome, students will be able to depend on the timing of class offerings. The completion, retention, and success rate has increased. However, when looking at numbers, we recognize that we also have a significant population of students that take keyboarding as a basic skill. They benefit from the office technology courses; although, these courses are not a part of their major and are not counted in the program's success as measured by graduation rates.

Instruction in the Office Technology Department requires constant updating and review of curriculum, course content, and methodology. The Office Technology Department is proud of its persistence in maintaining a high-quality program.

The Office Technology Department staff includes the following: Dawn Carpenter, Full-Time Faculty; Jessica Lee, Adjunct Faculty; Kathleen Callison, Adjunct Faculty; Pat Ceja, Classified Instructional Assistant; and Adrienne Cary, Full-Time Faculty who teaches some office technology classes.

For catalog program descriptions, 2016-17, see Appendix A.

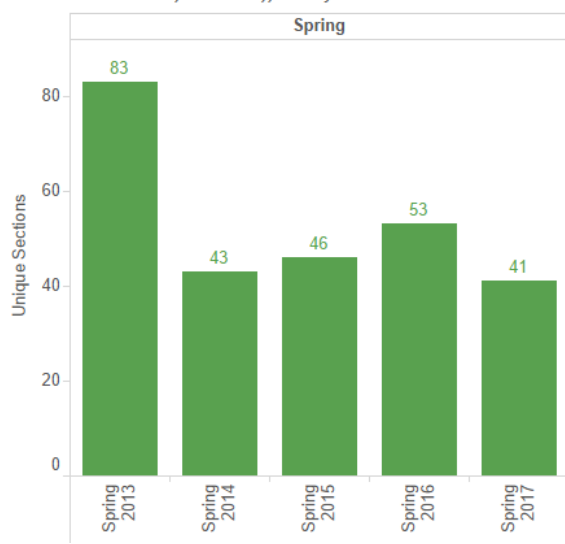
1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The Office Technology Department is dedicated to educating "a culturally and academically diverse student population drawn from our local communities and beyond." To serve this mission, the Office Technology Department of SCC is focused on helping our students achieve their educational goals. The department offers career-and-technical education and certificate programs for students who want to work in an office technology environment. The department also offers lifelong-learning opportunities for students who want to improve the skills necessary to succeed in their education and the workforce.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

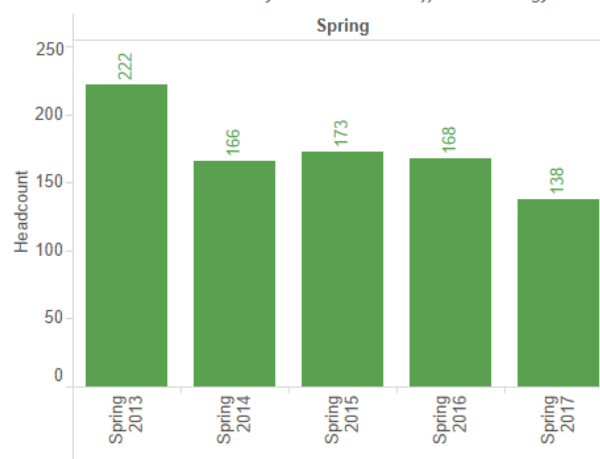
Sections Offered (Office Technology)

Chart shows number of sections offered by semester.



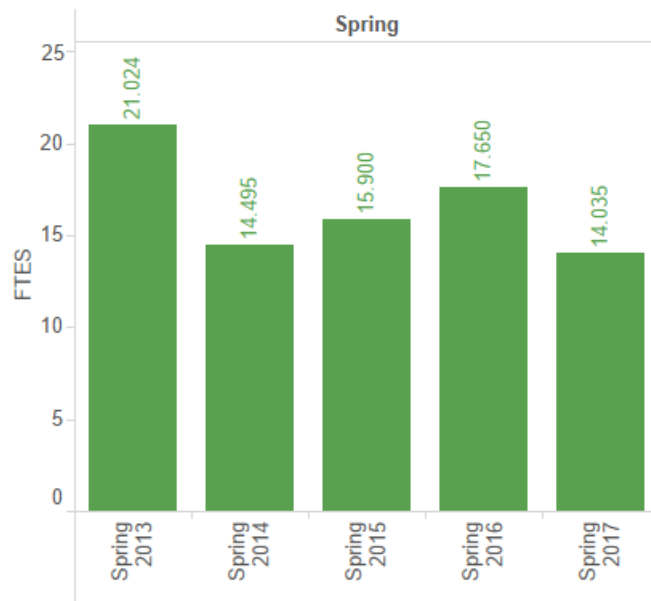
Headcount - Office Technology

Chart shows student headcount by Semester within Office Technology



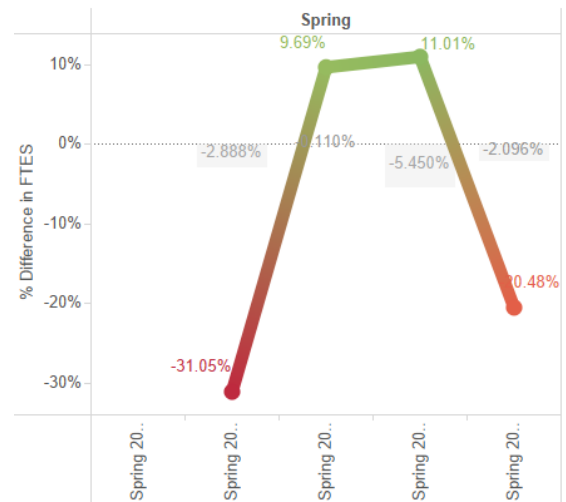
FTES (Office Technology)

Chart shows total FTES by Semester within Office Technology



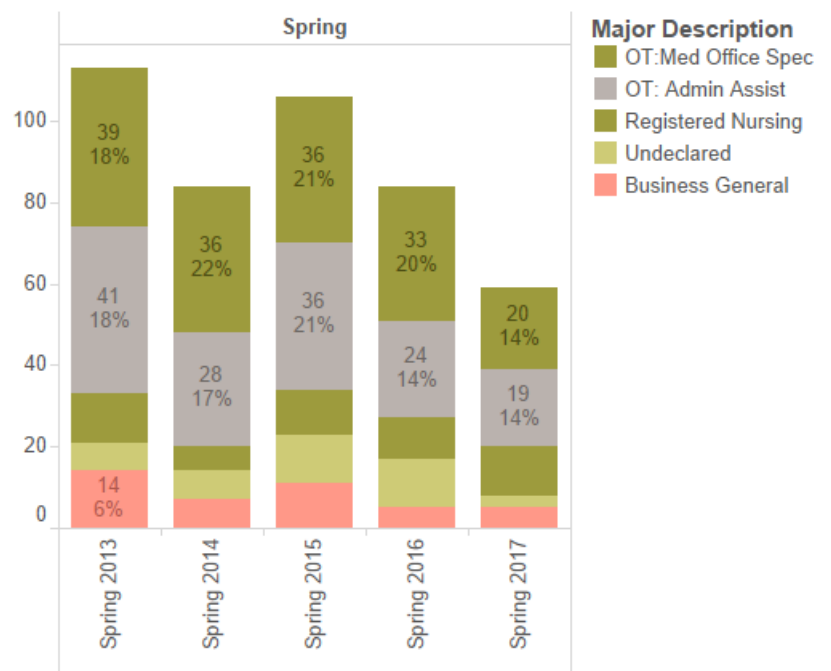
FTES Pattern Office Technology

Chart shows total percent change by Semester within Office Technology (line) and total for college (bar)



Declared Majors - Office Technology

Upper chart shows total headcount by major (bar color) for students taking courses in Office Technology



Section offerings from Spring 2013 to Spring 2017 reduced significantly at 51% reduction of section offerings. A reason for this may be due to: lower FTES on campus, class cancellations, fewer instructors, and a robust job market. In addition to these reasons, we used to offer Office Technology classes for the Learning Community program in Vallejo and have not offered these courses since 2013.

Although headcounts reduced from Spring 2013 to Spring 2017, the headcounts only reduced by 38% and not to the extent indicated by section offerings. FTES Office Technology reduced from Spring 2013 to Spring 2017 by 33%. The Office Technology Department FTES as compared to the college indicates a difference of -20.48%.

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

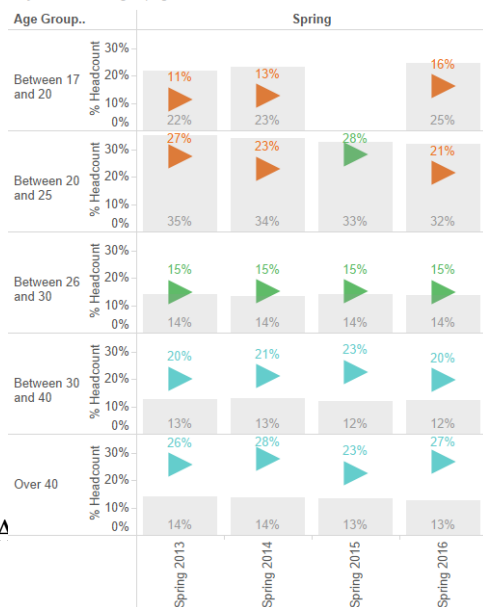
Pop Served Gender (Office Technology)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



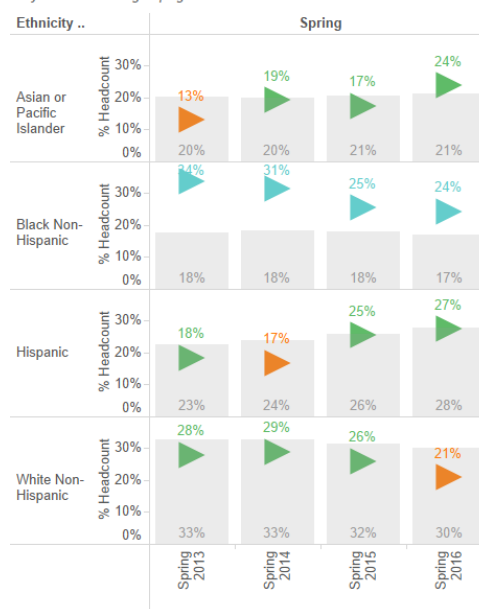
Pop Served Age (Office Technology)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



Pop Served Ethnicity (Office Technology)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



The Office Technology Department is proud of the diversity of its student body. We continue to provide a supportive and academically-challenging environment for all of our students. Between Spring 2013 and Spring 2016 the Office Technology percentage headcount by gender, age, and ethnicity information in the above graphs indicates the following:

1. Office Technology percentage headcount by gender averaged at 79% female as compared to an average of 57% institutional female and 21% male as compared to an average of 41% institutional male. This is very consistent and typical in the office technology field. Females have a tendency to seek jobs that pertain to office technology and that are administrative in nature and this trend is consistent with the last program review.
2. Office Technology percentage headcount by age indicates a wide range from 17 to over 40. There are fewer students between the ages of 17-20 and 26-30 and more students between the age of 21-25 and 31 and older. The Office Technology student percentage for 31 and older is higher than the institutional percentage. We see many students who are coming back to school after many years of working to get their certificates and change their careers. Many of these students are not transfer students and are focused on getting their certificates and getting a job. This is consistent with the last program review. The department could look into the possibility of marketing the program in the high schools to those students who are not planning on transferring to other colleges.
3. Office Technology percentage headcount by ethnicity indicates consistency with the institutional headcounts with the exception of Black Non-Hispanic. The Black Non-Hispanic average percentage is 29% as compared to 18% institutional. This also was consistent with the last program review.

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

Table 1. Status of Previous Goals (from 2015 Abridged Program Review Report)

Program Goals	Planned Action (s)	Status
Revise degree/certificate	Review the Current Medical Office Technology Program. Courses are being reviewed to assess whether or not they should be updated, condensed, and/or eliminated.	The department reviewed the medical office technology certificates three years ago and changed the programs and titles to: Medical Front

		Office and Medical Office and Coding Specialist. Some courses were reviewed and changed and some course numbers are in the process of being changed. They include the following: OT 059 to 158, OT 161 to 061, OT 063 to 163, OT 064 to 164, OT 066 to 166, BUS 100 to 097.
Create new degree/certificate	Develop a new Medical Assistant Program. Currently a Medical Assisting Program is being developed to enhance the program (see rationale)	The Medical Assistant Program has been suspended at this time.
Create new degree/certificate	Determine Whether to Add Another OT Certificate. Research the need and determine whether to add another certificate in the Office Technology Department entitled "Human Resources Assistant".	The department is currently discussing whether this certificate should be added in the OT department and plans to review and determine this in Spring 2018.
Assessment Goals		
Assessment is up-to-date and ongoing; no goals at this time	Past SLO assessments are up-to-date. The next Office Technology SLOs will be completed in the 2018-2019 calendar year according to the department calendar.	OT SLO changes and modifications were submitted into CurriCUNET META in Fall 2017.
Curriculum Goals		
Review/ change course scheduling	A planned consistent schedule of classes that students can depend on needs to be offered during every semester. The students need to be able to rely on the classes offered and know that the courses will not be cancelled and there will be instructors to teach all the classes (see rationale)	The keyboarding class scheduling is consistent from semester to semester. The medical office courses are scheduled consistently but are not always offered because of low enrollment. The department and

		students continues to address this issue with administration in order to allow students to successfully complete their certificate.
Other	Review the class schedule notes on all keyboarding classes. Review the class schedule notes on all keyboarding classes to be sure they are listed under every keyboarding section and make corrections as needed.	At this time it appears that all keyboarding classes are listed and their times are corrected as needed.
Other	Review OT 56 prerequisite information. Review the OT 56 prerequisite information and the current catalog information and make changes as necessary.	When the programs were changed three years ago, OT 056 had the prerequisite of 055B. This is no longer the case because OT 056 changed from an Advanced Keyboarding class to a Business Grammar Class with Proofreading. This course is now required for the Medical Front Office Certificate in addition to the other OT certificates. There is no longer a prerequisite. This information will be reviewed in CurriCUNET META and changes will be submitted by the end of Spring 2018.
Create online/ hybrid option	Change OT 100 to a web based program. Change OT 100 Skill Building to a web based program.	OT 100 is still face-to-face but the textbook and program have been changed to a web-based program.

		At this time, this course will remain face-to-face.
Delete/modify course(s)	Update OT 059 to reflect current conditions.	OT 059 is now currently offered online and has been updated and reflects current conditions based on a current textbook and web-based program.
Campus & Community Integration/Outreach Goals		
Other	The Learning Community for the Medical Office Clerk program was extremely successful in attracting, retaining, and graduating students and should be resurrected on the Main Campus. The format was discontinued because of lack of instructors and continued scheduling mishaps. Learning Communities such as this take and require a huge amount of coordination and should also be compensated for their time.	Because of lack of instructors and continued scheduling mishaps, the Learning Community for the Medical Office Clerk program is suspended. We will continue to offer all three OT certificates at this time on the main campus. All three of these programs continue to be successful.
Expand coordination with counselors	Create a Semester Schedule. Create a schedule for counselors and students listing each certificated program. The schedule will include the order of potential classes and indicate which classes are offered only once a year.	The semester schedules have been created for all three certificate programs. The schedules are provided to the counselors every semester. A meeting was held with counselors December 2016 and schedule provided for distribution. The programs are marketed to all keyboarding students at the beginning of each semester and

		each eight-week course.
Student Equity & Success Goals		
Data shows student success and equity across all modalities and demographics; no goals at this time		

Professional Development Goals		
No professional development goals at this time		
Human Resources Goals		
Other	The Medical Coding and Billing program must have a coordinator or department chair to coordinate all the courses and should be compensated for their time. If structured as a cohort group and accredited, this program must have a coordinator.	At this time because of faculty hiring priority, this is not on hiring agenda. Suspended at this time.
Technology & Equipment Goals		
Other technology/ equipment/ instructional materials goal	First time students must be able to register for both the first eight-week course and the subsequent eight-week course in the same semester without instructor intervention. We lose students because they cannot register for OT 054A and OT054B (both eight week classes) because the prerequisite of OT 054A for OT 054B blocks them from registering in the same semester. The inability to register for all three units affects their class load and the qualification for financial aid. Banner is running the program and we have tried to ask for a solution with no success.	This continues to be an issue with banner. At this time, the only way to resolve the issue is to provide a list of students planning to take the next eight-week class. The list is given to the Dean's office and all students are then waived and allowed to register prior to the next eight-week class.
Add/upgrade classroom/lab technology, equipment, instructional materials	Request and Address the Need to Purchase Additional Instructional Equipment. <ul style="list-style-type: none"> Encoder Pro software for the three Medical Coding classes. A lending library of medical coding manuals. Cabinet to lock manuals in lending library. OPAC software update and support to conduct timed writings in the keyboarding classes Wrist pads, mouse pads, and foot 	The following items were purchased: <ol style="list-style-type: none"> OPAC updated software to support and conduct timed writings in the keyboarding classes. Wrist pads, mouse pads, and foot stools.

	stools for the keyboarding classes	
Facilities Goals		
Facilities are up-to-date; no goals at this time		
Library Resource Goals		
Library resources are up-to-date; no goals at this time		
Other Resource Goals		

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

When the certificate programs were changed, all the keyboarding classes became eight-week courses. This has been very successful and students are completing two eight-week keyboarding classes in one semester. This is allowing a faster and efficient completion rate. Also, we are seeing a recent increase in students who are interested in the Medical Front Office program. The change to OT 056 class to a Business Grammar class and introducing current technology has had a positive impact on student access and success.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>. (Limit to one page or less.)

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (t)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	43-6011	Executive Secretaries and Executive Administrative Assistants	90,800	\$30.16	\$62,721	0.50	\$23.23	\$29.37	\$36.26
California Statewide	43-6012	Legal Secretaries	29,130	\$26.29	\$54,678	2.00	\$18.86	\$24.86	\$33.13
California Statewide	43-6013	Medical Secretaries	73,650	\$19.15	\$39,829	1.00	\$14.57	\$18.34	\$23.25
California Statewide	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical,	212,200	\$19.71	\$40,985	0.50	\$14.94	\$18.86	\$23.83
California Statewide	43-9011	Computer Operators	4,830	\$22.16	\$46,071	1.50	\$16.67	\$21.79	\$27.52
California Statewide	43-9021	Data Entry Keyers	24,200	\$15.99	\$33,279	0.80	\$12.38	\$15.27	\$18.69
California Statewide	43-9022	Word Processors and Typists	15,950	\$22.06	\$45,897	4.90	\$18.38	\$21.50	\$24.46
California Statewide	43-9031	Desktop Publishers	1,520	\$23.24	\$48,333	2.10	\$17.61	\$22.43	\$28.82

Source: State of CA Employment Development Department,
<http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 051400 Office Technology/Office Computer Applications

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
436011	Executive Secretaries and Administrative Assistants	93,400	1,160
436014	Secretaries, Except Legal, Medical, and Executive	222,300	4,630
	Total	315,700	5,790

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

TOP Code(s):

- 051420 Medical Office Technology

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
319092	Medical Assistants	80,900	3,920
436013	Medical Secretaries	73,200	2,280
	Total	154,100	6,200

The mean hourly wage in the first quarter of 2016 for an Administrative Assistant was \$30.16 resulting in a mean annual salary of \$62,721. Labor market projections for office technology jobs in the Administrative Assistant, Medical Front Office Clerk, and Medical Office and Coding Specialist have a bright outlook. Many job openings will result from the need to replace workers who leave the occupation. Others will become gainfully employed because of new jobs created; particularly, in the medical and health occupation industry because of the aging population of baby boomers. Medical careers are among the fastest growing job sectors projected over the next 10 years.

Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

Office Technology Advisory Board meetings are held annually and occasionally twice a year. All advisory meeting recommendations have been reviewed and implemented in the program.

See Appendix D: OT Advisory Board Minutes

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx .

What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	76.67	100.00	96.67	63.64	3.33	6.67
051400	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	50.00	100.00	50.00	100.00	0.00	0.00
051410	LEGAL OFFICE TECHNOLOGY	50.00	100.00	100.00	0.00	0.00	0.00
051420	MEDICAL OFFICE TECHNOLOGY	80.77	100.00	100.00	62.50	3.85	9.09

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Table 2a. Program Learning Outcomes

Program Learning Outcomes	ILO	How PLO is assessed
1. Demonstrate mastery of the alpha and numeric typewriting keyboard and word processing skills related to formatting business documents.	TBD	At least 70% of the students will pass the courses with a 70% ("C" grade) or higher. The assessments for the course SLO's which link to this PLO include the following courses: OT 054A,

		OT 054B, OT 055A, OT 055B, OT 100, and OT 162.
2. Develop a high degree of competency and a broad knowledge of skills as they relate to general office procedures and business grammar.	TBD	At least 70% of the students will pass the courses with a 70% ("C" grade) or higher. The assessments for the course SLO's which link to this PLO include the following courses: OT 056 and OT 151.

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

See 7.2 Program Goals. A PLO 3 will be added that will include all of the medical office courses. As soon as the PLO is complete, the level for the below medical courses will be included in Table 2b.

Table 2b. Program Courses and Program Learning Outcomes

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3
OT 054A, SLO --	I		
OT 054B, SLO --	I		
OT 055A, SLO --	I		
OT 055B, SLO --	I		
OT 056, SLO --		M	
OT 060, SLO --			
OT 061, SLO --			
OT 100, SLO --	I		
OT 101, SLO --			
OT 151, SLO --		M	
OT 158, SLO --			
OT 162, SLO --	I		
OT 163, SLO --			
OT 164, SLO --			
OT 166, SLO --			

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

Table 2c. Program Learning Outcomes Assessments

PLO 1	
Program Learning Outcome	Demonstrate mastery of the alpha and numeric typewriting keyboard and word processing skills related to formatting business documents.
Date(s) Assessed	May 2017
Results	Fall 2016 SLO assessments for even numbered courses (054A, 054B, OT 100, and OT 162) had the following results: A total of 108 out of 141 students (77% of the students) passed their course with a 70% or better ("C" Grade or higher).
Action Plan	<p>We will continue to emphasize that students complete their timed writings on a daily basis and before moving on to the next lesson. Timings will be checked each class period and students will be required to repeat timings and succeed before moving forward. We will continue to administer technique checks and emphasize the use of MAP and skill-building exercises. We will continue to emphasize the importance of proper formatting when completing all business documents.</p> <p>Next time this PLO is assessed, we will see if MAP exercises and skill-building exercises are working for those students who are not passing. If we do not see improvement, we will reevaluate the use of Map exercises and reinforce known tendency towards incorrect fingering on the keys to avoid repeating the technique check at another time.</p>
PLO 2	
Program Learning Outcome	Develop a high degree of competency and a broad knowledge of skills as they relate to general office procedures and business grammar.
Date(s) Assessed	May 2017
Results	Fall 2016 SLO assessment for the even numbered course OT 056 had the following results: A total of 17 out of 17 students (100% of the students) passed the real-world editing exercise in business grammar and 13 out of 17 students (76% of the students) were able to apply proper office procedure competency skills.
Action Plan	<p>We will continue to enforce the use of MindTap and completion of the real-world editing exercises in order to reinforce grammar and punctuation concepts. We will also continue to have students improve their timed writings as well as applying skills as they relate to general office procedures.</p> <p>We will evaluate the use of MindTap during the next assessment period to ensure that students continue to be successful in business grammar, punctuation, and proofreading.</p>

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1								x		
PLO2								x		

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments. No changes made to the program or courses as a direct result of program learning outcomes assessments at this time. PLOs were just created and assessed May 2017.

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline? Yes
- Have success criteria rubrics been created to standardize the evaluation of student success? Yes
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? Yes. All even courses were assessed in the Fall and all odd courses were assessed in the Spring. Courses that were offered once a year or periodically were assessed when the course was taught. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*? Yes
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face? Yes
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)? Yes
- If deficiencies are noted in any of the above areas, describe planned actions for change. No deficiencies

Table 3: SLO assessment calendar (optional, recommended)

Under relevant assessment semester/year, note initials of likely assessing faculty or FT/PT for unspecified faculty.

Course #	Semester & Year of Assessment	Modality of Course (Face to Face, Online, Hybrid)	Person(s) Responsible (or FT/PT for unspecified faculty)
OT 054A	Fall 2018	Face to Face	DC
OT 054B	Fall 2018	Face to Face	DC
OT 055A	Spring 2019	Face to Face	DC
OT 055B	Spring 2019	Face to Face	DC
OT 056	Fall 2018	Face to Face	DC
OT 060	Fall 2018	Face to Face	AC
OT 061	Fall 2018	Online	JL
OT 100	Fall 2018	Face to Face	DC
OT 101	Spring 2019	Online	JL
OT 151	Spring 2019	Face to Face	DC
OT 158	Summer 2019	Online	JL
OT 162	Fall 2018	Face to Face	DC
OT 163	Spring 2019	Online	JL
OT 164	Spring 2019	Online	JL
OT 166	Spring 2018	Online	JL

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Programs and courses have seen numerous and continual improvement as a direct result of SLO assessments.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

N/A

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

For catalog course descriptions, 2016-17, see Appendix B.

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

The Learning Community Program in Vallejo was terminated in Spring 2013 because of lack of students. All Office Technology Courses are currently face-to-face on the main campus or offered online.

Beginning Keyboarding 054 and Intermediate Keyboarding 055 were variable units 1, 2, 3 until Spring 2013. Starting Fall 2014, Beginning Keyboarding and Intermediate Keyboarding were changed to 1.5 unit eight-week courses. The current offerings are Beginning Keyboarding 054A and 054B and Intermediate Keyboarding 055A and 055B. The reason courses were changed to eight-week courses was to encourage students to complete two 1.5 unit courses within one semester. When the courses were variable units, some students would take just one variable unit and take the entire semester to complete the one unit. We continue to see students successfully completing the eight-week courses and

Scheduling (Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
OT 056	Main Campus - Fairfield	15	9			
	Vallejo Center	4				
OT 054A	Main Campus - Fairfield		6	8	8	6
OT 054B	Main Campus - Fairfield		6	8	8	6
OT 055A	Main Campus - Fairfield		6	8	8	6
OT 055B	Main Campus - Fairfield		6	8	8	6
OT 100	Main Campus - Fairfield	3	3	5	8	6
	Vallejo Center	1				
OT 162	Main Campus - Fairfield	3	3	5	8	6
	Vallejo Center	1				
OT 055	Main Campus - Fairfield	15				
	Vallejo Center	5				
OT 054	Main Campus - Fairfield	15				
	Vallejo Center	3				
OT 059	Main Campus - Fairfield	1				
	Online/Hybrid				1	
	Vallejo Center	2				
OT 101	Main Campus - Fairfield		1	1		
	Online/Hybrid					1
	Vallejo Center	2				
OT 060	Main Campus - Fairfield		1	1	1	1
	Vallejo Center	2				
OT 061	Main Campus - Fairfield			1		
	Vallejo Center	2				
OT 151	Main Campus - Fairfield	1	1	1	1	1
OT 063	Main Campus - Fairfield		1			1
OT 064	Main Campus - Fairfield	1			1	
	Online/Hybrid					1
OT 066	Main Campus - Fairfield				1	
OT 057	Main Campus - Fairfield	1				
OT 131	Main Campus - Fairfield	1				
OT 121	Main Campus - Fairfield	1				
OT 122	Main Campus - Fairfield	1				
OT 123	Main Campus - Fairfield	1				
OT 124	Main Campus - Fairfield	1				
OT 160	Main Campus - Fairfield	1				

are confident that the change was the right decision.

The department has been using the Gregg College Keyboarding & Document Processing system since approximately 2002. The students use a textbook and the GDP web-based program. The program leads students systematically through each lesson. The program allows greater accessibility for use in class, in labs, and at home. Included in GDP are warmups, new key introduction, skill-building exercises, enrichment exercises, and timed writings. MAP+ (Misstroke Analysis and Prescription) is a diagnostic tool within GDP that analyzes each student's pretest misstrokes and prescribes individualized remediation drills based on a powerful scoring algorithm. Beginning Keyboarding 054A is strictly keyboarding and the students learn the entire alphabet, punctuation keys, number keys, and other keys. Students passing 054A with a "C" or better can then progress to Beginning Keyboarding 054B where they continue to reinforce their keyboarding skills and document processing in Microsoft Word 2016. Documents prepared in 054B include: Business Letter in Block Style, envelopes, labels, Memorandums, Business Reports, Academic Reports, tables,

Advanced Keyboarding 056 was also a variable unit 1, 2, 3 course until Spring 2014. Starting Fall 2014, the course was changed to a 2 unit course and renamed Business Grammar and Proofreading. Prior to the change, the course was primarily self-paced. Students were having difficulty with the course and the department decided to offer the course as a face-to-face lecture course with student interaction. The course was also added to the Medical Front Office Certificate. Intermediate Keyboarding 055 was no longer a pre-requisite to 056.

All of the medical office courses have been changed to online courses. Also, some of the course numbers and groupings were changed to reflect a current program.

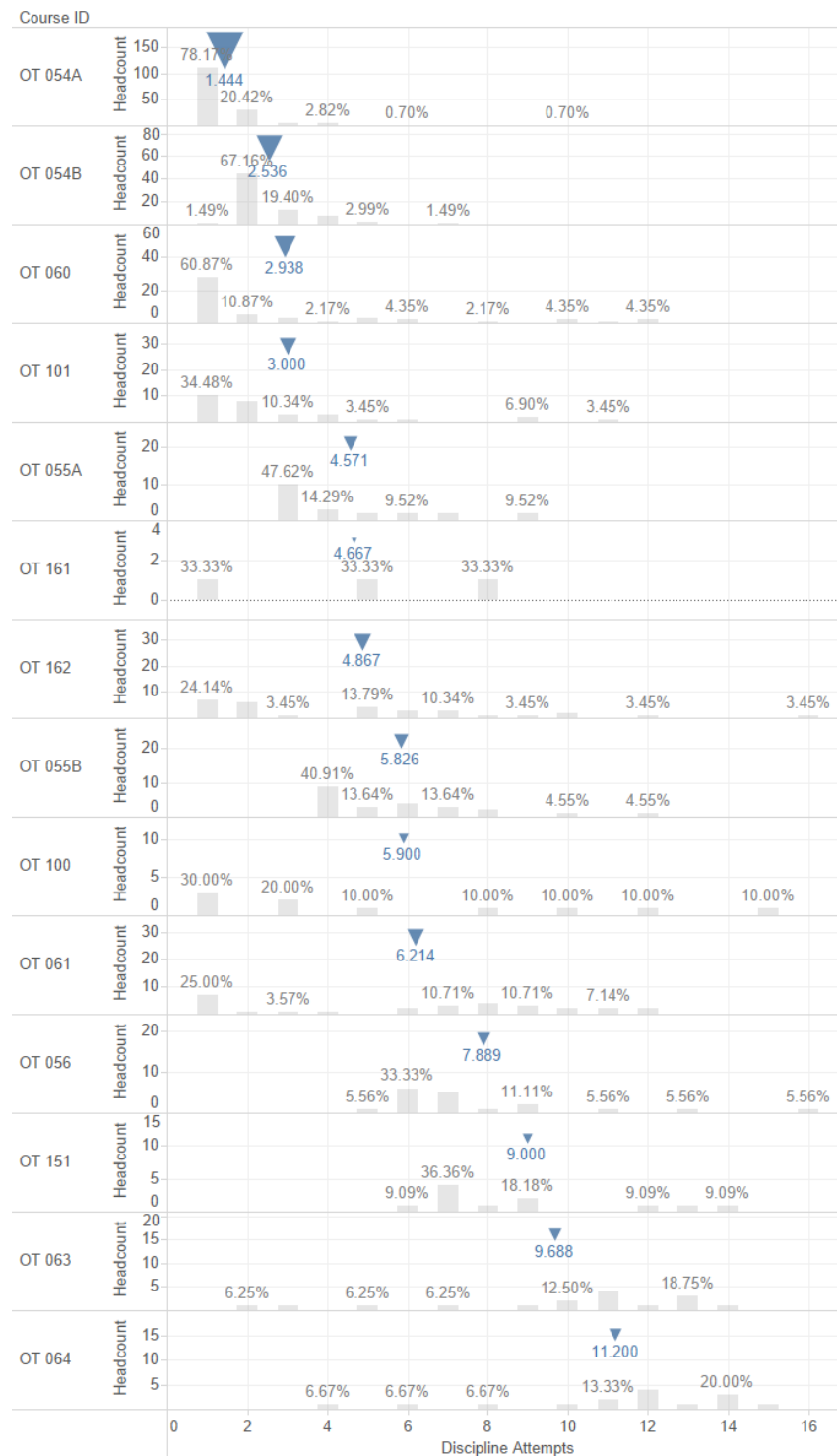
3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

The department has developed flyers and a brochure showing the sequencing for each program. The flyers are displayed in Room 502, Building 500 hallway, and distributed to the counselors every semester. Periodic updates are made to the flyers. The flyers provide a semester to semester pathway in addition to recommended optional courses.

The department has periodically met with the Dean and changed timing and modality of course offerings. The courses are sequenced for student's timely progression through the major. Students are consistently informed of course offerings and the sequence of the program. Unfortunately, some courses have been cancelled due to low enrollments. This has caused students to believe that they will not get the courses they need to obtain their certificate (in particularly, Medical Office and Coding Specialist).

Student Sequencing (Office Technology - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



Student sequencing indicates students take 054A, 054B, 060, 101, 055A, 161, 162, 055B, 100, 061, 056, 151, 063, and 064. This sequence is the correct student course progression and we are satisfied with the order students are taking their classes. Providing the students with a semester by semester pathway for each certificate encourages students to take the courses in the correct order.

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently

offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

84 students completed the survey in April 2017. 62% of the students are in their first three years of college. 49% of the students are returning to college after an extended time from school. Most of the students take Beginning Keyboarding OT 054A and 054B. Approximately 30 of the students are taking the Medical Keyboarding classes. 61% of the students are taking the class as an Office Technology major/certificate requirement and 64% of students are not planning on transferring to a 4-year college.

Of the three OT Certificates offered, the students are interested in the following certificates:

1. % of students are interested in Administrative Assistant certificate.
2. % of students are interested in Medical Front Office certificate
3. % of students are interested in Medical Office/Coding Specialist certificate

45% of the students declared their major in Office Technology. 35% of the students claimed other majors. This is very typical for the keyboarding classes 054A, 054B, 055A, 055B, 100, and 162 because many students take keyboarding classes to improve their skills.

90% of the students felt the classrooms are adequate for learning, with all the tools needed to succeed in the class. 82% of the students felt good about the environment, safe, and comfortable in the classroom.

Scheduling revealed that 62% of the students felt classes were offered at convenient times; however, 38% of students would like to see more classes offered in Vacaville/Vallejo campuses. 21% of students are worried about class availability in the future for the following OT courses: OT 056, 059, 060, 063, 064, 066, 151. Students are concerned because classes have been cancelled in the past due to low enrollments and some classes have been historically offered during specific semesters. The past year specific semester offerings of the following courses are as follows: (all other OT classes are offered every semester)

- Summer 2017: OT 158, 101
- Fall 2017: OT 056, 060, 061, 166
- Spring 2018: OT 060, 101, 151, 163, 164

38% of the students prefer face-to-face OT classes and 24% would like all OT classes to be online. 70% of the students feel fully supported by OT faculty. 69% of students felt that having a tutor in the class was helpful.

New courses, majors, and certificates students mentioned they would like to be offered included: Medical Tech, Coding Course for Exam, Medical Assistant, and Legal Specialist.

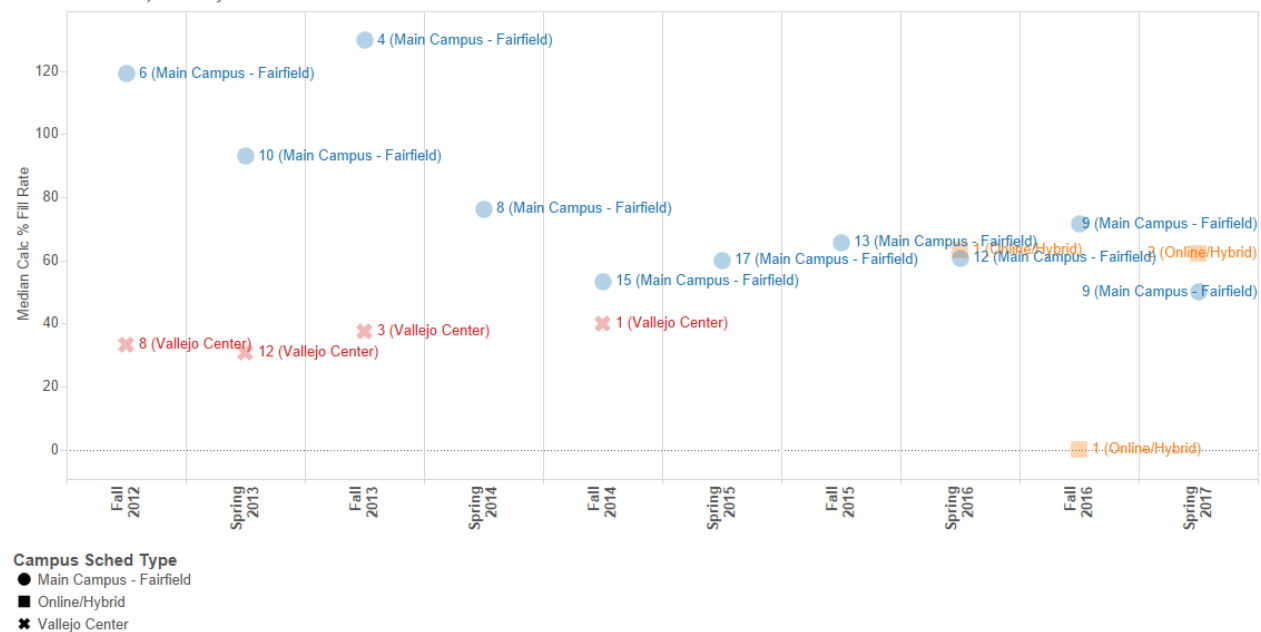
43% of the students prefer the Medical coding classes to be continued to be offered as online courses and 28% preferred on campus courses. 72% of the students feel the prerequisites for the coding classes are sufficient.

See Appendix E for Student Survey Results

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

Fill Rates Median by Location (Office Technology)

Chart shows median fill rates by course location



All Vallejo OT classes were cancelled after Fall 2014 and every OT class is now on the main campus or offered online. The Fill Rates have gradually decreased since Fall 2012. In the past year one keyboarding class on T TH has been cancelled due to low enrollments and students from that class have moved over to the other two keyboarding classes. To resolve the fill rates some classes are only offered specific semesters.

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

Not applicable.

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

Not applicable.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

The following distance education courses offered in the Office Technology Department are: OT 061, OT 101, OT 158, OT 163, OT 164, and OT 166. Overall, the courses have been successful. The challenge that remains is the cancelling of classes due to low enrollments.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

The office technology department continually works with the CIS, Business, Accounting, and OCED departments. Many of our students take courses from these departments and some of the OT courses are required for students who are getting certificates from their departments. The OT department and the on campus Career Center are always coordinating potential job announcements. The job announcements are posted on bulletin boards in building 500.

The full-time OT faculty instructor is an advisory member on the Basic Skills Committee. Meetings are held twice a month for the entire school year.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

The OT department met with counseling in December 2016 to provide information about the OT courses offered and the OT Certificates. Updated course sequencing brochures for each certificate are provide to the counselors' office at the beginning of each semester. This sequencing guidance provides information for counselors as well as students.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

The OT department has reached out to temporary agencies in the community and Solano medical offices. The department has also participated and attended the "Doing What Matters" participation workshops that have been held periodically the last two years.

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students

- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

The office technology department continues to promote student success for all students. Some students who take OT classes have accommodations and are mentored and served by DSP services. Our department works closely with DSP staff and DSP students to ensure they are successful. All prerequisites, co-requisites, and advisory courses are on track in the OT department. Occasionally, some students will do credit by exam for some keyboarding classes because they have been typing for a long time. Our department allows students to do credit by exam and some students have in fact passed the exam and have been placed into the next keyboarding class in the sequence (i.e., 054A, 054B, 055A, 055B)

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

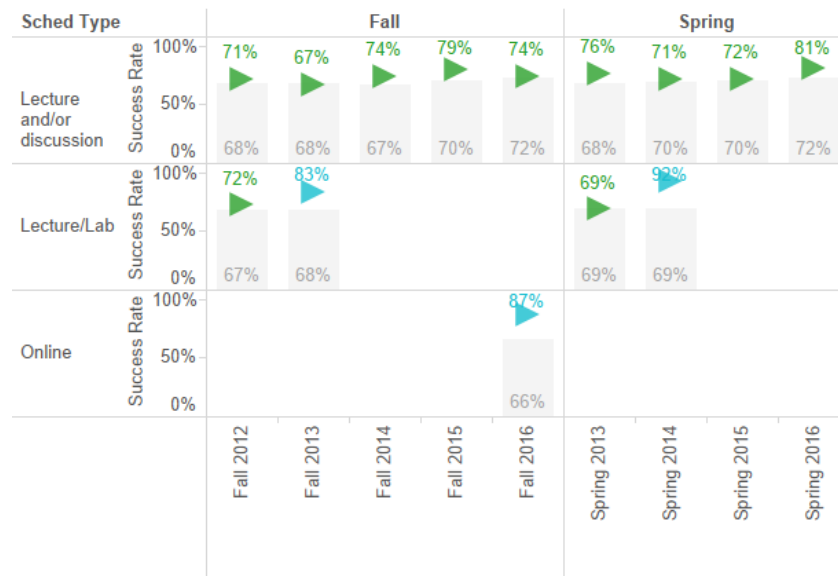
Student success rates in the OT program for lecture/lab modality were on average 75% successful as compared to 69% for the college as a whole. Online Office Technology success rates were 87% successful as compared to 66% for the college as a whole.

Office technology gender and age success rates are also higher than the college as a whole. There are no huge discrepancies with gender and age. It appears that the percentage rates are somewhat consistent.

With regards to ethnicity, the chart indicates asian or islan pacificer, black non-hispanic, and hispanic students who take office technology courses generally have a higher success rate than other students of the same ethnicity as a whole on campus.

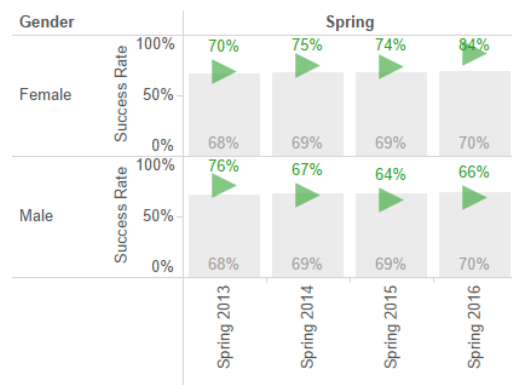
Success by Modality (Office Technology)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.



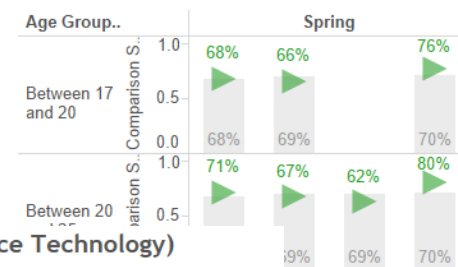
Success by Gender (Office Technology)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students



Success by Age Group (Office Technology)

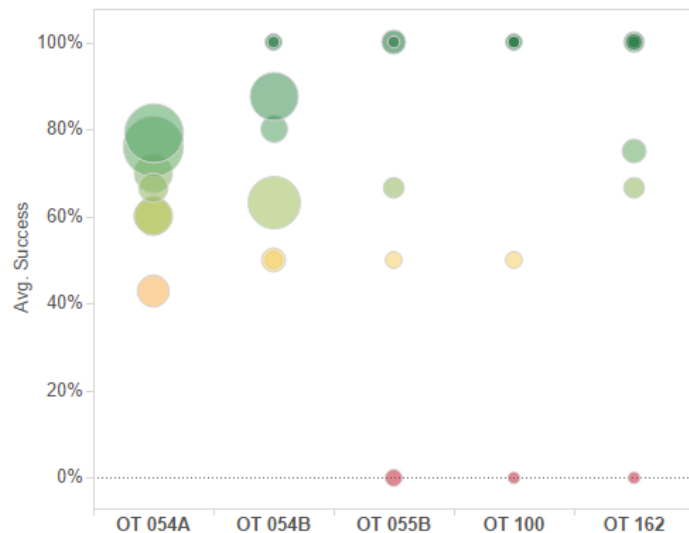
Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students



Finally, in courses with many sections compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses? There does not appear to be a huge variance in success rates across sections and success rates by CRN. 054B, 055A, 100, and 162 show some 0% because there are fewer students in those courses and some students do not finish the course.

Success by CRN Office Technology

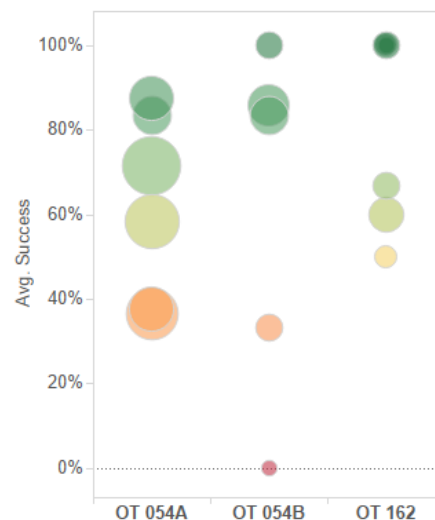
Chart shows success rate by course section number for courses with more than 5 offerings in the Fall 2016



Success by CRN Office Technology

5.3

Chart shows success rate by course section number for courses with more than 5 offerings in the Spring 2017



Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success

rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

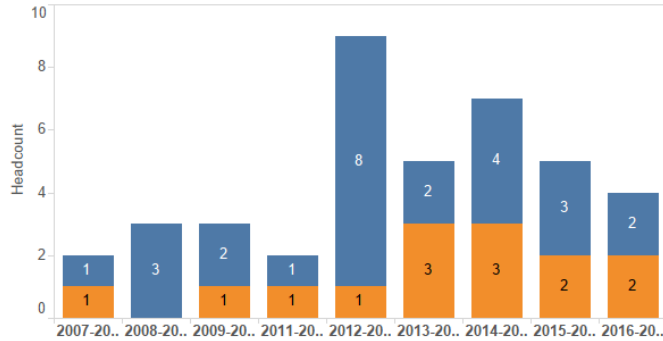
The office technology department continues to work with all departments and will collaborate as necessary if it appears students are struggling in specific courses.

Course ID	Fall										Spring									
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
BUS 092	90.00	73%	71.00	85%	81.00	59%	97.00	61%	25.00	72%	118.00	57%	108.00	63%	128.00	42%	66.00	56%	73.00	53%
BUS 100	24.00	54%					24.00	79%	37.00	70%			26.00	65%	39.00	67%			31.00	84%
BUS 181			25.00	48%			22.00	59%	23.00	87%	30.00	67%	27.00	67%	29.00	66%	23.00	61%	23.00	70%
CIS 001	383.00	56%	264.00	65%	341.00	58%	338.00	59%	251.00	59%	293.00	60%	332.00	59%	262.00	61%	242.00	64%	204.00	63%
CIS 050	151.00	68%	103.00	73%	148.00	65%	160.00	64%	129.00	67%	118.00	61%	150.00	64%	150.00	72%	158.00	60%	173.00	78%
CIS 066	73.00	70%	77.00	68%	112.00	63%	87.00	62%	48.00	88%	69.00	68%	88.00	72%	78.00	53%	63.00	75%	61.00	61%
CIS 073	75.00	48%	64.00	48%	58.00	52%	65.00	63%	64.00	59%	107.00	60%	81.00	49%	70.00	53%	55.00	49%	53.00	81%
CIS 090	37.00	81%	43.00	67%	38.00	53%	51.00	59%	26.00	54%	37.00	43%	36.00	42%	53.00	55%				
CIS 091	25.00	76%	23.00	70%	24.00	83%	29.00	86%	56.00	84%			28.00	75%	29.00	83%	26.00	85%	24.00	88%
CIS 093																	28.00	####		
MGMT 055			26.00	81%			24.00	58%			73.00	56%	30.00	80%	76.00	67%	33.00	73%	70.00	69%
NURS 111	234.00	71%	194.00	69%	178.00	65%	131.00	64%	128.00	74%	175.00	68%	230.00	67%	153.00	68%	143.00	76%	94.00	74%
OCED 090	94.00	56%	92.00	79%	73.00	62%	60.00	78%	52.00	81%	103.00	64%	91.00	79%	96.00	67%	89.00	82%	69.00	77%
OT 054	134.00	63%									118.00	61%								
OT 054A			108.00	70%	95.00	73%	105.00	73%	92.00	70%			77.00	61%	92.00	52%	83.00	76%	59.00	61%
OT 054B			56.00	65%	58.00	57%	52.00	75%	49.00	73%			40.00	73%	52.00	65%	49.00	73%		
OT 055	32.00	97%									38.00	74%								
OT 055A					24.00	79%									24.00	92%				
OT 055B							28.00	93%												
OT 056							27.00	81%			29.00	76%								
OT 060	21.00	52%			22.00	91%	23.00	83%	29.00	79%	22.00	41%	21.00	62%						
OT 061									28.00	96%					23.00	78%				
OT 063	24.00	79%																		
OT 101	21.00	76%					21.00	95%											29.00	72%
OT 162															22.00	86%	26.00	85%		

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

See below charts for the number of degrees and certificates awarded during each semester. The number has decreased since 2012 when the learning community program was cancelled in Vallejo. All OT courses offered are now on the main campus. Also, the Legal Specialist Certificate is no longer offered as a current certificate. The department will continue to market all programs offered and ensure students are successful and complete their certificate programs.

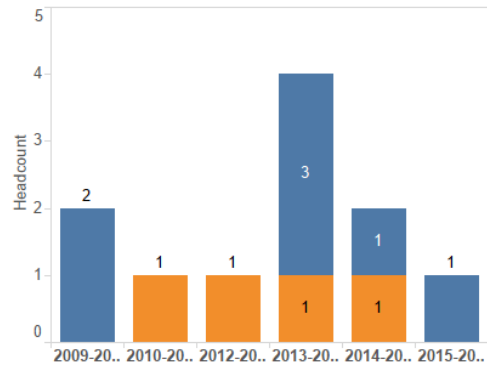
Number of Degrees (OT: Admin Assist - All)



Degree Desc

Associate in Science
Certificate of Achievement

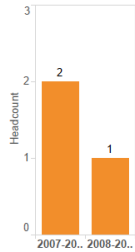
Number of Degrees (OT: Legal Specialist - All)



Degree Desc

Associate in Science
Certificate of Achievement

Number of Degrees (OT: Med Trans Spec - Certificate of Achievement)



Degree Desc

Certificate of Achievement

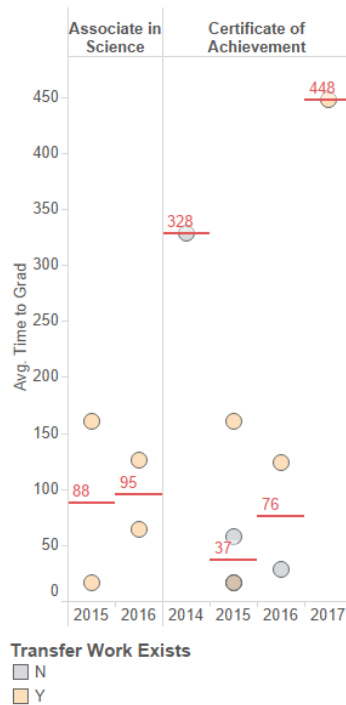
5.5 Transfer (if applicable).

Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).

Number of Degrees (OT: Medical Office Coding Spec - Clerk - Certificate of Achievement)

Time to Degree (Months) (OT: Medical Office Coding Spec - All)

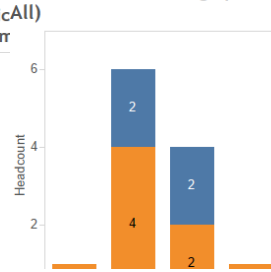
Shows time to degree in months from first entry at SCC to graduation. Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.



Transfer Work Exists

N
Y

Number of Degrees (OT: Medical Office Coding Spec - All)



Time to Degree (Months) (OT: Admin Assist - All)

Shows time to degree in months from first entry at SCC to graduation. Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.



Transfer Work Exists

N
Y

For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

No known knowledge at this time. Most students who obtain certificates in the office technology department do not transfer. Not applicable.

5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

Graduates from the office technology department are prepared both professionally and technically to meet employment standards. The department continues to post job announcements for all administrative assistant jobs. Some students also complete their OCED job training and are prepared to enter the work force upon completion of their certificate.

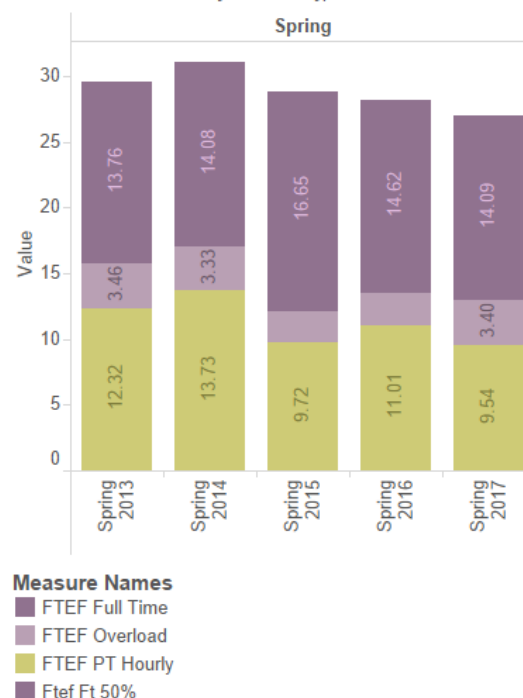
RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

Through the years the office technology department has went from three full-time staff, to no full-time staff, and is currently at one full-time staff. There is one OT adjunct instructor who teaches online office medical courses. Another adjunct instructor occasionally teaches office technology courses, and another CIS instructor teaches an occasional OT course. Because of past class cancellations, enrollments have decreased and FTES at Solano Community College is considerably lower than was several years ago. At this time there is no need to hire OT full-time faculty. There are currently instructors available for all OT classes that are offered in the program.

FTEF (Business, Computer & Info Science, Management and 3 more)

Chart shows total FTEF by contract type



6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

The computers, chairs, and desks in Room 502 should eventually be updated and current. Other classrooms in building 500 are technically being updated according to the administrative schedule. Solano Community College is current with Windows 10 and Office 2016. The department continues to provide current software and current library textbooks to all keyboarding students.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

The office technology department is located in the Business Building 500. The building continues to upgrade computer rooms and facilities.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

See Appendix C: Library Collection Assessment for Program Review

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

The office technology department has used Perkins funding historically to obtain library textbooks for Room 502, tutors, office supplies, OPAC software upgrades, and other items necessary for the program.

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex.

Table 4. Program Goals**PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)**

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Other	Review the Medical Office and Coding Specialist Certificate, its title, and course offerings	Dawn Carpenter Jessica Le Kathleen Callison	1
Create new degree/certificate	Determine Whether to Add Another OT Certificate. Research the need and determine whether to add another certificate in the Office Technology Department entitled "Human Resources Assistant".	Dawn Carpenter	2

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Update/assess PLOs	Plan to add a PLO 3 to include the medical office courses	Dawn Carpenter Jessica Le	

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Curriculum is up-to-date; no goals at this time			

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach	Planned Action	Person(s) Responsible	Priority ranking
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goals (click on text below for drop-down options, add goals as necessary)			
Other	Recruit advisory committee professionals beyond the Solano College community and update advisory member list	Dawn Carpenter	1
Attract under-represented demographics	Outreach to local high schools to encourage stronger enrollment numbers in office technology	Dawn Carpenter	2

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Data shows student success and equity across all modalities and demographics; no goals at this time			

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Development in building/teaching Distance Education course	The full-time instructor plans to complete all canvas training to be eligible to teach a distance education course	Dawn Carpenter	

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Current staffing is adequate; no HR goals at this time			
Technology & Equipment Goals	Planned Action	Person(s) Responsible	Priority ranking

(click on text below for drop-down options)			
Other technology/equipment/instructional materials goal	Look into the possibility of replacing chairs in Room 502	Dawn Carpenter	
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Facilities are up-to-date; no goals at this time			
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/update library resources	See Appendix C Library Collection Assessment page three for planned actions	Dawn Carpenter	
Other Resource Goals (add below)	Planned Action	Person(s) Responsible	Priority ranking

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Office Technology Program have read and have had the opportunity to provide feedback on the attached program review self-study, dated 2/1/2018.

Dawn Carpenter

Kathleen Callison

Jessica Le

Adrienne Cary

Pat Ceja

APPENDICES

Appendix A: Catalog Program Descriptions (2016-17)

Office Technology Administrative Assistant

Program Description

This program is designed to develop technical and communication skills required for management support. literacy, keyboarding skills, document formatting, proofreading and grammatical skills, presentation skills, spreadsheet, and organizational skills are emphasized.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement can be obtained upon successful completion of all courses. An Associate in Science Degree can be obtained upon completion of 60 units, including the required courses in the major, and the general education requirements. All courses for the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Administrative Assistant Certificate of Achievement/ Associate Degree will be able to:

1. Demonstrate mastery of the alpha and numeric typewriting keyboard.
2. Demonstrate mastery in the keyboarding of correspondence, manuscripts, and compositions under timed conditions with established accuracy and formatting standards using proper techniques.
3. Develop a high degree of competency and a broad knowledge of skills as they relate to general office procedures.

REQUIRED COURSES	Units
BUS 092 Business Communication	3
BUS 100 Work Readiness	1.5
BUS 181 Business Mathematics	1
CIS 001 Introduction to Computer Science.	3
OR	
CIS 050 Microcomputer Applications	3
CIS 066 Microsoft Word	3
CIS 073 Microsoft Excel	3
CIS 090 Introduction to PowerPoint	1.5
CIS 091 Microsoft Outlook	1.5
OCED 090 Occupational Work Experience.	1
OT 054A Beginning Keyboarding A	1.5
OT 054B Beginning Keyboarding B	1.5
OT 055A Intermediate Keyboarding/ Word Processing A	1.5
OT 055B Intermediate Keyboarding/ Word Processing B	1.5
OT 056 Business Grammar and Proofreading	2
OT 151 Office Systems & Procedures	3
OT 162 Ten-Key	1
Total Units:	30.5

Medical Front Office Clerk

Program Description

The goal of this program is to prepare students to enter the health care industry at an entry-level position in two semester.

Certificate of Achievement

A Certificate of Achievement can be obtained upon successful completion of the 26-unit major below. All courses must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Medical Front Office Clerk Certificate of Achievement will be able to:

1. Demonstrate alpha and numeric keyboarding skills at 40 wpm with established accuracy.
2. Demonstrate computer literacy and word processing skills related to formatting business documents.
3. Use medical terminology for human diseases.
4. Demonstrate the differences in medical insurance and the duties of a medical office assistant, HIPPA.
5. Demonstrate ability to type medical documents and facility at using medical software such as Medisoft.
6. Employ the necessary soft skills to apply and find employment and keep it.

REQUIRED COURSES Units

Semester 1

NURS 111 Medical Terminology	3
OT 060 Administrative Medical Assistant	3
CIS 066 Microsoft Word.....	3
OT 054A Beginning Keyboarding A.....	1.5
OT 054B Beginning Keyboarding B	1.5
CIS 091 Microsoft Outlook.....	1.5

Semester 2

BUS 100 Work Readiness	1.5
OT 056 Business Grammar and Proofreading	2
OT 059 Medical Keyboarding and Computer Applications	3
OT 061 Health Insurance.....	3
OT 101 Study of Human Diseases for Medical Assistants	3
Total Units	26

*Courses should be taken in sequence.

Office Technology Medical Office and Coding Specialist

Program Description

This program builds upon the Medical Front Office Clerk program. Additional course work prepares students to perform medical front office duties including Medical Coding.

Certificate of Achievement and Associate in Science Degree

The Certificate of Achievement can be obtained upon successful completion of all courses. The Associate in Science Degree can be obtained upon completion of 60 units, including the required courses in the selected major, and the general education requirements. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes:

Students who complete the Medical Office and Coding Specialist Certificate of Achievement/ Associate Degree will be able to:

1. Apply both coding diagnostic and procedural for insurance billing while demonstrating understanding of medical terminology.
2. Enter patient information into medical software.
3. Keyboard accurately using the proper technique at 45+ wpm.

ASSOCIATE IN SCIENCE DEGREE

REQUIRED COURSES	Units
BUS 092 Business Communication	3
BUS 100 Work Readiness	1.5
BUS 181 Business Mathematics	1
CIS 066 Microsoft Word	3
CIS 073 Microsoft Excel	3
CIS 091 Microsoft Outlook	1.5
NURS 111 Medical Terminology	3
OCED 090 Occupational Work Experience	1
OT 054A Beginning Keyboarding A	1.5
OT 054B Beginning Keyboarding B	1.5
OT 055A Intermediate Keyboarding/ Word Processing A	1.5
OT 055B Intermediate Keyboarding/ Word Processing B	1.5
OT 056 OT 056 Business Grammar and Proofreading	2
OT 059 Medical Keyboarding and Computer Applications	3
OT 060 Administrative Medical Assistant	3
OT 061 Health Insurance	3
OT 063 Introduction to ICD-CM Coding	3
OT 064 Intermediate ICD-CM Coding	3
OT 066 CPT-IV Coding	3
OT 101 Study of Human Diseases for Medical Assistants	3
OT 151 Office Systems & Procedures	3
Total Units	49

Recommended Electives:

ACCT 180 Introduction to Accounting
CIS 001 Introduction to Computer Science
OR
CIS 050 Microcomputer Applications
CIS 078 Access -Database Management System
CIS 090 Introduction to PowerPoint
MGMT 055 Management/ Leadership Skills
OCED 090 Occupational Work Experience

CERTIFICATE

REQUIRED COURSES	Units
BUS 092 Business Communication	3
BUS 100 Work Readiness	1.5
BUS 181 Business Mathematics	1
CIS 066 Microsoft Word	3
CIS 073 Microsoft Excel	3
CIS 091 Microsoft Outlook	1.5
NURS 111 Medical Terminology	3
OCED 090 Occupational Work Experience	1
OT 054A Beginning Keyboarding A	1.5
OT 054B Beginning Keyboarding B	1.5
OT 055A Intermediate Keyboarding/ Word Processing A	1.5
OT 055B Intermediate Keyboarding/ Word Processing B	1.5
OT 056 Advanced Keyboarding/ Word Processing	1-3
OT 059 Medical Keyboarding and Computer Applications	3
OT 060 Administrative Medical Assistant	3
OT 061 Health Insurance	3
OT 063 Introduction to ICD-CM Coding	3
OT 064 Intermediate ICD-CM Coding	3
OT 066 CPT-IV Coding	3
OT 101 Study of Human Diseases for Medical Assistants	3
OT 151 Office Systems & Procedures	3
CIS 090 Introduction to PowerPoint	1.5
MGMT 055 Management/Leadership Skills	3
OCED 090 Occupational Work Experience	1-8
Total Units	48-50

This is a Gainful Employment Program.

For additional information, please visit

http://www.solano.edu/gainful_employment/ and select
"Office Technology Medical Office and Coding Specialist."

Appendix B: Catalog Course Descriptions (2016-17)

<p>OT 054A 1.5 Units Beginning Keyboarding A OT 054A is an individualized beginning keyboarding course taught on the computer. Touch typing is developed for the alphabet, punctuation, symbols, and top row number keys. Speed will be built to a minimum of 20 words per minute. Students may test out of OT 54A if they can meet a minimum of 20 wpm with proper technique. <i>Three hours lecture (8-week course).</i></p>	<p>OT 056 2.0 Units Business Grammar and Proof Reading <i>Prerequisite: OT 055B with a minimum grade of C or P, or pass the placement test. Course Advisory: SCC minimum English and Math standards.</i> This course is designed to prepare students for professional work in an office with a heavy emphasis on business grammar and proof-reading. Speed will be built to a minimum of 50 words per minute. <i>Two hours lecture.</i></p>
<p>OT 054B 1.5 Units Beginning Keyboarding B <i>Prerequisite: OT 054A with a minimum grade of C or instructor consent.</i> OT 054B is an individualized beginning keyboarding course taught on the computer. Touch typing is developed for the alphabet, punctuation, symbols, and top row number keys. Speed will be built to a minimum of 30 words per minute. Materials studied include production of documents such as correspondence, memos, reports and tables in standard formats. <i>3 hours lecture (8-week course).</i></p>	<p>OT 059 3.0 Units Medical Keyboarding And Computer Applications <i>Prerequisite: Completion of all modules of OT 054 with minimum grade of C or P or passing the OT 059 placement test; and Nursing 111 (may be taken concurrently). Course Advisory: SCC minimum English standard.</i> A medical document processing course. Students will process documents in various medical specialty units including: head and neck, cardiovascular medicine, plastic surgery, allergy / immunology, urology, surgery, oncology, dermatology, and internal medicine. Students will build keyboarding speed and accuracy. <i>Three hours lecture, two hours lab.</i></p>
<p>OT 055A 1.5 Units Intermediate Keyboarding/Word Processing A <i>Prerequisite: OT 054B with a minimum grade of C or instructor recommendation. Course Advisory: CIS 066 with a minimum grade of C.</i> OT 055A is a keyboarding course using a computer with units of study including skill building, correspondence, reports, compositions, tables, special projects, and business forms. Speed will be built to a minimum of 35 words per minute. <i>Three-hours lecture (8-week course).</i></p>	<p>OT 060 3.0 Units Administrative Medical Assistant <i>Course Advisory: Eligibility for English 001 and SCC minimum Math standards.</i> This course introduces the student to the responsibilities of an Administrative Medical Office Assistant including: HIPPA (legal and ethical considerations), interpersonal-skills, scheduling appointments in person and by telephone, records and file management, written communications, and financial duties. This course will be offered in the Learning Community for the Medical Front Office Clerk Program. It may also be offered as a course which could be taken in conjunction with the Medical Office Specialist Program. <i>Three hours lecture.</i></p>
<p>OT 055B 1.5 Units Intermediate Keyboarding/ Word Processing B <i>Prerequisite: OT 055A with a minimum grade of C or instructor recommendation.</i> An individualized keyboarding course using a computer with units of study including skill building, correspondence, reports, compositions, tables, special projects, and business forms. Speed will be built to a minimum of 40 words per minute. <i>Three hours lecture (8-week course).</i></p>	

OT 061 Health Insurance <i>Course Advisory: Eligibility for English 001 and SCC minimum Math standard. Introduces health insurance claims processing and reimbursement issues. Discusses the major health care insurance programs and the impact of federal regulations. The course introduces the use of diagnosis and procedures coding. Teaches the student how to accurately complete a claim. This class is offered as part of the Medical Front Office Clerk Learning Community. If taken as part of the community, students must enroll in all other Learning Community courses. The course may also be offered independently. Three hours lecture.</i>	3.0 Units	OT 100 Skill Building On The Computer Keyboard <i>Course Advisory: Ability to touch type at 20 wpm; SCC minimum English and Math standards. Individualized skill building keyboarding course taught on the microcomputer. Speed and accuracy skills are enhanced on the alphabet, punctuation, and numbers. The unit of study includes identifying the specific needs of the individual and then assigning diagnostic drills, skill-development practice and pre-and post-testing. The skill building goal will be to increase typing speed or straight copy 3- to 5-minute timed writings between 5 to 10 words per minute above the starting rate with an accuracy level of not more than one error per minute. One to three hours lecture (8-week course).</i>	1.0 Unit
OT 063 Introduction To ICD-CM Coding <i>Prerequisite: A minimum grade of C in OT 101 and NURS 111. Course Advisory: SCC minimum English standard. Introductory course in the basic principles of coding disease and procedures using the International Classification of Disease, Clinical Modification (ICD—CM) and ICD—CM coding handbook for entry-level coders. Current ICD—CM books only will be utilized in this course. The impact of coding on reimbursement will be discussed. Three hours lecture.</i>	3.0 Units	OT 101 Study Of Human Diseases For Medical Assistants <i>Course Advisory: SCC minimum English standard. Study of the pathological process, imparting basic knowledge to paramedical personnel. The student will study the basic concepts, terminology, etiology and characteristics of pathological processes. Diseases are classified according to both causative agents and the body system to which they relate. Three hours lecture.</i>	3.0 Units
OT 064 Intermediate ICD-CM Coding <i>Prerequisite: OT 063 with a minimum grade of C or successful completion of a challenge test. Course Advisory: SCC minimum English standard. This course will build on the previous knowledge gained in OT 063 and address more complex issues related to ICD-CM Coding. Class lectures and practical applications will focus on using actual medical records and applying higher level coding skills. The Prospective Payment System and Diagnosis Related Groups (DRGs) will be introduced. Three hours lecture.</i>	3.0 Units	OT 151 Office Systems & Procedures <i>Corequisite: One unit of OCED 90. Prerequisite: Typing rate of 50 words per minute and microcomputer word processing skills. Course Advisory: SCC minimum English and Math standards. An advanced level course designed to complete the training of Office Technology program students in office systems and procedures. Course should be taken during the student's final semester of the program or as a refresher for experienced business students. One unit of work experience will be required in the specialty area of the student's major. Three hours lecture.</i>	3.0 Units
OT 066 CPT-IV Coding <i>Prerequisite: NURS 111, OT 101. Course Advisory: SCC minimum English and Math standards. Course that covers the principles and mechanics of coding professional services rendered using the Current Procedural Terminology (CPT-IV) coding system and its relationship to the Health Care Financing Administration Common Procedure (HCPCS) Coding System. Three hours lecture.</i>	3.0 Units	OT 162 Ten-Key <i>Course Advisory: SCC minimum English and Math standards. Individualized course offering the fundamentals of operating the ten-key microcomputer number keypad. The touch system of operation and continuous speed and accuracy development are emphasized throughout the course. Two hours lecture (8-week course).</i>	1.0 Unit

BUS 092 3.0 Units
Business Communication

Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A study of communication theory in the planning and preparation of various types of letters, reports, resumes, and oral presentations along with analysis of group dynamics, symbolic communication, interview techniques and listening skills. Stresses audience analysis, style, appearance, and the importance of grammar, punctuation and vocabulary. Strong focus on gender and cultural communication issues and strategies in the workplace. Critical thinking encouraged through written and oral assignments and case studies on business communication and ethical issues. *Three hours lecture.*

BUS 100 1.5 Units
Work Readiness

Course Advisory: SCC minimum English and Math standards. Covers the process of assessing the job market and completing a resume and application. Topics include how to be successful on the job and to gain satisfaction and rewards from work. The skills needed in the workplace are emphasized along with the social and communication skills, personal characteristics and habits, and expectations of the employer. *Three hours lecture (8-week course).*

BUS 181 1.0 to 3.0 Units
Business Mathematics

Course Advisory: SCC minimum English standard. This course requires students to apply essential mathematical skills necessary for success in business. Includes a review of fractions, decimals, percents, ratios, the percentage formula, and general business applications; covers advanced business applications such as interest, discount, markup, payroll, pricing policies, cash and trade discounts, and financial statements. This is a self-paced, programmed learning class. Students may take this course up to the maximum number of units over multiple semesters. This is an Open Entry/Open Exit, Variable unit course; Online course is not Open Entry/Open Exit. *One to three hour(s) lecture.*

CIS 001 3.0 Units
Introduction To Computer Science

Course Advisory: SCC minimum English and Math standards; keyboarding 30 wpm. An introduction to the hardware and software components of basic computer information systems. Also, an examination of information systems and their role in business. A review of historical, social and cultural implications of computer technology in today's society. Course content will include hands-on familiarization with a computer operating system and common application software. Additionally, the course includes an introduction to computer programming using the Visual Basic .Net language. Students will learn to develop problem specifications, detailed analysis, design algorithms, and construct structured computer programs. *Three hours lecture, one hour lab.*

CIS 050 3.0 Units
Microcomputer Applications

Course Advisory: Basic keyboarding skills at 30 wpm; SCC minimum English and Math standards. This course will serve as an introduction to microcomputers and the more frequently used applications software. The course is designed for the microcomputer user who is not a computer science major. The purpose of this course is to help students to understand the concepts and fundamentals of working with: an operating system with its associated graphical user interface, word processing, spreadsheets, databases and presentation software. *Three hours lecture.*

CIS 066 3.0 Units
Microsoft Word

Course Advisory: CIS 001 or CIS 050 with a minimum grade of C or P; ability to keyboard at 30 wpm. Provides an in-depth study of the functions of the word processing program. Students will learn how to use basic and advanced program features to create and design business documents. *Three hours lecture.*

CIS 073 3.0 Units
Microsoft Excel

Course Advisory: CIS 001 with a minimum grade of C or P; ability to keyboard at 30wpm. Provides a thorough study of spreadsheet operation and enables the student to use the spreadsheet to perform mathematical computations and analysis. Students will create graphic representations of the information contained in a spreadsheet, perform list management routines, use functions, perform 'what if' analysis, customize toolbars and menus, and create macros using Visual Basic for Applications. *Three hours lecture.*

CIS 090 1.5 Units

Introduction To PowerPoint

Course Advisory: CIS 001 or CIS 050 with a minimum grade of C; ability to keyboard. This course introduces features and design concepts utilized in developing powerful presentations using a package software such as Microsoft PowerPoint. Three hours lecture (8-week course).

CIS 091 1.5 Units

Microsoft Outlook

Course Advisory: CIS 001 or CIS 050 with a minimum grade of C; basic keyboarding skills; SCC minimum English standard. Students get started using Outlook's features; working with the Contact address book; Inbox and e-mail; Journal; Notes; Tasks; use Calendar to track and schedule appointments, events and meetings; work with forms and templates; use Outlook with other applications. Three hours lecture (8-week course).

OCED 090 1.0 to 8.0 Units

Occupational Work Experience

Corequisite: Student must be working (paid or unpaid) from 5 to 40 hours per week for a licensed business for a total of 75 hours per unit for paid work and 60 hours per unit for unpaid work. Duties must relate to student's major field. Course Advisory: SCC minimum English and Math standards. To Qualify for Occupational Work Experience credit, the student must be working (paid or unpaid) for a legal business in a position directly related to the declared major. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 090 may be required for some majors and is an elective for all occupational education certificate and degree programs. Qualified students who are not working or volunteering may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 8 units per semester to a total of 16 units over multiple semesters. NOTE: Students enrolled in OCED 90 may not enroll in OCED 91 or any other experiential or practicum course and count the same hours during the same semester. Lab hours are the hours students spend on their job sites. Students wishing to take the maximum OCED units may continue OCED 090 over multiple semesters not to exceed 16 units total for all work experience courses. Students wishing to continue OCED 090 in subsequent semesters must contact the Work Experience Coordinator for enrollment assistance.

MGMT 055 3.0 Units

Management/Leadership Skills

Course Advisory: Eligibility for English 001. A comprehensive development, analysis, and application of fundamental skills needed for the successful practice of supervision/leadership. This course addresses the quality principles of leadership applied to work processes, decision making and problem solving, communication, stress and time management, and delegating/facilitating in a team environment. The focus of the course is on job-relevant skills. Class exercises are employed to teach the various skills. Three hours lecture.

NURS 111 3.0 Units

Medical Terminology

Course Advisory: SCC minimum English and Math standards. Basic computer navigation skills and frequent internet access is required. Study of the language of medicine. An introduction to terms, word roots and abbreviations related to medical practice and the functioning of the systems of the body. Three hours lecture.

Appendix C: Library Collection Assessment for Program Review (PR)

PURPOSE:

- to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;
- to provide insight into the strengths and weakness of the Library's collections;
- to support budget allocations and funding requests;
- to strengthen faculty participation in the vitality of the Library and its collections;
- and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.

STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form below. Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

DISCLAIMER:

The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books; however, we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.

LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

PROGRAM: OFFICE TECHNOLOGY
REVIEWED BY (PROGRAM FACULTY):
 Dawn Carpenter and Pat Ceja

DATE: 1/28/2018
REVIEWED BY (LIBRARY FACULTY):
 Katherine Luce

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any “NO” answers with written explanation. Answer N/A when applicable.

Collection Types:	Are core subject materials represented?	Currency (are items up to date? Outdated?)	Appropriateness for student needs and learning levels?	Gaps in subject coverage?	Adequacy for faculty professional development?	Adequate for meeting the needs of DE and Center students?
Books (online/print)	See page three of three	“	“	“	“	“
Databases	N/A	N/A	N/A	N/A	N/A	N/A
Reference Materials (online/print)	N/A	N/A	N/A	N/A	N/A	N/A
Periodicals (print)	N/A	N/A	N/A	N/A	N/A	N/A
Media (online/physical)	See Films on Demand	Yes	Yes	Some	Yes	Yes
Textbooks	See page three of three	“	“	“	“	“
Other (bones/rocks/misc)						

I/we have reviewed the library’s holdings for the program and do:

- a. Recommend additional resources in the subject areas on the attached list.
- b. Recommend the withdrawal of items on the attached list.

**LIBRARY COLLECTION EVALUATION FORM
FOR PROGRAM REVIEW
Office Technology**

A meeting was conducted on January 29, 2018 with the library to review all office technology books and textbooks. Please see below for information and future action.

1. The following books will be added to the library:
 - a. The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting by Wilson, K. (Kevin), 1958-New York: AMACOM, c2010.
 - b. The Gregg reference manual: a manual of style, grammar, usage, and formatting / William A. Sabin. Boston: McGraw-Hill, c2005.
 - c. HOW 14 Handbook for Office Professionals, Spiral bound Version, 14th Edition, 2017, Clark/Clark.
2. The following books will be removed from the library:
 - a. Better business English, by H. George Classen. Drawings by Herb Green. New York: Arco Pub. Co., [1966]
 - b. Modern American grammar and usage / J.N. Hook; E.G. Mathews. New York: Ronald Press, 1956.
3. The following Office Technology textbooks are currently in the library:
 - a. Gregg College Keyboarding 11e (Lessons 1-60) Current
 - b. Gregg College Keyboarding 11e (Lessons 61-120) Current
 - c. Gregg College Keyboarding & Document Processing Word 2010
 - d. Keyboard Short Cut Course Skill-building, 2014 edition, Ellsworth Publishing
 - e. Understanding ICD-10-CM & ICD-10-PCS Cengage, third edition, Mary Jo Bowie
 - f. 2017 ICD-10-CM Professional for Physician
4. The following Office Technology textbooks will be added to the library:
 - a. Ten Key Mastery on the computer, Ellsworth Publishing
 - b. Business English, 12e, Mary Ellen Guffey, Carolyn M. Seefer, Cengage
 - c. Office Procedures for the 21st Century, 8e, Sharon Burton Nelda Shelton, Pearson

Appendix D: Advisory Committee Meetings

ADVISORY COMMITTEE MEETING

April 20, 2016

4:00 P.M. –6:00 P.M.

Karen Cook welcomed everyone to the meeting and we went around the table and introduced ourselves.

BREAKOUT SESSION—OFFICE TECHNOLOGY:

Attendees: Dawn Carpenter, Marylou Fracisco, Debra Berrett, Patricia Ceja, Sylvia Cross, Kathleen Callison, Harriet Stricklen, Patricia Young, & Adrienne Cary.-Everyone introduced self and explained what they do.

Changes from last meeting:

Dawn Carpenter discussed any new changes:

OT 054A is focusing more on timed writings

OT 059 and OT 101 will be offered on line this summer.

Jessica Le was hired to teach our OT medical courses

Marylou Fracisco retired

Business Grammar went from a 3 unit course to a 2 unit course.

What's new:

We will be upgrading to Windows 10 and Microsoft Office 2016 for the fall 2016 semester.

There is going to be a round table meeting on August 12th to discuss available CTE Education monies from Perkins.

Debra Berrett discussed the OCCED program—students taking these classes also have a job-internship, (either paid or unpaid) and must complete a certain number of hours in the job-internship. There are strict guidelines that must be followed, which at times make it difficult for students to get the job or internship. Students are covered by our Workers Comp insurance.

Dawn explained our 3 OT certificate programs: Administrative Assistant, Medical Front Office, and Medical Office and Coding Specialist.

For Administrative Assistant the catalog needs to be updated to 30.5 credits instead of 31.5 because of the change in the Business Grammar course.

A concern was voiced about the Medical Office and Coding Specialist program, that students be made aware that they probably will not be able to step into a coding job after completing these

courses. There is a certification test the student will need to take. That being said taking these courses helps to prepare the student. Sylvia Cross says there is no prerequisite for taking the coding certificate test, and that students should be taking our courses and then go out and apply to take the test. Sylvia also said that Kaiser had a program for learning to be a coder, but you had to work for them first in another job. Students need to complete the program and then go out and see what is available and if they need further courses or training. We will also be checking with other colleges to see what is being offered for a coding program certificate.

We then looked at the scheduling of when students should be taking each of the classes in our certificate programs:

Harriet Stricklen felt that we should be offering Outlook in the first semester, because many businesses use this program and it would help those students who are trying to complete their internships for OCCED and OT 151. Both Marylou and Kathleen felt that it is a complicated class for students in their first semester at the college to be taking and felt it would be better scheduled in the second or later semester.

All agreed that Work Readiness should be in the third or fourth semester for Medical Office & Coding and/or Administrative Assistant certificates, but should not be taught the same semester as OT 151.

We have many different courses where completing resumes is part of the curriculum. Such as OCED class, Business 100 Work Readiness; OT 151. Also Patricia Young offers assistance in completing resumes. It was also brought up about a new website called Portfolium.com where you can post your work for free. This could be a good place to save a portfolio of your work for when you are ready to enter the job market.

Typing test certificates were discussed. While typing speed is not as important in completing your job, you do need to be efficient and accurate. Also, in most administrative assistant, and even medical office jobs, you need a typing certificate to even apply for the job. Most companies, especially state and federal are not accepting certificates except from an accredited school. We will continue to offer testing once a week during the spring & fall semesters. We are also looking in to the possibility of offering testing in Word and Excel in the future.

Over the last 5 years we have seen a decrease in our students. Scheduling problems have been a major factor in this. We have less classes offered. The plan is to go to block scheduling.

The electronic record is now what is being used, especially in the medical field. Voice recognition continues to have problems with accuracy. Some physicians are hiring entry level clerks to type their notes.

Large medical companies are training physicians and nurses to use the computer.

We will be looking into improving or making changes in the following areas:

Funding—Perkins money is available and we will look at what we need to improve are programs that can use this funding. Looking to update our OPAC testing software.

Brochures/Scheduling of Courses—we are in the process of updating our scheduling and producing brochures for our certificate programs.

Advertising—we will be looking into different ways to advertise our programs, such as brochures, flyers, word of mouth, going out and meeting others to explain what we offer, etc.

We will be checking with other schools to see what courses they offer and how their programs are setup.

We are also looking to reach out to temp agencies, medical facilities, businesses, etc. to establish a list of those interested in coming to our advisory committee meetings to offer input in changes to enhance our programs.

In Fall 2016, we plan to update the advisory committee potential member list from Solano medical facilities and temporary agencies.

Meeting adjourned at 6:00 p.m.

ADVISORY COMMITTEE MEETING

April 26, 2017

4:00 P.M. –6:00 P.M.

Attendees---Dawn Carpenter, Instructor SCC; Harriet Stricklen, AMG; Kathleen Callison, Instructor SCC; Marylou Fracisco, Retired Instructor SCC; Patricia Ceja, Instructional Assistant; Debra Berrett, Instructor SCC

Karen Cook welcomed everyone to the meeting and we went around the table and let everyone know who each group represented.

What have we accomplished or are going to accomplish:

Accomplished---Automotive & Biotech received awards
We have received 1.4 million in funding to CTE programs
Set up meetings outside of the college to meet with businesses, the last one at Steelworkers Facility in Cordelia
A new partnership was developed with Delta Airlines
New CTE point person hired---Jolene Calvo
This summer work experience will be available for the first time during the summer

Need to accomplish---Hire full-time robotics instructor, upper & lower lever instructors in Biotech, & Internship site developer
Setting up Intro to trade with the high schools
This fall planning in producing a video about the different CTE programs

Debra Berrett discussed the work experience program:

Oced 90 is for students with college major
Oced 91 is for learning soft skills for employment

Debra Berrett discussed the OCCED program—students taking these classes also have a job-internship, (either paid or unpaid) and must complete a certain number of hours in the job-internship. There are strict guidelines that must be followed, which at times make it difficult for students to get the job or internship.

BREAKOUT SESSION—OFFICE TECHNOLOGY:

Each attendee introduced themselves and where they are from.

What is happening to Office Technology now:

Night time class cancelled this semester and will not be offered in the fall.
Students registered in our majors is down.

We are offering the following courses this summer online OT 059 Medical Keyboarding; OT 101 Human Diseases; and Nursing 111 Medical Terminology. We have been encouraging the medical major students to enroll in these courses if they have not already taken them since not sure when will be offered again.

We discussed the recent OT survey that 84 students in our courses recently completed. The major points being:

49% of our students are returning to school after an extended time from school.

Harriet Strickland asked if any of those students already had a bachelor's degree. That question was not asked.

61% of the students are taking or planning on enrolling in one of our majors.

64% of the students are not planning on going on to a 4-year college.

90% of our students felt the classrooms were adequate for learning with 5 students complaining about slow computers and 2 students complaining about the chairs. 97% of students felt safe and comfortable in classroom.

Many students felt that more classes should be offered, especially at the Vallejo and Vacaville campuses. We offered classes at the Vallejo center in the past but did not have enough students enrolling to continue the classes. OT classes have not been offered at the Vacaville campus.

21% of students are worried about class availability in the future for courses needed for certificate, i.e. OT 056; OT 059; OT 060; OT 061; OT 063; OT 064; OT 066; and OT 151.

We discussed the fact that we don't have enough students signing up for the classes to prevent cancellations. That we need to look at ways to promote our programs and courses, increase marketing. Several suggestions were made about where we should distribute our flyers, such as libraries, Work Force Investment Board offices, making sure we are part of the CTE video campaign, chamber of commerce mixers. We are looking forward to meeting with the new CTE point person and letting her know what is offered in our programs.

Discussion of the Medical Specialist & Coding certificate—students not ready to step into a job when courses completed. Can we look into offering a class to get students ready for testing for coding certification?

Discussion about a Human Resources certificate—Harriet Strickland says might not go over due to the many regs required but maybe a HR assistant certificate. We should make sure we are not offering a certificate that does not mean anything.

Microsoft Word testing is offered in Alameda and there is an online test. We offered this testing in the past but the system had many problems and the testing was discontinued. Right now we offer typing tests in the OPAC program weekly and also the adult school in Napa is offering this testing, but only for their students at this time.

We are currently working on program review. Getting many of our medical courses online to hopefully attract increased enrollment.

Discussed the possibility of cohort courses with other disciplines at the college. Continue the job board in the room to see job trends.

These are the areas of most concern for us:

Student enrollment, class cancellations, retention rate, & marketing—we will get more flyers out to student, counselors, libraries, etc. about what classes are being offered. Try to get out to meetings & events with information about our certificates & classes, get information to our new CTE point person about our certificates

Meeting adjourned at 5:45 p.m.

Appendix E: Office Technology Student Survey

Office Technology Student Survey

Out of 84 students who completed the survey the following results were:

- 1. How long have you been at Solano?** (If you attended SCC in the past, and are now returning after an absence, please add up all the years) (Circle answer)

- A. I'm in my first year---**27**
- B. Between 1 and 2 years---**25**
- C. Between 3 and 4 years---**22**
- D. More than 4 years---**8**
- No Answer—**2**

32% of students are in first year of college

30% of students are in between 1 & 2 years of college

26% of students are between 3 & 4 years of college

10% of students are more than 4 years of college

02% of students chose not to answer question

- 2. What is your academic background?** (Circle answer)

- A. I'm a high school student---**3**
- B. I recently left high school---**3**
- C. I have been in college for a while---**37**
- D. I am returning to school after some time away from education---**41**

3.5% of students are in high school

3.5% of students just left high school

44% of students have been in college a while

49% of students are returning after extended time from school

3. What classes are you in right now or have already taken? (circle all that apply)

Also check those already taken:

- A. Beginning Keyboarding OT 054A---**72**
- B. Beginning Keyboarding OT 054B---**48**
- C. Intermediate Keyboarding OT 055A---**30**
- D. Intermediate Keyboarding OT 055B---**30**
- E. Business Grammar OT 056---**15**
- F. Medical Keyboarding OT 059---**13**
- G. Administrative Medical Assistant OT 060---**29**
- H. Health Insurance OT 061---**19**
- I. Introduction to ICD-CM Coding OT 063---**17**
- J. Intermediate ICD-CM Coding OT 064---**15**
- K. CPT-IV Coding OT 066---**4**
- L. Skill Building OT 100---**10**
- M. Study of Human Diseases for Medical Assistants OT 101---**24**
- N. Office Systems and Procedures OT 151---**13**
- O. Ten Key OT 162---**9**

4. Why are you taking this class? (Circle answer)

- A. Personal interest (not a requirement)---**23**
- B. General education requirement---**6**
- C. Major or Certificate requirement---**52**
- D. Employment requirement---**6**
- E. No Answer---**1**

61% of students are taking class as a major/certificate requirement

5. Are you planning on transferring to as 4-year College? (Circle answer)

Yes---30

No---54

64% of students are not planning on transferring to a 4-year college

6. If you are thinking about getting an Office Technology Certificate at SCC, which ones are you interested in? (circle all that apply)

- A. Administrative Assistant---**31**
- B. Medical Front Office---**31**
- C. Medical Office and Coding Specialist---**29**
- D. I am not interested in the OT certificate program---**19**
- E. No Answer---**2**

37% of students are interested in Admin Assist certificate

37% of students are interested in Medical Front Office certificate

35% of students are interested in Medical Office/Coding Specialist certificate

27% of students are not interested in OT certificates

7. Have you declared a major?

- A. Yes, I am majoring in
- B. No, but I will declare my major in
- C. No, but I'm interested in
- D. No, I don't know what I'm going to major in.

29 students or 35% in other areas (Criminal Justice; Human Services; Economics; Accounting; Nursing; Science; Cosmetology; Pharmacy Tech; Liberal Studies; 3-D Art; Chemistry; English; Psychology; Spanish; CIS; * Biology)

38 students or 45% declared a major in Office Technology (Legalist Specialist-2; Office Technology-11; Administrative Assistant-6; Medical Front Office-6; and Medical Office & Coding Specialist-13)

17 students or 20% have not declared a major.

8. What do you think about the 500 Building classrooms? (Circle your choice)

- A. The classrooms are adequate for learning, with all the tools I need to succeed in class.---
75
- B. The classrooms have some tools for classroom success, but some important things are missing. What is missing?---**7**
- C. The classrooms are inadequate for learning, and many things are missing.---**0**
- D. No Answer---**2**

90% of students felt classrooms were adequate

8% of students felt some import things were missing (5 students complained of slow computers/Internet & 2 students complained of poor chairs)

**9. What do you think about the classroom environment in the OT department?
(Circle choice)**

- A. I feel safe and comfortable in class, free to explore new ideas and express myself.---**69**
- B. I feel mostly safe and comfortable in class, and have some freedom to express myself.---
13
- C. I sometimes don't feel safe or comfortable in class, and feel discouraged to explore ideas or express myself.---**0**
- D. I often don't feel safe or comfortable in class, and am often discouraged to express myself.---**2**

82% of students felt good about environment in classroom

15% of students felt good, but less free to express self

2% of students didn't feel safe/comfortable or free to express self but did not elaborate on issues

10. What do you think about the scheduling of classes in the OT department?

- A. The classes are offered at convenient times and locations to meet my needs---**52**
- B. There need to be more morning OT classes at the Fairfield/Vallejo/Vacaville campus (circle one or more)---**19**
- C. There need to be more afternoon OT classes at the Fairfield /Vallejo/Vacaville campus (circle one or more)---**12**
- D. There need to be more evening OT classes at the Fairfield/Vallejo/Vacaville campus (circle one or more)---**13**
- E. No Answer---**1**

62% of students felt class offered at convenient times & locations

38% of students felt more classes needed to be offered and at the Vacaville/Vallejo campuses

11. What current OT classes are you hoping to take in the future, and are you worried that the class will not be offered when you need to take it. (Circle your preference)

- A. I'm not worried about getting into any particular OT class in the future---**53**
- B. I need this for my certificate, and I'm worried about when it will be offered again---**18**
- C. I don't need this for my certificate, but I'd like to take it and wonder when it will be offered again---**3**
- D. No Answer---**4**

63% of students are not worried about class availability in the future

21% of students are worried about class availability in the future for the following OT courses: 056; 059; 060; 061; 063; 064; 066; & 151

12. For those OT classes that are not offered online, would you be interested in taking an OT class online? (Circle your preference)

- A. I'd prefer to take all OT classes online.---**20**
- B. Yes, but I prefer to take OT classes face-to-face.---**32**
- C. Maybe, I'm not sure---**16**
- D. No, but I am interested in taking this OT course online---**1**
- E. No, I'm not interested in taking OT classes online---**9**
- F. No Answer---**1**

24% of students would like to take all OT classes online

38% of students prefer face to face classes

19% were not sure

11% of students were not interested in taking OT classes online

13. If you have taken more than one OT class at SCC, are you learning what you need and expect to learn in Solano OT classes?

- A. I am learning just about everything I need and expect to learn---**41**
- B. I am learning most of the things I need and expect to learn---**24**
- C. I am learning some things I need to learn, but I expect more---**6**
- D. I am not learning what I need and expect to learn---**0**
- E. No Answer---**7**

49% of students are learning everything needed & expected

29% of students are learning most of things needed & expected

7% of students are learning but need more

8% of students did not answer question

14. If you have taken more than one OT class at SCC, how do you feel about faculty support in the OT department?

- A. I feel fully supported by the OT faculty; they understand my needs and help me toward my goals---**59**
- B. I feel mostly supported by the OT faculty; they make some effort to understand my needs and mostly help me toward my goals.---**9**
- C. I don't feel a lot of support from the OT faculty; they don't seem to understand my needs or help me toward my goals---**1**
- D. No Answer---**8**

70% of students feel fully supported by OT faculty

11% of students feel somewhat supported

1% of students don't feel supported

9% of students did not answer question

15. Do you feel that having a tutor in your OT classes is helpful:

Yes---**58**

No---**11**

No Answer---**9**

69% of students feel having a tutor is helpful

13% of students do not feel the need for a tutor

11% of students did not answer the question

16. What new courses would you like to see us offer in the future in the Office Technology Department:

Courses: Medical Tech, Business Finance, Data Entry, CIS 302, Advanced Excel, Basic Database, and Coding Course for Exam.

17. What new majors or certificates would you like to see us offer in the Office Technology Department:

Medical Assistant x2, Business Administration, Legal Specialist x2, Paralegal x3, and MRI

18. Would you prefer to take the coding courses (OT 063, 064, 066) specifically online, on campus, or a hybrid course?

- A. Online---**15**
- B. On Campus---**10**
- C. Hybrid---**5**
- D. No Answer---**6**

42% of students would prefer online courses
28% of students would prefer on campus courses
14% of students would prefer a hybrid class
16% of students did not answer

19. Do you feel that the prerequisites for the coding classes were sufficient?

- A. Yes---**13**
- B. No---**2**
- C. No Answer---**3**

72% of students felt the prerequisites were sufficient
11% of students felt the prerequisites were not sufficient
17% of students did not answer