ACADEMIC PROGRAM REVIEW

Business Office Technology

GROSSMONT
COLLEGE

GROSSMONT COLLEGE

Submitted December 14, 2020

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Business Office Technology Department

Summer	Amir	Instructor
Javier	Ayala	Dean / Instructor/Advisor
Joyce	Brumgardt	Instructor
Robert	Captain	Instructor
Jonathan	Colon	Instructor
Mauricio	Cordiero	Instructor
Donna	Dixon*	Instructor
Marian	Doherty	Instructor -retired
Diane	Finch-Payne	Instructor - retired
Janice	Fischer Lab	Technician * Now in Deanery
Barbara	Gillespie*	Instructor
Evan	Hanna	Instructor
Shatha	Hanna	Instructor
Julie	Hollyfield	Instructor -retired
Lynn	Keane	Instructor
Jolene	Lee	Instructor
Mary	Leslie*	Instructor
Candy	McLaughlin	Lab Technician
Cory	Ornelas	Instructor
Monalisa	Patnaik	Instructor
Diane	Pfeiler	Instructor
Mark	Pressnall*	Instructor
Linda	Snider*	Instructor - retired
Linnea	Tatupu	Instructor
Deanna	Thompson	Lab Technician *Interim
Sosha	Thomas*	Instructor
Lanette	Wray	Instructor
Nad	Yakoub	Instructor

OPT Staff:

Debora	Skinner	Program Specialist
Debra	Allen	Clerical Assistant
Laurel	Klotz	Counselor

This program review report for 2014-2020 is respectfully submitted by the members of the Grossmont College Business Office Technology Department.

__*Mark A. Pressnall*_____

Mark Pressnall

_____*Sosha Thomas*_____

Sosha Thomas

___*Donna M. Dixon*_____

Donna Dixon

**DEPARTMENT/PROGRAM
ACADEMIC PROGRAM REVIEW**

This report is dedicated to the memory of Dr. Mary Leslie and Professor Barb Gillespie. Dr. Leslie was the Office Professional Training Coordinator, Instructor, and dear friend of the BOT Department of Grossmont College. Professor Barb Gillespie was an Instructor and major supporter of the OPT program. Their knowledge, dedication, and friendship had a positive impact on this department that will last far into the future. Many of the students represented in this report, along with the goals and direction of this department, were guided by the work and mentoring they gave to this department. May their spirits of excellence be symbolized in the work of the Office Professional Training Program and BOT Department now and into the future.

SECTION 1 – OVERVIEW.
DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1   Department Description and History

Overview
The Business Office Technology department currently offers 34 courses, which include keyboarding and document processing, Microsoft Office, Medical Office Assistant, Web based applications, and general office courses. The Business Office Technology curriculum prepares students for employment and advancement in today's technology intensive office. The curriculum has been planned to accommodate a variety of needs and career paths. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program are prepared to work with management in all types of business environments.

Students wishing to earn a certificate or degree in Business Office Technology select an area of emphasis in either Administrative Assistant or Executive Assistant. The Administrative Assistant curriculum is designed for students who wish to acquire the skills necessary for entry to mid-level administrative support position. The Executive Assistant curriculum is designed for students who wish to prepare themselves for a mid to upper-level administrative support position. With added training at a baccalaureate level college or university, students may prepare for a position in business education or business management.

In the 2014 Program Review Committee's Summary Evaluation for Business Office Technology the following **commendations** were made. We have added comments to highlight our continued efforts in these areas:

Program Improvement & Community Outreach:

1. Creating an instructor Blackboard container to provide a FAQ forum for flex lab instructors and other faculty to share best practices (2.2).

   Comment: We have continued this practice in Canvas for both our instructors and now our Office Professional Training staff.

2. Creating a new course, BOT 299A-Social Media Basics, to address the advisory committee recommendation to teach those specific skills (2.3).

   Comment: BOT 299A-Social Media Basic has evolved into BOT 113 Social Media for the Job Seeker. In addition, BOT 132 a three-unit Google Applications for Business has been added and is in process to be included in our Certificates and Degrees. Our Microsoft courses have begun to utilize Office365 accounts, and we are starting to incorporate One Drive / Google Drive into many of our courses.

   Faculty Development & Campus Involvement:

3. Promoting and participating in numerous programs and events, both in the local community

and on campus, such as W.O.W (Week of Welcome), 50th Anniversary, Project Success, and East County job fairs.

Comment: We continue to take part in W.O.W, Career Fairs, Career Center Outreach events, and a variety other campus student success activities. Even during the pandemic, we managed to engage in virtual outreach activities like the Virtual Grossmont and Cuyamaca College Tour on Tuesday November 10th.

<u>Commitment to Student Success</u>

4. Continuing to deliver a successful OPT program, despite funding challenges. Specific accomplishments include its high job placement rate for graduates (67%), the additional support provided to OPT students (such as personal counseling and job placement services), the OPT Alumni Association, and the "Clothing Boutique" event held each semester (1.1).

   Comment: OPT has discovered it can operate fully online and unexpectedly found growth and new success. Donna Dixon and her staff have been able to continue all the extra-curricular student support activities except for the "Clothing Boutique" which will return when we return to campus.

5. Arranging creative schedules to meet student access needs, i.e. online courses and late-start classes 4.1/4,2).

   Comment: We continue to offer late starting courses in ERT or DE formats.

6. Working to meet the needs of students with limited English proficiency by offering a hybrid BOT 114/115 (Word and Excel) course and an instructor-led BOT 100 (basic keyboarding) course, and by having Arabic and Spanish translators work as aides in the flex lab to meet the needs of special populations (5.1).

   Comment: We have been able to keep our bilingual tutors to serve students virtually. We have also experimented with a tutoring virtual lab for BOT students to "drop-in" for questions. The hours are set in the evening to assist students who cannot connect with instructors during the day.

7. Creating and funding a part-time crisis counselor position for the OPT program to meet the specific needs of this student population (assisting with housing, childcare, financial support, and transportation) (5.1).

   Comment: We have been able to continue funding our crisis counselor, Laurel Klotz, who continues to find ways to assist our students (even finding a dentist) in these challenging times.

8. Developing a new online process that allows students to apply for department-issued certificates by using Google Forms, thereby also allowing BOT to track certificate issuance.

   Comment: We continue to use Google forms for our Certificates of Proficiency (over 650

submissions since 2014) and other department data collection needs like Professional Development /Student Success Activity tracking.

We conclude our overview with the heart of BOT, The Office Professional Training Program.

A cornerstone of the BOT department is the Office Professional Training (OPT) program. This intensive, semester-long program began in 1985 and has graduated nearly 2,600 students. These students take an average of 16 credits of BOT courses each semester to prepare for immediate employment in an office environment. The Office Professional Training (OPT) program provides skills training through core business office and software courses plus specialization courses for accounting, insurance, medical office, and office support. In addition to hard skills, students receive soft-skills training, which is highly coveted by employers. As its mission, the OPT program provides job seekers with the educational training, and support services that will empower them to compete in a high technology environment.

OPT students include laid-off, dislocated, and underemployed workers, displaced homemakers, single parents, TANF/CalWORKs/EOPS recipients, recovering drug addicts and alcoholics, homeless individuals, and the long-term unemployed. They enroll in this free one-semester program to enhance their skills in preparation for entry-level employment in accounting, insurance, medical office, or administrative support. In addition to a full complement of degree-applicable Business Office Technology courses, the students are provided with personal/crisis counseling and job placement services, all at no cost to the students.

From 2014 through 2020, 296 students graduated from the OPT program, bringing the total number of graduates to 2,593 in 34 years. Placement statistics from 2014-2020 show that 77% (229 students) of OPT students obtained training-related positions—positions that enable them to climb career ladders to achieve economic self-sufficiency for themselves and their families. Entry-level wages, for those with no previous business office experience, average close to $14-16 per hour, above minimum wage. Students with previous experience earned wages $17+ per hour.

The OPT team provides tuition, fees, textbooks, and support services for the students. Access to campus resources such as financial aid, disabled student services, tutoring, Extended Opportunity Programs and Services (EOPS), and counseling is a program feature, as is support from community resources and organizations. An active OPT Alumni Association provides mentors for the students and coordinates a "Clothing Boutique" each semester, distributing donated professional attire to the students as they prepare to interview for and acquire office professional positions.

The OPT program has always kept strong ties with business and industry, particularly the insurance industry. Every year from 2014-2020, OPT graduates received scholarships from the national InVEST (Insurance Vocational Education Student Training) program. The OPT insurance course is taught by Bob Captain, who was twice named the InVEST Insurance Instructor of the Year.

Business Office Technology Degrees and Certificates

Degrees:
       Administrative Assistant
       Executive Assistant

Certificate of Achievement:
       Business Information Worker

Certificates of Proficiency:
       Account Clerk
       Front Office/Receptionist
       Medical Office Assistant
       Office Assistant, Level I
       Office Assistant, Level II
       Office Professional
       Office Software Specialist, Level I
       Office Software Specialist, Level II
       Virtual Office Assistant

History

The Business Office Technology department had its beginnings at the inception of Grossmont College when it was listed as Secretarial Science. With the continual development of computer-based Office software the program changed its name to Business Office Technology. In 1984 The Office Professional Training Program began and since then has become the centerpiece of BOT. Another key addition to BOT was the acquisition of the Medical Office Assistant program that had been in Adult Education.

BOT was last reviewed in 2014. Since then, the BOT program had expanded the number of Online, Face to Face, and Flex Lab (OE/OE format), courses. Then, because of COVID-19 and the move to remote instruction, the department decided to end the Flex Lab (OE/OE) format. Those classes were successfully moved to DE and/or ERT formats. This move has actually increased enrollments, as students, especially employed students, have found the classes more accessible.

Until the disruption caused by COVID 19, a substantial portion of the Business Office Technology (B.O.T.) courses took place in an Open Lab setting called the Flex Lab. These positive attendance courses had at one point supported 40 courses (at-once). The Flex Lab offered students training in all levels of keyboarding and Microsoft Office programs in a self-paced format, which allowed students to select their hours of attendance from among the 40-45 hours per week that the lab was open. The lab was staffed with at least one faculty member and one aide. All courses generated full FTES and followed Title V regulations. Courses offered covered basic employability to comprehensive levels. The Flex Lab enrolled up to approximately 800+ students per semester. With these courses all being delivered in the Flex Lab via Canvas the transition to ERT and DE was smooth when COVID 19 hit.

Beyond the Flex Lab, BOT offered one-on-one, instructor-led (face-to-face), online, and hybrid course formats. The offering of online and hybrid courses marked a significant development, with opportunity for increased enrollment in alignment with Grossmont's Master Plan. Overall, the BOT department still offers a multitude of degrees and certificates including front office receptionist, business information worker, office professional, account clerk, medical office assistant, software specialist and virtual assistant.

With the introduction of Microsoft Windows 10 and Office 2019/365, the BOT Department expects to see a possible increase in demand for both face-to-face and online courses. The BOT Department collaborated with Administration and IT (Information Technology) Departments to upgrade student email accounts to Office 365. This allows students to access office applications on their personal computers for free. Subsequently, the department anticipates needing to offer more courses that lead to Business Information Worker Certificates. We will start offering the first Windows for the Information Worker course in spring 2021. Depending on demand we will look to expand to other levels of Business Information Certificates now being offered statewide.

Faculty

The Business Office Technology (BOT) Department is currently comprised of three full-time faculty members and a number of adjunct faculty members and Flex Lab (now virtual) Aides. Beginning in 1985, two full-time BOT faculty members were paid entirely through "soft money" from grants that supported the JTPA (now Office Professional Training [OPT]) program. In 1998, the total number of full-time faculty members decreased from five to four because of retirement. One of the "soft-money" faculty members (Mary Leslie) was then supported by the District, and the other (Mike Weinberg) was housed under the Leadership and Economic Development Institute (LEDI) for a brief period. Again because of retirement, the number of full-time faculty decreased to three in 2003, where it remained through the hiring of Linda Snider and Mark Pressnall in 2005. The hiring of Barb Gillespie brought the number of full-time faculty back to four in 2007.

With the recent passing of Mary Leslie, Barb Gillespie, and the retirement of Linda Snider, the department lost a tremendous base of institutional knowledge and experience. It is now just starting to recover with the hiring of Donna Dixon and Sosha Thomas, who with Mark Pressnall are the "Three Mouseketeers". Because we are currently maxed out on our LED, and below the 50% FT/PT ratio, a staffing request has been for a new Full-Time Faculty

Janice Fischer was hired as the full-time BOT Technician in 2010, replacing Trudy Hofman, who retired in 2009. Janice moved to work for Dean Ayala in the spring of 2017. Deanna Thompson filled in as an interim until we were able to hire OPT Alumnus Candy McLaughlin in the spring of 2018.

Several adjunct faculty teach BOT classes, including specialty courses, such as Medical Terminology, Medical Insurance Billing, Insurance Principles. Because of the development of the Flex Lab in 1997, the department had required a number of part-time Flex Lab Aides. The numbers of Aides have changed based on student demand—from 6 in 2011 to 8 in 2019,

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including the hiring of bilingual aides who can translate Arabic, Farsi, and Spanish. With the pandemic and the decision to end offering Positive Attendance courses, the Flex Lab will transition to a classroom and overall BOT support lab when we return to campus. Our aides will work both in the lab and virtually for both the department and the Tutoring Center.

Change has been the main characteristic of the Business Office Technology department. Within the last program review cycle, three full-time faculty members were lost or retired, and only two full-time faculty members were hired. Without hiring additional faculty, we will be limited in the number of programs offered and being developed. We expect all our current full-timers will retire within the next review cycle, and succession planning is paramount to the continued success of BOT Department and the OPT programs. OPT's Employment Training Panel contract has recently been renewed and the program is expected to grow. However, that growth will be limited until a new full-timer is hired.

Upon the return to campus the Flex Lab classroom (Room 70-131) will be re-imagined. Instead of OEOE, the Flex Lab will be home to face-to-face and hybrid courses. The lab will also support online courses and tutoring sessions.

The BOT Department will no longer be offering OE/OE Flex Lab courses, and historically low enrolled sub-100 developmental courses. We are changing our focus to develop fully online programs and certificates of proficiency. Online courses will offer the same flexibility that was critical to our Flex Lab students. In addition, we are providing online tutoring opportunities to replace the one-to-one assistance that was provided in the Flex Lab.

Due to COVID-19 we were forced to experiment with offering our Office Professional Training program fully online. Early indications are that our success rates are being maintained, while our enrollments are increasing. Enrollment increased 40% from spring 2020 (on campus) to fall 2020 (online), even though we had to cease acceptance of fall 2020 program students due to limited staffing.

We are expanding courses that can be applied to stackable certificates of proficiency and career pathways. These courses will build on each in a sequence of semesters and provide opportunities for interdepartmental collaborations.

Due to COVID-19 we are exploring offering a 100% online program leading to the Medical Office Assistant Certificate of Proficiency.

1.2   Program Changes with Prior Recommendations

Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

The Committee recommends the following:

1. Explore ways to make OPT a permanent part of the Grossmont institution in order to develop a sustainable campus-wide model that meets the specific counseling, job placement, and other administrative support needs of the program.

   Response: Despite efforts to make OPT a permanent (funded) part of Grossmont we are still relying on grants and donations. We had approval to hire an administrative support staff position, but that was withdrawn after a candidate backed out after being offered the job. We were unable to go back to the candidate pool for reasons unknown. If OPT continues growing the program in numbers that exceed course maximums, then we may have enough justification to call for hiring support staff. As for a campus-wide model, we are an example of how a cohort can result in much higher success and retention rates.

2. Become involved in Student Pathways Planning (SSSP) to support students in the BOT program (i.e., Counseling, and tutoring services) (1.2).

   Response: Sosha Thomas has participated in training and advising for student-pathways planning. We look forward to developing those pathways with her leadership.

3. Utilize professional development opportunities to educate Grossmont faculty about BOT course offerings that can help their own students.

   Response: Sosha Thomas and Lynn Keane have offered Flex Week courses to other department faculty. Candy McLaughlin participated in a classified staff event showcasing BOT Department course offerings. From that a number of staff enrolled in BOT courses. We have had some interest from campus staff who want to learn to use Microsoft Office 365.

4. Consider broadening your efforts to maintain or establish high school articulation of BOT courses. Work with Maria Denise Aceves to find out the current status of articulation agreements. For example, high school students might be interested in keyboarding courses (2.9).

   Response: We are currently working with Dean Ayala to offer a high school BOT 106 Job Search articulation. We were successful with a BOT 100 keyboarding course offered at Las Colinas and a BOT 109 Accounting Course at Helix High School. Additionally, we maintain articulations for BOT 110 and BOT 161 at various locations.

5. Follow up on expanding Library/Tech Mall hours to include Saturday, to expand Flex Lab accessibility (6.4).

   Response: We tried this but were required to staff the entrance to the Tech Mall, which made it unsustainable due to high cost and low attendance. We have now changed direction to focus online with the lab being used as a classroom and support lab for students.

6. Pursue solutions to adjust course maximums so that the WSCH/FTEF discrepancies with paired/OEOE courses are resolved (10.3).

   Response: We are no longer offering courses OEOE and are following guidelines for ERT (Emergency Remote Teaching) and DE (DISTANCE EDUCATION). We expect to follow room-maximum guidelines when we return.

7. Work with CSIS (Computer Science and Information Systems) and Business to assess cross-listed courses (ex. BUS 109) (11.1).

    Response: At the request of CSIS, we have dropped any CSIS/BOT cross-listings. We will continue to work with the Business Department with a focus on SLOs and Degree and Certificate needs.

8. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

    Response: In Section 2.1 see a list of degree-, certificate-, course outline modifications, along with course deletions, that are in process with Curriculum Committee.

9. Use student-learning outcome data for continued course and program improvement.

    Response: BOT views the student-learning outcomes process as essential to course and program improvement. We will continue to work with Felicia Kalker and to meet regularly as a department to review or courses and programs. **See appendix checklist.**

Academic Year	Fall		Spring		Cost/FTES	Committee Recommendation
	WSCH/FTEF	% Max	WSCH/FTEF	% Max		
06/07	284.8	38.9	274.8	41.1	$3,954.09	
07/08	235.3	33.6	373.2	56.3	$3,067.68	
08/09	341.4	47.6	223.3	28.7	$5,086.70	
09/10	402.8	50.3	435.0	51.1	$3,355.00	Maintain
10/11	413.9	56.2	403.1	52.7	$3,331.97	
11/12	405.5	56.5	456.1	63.3	$2,795.15	
12/13	540.4	77.0	457.1	63.8	$3,000.20	

Response: BOT did see slight overall average decreases in WSCH/FTEF and Fill Rates. However, with the deletion of low enrolled OEOE courses, we expect improvement. **SEE SECTION 8**

DISCUSSION:
Of the goals set in the department's six-year unit plan from the prior review, the one that has proven the most challenging to accomplish is keeping current with the rapid change of technology. The continual increase in the pace of change challenges us in the following areas:

Teaching and learning:
- The BOT department faculty and staff are an amazing group of educators, offering expertise from industry experience, higher education degrees possessed beyond the minimum qualifications (A.A.) and continued professional development opportunities on and off-campus.
- One weakness is the ratio of adjuncts to full-time professors. The Department hired two

full-time faculty members to replace two full-time faculty members, but since then the Department has unexpectedly lost another full-time faculty member. A Faculty Staffing Request was submitted to the Curriculum Committee in fall 2020 semester.

- Student learning is proven from the Program Review Student Survey. Responses indicated that 84% collectively feel that the BOT Flex Lab staff members (instructors/aide/tutors) either Strongly Agree/Agree are knowledgeable.

Commented [DD1]: Ask Javier how and where do we indicate changes that have been made?

Student access and student success:
- Assessed on the number of certificates earned (proficiency, competency, and achievement) and degrees conferred.
- One weakness is that our certificates of proficiency have not been approved by the state for conversion to certificates of achievement despite multiple submissions in the past five years. Although COPs are not state approved, they are still a valuable document for competitive employment of BOT students. BOT Department issued ____ COPs from 2014-2020, the highest number among Grossmont College departments.

Commented [DD2]: Ask Candy for total COPs

- Training displaced workers and placing them into jobs in the local community.
- One weakness is having lost our Saturday hours in the BOT Flex Lab. The Department is moving from Flex Lab format to online and face-to-face formats, which restores scheduling flexibility for students.
- Providing translators for our limited English learners as aides and tutors.

Implementing and executing the department's vision and mission statement.
- Each of our annual program review documents aligns with the college's vision and mission statement: Changing Lives Through Education.
- Providing an exceptional learning environment with transfer degrees and certificate programs:
- Career Technical education and workforce development
- Basic skills: Student support services, Community education
- Fiscal stability: A strength is that of the OPT program to survive without 100% funding from the college but rely on donations, both in-house and external contributions. To maintain a consistent WSCH balance and costs of FTEFs.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

To offer courses and certificates that address changes in technology and job market demand the department made and will continue to make curriculum changes. The department added BOT 132 Google Apps, BOT 119 Windows, and BOT 113 Social Media for the Job Seeker. We also added two Certificates of Proficiency: -- Front Office/Receptionist and the Business Information Worker. An inter-department for World Languages Office (levels 1-3) has been an experiment with Stackable Certificates.

We have completed and submitted forms to update Certificates and Course Outlines of Record. These should be processed in spring 2021 in time for the 2021-2022 Catalog. These changes include:

- Updating/Modifying the following Certificates and Degrees

  - Administrative Assistant Degree
  - Executive Assistant Degree
  - Account clerk Certificate of Proficiency
  - Front Office Receptionist Certificate of Proficiency
  - Office Assistant, Level I Certificate of Proficiency
  - Office Assistant Level II Certificate of Proficiency
  - Office Professional Certificate of Proficiency
  - Office Software Specialist Level II Certificate of Proficiency
  - Virtual Assistant Certificate of Proficiency

- Updating/Modifying the following Course Outlines of Record

  - BOT 086
  - BOT 100
  - BOT 101A
  - BOT 101B
  - BOT 102A
  - BOT 102B
  - BOT 104
  - BOT 105
  - BOT 106
  - BOT 107
  - BOT 108
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- o BOT282
- o BOT283

2. 2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

The BOT department has two major influencers for determining the currency in the field: The Business Advisory Committee and our Business contacts via the Office Professional Training Program. Job placement rates of over 70% in a BOT related field reflects the relevance to student needs. Additionally, anecdotal student feedback reports a great utility of skills taught for students entering the job market and for transfer students. Due to so many of the courses being taken in the Flex lab, BOT had been widely using an LMS platform well before COVID 19. The BOT department faculty has universally employed Blackboard and then Canvas. Thus, courses have been designed and taught with a student-centered approach. All faculty have completed Canvas training and continue to develop methods to increase regular and effective communication with students.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Our Flex Lab courses were universally designed to begin with an Orientation presentation and verification activity. This practice continues in our ERT and DE classes and will continue in all courses in the future. Orientations are designed to familiarize students with course navigation, participation, and communication. Using features such as Announcements, Assignment feedback, and advisement at the conclusion of course helps to ensure student success and retention.

Our course curriculum has begun to address current issues. From lesson on the environment in keyboarding to avoiding bias in business communication in Business English, our courses are including current topics. We have also embedded diversity workshops in our Office Procedures and Job Search courses. We have also been able to utilize applications to prepare students for virtual interviews and work.

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain

dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e., SLOs and teaching to course outlines)?

New Full Time Faculty have been hired from within which has made formal Orientations unnecessary. Our latest Full time Faculty member, Sosha Thomas, was given team teaching assignments with Full time faculty and courses she had taught as an Adjunct. Donna Dixon who took over the lead of the Office Professional Training Program after Dr. Mary Leslie's passing also was brought in a team-teaching situation with Professor Linda Snider. Similarly, we have been able to hire adjuncts who have experience working in our lab. This experience exposes them to all the courses taught in the lab. When possible, we also give them team-teaching assignments. All staff attend Department meetings and Flex Lab trainings during Flex week. We now have a department Canvas container to share information.

2.5   Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division, and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

The Business Office Technology Grade Distribution shows a slightly higher average number of A's and B's than the college, division, and state. Our retention rate is in alignment with the college, division, and state, and our C's and D's are slightly lower. Factors that contribute to these distributions is the strength of the OPT cohort model, a high number of one-unit (relevant job skills) courses being offered, and the prevalence and proximity of assistance and tutoring in the Flex Lab.

We have not identified or experienced a need to address grading patterns, however we have appropriately modified course content based on the average number of hours students were taking to complete courses to reflect the hours stated in course outlines and syllabi.

2.6   If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

While we do not have an overall comparison for all our classes, we do have two courses to compare.
The first is a one-unit Essential Excel course which was taken both in our OEOE lab, and online.

BOT-115--Outcome by Delivery Method
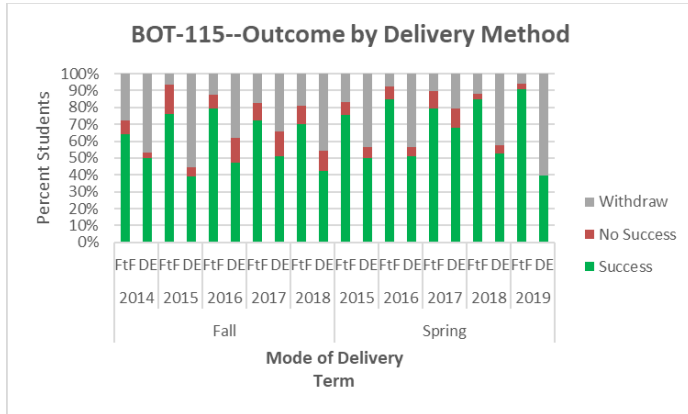
The graph shows that the face-to-face sections have a consistently higher rate of retention and relatively equal rates of success. The face-to-face sections were mostly populated by the OPT cohort group which has a high rate of retention. We expect the online rates of retention to improve with OPT now offering online options. The introduction of Zoom into all sections promises to bring the rates in closer alignment.

The second graph is our BOT 161 Medical Terminology course which is part of our two semester Medical Office Assistant Certificate of Proficiency program. This three-unit course is offered in the traditional face-to-face setting and DE.

BOT-161--Outcome by Delivery Method
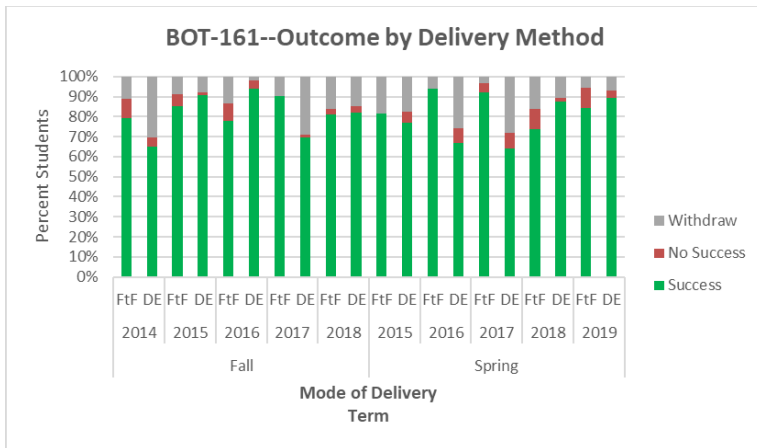
The graph shows an overall close rate of both retention and success. A major reason why it is more consistent than BOT 115 may be that the 161 courses were both offered for the full semester. BOT 115 online was offered second eight weeks. BOT 161 tend to be highly motivated to earn the MOA certificate, We expect the high levels of retention and success for both online and Face to Face to continue with our return to campus.

For both classes, instructors are employing improved methods course design and student

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engagement due to Canvas trainings.

2.7 If applicable, include the list of courses that have **been** formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

- BOT 106 Effective Job Search with Grossmont High School
- BOT 109 Elementary Accounting with Helix High School
- BOT 110 Business English and Communication with Grossmont High School and Mount Miguel High School.
- BOT 114 Essential Word with Las Colinas Women's Detention
- BOT 161 Medical Terminology with The Health Occupations Center

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

Business Office Technology has many courses that are transferable to the California State University. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org currently only reflects articulation information through 2016-2017 and partially updated information.

All courses that have received transferability designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with CSU transferability will appear on the CSU transferability list that can be found on ASSIST.org.

Once ASSIST is fully operational, BOT will review the transferability list on ASSIST.org and work with MariaDenise Aceves, the Articulation Officer, to correct any inconsistencies.

Because articulation is facilitated with current, concise, and thorough course outlines. It is imperative that the outlines and textbooks listed be current. BOT has submitted updated course outlines to go before curriculum in the spring.

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SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. **NOTE: Changes should include reassessment of SLOs requiring further attention.**

Our deleted SLOs will coincide with our course deletions. Most of these courses have not been offered recently. We have made changes to one or more SLOs in the following courses: BOT,086,106,107,110, and114. These changes were minor adjustments to verbiage or course content. We have also added SLOs with course additions of BOT 113,119, and 132. Felicia Kalker has assisted us in keeping current.

3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

BOT highest enrolled course is BOT 100, Basic Keyboarding. We were having a major problem with students who continued to look down at their fingers while learning the keystrokes. Students would avoid looking down during assessments, but we noticed that they would fall back into poor technique when practicing lessons. In our discussions, we decided to make two successful changes. One, require keyboard covers while practicing, and two changing software that reinforced the practice of not looking down at the keys. These changes have made a significant impact as student success in sequenced classes and certificate completion depended on learning correct technique.

Another adjustment which is just now in progress relates to the SLOs for BOT 132, Google Applications for Business. We have found these to apply to our Administrative Assistant Degree and Office Software Specialist Level II Certificate of Proficiency in that they address the current requirements of integrated software and collaborative work.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

We now meet weekly as a department to discuss our students, courses, and programs. Over the summer of 2020 we addressed our SLOs/syllabi for accreditation requirements and updated our Course Outlines of Record. Working with Felicia Kalker we are planning to continue this on-going process. We attended Professional Development for Trac Dat and Canvas SLO assessment tracking. We also continue to do version updates to our Windows/Office courses. These updates required professional development training for both the applications and the corresponding publisher software.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

We collect evidence each semester via a Google form sent to instructors. From that we can analyze improvement needs and plan follow-up assessments appropriately.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

By tracking student performance via instructor assessment reports and in Canvas soon. We can assess and adjust to ensure improvement is sustained.

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SECTION 4 - FACILITIES AND SCHEDULING

4.1   List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

The BOT department uses Canvas/Zoom/various LMS for Online, the Flex Lab, and Face-to-Face courses in classrooms. Our classrooms and the Flex Lab have student and instructor computers.

4.2   Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes_x__ No___

- o   If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

The department had a unique and specific requirement in the Flex Lab. This lab allowed students to take positive attendance, self-paced, courses that can be added in the first 10 weeks of the semester. The Flex lab will now be used as a classroom, course support, and tutoring lab. We are following the model of CSIS and Cuyamaca's use of labs to support students taking online and courses. Our classrooms/labs in the Tech Mall also have computers to teach courses like QuickBooks and Medical Coding.

- o   If you checked 'no,' please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

4.3   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

BOT has utilized zero loading and tying courses to consistently offer low enrolled courses to allow student completion of programs. We have scheduled multilevel courses in one semester, short term sequences. We have improved our facilities with computer/software upgrades and purchase of new ergonomic chairs to replace chairs that were crumbling. Moved to more cloud-based software so students can have access to class easily.
We have opened the Flex Lab for the Medical Coding students, QuickBooks software, and made accommodations for tutors to work with our students. We will continue to staff the lab in order to keep it available for students to complete their programs. We have cleared prerequisites and made Modifications of Major to ensure students can complete their programs.

4.4   Identify and explain additional needed technological and equipment resources that could further Enhance student learning in these spaces.

Medical Office students need a printer available to complete their assignments. We may need to adjust our labs to allow for dividers at computer workstations. Cameras will be

needed to add to the instructor computer stations.
Each of our rooms has an instructor computer station with a projection system.

4.5   Are students trying to access your program impacted by the facility spaces listed in 4.1?
       Yes____ No__X_

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility
     needs experienced in your department/program. Please provide some specific examples.
- o If you checked 'no', please explain how your department/program is actively managing its facility
     space needs to meet its educational objectives and provide student access to your program.
     Please provide some specific examples.

Our labs are actively managed by our Lab Technician, Candy McLaughlin. She monitors and maintains
the computers and room supplies. Candy schedules aides to staff the labs and coordinates with
instructors to meet student needs.

4.6   If applicable, please include any additional information you feel is important regarding facilities
       and scheduling that was not included above including non-classroom spaces such as offices,
       storage, preparation areas, open workspaces for students/tutoring, etc.

       Upon the return to campus, we will consider relocating the OPT offices over to Building 70.
       Additional storage for OPT supplies and records will need to be considered.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1   What are the identifiable patterns with regards to overall trends in enrollments in your
department? Explain what is causing these trends (e.g., campus conditions, department
practices). Once you have identified and explained your enrollment patterns, then address what
your department has done/is doing to address identified issues. Examples of any changes you
made to manage enrollment are encouraged.

BOT experienced the following enrollment trends between 2014 and 2019:

- **an approximately 15% drop in overall enrollment**
- **consistently around 70% female and 30% male**
- **30-35% of our students were 30-49**
- **25% were 20-24**
- **20% were 25-29**
- **Our youngest, 19 or less, and oldest, 50 and older, were each between 10 and 15%**
- **Our Hispanic population trended up from 25% - 32%**
- **Our White population trended lower from 49% - 41%**
- **Our Black population trended lower from 11% -6%**
- **Our Filipino population trended higher from 2% -6%**
- **Our Asian, Pacific Islander, American Native and mixed populations trended flat**

The drops in enrollment can be attributed to the economic recovery. The computer/web
environment is now ubiquitous; thus, the overall number of students no longer prioritize formal
training for general Microsoft Office / Business software programs. The economy in San Diego
has picked up, so people are working rather than going to school to learn new skills. Overall, we
have seen a steady decline in students needing our sub 100 developmental courses like
Computer Basics. We are deleting these courses due to the low demand. Another factor may be
related to High Schools prioritizing University Transfer programs and reduced the Career
Technical Training. This orientation steered many incoming High School students away from
BOT.

In addition, you should examine your enrollment data, disaggregated by gender, age and
ethnicity. For any of these student groups in your department with enrollment data at lower or
higher proportions than college-wide numbers, describe what factors you think is causing these
patterns [Data and a summary of notable patterns will be provided by the Program Review Data
Liaison].

The BOT department data for gender, age, and ethnicity show we are closely aligned with the
college in these proportions.
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5.2   Discuss trends in student success and retention overall in your department and explain these
trends (e.g., campus conditions, department practices). Also examine the success and retention
data disaggregated by gender, age, and ethnicity. For any groups that have success rates in
your department at lower or higher than college-wide describe what factors you think cause
those patterns. Provide examples of any changes you made to improve student

success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Both student success and retention overall in BOT trended higher between 2014 and 2019. Retention for the fall improved from 75% to 84% and success 62% to 74%. Likewise, the spring saw retention rise for 67.7% to 76.4% and success move from 81% to 85.2%
These trends may be attributed to improvements in course design and delivery, a lower overall population of students which may have allowed more individualized time (especially in the lab classes), and increased use of mutlingual tutoring and lab aides inside our labs. Overall the department has begun to develop a culture of caring and support.

5.3   Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

With the introduction and universal use of Canvas within the BOT department, we began to see an increase in the amount engagement between instructors and students. This was especially true of our OEOE courses in which it was common for students to never meet their instructor face-to-face. Use of Discussion Boards, Announcements, assignment submission feedback, and other features brought a higher level of regular end effective communication with students than had ever experienced prior. Additionally, instructors like Mark Pressnall, Jolene Lee, Linda Snider, Julie Hansen, Lynn Keane, and others employed other apps like LinkedIn and Remind to engage students with greater frequency. Donna Dixon issues digital badges for students to post online. She also creates a separate Canvas Container for OPT and creates groups for tracks and special interests.

Our BOT 106 and107 Office Procedures students conducted practice interviews amongst themselves in order to be prepared for mock interviews when industry professionals come to campus to interview students as part of their job search class.

The OPT students involve themselves in various activities such as fund raisers on and off campus (pizza, crafts), mentor night event, and the clothing boutique. They also must conduct an interview with an insurance professional, asking pertinent questions and then making a presentation to the insurance principles class. OPT annually takes insurance-track students to network at I-Day, sponsored by Independent Insurance Agents and Brokers.

5.4   Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g., interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

The BOT department is always involved in the annual Career Expo sponsored by the Career Center by hosting a table promoting our courses, certificates, and programs. Similarly, participating in the Week of Welcome (W.O.W.) to market our offerings has also taken place. Additionally, we schedule the required workshops for the Workplace Readiness Certificate to be earned by our students.

Members of our department have visited the Foothills Adult School promoting our BOT Department, Flex Lab, and OPT program. BOT also took part in the East County Adult Education Consortium panel presentations and Adult Re-entry and other Career Center led recruitment events.

The OPT cohort offers weekly workshops and guest speakers.

BOT offers internships to students at the end of their program of study.

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

BOT does not have any state or federal licensing/registration examinations.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section. [This data table will be provided to you by the Program Review Data Research Liaison.]

Degrees and Certificates of Achievement

Department	Award		14/15	15/16	16/17	17/18	18/19	Total
Adminsitration of Justice	Admin. of Justice	AST	88	111	119	118	123	559
	Corrections	AS	10	5	5	1	2	23
		COA	11	4	7	0	2	24
	Forensic Technology	AS	19	26	35	26	29	135
		COA	26	34	38	28	36	162
	Law Enforcement	AS	26	20	13	12	15	86
		COA	25	18	16	11	16	86
	Legal Systems Court Mgmt	AS	10	6	9	1	0	26
		COA	10	4	9	2	0	25
	Security Mgmt	AS	4	2	1	2	4	13
		COA	4	3	0	2	5	14
	Evidence Technology	AA	0	0	0	0	0	0
Business Office Technology	Administrative Assistant	AS	5	8	6	9	11	39
		COA	6	9	6	10	12	43
	Executive Assistant	AS	2	0	1	1	1	5
		COA	2	0	1	1	0	4
Business	Business Administration	AST	142	131	166	209	225	873
		AS	84	74	86	88	72	404
		COA	116	90	120	135	126	587
	Business General	AS	4	7	8	7	7	33
		COA	4	5	10	6	11	36
Child Development	Master Teacher	AS	7	8	16	16	18	65
		COA	8	9	14	19	19	69
	Site Supervisor	AS	1	1	4	1	3	10
		COA	1	1	4	2	3	11
	Teacher	AS	1	0	0	1	0	2
		COA	0	0	0	1	0	1
Computer Science/Information Systems	Computer Programming	AS	3	4	5	6	10	28
		COA	4	4	4	6	10	28
	LAN Support Specialist	AS	0	3	2	5	3	13
		COA	0	3	3	4	3	13
	Small Computer Specialist	AS	0	1	2	0	1	4
		COA	1	1	2	0	1	5
	Web Design	AS	4	2	1	2	5	14
		COA	4	2	2	4	8	20
	Web Development	AS	0	0	0	0	0	0
Culinary Arts	Culinary Arts	AS	11	14	13	6	4	48
		COA	13	16	17	6	9	61
	Baking & Pastry	AS	8	9	10	13	9	49
		COA	9	11	15	11	17	63
	Culinary Entrepreneurship	AS	5	3	3	1	4	16
		COA	5	3	3	1	4	16
	Banquet Cook	COA	18	8	19	6	12	63
	Line Cook	COA	21	7	18	6	11	63
	Pastry Cook	COA	13	6	15	9	16	59
	Prep Cook	COA	16	8	16	6	11	57
Management, Marketing & International Business	Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
		COA	3	4	8	6	8	29
	International Business	AS	3	2	0	0	3	8
		COA	3	2	0	1	1	7
	Management	AS	6	6	12	13	6	43
		COA	6	5	15	12	8	46
	Marketing	AS	2	5	1	4	1	13
		COA	2	5	2	4	3	16
	Retail Management	AS	2	0	2	2	0	6
		COA	2	1	3	2	1	9
CTEWD Division Totals		Associates	450	452	527	550	564	2543
		Certificates	333	263	367	301	353	1617
University Studies	Business & Economics	AA	138	117	135	181	168	739
		Associates	1865	1972	2214	2609	2761	11421
College Total		Certificates	1269	1198	1362	1492	1605	6926

Certificates of Proficiency

Semester	MOA	OSS II	VOA	ACCT CLK	FO/R	OP	OA I	OA II	OSS I	Semester Totals	Percent of total completed by OPT students Percentage	Comp Certificate	Number completed by OPT
Spring 2014	24	0	0	9	8	19	4	5	8	77	34%	0	26
Fall 2014	10	0	0	4	5	10	1	1	4	35	43%	0	15
Spring 2015	25	0	0	12	5	14	7	1	6	83	36%	14	30
Fall 2015	19	19	0	11	15	10	3	4	1	43	23%	11	10
Spring 2016	15	11	14	2	14	8	3	1	3	89	27%	5	24
Fall 2016	10	11	3	11	3	2	5	2	8	42	33%	5	14
Spring 2017	14	0	2	10	2	1	2	1	6	68	31%	3	21
Fall 2017	0	0	0	12	5	0	1	0	1	39	46%	0	18
Spring 2018	36	2	0	15	10	27	1	3	3	122	16%	15	20
Fall 2018	9	0	0	8	3	25	0	0	8	66	36%	4	24
Spring 2019	26	1	0	12	2	26	2	0	2	100	23%	9	23
Fall 2019	3	0	0	8	7	22	0	0	2	48	40%	2	19
Spring 2020	22	1	0	11	4	25	2	3	5	105	19%	12	20
Certificate Totals 2014 -2020	213	45	19	125	83	189	31	21	57	917	29%	80	264

Over 900 B.O.T. students have earned department issued Certificates of Proficiency and Certificates of Competency (comprehensive level courses) since the last Program Review. Of these earned, the OPT program accounted for 29% of the total. The highest number of students acquired the Medical Office Assistant Certificate, followed by the Office Professional, then Account Clerk and finally the Office Software Specialist-Level I. Much depends on whether students apply for these certificates since the college does not automatically issue these certificates.

Any trends are highlighted by the economy and more people returning to college to acquire entry-level job skills, refresh previously learned skills, or make a career change. Often, the size of the OPT class determines the number of certificates earned, too.

For 2014-2019, there were 44 B.O.T. graduates, earning their Administrative Assistant or Executive Assistant Associate of Science (A.S.) degrees and 47 graduates earned their Certificates of Achievement.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

BOT can capture the most accurate information from the OPT program. From 2018-2020 the following OPT program graduates achieved the job placements shown. These students were tracked for the Employment Training Panel contract.

Job Title	Wage Range	Est. # of Trainees
Administrative Assistant	15.20-17.00	4
Billing Clerk	15.20-16.00	1
Billing Coordinator	18.00-21.00	1
Claims Processor	15.20-16.50	1
Insurance Associate	20.00-22.00	1

Insurance Representative	15.20-20.00	2
Jr. Accounting Associate	15.20-16.00	1
Loan Assistant	15.20-16.00	1
Patient Service	15.20-19.00	1
Receptionist	15.20-17.00	2
Records Technician	15.20-16.00	1

In addition, the following statistics show OPT graduates and placements for 2014-2020.

Semester	OPT Program Graduates	OPT Graduates Placed
2014FA	21	18 (86%)
2015SP	23	17 (74%)
2015FA	22	16 (73%)
2016SP	31	27 (87%)
2016FA	26	22 (85%)
2017SP	23	21 (91%)
2017FA	23	20 (87%)
2018SP	21	17 (81%)
2018FA	24	20 (83%)
2019SP	21	14 (67%)
2019FA	19	14 (74%)
2020SP	19	14 (74%)
2020FA	28	

To get a sense of the impact OPT has on student's lives one would only need to attend a mentor-night or Graduation to see how Grossmont has changed their lives. The following are typical excerpts of a student testimonials.

Recently I found myself unemployed in a career I did not enjoy. I was lost and did not know where to go. I've always known that to get anywhere in life, education is a must. I never thought college was for me. I struggled through high school, dropping out when I was only 16. I finally decided to go back to school. A friend of mine told me about the Office Professional Training (OPT) program. When I went to sign up, I had not a clue what I was getting myself into. With the support of God, my family, friends new and old, and the incredible staff of OPT I graduated from the program. I have been humbled with all the staff does for us. They really care for each and every one of our futures. I now work for State Farm, where I have already received my Property and Casualty Broker/Agent's license. My experiences now that I am a working professional have far exceeded my expectations. I love my new job and my co-workers. Thanks to OPT and its FREE job training, I finally feel that I have options. I am able to educate our clients on the kind of coverage they should carry. I feel confident in who I am and know that I can accomplish anything I set out to do. I know I still have a lot of life ahead of me, but I can truly say with the help of OPT, my life will be better.

—Jennifer Doolittle,
 Customer Service Representative State Farm Insurance

Prior to enrolling in the OPT program, I had worked quite a few miscellaneous jobs, ranging from gathering carts for Home Depot to construction to fast food. I had grown up in a poor part of town and was subject to criminal activity and various elements for drug use, on a daily basis. It was not always easy to stay on a path toward success. Around this time, I was referred to the OPT program through two of my relatives. Both of them spoke highly of the program and were

currently in high paying positions, put in place by OPT's career placement program. Upon enrollment, I was immediately impressed by OPT's welcoming nature and willingness to work with people, all for little to no cost. Throughout the program I was given the opportunity to learn various office skills and specifics about the insurance industry. Shortly after graduating, I was set up with an internship. My insurance knowledge and office skills were almost immediately recognized, and I was offered a permanent position. Today I am a licensed broker in 18 different states and currently have my own book of business. What more could you ask for? Is has been close to ten years since I graduated from the OPT program, and I have to say that it was the best decision I ever made. If OPT had not been willing to work with me, I doubt that I would have been able to achieve anywhere near the success that this program has provided.

—Kyle Bridgewater,
 Account Executive Blue Horizon Insurance
La Mesa, CA

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1   Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Our students have greatly benefited from all the student support services at Grossmont. The Financial Aid has presented workshops and assisted student with their applications. Counseling has met with our students to advise them, Renee Tuller would often bring students physically to our lab to show them where and how to get an orientation. Counseling often included the lab on student ambassador guided tours for incoming students. The Health Center has assisted our students with health issues. Our fantastic Library has stocked our limited loan texts for students to borrow on a frequent basis. This was especially helpful for students working in our labs who could borrow a text for three hours at a time.

6.2   What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Special recognition goes to our Tutoring Center. Working with Keith Turner, we were able to enable the tutors to come into our Flex lab and use a designated area to tutor our students. This allowed many students to reach higher levels of understanding and consequently we saw an increase in success rates. Naturally, we began to promote this in person and in our Canvas containers.

Also deserving high praise is Admissions &Records, The Career Center, EOPS, and the ARC

For years Lisa Lundgren, Wayne Branker, and Aaron Stark have gone above and beyond in assisting our students. Whether it was dealing with students needing to be enrolled in tied courses (never doing that again), or handling green cards, blue cards, late withdrawals, and changes of grades, the A&R staff was always welcoming and helpful. Lisa Lundgren has assisted the OPT program with a batch registration process which allowed students to be enrolled as a cohort group into the required courses.

Students have been referred to EOPS to get day-care/financial assistance. Without them, those students would be unable to continue.

Finally, William Bown our ATC specialist, has been a lifesaver for our disabled students. He and his staff helped students that we could not help because of impairments. Always pleasant and willing to assist us in any way, he makes difficult situations manageable.

6.3   Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Our IT department provides us the foundation of our program's delivery. Jacob Angelo is a miracle! He has assisted us with technical problems and has been instrumental in our roll-out of Office 365. Andy Timm, John Stephens, James Cho, and Sang Bai have been our A-team, keeping our labs and office computers updated and running successfully. Finally, Raul Rios and Nathan Schaufler have been wonderful with our students having technical issues with school accounts. Jerry Williamson assisted BOT Outlook instructors by providing email accounts for class use when student email accounts were not compatible with course content.

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Instructional Operations has help our department with scheduling on-campus events and accommodating our various class schedules. BOT and OPT have used Printing services to produce syllabi, assignments, and event documents. Our Maintenance department has helped OPT with setting up campus events, moving supplies, and issues in our labs.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE: INFORMATIONAL ONLY – PLEASE ADDRESS THE CONTENT IN THIS TABLE

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	**Marketing** Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	**Campus Volunteerism** Involvement in college and other department's activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	**Interdisciplinary Collaboration** Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	**Professional Development** Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

Table two on the next page shows how you should organize your activity data. Complete this table with your commentary.

If you need assistance in creating a table, please contact the Program Review Chair. If you are using word, simply select 'insert' from the main menu, then table, and then select the number of columns and rows you want for your table.

TABLE TWO: SUGGESTED TABLE FORMAT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Linda Snider Laurel Klotz Candy McLaughlin Janice Fischer Donna Dixon Barb Gillespie Sosha Thomas Mark Pressnall	Distribute OPT and BOT flyers to neighboring libraries promoting our department and programs.	2014-present	Marketing Helps our enrollment as students and families of students see these flyers and call the number provided to get information and most often new students come to campus.

LINDA SNIDER Mark Pressnall Barb Gillespie	BLACKBOARD COLLABORATION	8/7/2014	INSTRUCTIONAL IMPROVEMENT
Linda Snider Mark Pressnall Lynn Keane Barb Gillespie Donna Dixon Sosha Thomas Candy McLaughlin	Week Of WOW	2014-Present	Manned Table on the quad to meet students to explain and recruit for the BOT and OPT programs
Lynn Keane	Activities	2018-2020	Presenting at WBEA and CBEA, Presenting at Flex Week, Serving on the CBEA Board as San Diego Section Rep and Secretary, and Serving on the Grossmont Faculty Professional Development committee. We also had an article included in a volume.

Keane, L. B., Thomas, S., & Turner, K. (2020). Technology lightning round: Awesome digital tools for teaching and learning. Presentation at the Western Business Education Association Conference, Torrance, CA, February 14-17, 2020. Keane, L. B., Thomas, S., & Turner, K. (2020). Technology lightning round: Awesome digital tools for teaching and learning. Grossmont College Flex Week, January 24, 2020. Keane, L. B. (2019). Communicating and collaborating with Google apps. Computer workshop at the Western Business Education Association Conference, Tucson, AZ, February 15-18, 2019. Keane, L. B. (2019). Communicating with Google apps. Grossmont College Flex Week, January 25, 2019. Keane, L. B. (2018). Communicating and collaborating with Google apps. Grossmont College Flex Week, August 17, 2018. Unis, R., Glenn-Hall, T., Keane, L., Calo, J., & Jendian, M. (2018). Welcome to Grossmont College: A practical guide for new(ish) adjunct faculty. Grossmont College Flex Week, August 13, 2018. Keane, L. B. (2018). Online student engagement tools and strategies in Canvas. Presentation at the Western Business Education Association Conference, Boise, ID, February 16-18, 2018. Unis, R., Glenn-Hall, T., Keane, L., Calo, J., & Jendian, M. (2018). Welcome to Grossmont College: A practical guide for new(ish) adjunct faculty. Grossmont College Flex Week, January 22, 2018.

2020-current   Secretary, California Business Education Association 2015-current   Member, Grossmont College Faculty Professional Development Committee 2017-2019   Section Representative, San Diego/Imperial Counties, California Business Education |

			Association
			Brookshire, R. G., Keane, L. B., & Lybarger, K. (2019). Virtual workplace learning: Promises met? In S. E. Brock & P. J. McAliney (Eds.). Discourses on business education at the college level: On the boundaries of content and praxis. New York: Touro University Press, pp. 162-178.
Tom Smerk	BOT Department Meeting	1/21/2015	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success..
Mark Pressnall	Flex Lab Meeting Prep	2015-2020	Preparation for FLex Staff Meeting
	Department Meeting / Preparation	2018-Present	BOT Department Staff Meeting Preparation Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
LINDA SNIDER Mark Pressnall Barb Gillespie	Convocation	2014-Present	College Information updates
LINDA SNIDER Mark Pressnall Barb Gillespie Sosha Thomas Lynn Keane Marian Doherty Jolene Lee	BOT Division Department Meeting	2014-Present	Division Information and Updates
Mark Pressnall	Office Professional Retreat	2014-Present	Discuss training, scheduling, and processes for student success
Donna Dixon	CTE/Workforce Dev. Division Mtg.	2015-Present	Interdepartmental communication & cooperation
Donna Dixon	BOT Dept. Mtg.	2015-Present	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
Mark Pressnall	Adult Education Consortium Committee	2015-2016	Planned pathways for Adult Ed students to come to Grossmont College, Attended and Presented at workshop and Student Outreach panels at Adult Ed sites.
Donna Dixon	BOT Flex Lab Mtg.	2015-Present	Instructional training & collaboration
Jolene Lee	Division Meetings	2015 -Present	Department faculty collaboration and training
Jolene Lee	Department Meeting	2015 - Present	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
Jolene Lee	BOT Flex Lab Meetings	2015 - Present	Department faculty collaboration and training
Diane Pfeiler	Department Meeting	2015 - Present	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
Lanette McFadden	How To Memorize Anything and Teach	2015	Memorization techniques to help students.

	Your Students To Do It.		
Lanette McFadden	Accessibility and Student Success For Deaf and Hard of Hearing Students Within the Classroom Setting.	2015	Assisting disabled students.
Lanette Mcfadden Mark Pressnall Barb Gillespie	Race: what Are you?	2015	Assisting with racial diversity.
Lanette McFadden	Twitter For Beginners	2015	Communication tools for Student Success
Lanette McFadden	Division Meeting	2015 -Present	Keeping abreast of the on-going activities and future plans and goals ultimately leading to improvements in instruction and student success
Lanette McFadden	Department Meeting	2015 -Present	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
Monalisa Patnaik	Division Meeting	2015 - Present	Keeping abreast of the on-going activities and future plans and goals ultimately leading to improvements in instruction and student success.
Monalisa Patnaik	BOT Department Meeting	2015 -Present	Improvement of Instruction/Student Success Changes in Policies and Procedures
Monalisa Patnaik	Flex Lab Meeting	2015 - Present	Training
Julie Hollyfield	CCA Credential CEUs	1/20/2015	Completed certificates for 7 Continuing Education Units for the maintenance of my credential in coding. This education keeps me current with new information in the industry and directly relates to improving my course and course curriculum in Medical Coding BOT 167
Julie Hollyfield	Convocation and Key Note Address	1/20/2015	Shifting Pedagogy from Behavioral Psychology Toward Neuroscience, Dr. Justin Cunningham We learned about the biochemical changes in neurology of the brain and how it affects learning and how to use this information in the classroom to benefit student success.
Julie Hollyfield	Department Meeting	1/20/2015	Meeting to discuss department news, procedural changes and to share information on improving instruction and student success.
Shirley Doyle	OPT Staff Retreat	1/23/2015	OPT Staff Retreat Introduction to OPT Students from Roster; Calendaring, Program Changes, Student Success strategies, Valuable way to start each semester so full faculty and staff can be "on the same page."
Marian Doherty	Department Meeting	2014- 2018	Department in-service training to inform & update staff on issues, policies and procedures.
Marian Doherty	Flex Lab Meeting	2014- 2018	FlexLab in-service training to inform & update staff on issues, policies, and procedures.
Marian Doherty	FlexLab Training	2014- 2018	FlexLab in-service training on new software for Flex Lab courses.
Marian Doherty	Webinar: Multiple Paths to Success	1/28/2015	Webinar discussing Universal Design for Learning and Accessibility Training
Marian Doherty	Webinar: Integrating Social Media	1/28/2015	Webinar discussing management of social media in the classroom.

	Management in the Classroom		
Marian Doherty	Webinar: Keeping Students Engaged in an Online Course	1/28/2015	Webinar discussing various techniques for keeping students engaged in an online course.
Marian Doherty	2015 East County TechFest	2/7/2015	GUHSD conference: Keynote speaker on "Inside a Student's Mind: Why Google Docs Isn't Enough." Breakout sessions on innovative uses of technology in classrooms across East County.
Diane Finch-Payne	Earth Sciences Field Trip - Day 1	1/22/2015	Day 1 of this Earth Sciences Field Trip provided enjoyable interaction with faculty and staff from a variety of departments combined with a huge amount of information regarding the hexavalent chromium contamination in the vicinity of Hinkley, CA. The contamination information can be applied to Medical Terminology when discussing cancer and its causes.
Diane Finch-Payne	Earth Sciences Field Trip - Day 2	1/23/2015	Day 2 of this Earth Sciences Field Trip, again, provided enjoyable interaction with faculty and staff from a variety of departments combined with a huge amount of information. Day 2 focused on the mining and uses of borax. I was particularly struck by the emphasis placed on safety at the mine. For example, there are charts in every bathroom showing urine color, warning people to be careful not to become dehydrated. This information can be applied to Medical Terminology when discussing the urinary system.
Sandra Sikes	BOT Department Meeting	8/11/2015	Improvement of Instruction and Student Success as well as department activities and concerns
Lanette McFadden	Getting to know our Arab speaking students	8/13/2015	I have a high percentage of Middle Eastern students.
Lanette McFadden	First Aid/CPR	8/14/2015	Always good to know
Andre Andersen	Department Meeting	8/11/2015	Department meeting. discussing new events and policies.
Sosha Thomas	Classified Convocation	7/30/2015	Provided Microsoft Outlook trips and tricks class at the Classified Convocation
Sosha Thomas	@One	8/6/2015	Introduction to Online Teaching and Learning
Sosha Thomas Mark Pressnall Barb Gillespie	Paradigm SNAP	8/12/2015	New Product training for business technology classes Paradigm Publishing representative, Paul Friday, presented training on Snap software for Office 2013
Donna Dixon	BOT OPT Retreat	8/14/2015	Student Success Training/Collaboration/Communication among OPT staff for success of students in Office Professional Training program for fall semester
Donna Dixon Mark Pressnall	@one Introduction to Online Teaching & Learning	7/31/2015	Improvement of Instruction Completed four-week online course, Introduction to Online Teaching & Learning, through @one, during month of July, 2015. Received certificate of completion to satisfy Grossmont online teaching certification requirement.
Donna Dixon Barb Gillespie Mark Pressnall	Online Summit	6/16/2015	Improvement of Instruction Topic: Grossmont College Online Education Initiative Presenters:

			Pat James, OEI Exec. Director Anna Stirling, OEI Educational Project Coordinator NetTutor Online Tutoring Will Pines, GC Assistive Tech. Alternative Media Specialist Matt Calfin, Best Practices for Online Learning
Mark Pressnall	Adult Education Panel Presentation	8/15/2016	Presentation of opportunities/offerings for students through the Adult Ed/ College Consortium
Mark Pressnall	Keynote-Cultural Competency	8/15/2016	Student Success: Awareness and Methods of Cultural Awareness to increase Retention and Student Success
Linda Snider	OPT presentation: Civility in the Workplace	3/17/2019	Professionalism
Linda Snider	Canvas trainings	5/15/2018	Training, curriculum development
Linda Snider	NBEA	4/12/2017	Online teaching, instructional improvement
Linda Snider	TRAVEL TIPS & TRICKS USING TECHNOLOGY	5/17/2019	Personal development; technical skills
Linda Snider	Planning for retirement flex week workshop	8/15/2019	Personal development
LINDA SNIDER	PRT/IEPI Compton College	10/15/2018	student success, enrollment strategies, improving instruction, distance education
LINDA SNIDER	EMPLOYEE COMMUNICATION STRATGIES	10/29/2018	training, learning skills for better communication
LINDA SNIDER	Harassment Prevention Training	9/12/2018	training
Shatha Hanna	Introduction to Teaching with Canvas	6/24/2019	Online Training: Set up Canvas class and consider Accessibility and Universal Design for Learning
Shatha Hanna	Adobe Acrobat Pro	6/10/2019	Training: Learning and exploring the fundamental concepts and features to master Adobe Acrobat Program
Shatha Hanna	Getting to Know Your Cirrus Activity Types	10/9/2019	Webinar: Exploring and learning about Cirrus activity types to better enhance students' success
Shatha Hanna Donna Dixon Sosha Thomas Barb Gillespie Jolene Lee Mauricio Cordeiro	Cirrus Training for Flex Lab Instructors	2019	Training: For better performance to function Cirrus program
Shatha Hanna	Tips and Tricks for New Canvas Gradebook	8/13/2019	Training: Improvement of Instructions for better results
Mauricio Cordeiro	Canvas Certification Training	9/28/2017	Certification to teach using Canvas
Mauricio Cordeiro	Complete the Course Circle: ConferZoom + Canvas + Office Hours	10/11/2019	CCC Confer training how to setup and use appointment booking for online office hours
Mauricio Cordeiro	FlexLab Meeting.	8/15/2019	This meeting is to go over our new FlexLab policies and

	Room 70-131.		software for the fall semester
Mauricio Cordeiro	FlexLab Training. Room 70-131.	8/15/2019	This meeting is to continue to learn about any new software and how to work with our students. We should also have time to work on our Canvas containers as well.
Jolene Lee	Curriculum Design and Technology App	6/6/2017	Grad course for improvement of instructions
Jolene Lee	Design Accessible Learning	3/18/2019	Grad course for improvement of instruction and student success
Jolene Lee	21st Century Employability Skills Instructor	4/11/2019	Student Sucess workforce
Jolene Lee	CanInnovate	10/25/2019	Improvement for redesigning courses
Jolene Lee	Webinar-Inegrating Compassion into online teaching	10/25/2019	Learning how to improve online teaching skills
Jolene Lee	Business Information Worker Webinar Dual Enrollment	11/15/2019	Training how to improve BIW Stage Certificate Program dual enrollment
Jolene Lee	Canvas - Anti-Plagiarism Software	5/3/2019	LMS Canvas training how to use Anti plagiarism app
LINDA SNIDER	SENSORY INCLUSION TRAINING	1/11/2020	Sensitivity training related to those who need special accommodations due to PTSD, autism, TBI, etc. Very worthwhile learning techniques and the appropriate way to handle any situations that might arise.
LINDA SNIDER	AFT RETIREE CHAPTER MEETING	1/22/2020	Speaker presented on mindfulness, list making, goal setting, personal organization, etc., Personal development to avoid stress in daily lives.
LINDA SNIDER	AFT LUNCH MEETING	1/23/2020	Collaboration with other like-minded professors/instructors.
LINDA SNIDER	AFT WORKSHOP: HOW TO PREPARE FOR RETIREMENT & WHAT TO EXPECT AFTERWARDS	1/23/2020	I served as the workshop facilitator & presented the aspects of GCCCD ERI program. As an "ambassador" of ERI, I am educating others on the Q & A of participating.
Jolene Lee	San Diego ONLINE Learning Pathway Summit	10/18/2019	Learning and teaching new tools to improve current online courses
Jolene Lee	Cirrus Office 365 Training	5/6/2019	Training to replace old teaching tool - SNAP
Jolene Lee	Pearson - MyITLab Training	10/31/2017	Training to prepare for new version of Office application software
Jolene Lee	Cengage Training	11/10/2017	Training to prepare for new Office application
Jolene Lee	Certiport Certification - MS Office Specialist	6/18/2017	Completed - Microsoft Office Specialist Certification
Jolene Lee	Digital Badges	12/13/2017	Learn how to use it for online classes in the future
Jolene Lee	FERPA for Higher Education	1/29/2020	Training
Jolene Lee	Dual Enrollment	1/29/2020	training
Jolene Lee	Strong Workforce for CEOs	1/29/2020	training
Jolene Lee	Intro to Guided	1/29/2020	training

	Pathway		
Jolene Lee	Workshops, Webinars, Training	2017-2020 -	Attended Webinars and Training in 2020: Google 360 Suite Overview 5 Benefits of Remote Proctoring TOSA (Microsoft) Certifications for Digital Skills Align Students' Digital Skills to Careers What's the Difference: Digital Literacy vs. Proficiency 5 Tips for Improving Your Online Course Design 4 Tips on Designing Your Online Courses for Digital Natives Tips on Providing a Support System for Your Students Online Instructor-Student Interaction Using Activities in Cirrus Cirrus – Webinars for educators How I Teach MS Office 2019 & 365 Webinar MyLabIT Training MS Office 2019 & 365 Training Cirrus Training California Adult Education Training: Microsoft Office Series – Workshops Google 1, 2, 3 Series – Workshops Webinars and Training in 2019: 21st Century Skills Digital Learner (3 days training) – Educator Digital Badge Webinars and Training in 2018: Adobe Education Train the Trainer Digital Badge (Credential ID CREDLY 14208575) Using the Adobe Creative Cloud suite Webinars and Training in 2017 Microsoft Office Specialist Certification Digital Badge (Credential ID 147221058) Graduate classes related to school from 2017 to present: Curriculum Design Technology Webpage Authoring and Design for Educators Graphic Design for Educators Designing Accessible Learning Communities Assessment using Technology Digital Video for Educators
Linda Snider	ASU Leadership Institute	2020	To impart knowledge gained to students through related curriculum in BOT 110.
Linda Snlder	OPT promotion: press releases, online and physical flyer distribution.	2014-present	The purpose is to educate local communities of this opportunity and attract prospective students to OPT and BOT Department.
Linda Snider	OPT presentation: "Civility in the Workplace"	2017-2020	Yes, improves instruction by engaging students face-to-face. Yes, supports student success as a homeroom professional development activity.
Linda Snider	Division meeting	2016-present	Yes, ideas gleaned integrated into classroom teaching. Yes, student success supported by resources provided

			to share with students.
Linda Snider	Canvas training	2015-present	Instructional improvement using accessibility, tutorials, videos, discussions, assignment creation, assessment design, and other effective contact strategies. Student success supported through learning tools and techniques.
Linda Snider	Harassment Prevention	2018	Yes, improves instruction by understanding these concepts. Yes, supports student success via curriculum themes in BOT 110.
Linda Snider	Customer Service Fundamentals	2018-present	Improves instruction by having comprehensive knowledge of professionalism and sharing these topics with learners in BOT 110 related to corresponding objectives.
Linda Snider	El Cajon Collaborative Alliance OPT presentation	2016	Supported student success by marketing OPT to over 75 agencies; co-presented with Laurel Klotz, OPT Counselor.
Linda Snider	BOT Department meetings	2016-2018	Sharing links with faculty enables them to provide resources for students to be successful in their classes.
Linda Snider	BOT Flex Lab trainings	2016-2018	Instruction improved by strategies brainstormed by colleagues and techniques presented by coordinators. Supports student success by implementing effective changes.
Linda SnIder	California Business Education Association (CBEA) annual conferences	2014-2018	Instructional improvement gained through hands on workshops and related breakout sessions. By staying relevant with emerging technology, it keeps our students abreast of industry standards.
Linda Snider	Western Business Education Association (WBEA) annual conference	2014-2018	Instructional improvement achieved through collaboration with like-minded business educators, curriculum development, and panel discussions.
Linda Snider	National Business Education Association (NBEA) annual convention	2014-2018	Instructional improvement with informative breakout sessions related to technology, business education teaching strategies, tutorials & online learning definitely lending itself to student success.
Linda Snider	Becoming a Visionary and Innovative Leader	2020	Being able to share leadership concepts with students in BOT 110, one of the chapters in their textbook. Yes, stimulates student success with their learning.
Linda Snider	Customer Service Skills webinar	2020	Instructional improvement by gaining knowledge to integrate into classroom themes in BOT 110.
Linda Snider	Leadership and Innovation-webinar	2020	Gaining information to share with students, helping them be more successful in life and in online courses.
Linda Snider	Seven Secrets to Effective Public Speaking-webinar	2020	To polish my skills as an in-person guest speaker for the OPT program. For BOT 110, these concepts are part of the section on communication to present to my students.
Linda Snider	CBEA conference presentations: Leadership Models, Travel Tips & Tricks Using Technology, The Best Things in Life are Free	2014-2018	Polishing presentation skills for in-class, working collaboratively with other educators and researching background details for these sessions. Providing information with business educators in California to help enhance their teaching.
Linda Snider	WBEA conference	2014-2018	Collaboration with other business educators in

	presentations: Leadership Models, Travel Tips & Tricks Using Technology, The Best Things in Life are Free		preparing these presentations to share information, teaching techniques, resources and knowledge with those in the western region. These sessions offer the opportunity help improve teaching for grades 6-12, and post-secondary classes.
Linda Snider	Academic Rank Committee	2012-2015	By participating, able to encourage fellow faculty to engage themselves in various activities to apply for academic rank, both full-time, tenured track and adjuncts. Yes, promotes student success by having a well-rounded professor who has completed professional development activities.
Linda Snider	Scholarship Committee	2014-2018	Enhances student success by being able to offer financial assistance to help pay tuition, buy books, defray other college-related expenses. In BOT 110, writing the scholarship essay was part of the instructional process.
Linda Snider	BOT Facebook page administration	2014-present	Supports student success by informing them of upcoming events, promoting the OPT program, and encouraging them with their studies.
Linda Snider	PWI/SDIAP Golf Committee	2017-presesnt	By working alongside industry professionals, I have acquired efficient skills of running meetings, using technology, fund raising ideas, etc. This annual event helps to support our OPT program.
Linda Snider	McGraw-Hill publisher workshop - GDP software	2020	Yes, instructional improvement by gaining the tools to assist students with document processing, thus enhancing student success.
Linda Snider Mark	OPT activities: orientations, intake sessions, clothing boutiques, fund raisers, graduation ceremonies, etc.,	2014-2018	Getting to know students on a more personal level enhances effective instruction and helps them succeed with daily classwork.
Linda Snider Mark Pressnall Barb Gillespie	BOT HIRING COMMITTEES: Office Lab Tech & Tenure Track Faculty positions	2015 & 2018	By hiring the best people for these positions, students will receive outstanding instruction and be provided utmost support services by the department.
Barb Gillespie	CANVAS Training & Dept. Trainer	2014-2020	Instructional improvement using accessibility, tutorials, videos, discussions, assignment creation, assessment design, and other effective contact strategies. Student success supported through learning tools and techniques.
Mark Pressnall	Canvas training & faculty trainer to adjuncts	2015-2020	Instructional improvement using accessibility, tutorials, videos, discussions, assignment creation, assessment design, and other effective contact strategies. Student success supported through learning tools and techniques.
Barb Gillespie Mark Pressnall	HARASSMENT PREVENTION	2020	Yes, improves instruction by understanding these concepts. Yes, supports student success with application of knowledge learned.
Barb Gillespie	BOT Dept. meetings each semester	2014-2020	Improves instruction by collaboration with dept. colleagues, brainstorming effective teaching strategies. Student success evidenced by SLOs.
Barb Gillespie	NATIONAL	2017	Attending breakout sessions, hearing motivational

	BUSINES EDUCATOIN ASSOCIATION (NBEA) annual convention		speakers, professional collaboration with fellow business educators from around the globe provides instructional improvement related to online learning, curriculum areas, etc. Effective teaching results in successful students.
Barb Gillespie	BOT Flex Lab meetings/trainings - each semester August & January	2014-2020	Discussing effective techniques to assisting students in the open entry lab results in instructional improvement and thus student success as evidenced by the number of BOT certificates earned by our students.
Barb Gillespie Mark Pressnall	OPT activities: orientations, clothing boutique, fund raisers, bi-weekly staff meetings, weekly homeroom conferences, awards event, graduation ceremony	2014-2020	Knowing the student audience helps the instruction for special needs learners and those at-risk. Definitely supports student success by recognizing those excelling with their studies on a weekly basis and at graduation by presenting BOT certificates of proficiency earned.
Mark Pressnall	Dept. SLOs Facilitator SLO Meetings and Trainings (Trac DAT)	2014-2020	Yes, the results of the BOT Dept. SLOs is reflected by the efficient instruction provided by the excellent teaching of the faculty, both FT and adjuncts.
Laurel Klotz	"OPT Bucks" which allows students to earn "money" (similar to Monopoly money) that can be used to purchase career clothing at our Clothing Boutique for job interviews and for their future jobs. The "money" may also be used for auction baskets at Mentor Night and the Awards Ceremony.	6 + years	The OPT Bucks are earned by attending/completing classes. Teaches punctuality and responsibility. The career clothing is used for job interviews and at their future jobs
Laurel Klotz	Compiling a "treat Basket" in my office full of toiletries, school supplies, cosmetics and other items. I have solicited private donations from off campus sources for student use since the majority do not have money to purchase these items.	6+ years	Provides shampoo, toothbrushes, school supplies (pens, binders, etc.) and a variety of other essentials that help students succeed at school. The toiletries are necessary for personal grooming at school and on job interviews. A number of our OPT students don't have money for even these necessities.
Laurel Klotz	Developing new and	6+ years	Our OPT students are usually very low income. Sometimes they don't have money for gas to get to

			school or job interview. They often also lack money for food, clothing and other necessities and would drop out of school to get a low paying job in order to have these items.
	on-going relationships with local individuals and groups who are willing to donate needed items such as gas and food cards, household supplies, clothing, etc.		

7.1   Referring to the above table, what activities contributed most to student success?

Canvas trainings and workshops contributed greatly due to the department's reliance on Canvas to deliver our Flex lab, ERT, and DE courses. These coupled with other technology trainings provide the tools to engage and retain our students. OPT activities also play a great role in building a cohort of learners. These activities provide a variety of supports, professional development activities, and a strong bond between students that is instrumental to their success.

7.2   Please provide an overall reflection on your department's activity displayed in your table.

Overall...we are constantly engaged in activities that benefit our students.

Marketing? We do it! Flyers, brochures, booths, adds in The Reader, Adult ED mailers, even appearances on Morning TV!

Conferences? We attended conferences like NBEA, WBEA, CBEA, and On-line Teaching, and Summer Institutes to learn teaching strategies and applications.

Events? Department Events like the BOT Mixer, Business Advisory Councils, Mentor Nights, Walk-a-Thons, Craft Fairs, Clothing Boutiques, and OPT Graduations!

Volunteerism? We are regulars at Career Center events, informational tables, and recently food distributions.

Interdisciplinary Collaboration? We have experimented with cross-listed courses with CSIS and Business, linked courses with English and ESL. We even have a cross department stackable certificate with World Languages. Students earn a certificate for each level they complete in World Languages with a BOT course.

Professional Development? We have a dedicated staff who participate and present at conferences and workshops. These include NBEA, WBEA, CBEA, and at Grossmont and other community colleges.

7.3   Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes__X__ No _X___

If no, please describe what faculty professional development needs are not being met.

Yes, and No. Yes, we have enough to ensure student success. No, Due to lack of staffing our current staff have extremely limited availability to attend or create professional development opportunities that are made available.

SECTION 8 – FISCAL & HUMAN RESOURCES

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	1597	1452	1415	1304	1223
Max Enroll	3880	4407	4307	4111	3181
% Fill	41.2	32.9	32.9	31.7	38.4
Earned WSCH	2508.1	2277.1	2865.4	2713.8	2462.3
Total FTEF	9.3	8.8	9.3	8.9	7.8
Earned WSCH/FTEF	270.0	260.1	306.6	305.1	315.5

	SP15	SP16	SP17	SP18	SP19
Earned Enroll	1479	1558	1200	1371	1273
Max Enroll	4554	4472	3154	3734	2594
% Fill	32.5	34.8	38.0	36.7	49.1
Earned WSCH	2349.5	2514.5	2514.2	2884.2	2705.7
Total FTEF	10.00	9.60	9.85	8.76	8.10
Earned WSCH/FTEF	234.9	261.8	255.3	329.4	334.0

	SU14	SU15	SU16	SU17	SU18
Earned Enroll	131	154	182	155	200
Max Enroll	330	570	1003	650	615
% Fill	39.7	27.0	18.1	23.8	32.5
Earned WSCH	77.2	170.6	115.6	208.1	526.4
Total FTEF	0.63	1.07	1.82	2.06	1.82
Earned WSCH/FTEF	123.2	159.4	63.5	100.9	288.6

8.1   Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

The following patterns/trends in enrollment can be seen in the data provided:

- Earned enrollment declined 23.5% in the fall and 14% in the spring for an overall average decline of 18.75%. Interestingly, summer enrollments are up 48%.
- Maximum Enrollment declined 18% in the fall and 35% in the spring for an overall average decline of 26.5%. Summer enrollments increased 46%
- Percentage fill for fall dropped from 41.2% to 38.4% and increased from 32.5 to 49.1 in the spring. Summer fill dropped from 39.7 to 32.5.

Capacity for our courses are now in flux. The data captured included enrollments in our Positive Attendance – Flex Lab sections which were set at 50 due to the number of computer stations in room 70-131. This forced the Department to tie low enrolled courses together in order to make. It became clear that the once popular work at your own pace model (OEOE) in an instructor staffed lab setting was no longer viable in the long run. In fact, with Cuyamaca shutting its lab, Grossmont's was the only Positive Attendance lab left in the county. The Department had to steadily reduce course offerings and hours of staffed operation but remained committed to this model as the overwhelming majority were Office Professional Training Program's students. Finally, with COVID – 19 a revelation was occurred.

COVID – 19 forced the Office Professional Training Program to be completely online. With two cohorts now successfully completing the program online, it has become clear that we will no longer need to operate the Positive Attendance Courses.

Going forward our courses will be offered in ERT, WEB, and when we return to campus, Face to Face. The Caps will be set by contract or by class max determined by the District.

The Office Professional Training program has seen a steady increase in enrollment since COVID19. This has forced us to have two sections of ERT classes to accommodate the increased demand for the program. This will allow more efficient Instructor to student ratio. This has particularly helped ESL students who are comfortable asking questions in a smaller class size. With larger classes, breaking them into groups (or break out rooms) requires we make the group size much larger so the instructor can make it to each group.
Classes that offer online work-based training has also seen an increase in demand. Our Google apps class is filled with 50 cap and has a waitlist every semester.

8.2   Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

The following patterns/trends in Earned WSCH, FTEF, and Earned WSCH/FTEF can be seen in the data provided:
- Earned WSCH bounced around from 2277.1 to 2865.4,
- FTEF trended overall lower from a high of 10 to a low of 7.8
- Earned WSCH/FTEF trended higher from a low of 234.9 to a high of 334 with a noticeable jump of approximately 50 the spring and fall 2016/2017 semesters.

These results may be related to losing full-time faculty, reducing low enrolled courses, and increases in DE (50 Max) courses. The department is currently in process with curriculum to

delete low enrolled courses. Upon the return to campus post-pandemic, we will no longer offer courses in OE/OE format. Instead, we will offer face-to-face, hybrid, and DE sections with a priority of high efficiency and/or maximizing course % fill. Our greatest challenge will be being able to staff courses. Currently we do not have the staff to add courses with full-time and adjuncts pushing maximum LED.

8.3.   For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

Unfortunately, College and Perkins funds have gradually been decreased while costs have increased. Funds from the College have recently not covered even one semester's budget. Salaries continue to rise with minimum wage increases, without corresponding budget increases. We use Perkins funds for the first semester and the department budget for the second semester. The increased reliance on diminishing Perkins funds is caused by our tutors being switched out of the Tutoring budget and into the BOT Department budget. Both BOT and Perkins funds are used to purchase course materials.

8. 4   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations) explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Funds received from the following sources are used to fund the BOT and OPT needs that are not covered by district and department budgets.

- Typing tests: BOT fees for administering typing tests and issuing certificates (suspended during COVID-19)
- ETP contract: OPT funds from 2 two-year contracts with California Employment Training Panel (2015-2017 and 2018-2020), plus current contract (2020-2022)
- IICF (Independent Insurance Charitable Foundation) grant: OPT one-time grant that could be offered again
- SDAIP/PWI (San Diego Assoc. Of Insurance Professionals and Professional Women in Insurance) donation: OPT on-going, annual donations
- OPT Alumni Association: OPT on-going, semi-annual support through in-kind donations
- OPT Fund-raising partnerships (Cal Coast Credit Union, Mtn. Mike's Pizza, See's Candy, Viejas Casino): frequency of support varies based on scheduling of events
- Miscellaneous, one-time grants including textbook grants (Foundation for Grossmont and Cuyamaca Community Colleges and ASGC), counselor grant (San Diego Women Give)
- Donations to Foundation (Adopt-an-OPT): payroll deductions and private donations.

These funds are used to help pay the costs of running OPT. OPT covers tuition, materials, and the cost of support staff. These funds are not on-going.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

	FA14	FA15	FA16	FA17	FA18
FT Faculty Count	4	4	4	4	3
PT Faculty Count	16	15	16	14	16
Full-Time FTEF	3.07	2.70	3.09	3.14	2.21
X-Pay FTEF	0.07	0.35	0.267	0.617	0.417
Part-Time FTEF	6.15	5.70	5.99	5.139	5.177
Total FTEF	9.29	8.76	9.35	8.90	7.80
FT Percent	**33.8%**	**34.9%**	**35.9%**	**42.2%**	**33.7%**
Permanent RT	0.985	1.171	1.052	1.121	0.996
Temporary RT	0	0	0	0	0

8.5   Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

The part-time faculty focus on developing, updating and re-creating (when necessary) the courses they teach. At this time 99% of our part-time staff are maxed out leaving no time for outreach or community involvement. We try not to ask them to volunteer too much as they are maxed out here at Grossmont and are freeway "fliers".
The full-time faculty are divided in their roles. One of the full-time staff, Donna Dixon, coordinates the Office Professional Training (OPT) program in BOT. OPT has experienced significant growth due to Covid19 forcing the Program to be offered 100% online. Because this has been successful OPT will continue to offer an online track. All three full time staff/Co-Coordinators, Donna Dixon, Sosha Thomas, and Mark Pressnall, are working collaboratively on Student Learning Objectives, Course Modification, Program development, Staffing, Scheduling, Course alignment with Cuyamaca, Chairs & Coordinators Committee, evaluation of BOT goal achievement, dealing with students on a regular basis, training and assisting part-time faculty. This leaves very limited time for outreach, especially high school outreach. We are left with little time for developing new courses, pathways/stackable certificates, and keeping up with technology to introduce new classes.

8.6   Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

As our program is increasing in enrollment, with a full-time to part-time ratio of 19%:85%, it is difficult for our full-time staff to focus on outreach and engagement which is very much needed for the population we serve. We need to continue growing our online classes and building new stackable courses. In addition, because of our increase in enrollment our adjunct staff are mostly maxed out in LED. We need to have a fair ration of full-time to part-time so full time can focus on developing, improving and growing our programs. Working on outreach and continuing in keeping our retention at 80%. Thus, BOT needs Full-Time Faculty and Adjunct Faculty.

8.7   If staffing levels are not adequate, give a justification of your request for increased Full Time

faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

With the unexpected loss of Full-Time faculty Professor Barb Gillespie, the BOT department has dropped in FT:PT ratio to 19:80, this is far below the expected 50:50. In addition, 2 of the 3 FT faculty are on tenure track and learning about the BOT department. This leaves a lot of responsibility on the 1 FT faculty to train the 2 tenure-track faculty as well as guide the adjuncts. Though both tenure track FT faculty are making contributions and bring progressive ideas, the lack of another FT faculty does not allow any time for research and development and community outreach to continue growing BOT. All three FT faculty see the potential to increase enrollment and retention, but the limited availability of time due to lack of a full staff load is making it hard to take advantage of this potential.

Covid19 has added to this problem of lack of FT faculty as we have seen a 20% increase in our OPT program enrollment requiring all of the FT to be overloaded and our adjunct at max capacity. In addition, the closure of the Flex Lab means we do not have the Flex Lab aides to assist students, this responsibility has now fallen on the staff which translates to less time to develop our BOT program which has the potential to grow.

8.8   In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
computer lab tech III	COLLEGE	1	1	1	1	1	1
Nance Tutor*/TA	For all of these positions we first Use VATEA funds and then when those are depleted we use Department funds.	.625	.625	.625	.625	.625	.625
Nance Tutor / TA		.25	.25	.25	.25	.25	.25
Nance Tutor / TA		.25	.25	.25	.25	.25	.25
Nance Tutor		.325	.325	.325	.325	.325	.325
Nance Tutor		.325	.325	.325	.325	.325	.325
Nance Tutor		.325	.325	.325	.325	.325	.325
Nance Tutor		.325	.325	.325	.325	.325	.325
Nance Tutor		.25	.25	.25	.25	.25	.25
Nance Tutor		.25	.25	.25	.25	.25	.25
Nance Tutor		.25	.25	.25	.25	.25	.25
Nance Tutor		.25	.25	.25	.25	.25	.25

8.8   Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

BOT Lab Specialist III: Answering and directing phone calls to the appropriate staff, answering calls for potential, current, and past students and provide information as necessary. Scheduling meetings and appointments and administering typing tests. Taking notes and minutes in meetings. Point of contact for a range of staff and other key people in the college. Ordering office supplies and textbooks, administering typing tests, oversee budget entries, keeper and distributor of LMS codes. Distributes and retrieves textbooks as needed to all students in the Office Professional Training Program. Writing and issuing emails to teams to keep communication open and on behalf of the department coordinators. Research numerous things from textbooks to supplies to assist the department. Create schedule for the Flex Lab aides and answer any of their questions. When the campus closed, the lab aides and OPT intake specialist (nance employees) were no longer needed and the BOT Lab Specialist took on duties of the intake specialist as there were no more typing tests or open labs, visitors, etc.
When we return to campus, we will need to increase our staffing as operations dictate. At the very least we will need to hire administrative assistance for the OPT program.

OPT Intake Specialist: Responsible for advertising, outreach, intake of new OPT students, keeping records, tracking attendance for EPT. Organize and assist in the success of multiple OPT fundraising events as well as OPT student events.
For this position to be successful it needs to be a fulltime classified.

Teaching Assistants: Responsible for helping the Instructor in class with students who need extra help or have technical issues. Will assist with the PowerPoint presentation, attendance and answering questions when the instructor is occupied with another student.
There will be a continued need for this position especially in OPT classes that require an assistant along with the instructor for ETP funding when available.

Tutors: Though employed through the tutoring center, we pay for our tutors for BOT.
These tutors are a great help to our students, and we will continue to use them. While in Covid we used them for online tutoring from 5PM to 8PM Monday – Friday.
We will continue to have tutors online and when we return in some form face to face if allowed.

Lab Aides: These aides played an important role in the flexlab. They are a diverse group and were able to assist a diverse student population such as ours in the BOT. We have encouraged them to become tutors and their future will depend upon how the return to campus affects the flexlab.

OPT Counselor: Helps build coping mechanisms for stressful situations they encounter while enrolled in the intensive OPT program. Offers students guidance and resources for avoiding burnout and other risks. Provide personalized plans for students designed to help them meet their academic and emotional goals while in the OPT Program.

OPT Career Placement Specialist: Reviews the OPT students resumes, assists them in getting ready for interviews. Connects with the industries that are hiring in the majors we offer in OPT. Responsible for emailing, cold calling, conducting internet research and networking to find placements for the OPT graduating staff. Current has a 70 to 80% placement rate.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1   Summarize program strengths in terms of:
- Outreach
- Engagement
- Retention

OUTREACH

The Business Office Department has found its most productive Outreach to be via the Office Professional Training Program's recruiting. Advertisements placed in the Reader publication, flyers distributed throughout the community and on-campus, presentations at the Adult Re-entry events and to exiting ESL students. Perhaps one of the most effective methods of outreach has been done by the Business Office Technology's Tech, Candy McLaughlin. Candy explains the Business Office Technology and Office Professional Training programs to people who come to take a Typing Test for employment. Linda Snider has also been a tremendous at connecting with making connections to over 80 sites in the community. She along with Laurel Klotz distribute flyers to various social agencies throughout San Diego County. We will continue Business Advisory Committee meetings and work with Adult Education Consortium.

ENGAGEMENT

Business Office Technology / Office Professional Training offers a variety of ways for students to be engaged, including additional Zoom Meeting outside of course containers. These include guest speakers, workshops, soft skills trainings. We participate in W.O.W. and Career Center events like Adult Re-entry. We also have BOT mixers for students to engage with employers. OPT has Mentor Night, Clothing Boutique, Mock Interviews, and weekly workshops/guest speakers.

RETENTION
BOT features a variety of Certificates of Proficiency which assists in Retention. This is due to non-BOT majors being motivated to add a COP to their resume. These students can earn a certificate in as little as seven units, such certificates will assist them in employment in any field they are pursuing. Students who earn one certificate often realize that by adding a few one-unit courses they are eligible for additional certificates.

9.2   Summarize program weaknesses in terms of:
- Outreach: Our Outreach activities have been limited by overloaded staff.
- Engagement: While we are heavily engaged with our current students, especially OPT students, we need to develop practices to continue the student connectivity we had in the Flex Lab setting. Ideas like staffing an online open lab might address that need.
- Retention: Develop scheduling strategies to improve the retention rates for second eight-week courses.

9.3   Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

- Our foremost concern is we are understaffed with 19% Full-Time.
- We expect to lose all current Full-time Faculty within the next review cycle.
- We expect increased enrollment demand and subsequently the need for more faculty.
- Additional short-term, stackable programs such as Payroll, Human Resources, and Adobe specialist.
- External changes such as COVID-19 have resulted in greater online demand and phasing out OE/OE.
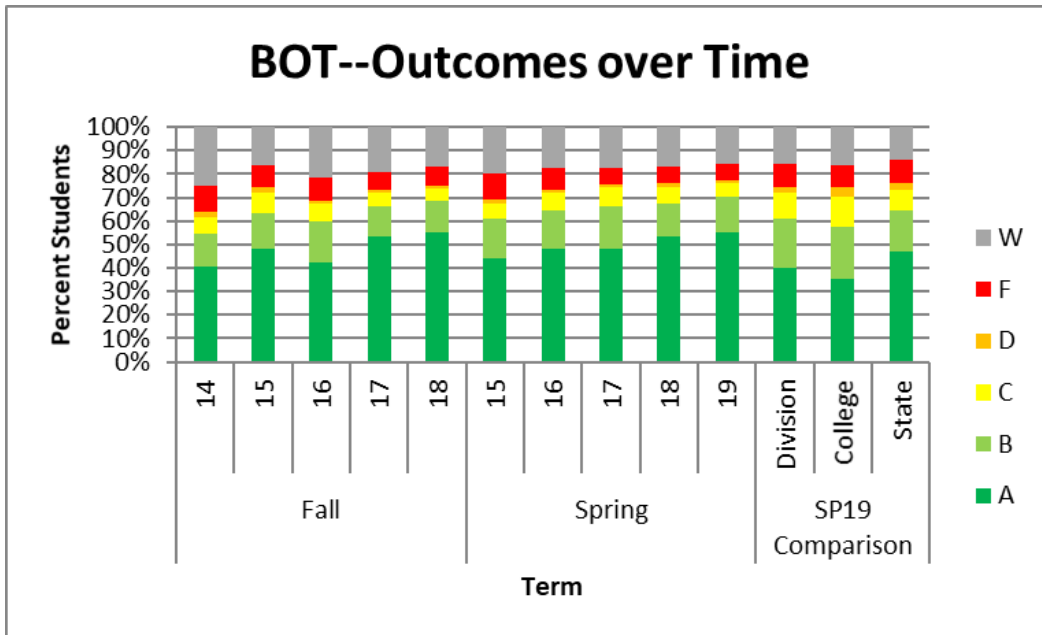- Adjust for anticipated reductions in Perkins/VATEA funding

9.4   Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.
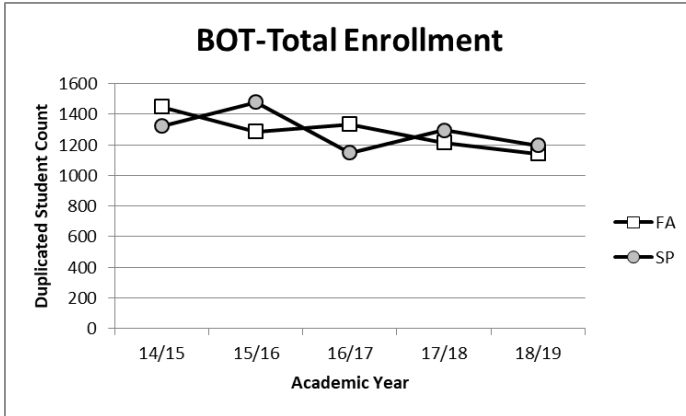
RECOMMENDATIONS:

1. To hire a full-time instructor to meet the Strategic Plan goals of outreach, engagement, and retention
2. To hire, train and develop adjunct faculty to meet the Strategic Plan goals of outreach, engagement, and retention.
3. Develop more online courses and certificates of proficiency to build retention. Build more short-term, stackable certificates of proficiency for career pathways based on industry needs. Create classes that teach students to meet future technology demands of employers.
4. Use the Flex Lab (70-131) classroom space to provide socially-distanced learning environments for students who are challenged with online learning. Uses could include scheduled, face-to-face classes, as well as open-lab time.
5. SLOs: to utilize Canvas to report our SLO data.
6. Resume and expand community outreach and establish relationships with Adult Education, High Schools, career/job fairs promoting, recruiting new students and virtual contacts.
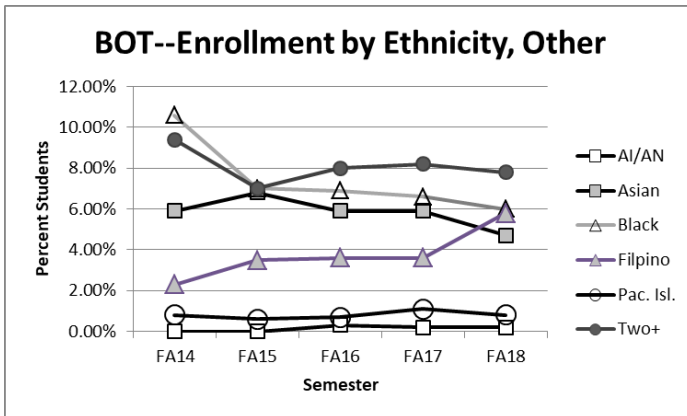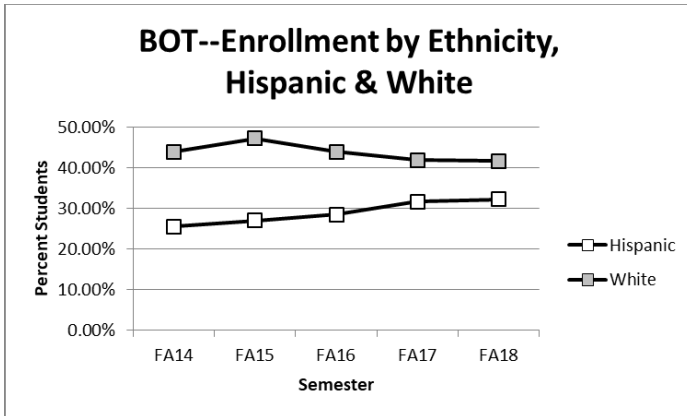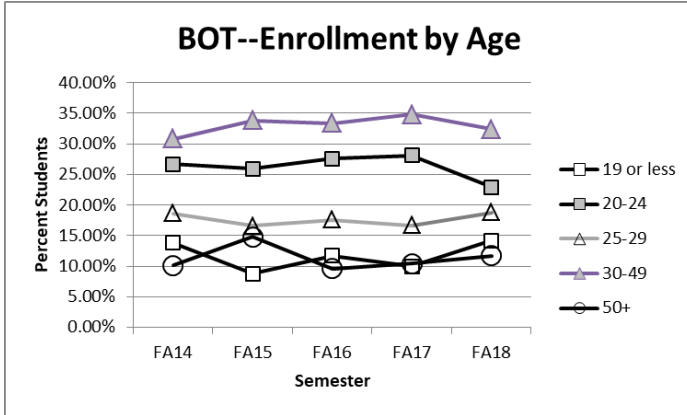7. To develop curriculum to address systemic racism and unconscious bias.
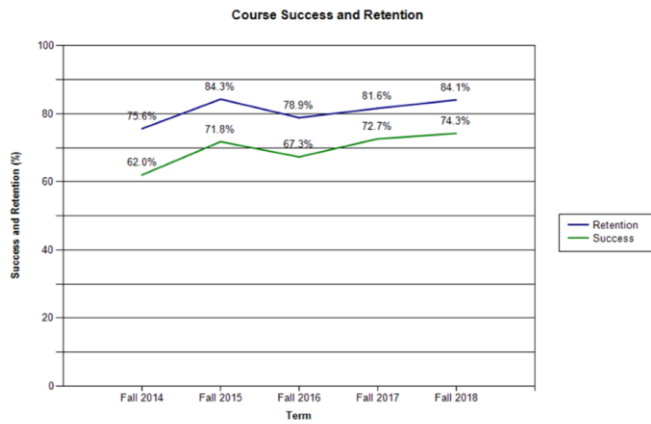
APPENDIX

1. Grade Distribution Summary

2. Enrollment Data
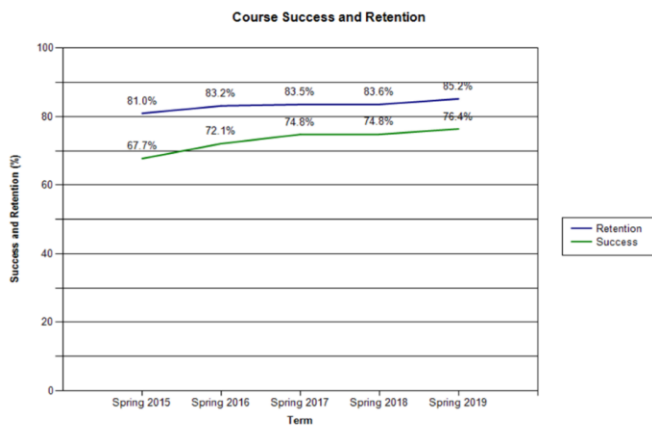

BOT-Total Enrollment

BOT-Enrollment by Gender

BOT--Enrollment by Age

BOT--Enrollment by Ethnicity, Hispanic & White

BOT--Enrollment by Ethnicity, Other

41
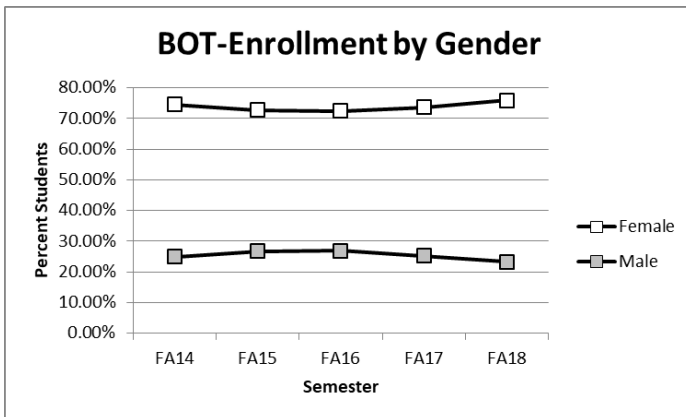
3. Student Success Data

All Students: Fall

Course Success and Retention

All Students: Spring

Course Success and Retention

All Students: Summer

Course Success and Retention
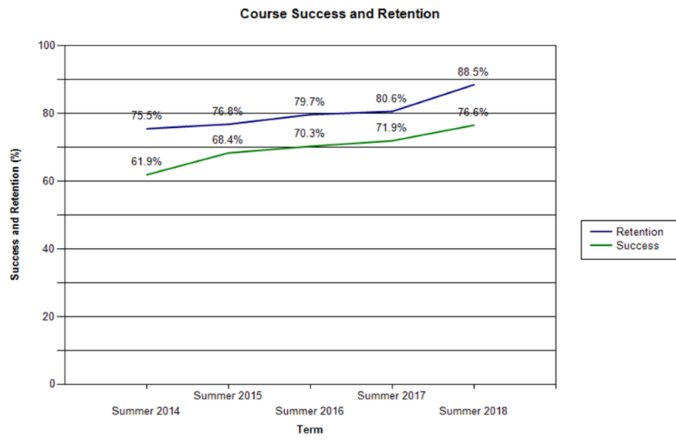
Student Success & Retention, Disaggregated

BOT-Outcome by Age Category, Fall

BOT-Outcome by Age Category, Spring

BOT--Outcome by Ethnicity, Fall

44
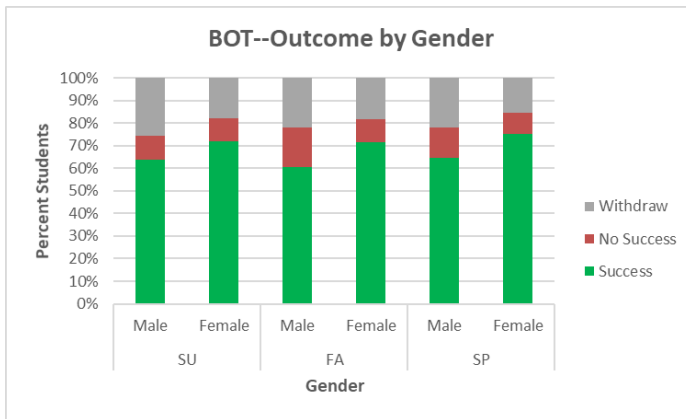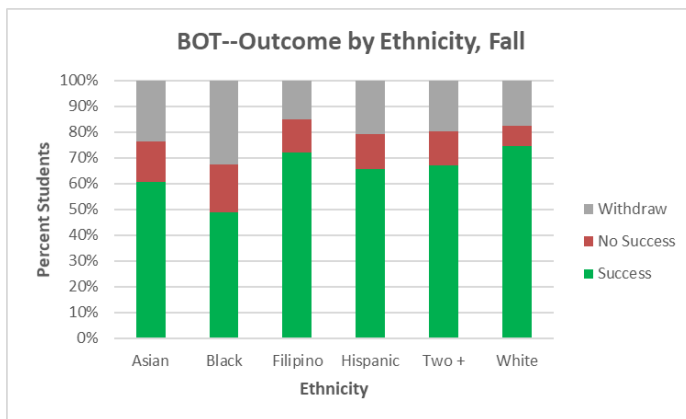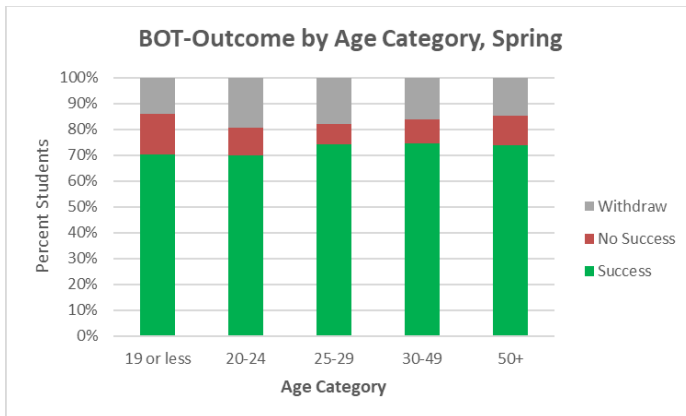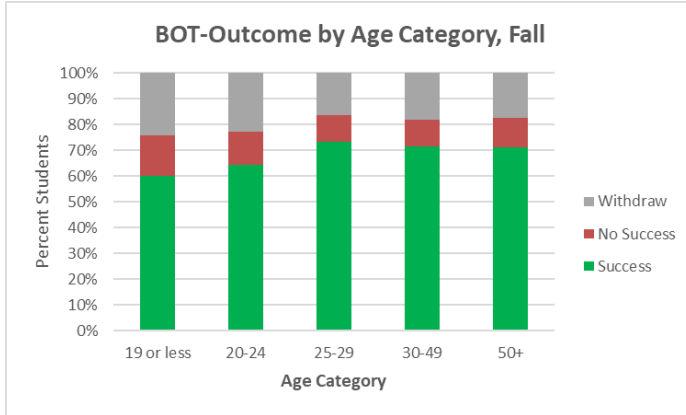
American Indian/Alaska Native and Pacific Islander data are not shown since sample size is too small. Data for spring show the same pattern, so are not included.

Certificates of Proficiency

Certificates
MOA = Medical Office Assistant

Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)

Student Learning Outcomes

From: Felicia Kalker
Sent: Monday, November 23, 2020 1:02 PM
To: Mark Pressnall
Cc: Donna Dixon; Candy McLaughlin; Sosha Thomas
Subject: Re: Program Review?
Attachments: BOT-standard-SLO-Report.pdf

Hi Mark and everyone!
Sorry for my confusion about Program Review - I thought you had recently been through Program Review ...so
I guess it never happened? It's been difficult for me to keep up with that piece of things, since I have not been
able to attend the PR meetings all semester.
Attached is the standard four-column SLO Report for BOT. It is lengthy; this is because it lists all the active
courses/active SLOs. It shows the results entered for each. ==The good news is that it does reflect how much==
==work you've done and that you're current with assessments.==
As a side note, it looks like there might be a mistake in BOT 115 because it shows assessments being done in
SP 21 which has not yet happened....! ☺ Getting way ahead of yourselves, maybe !? ☺ ☺
Thank you again for your patience with me.
Felicia

Instructional Operations

From: Marsha Raybourn
To: Mark Pressnall
Cc: Donna Dixon; Sosha Thomas; Candy McLaughlin; MariaDenise Aceves
Subject: RE: Program Review Appendices data - CORs
Date: Friday, November 6, 2020 3:01:39 PM
Mark, as the outlines have not been reviewed by the Curriculum Committee yet, you will need to keep the list as I sent it to you; however**, I think you can make it clear in your report that you've submitted many, if not all, of your outlines to the Curriculum Committee. I'm sure the Program Review Committee will be pleased to know you've been pro-active in updating the outlines and SLOs.**

Marsha

Instructional   Operations

From: Marsha Raybourn
To: Mark Pressnall

Subject: RE: Program Review email
Date: Monday, December 2, 2019 4:14:15 PM

BOT 086	April 2009	BOT 126	April 2003
BOT 094	April 2007	BOT 127	April 2003
BOT 095	April 2001	BOT 128	April 2001
BOT 096	April 2001	BOT 129	April 2003
BOT 097	April 2003	BOT 130	April 2003
BOT 100	May 2014	BOT 131	April 2001
BOT 101	April 2001	BOT 132	December 2016
BOT 101A	May 2014	BOT 150	April 2003
BOT 101B	May 2014	BOT 151	April 2009
BOT 102	April 2003	BOT 153	December 2011
BOT 102A	May 2014	BOT 160	April 2007
BOT 102B	May 2014	BOT 161	April 2002
BOT 103A	May 2014	BOT 163	April 2004
BOT 103B	May 2014	BOT 164	April 2004
BOT 103C	May 2014	BOT 165	April 2002
BOT 104	April 2009	BOT 167	April 2002
BOT 105	April 2001	BOT 170	April 2002
BOT 106	April 2004	BOT 171	April 2004
BOT 107	April 2003	BOT 172	April 2004
BOT 108	April 2001	BOT 176	April 2004
BOT 109	April 2004	BOT 179	April 2004
BOT 110	April 2004	BOT 201	May 2014
BOT 111	April 2006	BOT 203	April 2001
BOT 112	April 2005	BOT 216	April 2007
BOT 113	May 2015	BOT 219	April 2007
BOT 114	April 2003	BOT 220	April 2007
BOT 115	April 2003	BOT 223	April 2001
BOT 116	April 2003	BOT 224	April 2001
BOT 117	April 2003	BOT 225	April 2001
BOT 118	May 2019	BOT 229	April 2009
BOT 119	May 2016	BOT 230	April 2009
BOT 120	April 2003	BOT 280	April 2003
BOT 121	April 2003	BOT 281	April 2003
BOT 122	April 2001	BOT 282	April 2003
BOT 123	April 2003	BOT 283	April 2003
BOT 124	April 2003		
BOT 125	April 2001		

C. Articulations Officer

Date: January 31st, 2020

To: Mark Pressnall, Department Faculty

From:M. Denise Aceves, Articulation Officer

Re:Business Office Technology ● Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A

transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, in Business Office Technology, many courses are transferable to the California State University. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org currently only reflects articulation information through 2016-2017 and partially updated information.

All courses that have received transferability designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with CSU transferability will appear on the CSU transferability list that can be found on ASSIST.org. Once ASSIST is fully operational, the department is encouraged to review the transferability list on ASSIST.org and work with me, the Articulation Officer, to correct any inconsistencies.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and textbooks listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Below I have listed the link to The Course Outline of Record: A Curriculum Reference Guide Revisited, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

The Course Outline of Record: A Curriculum Reference Guide Revisited
Guiding Notes for General Education Course Reviewers
Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

D. Library

From: Nadra Farina-Hess
Sent: Wednesday, December 2, 2020 2:33 PM
To: Mark Pressnall; MariaDenise Aceves; Pat Morrison
Cc: Sosha Thomas; Donna Dixon; Candy McLaughlin
Subject: Re: Program Review Information
Attachments: BOT_Reserves_Fall2020.xlsx

Hi Mark,

Yes, I often send reports for departments going through Program Review. I ran some reports
and found that the library has 279 titles on the subject of Office Management, which is the
closest Library of Congress classification for your subject area; of those 17 are print and 262 are
electronic titles.

Your department has done a great job keeping copies of your textbooks in Reserves. There are
49 titles in the Reserve location for BOT; I have attached a list of them for your review.

I am including Patty Morrison on this email as she is the library liaison for BOT and may have
additional information for you.

Be well,
Nadra

Nadra Farina-Hess
Librarian
Grossmont College
8800 Grossmont College Dr.
El Cajon, CA 92020
Office: Room 70-157
Phone: 619.644.728

BOT RESERVES FAll 2020				
title	Subject	Series	Edition	ISBN
H & P : a nonphysician's guide to the medical history and physical examination / John H. Dirckx.	Medical transcription--Problems, exercises, etc. Medicine--Terminology--Problems, exercises, etc. Medical History Taking--methods. and others		3rd ed.	0934385343 and others
Pathophysiology made incredibly easy!.	Pathology. Physiopathologie. Soins infirmiers. and others	Incredibly easy (Philadelphia, Pa.)	2nd ed.	1582551685 and others
Diagnostic tests made incredibly easy!.	Diagnosis. Nursing. Nursing assessment. and others	Incredibly easy (Philadelphia, Pa.)		1582551375 and others
Medical terminology specialties : a medical specialties approach with patient records / Regina M. Masters, Barbara A. Gylys.	Medicine--Terminology--Problems, exercises, etc. Medicine--Terminology. Terminology as Topic. and others		1st ed.	0803609078 and others

Human diseases / John H. Dirckx.	Diseases--Handbooks, manuals, etc. Disease. Allied health personnel. and others		2nd ed.	9780934385381 and others
Laboratory tests and diagnostic procedures in medicine / John H. Dirckx.	Diagnosis, Laboratory--Handbooks, manuals, etc. Clinical Laboratory Techniques. Diagnosis, Laboratory. and others			0934385491 and others
Study guide for Memmler's structure and function of the human body, eighth edition / Barbara Janson Cohen, Dena Lin Wood.	Human physiology--Problems, exercises, etc. Human anatomy--Problems, exercises, etc. Anatomy. and others		8th ed.	0781751853 and others
Diseases of the human body / Carol D. Tamparo, Marcia A. Lewis.	Disease. Internal Medicine. Maladies. and others		4th ed.	0803612451 and others
Stedman's CPT dictionary.	Nosology--Code numbers. Medicine--Nomenclature. Medicine--Terminology--Code numbers. and others			1579478824 and others
Medical terminology : a programmed systems approach. / Jean Tannis Dennerll, Phyllis E. Davis.	Medicine--Terminology--Programmed instruction. Terminology as Topic. Medicine--Terminology. and others		10th ed.	9781435438897 and others
Electronic health records / Byron Hamilton.	Medical records--Data processing. Electronic health records.		2nd ed.	9780073374390 (pbk.) and others
INTRO course guide [for] Introduction to property-casualty insurance, 2nd ed. / AICPCU/IIA.	Property insurance--Study and teaching--Examinations.--United States Casualty insurance--Study and teaching--Examinations.--United States Property insurance--Study and teaching. and others		2nd ed.	9780894633621 and others
Introduction to property-casualty insurance / edited by Arthur L. Flitner.	Property insurance--Study and teaching--Examinations.--United States Casualty insurance--Study and teaching--Examinations.--United States Property insurance--Study and teaching. and others		2nd ed.	9780894634666 and others
Welcome to computers for ESL students / Lois Wooden.	Computers--Terminology. Computers. Computers--Study and teaching. and others	Silver series	3rd edition.	9781591364344 and others

Comprehensive anatomy and physiology for ICD-10-CM and PCS Coding : your guide to the anatomical and physiological specificity of ICD-10-CM and -PCS coding.	Nosology--Code numbers. Nosology--Code numbers--Problems, exercises, etc. Medical Records--classification. and others			9781601516770 and others
Coding from the operative report for ICD-10-CM and PCS.	Medical Records--classification.	Coding & reimbursement educational series	1st ed., 2013.	9781601517166
Procedures & theory for administrative professionals / Karin M. Stulz, Kellie A. Shumack, Patsy Fulton-Calkins.	Office practice. Secretaries.		7th ed.	9781111575861 and others
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Gregg College Keyboarding & Document Processing, Lessons 1-60			11th	9780077319366
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Welcome to computer basics : Microsoft Windows 10 and Office Online / by Greg Marshall.	Operating systems (Computers) Windows (Computer programs) Microsoft Windows (Computer file)	Silver series		9781591367918 and others
Essentials of business communication / Mary Ellen Guffey, Dana Loewy.	Business communication. Business writing. English language--Business English.		10th.	1285858913 and others
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Medical insurance : a revenue cycle process approach / Joanne D. Valerius, RHIA, MPH, Oregon Health & Science Univeristy, Nenna L. Bayes, BBA, MEd, Ashland Community and Technical College, Cynthia Newby, CPC, CPC-P, Amy L. Blochowiak, MBA, ACS, AIAA, AIRC, ARA, FLHC, FLMI, HCSA, HIA, HIPAA, MHP, PCS, SILA-F, Northeast Wisconsin Technical College.	Health insurance. Health insurance claims--United States. Health insurance--United States.		Seventh edition.	9780077840273 (alk. paper) and others

HCPCS Level II 2018 Professional.				9781622543779 and others
CPT 2018 professional edition / American Medical Association.	Nosology--Code numbers. Medicine--Nomenclature. Medicine--Terminology--Code numbers. and others		[4th ed., revised].	9781622026005 and others
Microsoft Outlook 2016 / Denise Seguin.	Business--Computer programs. Electronic mail systems. Personal information management--Computer programs. and others			0763872490 and others
College accounting. Chapters 1-15 / James A. Heintz, Robert W. Parry.	Accounting--Problems, exercises, etc. Accounting. Problems and exercises.		22e.	9781305666177 and others
Microsoft Office 365 Publisher 2016 : introductory / Joy Starks.	Microsoft Publisher. Microsoft Office. Desktop publishing.	Shelly Cashman series.		9781305871199 and others
College accounting chapters 1-30.				9781259994975 and others
ICD-10-CM expert for physicians 2018 : the complete official code set.	Medical claims processing industry--Code numbers. Health insurance claims--Code numbers. Nosology--Code numbers. and others			9781622543960 and others
2018 Step-by-step medical coding / Carol J. Buck, MS, CPC, CCS-P, former program director, Medical Secretary Programs, Northwest Technical College, East Grand Forks, Minnesota ; Jackie Grass Koesterman, CPC, Lead Technical Collaborator, Coder III/Reimbursement Specialist, Grand Forks, North Dakota.	Nosology--Terminology. Classification. Terminology as Topic. and others		2018 edition.	9780323430814 (paperback) and others
2018 step-by-step medical coding : workbook / Carol J. Buck ; Jackie L. Grass.	Nosology--Code numbers. Nosology--Code numbers--Problems, exercises, etc. Nosology--Terminology. and others		2018 edition.	0323430791 and others

ICD-10-PCS code book / Casto, Anne B., editor.	Nosology--Code numbers. Nosology--Handbooks, manuals, etc. Diseases--Handbooks, manuals, etc. and others			9781584266686 and others
Benchmark Series : microsoft powerpoint 365 / Nita Rutkowsky, Audrey Roggenkamp, Ian Rutkowsky.			19th edition.	978076388
Benchmark Series : excel 365 : level 1/ Nita Rutkosky, Audrey Roggenkamp, Ian Rutkosky.			19th edition.	9780763887247
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Benchmark Series : microsoft word 365 : level 1			2019 edition.	9780763887186
QuickBooks desktop 2018 : a complete course / Janet Horne, M.S.				9780134743813
MARQUEE SERIES : microsoft office 2019 - briefedition.				9780763886899

1. Answer to committee follow up questions. This step is completed *after* the committee reads your report. Add your answers to the digital copy of your report and email a digital copy to the Program Review Chair.

Academic Program Review-Follow-up Questions

BOT

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: 3-8-2021

Section/ Page	Question	Response
2.2	There was a mentioning of the transition from Blackboard to Canvas, thus the courses have been taught with a student-centered approach. Can you elaborate more on this?	The use of student-centered in this case is in a limited sense. Our instructional design for many (now some) of our courses allows students to move at their own pace. Our LMS design for those classes supported the ability of the students to move at their own pace. Canvas's communication tools allow instructors to easily personalize messages to students, which increases frequency of effective communication. For example, messaging students who have not submitted assignments. Using Canvas groups feature to give students access to communicating with each other. Encouraging students to hold group study sessions.
2.3	In addition to the canvas tutorial for students, how do instructors go about keeping the students engaged in the course?	Genuine connection – by checking periodically on the student's wellbeing. For example, anonymous surveys about how everyone's weekend was and following up with students. Consistent weekly communication with those who are behind, not doing well, or missing from class. Using zoom frequently rather than infrequently with breakout rooms. Using a flip classroom so students are discussing the lesson with each other. Discussion boards, announcements, group projects. Include current topics in assignments.
2.4	Are all new faculty hired from within? What does the onboarding process look like for new faculty?	We do interview candidates from outside. We onboard with Canvas training, meeting with the FT staff and classified staff. Meet with adjuncts who teach in the same field. Have them look over College website and our website, degrees, COPs so they are aware of our mission and what we offer. Share a syllabus and help them with their Canvas container.

		Provide them with important phone numbers and email addresses. We would like to create a standardized onboarding.
2.5	What is the correlation with course rigor and the department's higher average distribution of A's and B's?	Our classes are in line with industry needs, especially as we meet with our Business Advisory Council regularly. The genuine and continuous connection with our students is what helps keep them on track and help them succeed in our courses with A's and B's. With many courses being one-unit, the workload is manageable. Course hours are reviewed for average time of completion and adjusted for rigor appropriately. Students are highly motivated because they need business-office-technology skills to succeed in the workplace.
3.1	What lead to the SLO changes? How did you come up with the SLOS for the new classes that you added?	As technology changes and industry standards change, we need to change our SLOs to meet these needs. Some SLOs were determined to be too narrow and were broadened appropriately. We are also working with Cuyamaca to align our duplicate-course SLOs. SLOs are created with what is needed to get employed and to be in alignment with Cuyamaca College's duplicated courses; the course is created around these SLOs.
3.2	Can you explain a bit about the SLOs for BOT132 and what changes are taking place?	The SLOs are general enough to allow for the continual changes in Google applications.
3.3	Can you describe what's in the Google form that you send to instructors? Or provide the form to us?	https://forms.gle/unTSRdynnWfVtVXC7
4.4	Why are cameras needed at workstations?	To clarify your question, our program review stated cameras would be needed at instructor computer stations. This would allow for simultaneous Zoom recordings during lecture for those students who may be at home and for department archives of great instruction. It should never be lost should one of us perish and could be used for faculty training.

5.2	Are you using any culturally responsive teaching strategies or similar to help close equity gaps?	We pride ourselves on our safe environment, where our students feel respected and valued in order to learn. We encourage activities and assignments that ask students to draw from experiences in their lives and to share with the class. Activities include workshops on inclusion and diversity with the help of the Career Center. There are related lessons about soft skills in the workplace that teach cultural understanding. We include culturally-diverse graphics in our courses and Zoom conferencing.
5.3	Could you provide more examples here?	Examples of instructional innovations or special projects aimed at encouraging students to become actively engaged in the learning process: We use games, Zoom whiteboard & breakout rooms, flip classroom, role plays to engage students in the classroom. We invite guest lecturers to present to our students.
5.6	Executive Assistant degree/certificates are very low—what plans (if any) do you have to promote or revamp this program?	The executive assistant degree is more suited for those employed in the admin field. We would need to advertise and promote in local businesses to encourage employees to take classes with us to upgrade their skills. We have submitted Executive Assistant degree modifications to include: -Dropping BOT 103B & C Building Keyboarding Skill II & II, BOT 131 Comp. PowerPoint III, BOT 201 Advanced Keyboarding/Doc. Processing, and BOT 203 Office Project Coordination and -Adding BOT 100 Basic Keyboarding, BOT 101A & B Keyboarding/Doc. Processing I & II, and BOT 102A & B Intermediate Keyboarding/Doc. Process I & II. The deletions remove requirements for courses with lower demand, and the additions add transparency by including prerequisites. Changes also improve alignment of duplicate courses with Cuyamaca College.

6.2	Tutoring; What is distinct about Flex Tutoring (Keith Turner), and what tutoring approaches were used to enrich student success? OPT Program/Enrollment Is there a way to easier manage the enrollment process for the OPT program to mitigate cohort group enrollment? Is cohort group enrollment beneficial in any way? How has your department partnered/collaborated with EOPS (*without them students would be unable to continue*...continue with your program or the college in general)? How has William Brown aided students with specific learning needs relevant to your department? Please elaborate on any situations or circumstances (or any planning and working with ARC).	Flex Lab tutoring by BOT lab aides provided live, immediate assistance for students from experienced lab aides. The lab was populated by students from many different courses at any given time, and the aides were familiar with all these courses. Aides were able to respond to students in a more timely manner than instructors, who were not necessarily present at same time as their students because students were able to visit the lab at times of their choice. We experimented with cohort students enrolling themselves, and that method resulted in more mistakes in enrollment. Based on our experience, group enrollment is the most efficient and accurate process at this time. Most OPT students are new to the college and are confused by the enrollment process, and thus make frequent mistakes in course selections. We have simply referred qualified students to EOPS, and letting students know of that and other available resources. William Bown provides adaptive resources like screen readers, textbooks in PDF, recording devices, adaptive keyboards to students. Instructors worked with A.R.C. to be sure A.R.C's software aligned with course content.
6.3	Q: What specific tech issues have caused your department/program concern, and in what ways has it limited student success?	Windows platform is the most used in our region's industries. Most students do not own one. They have Macs, Chrome books or iPads. These do not have the operating power to run some applications needed in our classes. Constant complaints from students to each other during a class Zoom break include the freezing and disconnections that take place with their WiFi due to the amount of data Zoom uses. Routers are an issue. Money is an issue.
7.2	Are you finding success in the interdisciplinary collaborations? Cross listed with Business and CSIS,	Business and BOT cross-listed classes have been beneficial for years. BOT courses are no longer cross-listed with CSIS. We are

		linked with English and ESL, "cross department stackable certificate" with World Languages.	excited about the new venture with ESL. We have not identified needs for English courses in our BOT certificate and degree pathways at this time.
8.1		Percent Fills are all below 50%. The changes to ERT made increases in fill. What changes can you keep permanent to keep this trend?	Room 70-131 (Flex Lab) classes were set to a class max of 50 based on room seating capacity. We will reduce our class maximums by no longer offering courses in open entry/open exit format and changing configuration of Room 70-131 space. Increased advertisement would attract more students to BOT courses.
8.3 9.2		Your tutors originally were funded through the general tutoring fund? What was the cause of that transition? How has that affected your department budget? What are the limitations of having an online open lab?	Originally the Flex Lab tutors were funded by LTRC budget. Eventually BOT Dept. no longer had access to funds from that budget. BOT funded Flex Lab tutors through the department budget and Perkins/VATEA funds, which were insufficient to cover the costs. Typically, only half the school year's Flex Lab tutor costs were covered by Perkins/VATEA funds. Because we will not be returning to a Flex Lab classroom model, we expect our tutoring costs will be reduced. Budget limitations necessitate that online open lab hours be limited and evaluated for utilization.

GROSSMONT COLLEGE
SPRING 2021 **Business Office Technology**

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PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION
</div>

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:
1. Increasing program enrollment during the pandemic
2. Teaching a course at Las Colinas women's jail despite a significant number of barriers
3. Overhauling curriculum and delivery mode of former OE/OE courses, leading to increased accessibility, an improved student experience, and student success, which also lead to an increase in efficiency
4. Having articulation and credit-by-exam agreements for courses with three area high schools and the Health Occupations Center
5. Collaborating with student support services focused on student success (OPT in particular)
6. Ongoing successful career advancement of BOT students and high rates of job placement of OPT graduates

Committee recommends the following:
1. Work with curriculum committee to update course outlines of record by January 2022
2. Work with SLO coordinator to develop SLOs that will not be affected by changing technology, and that will help faculty make informed decisions to improve teaching and learning by January 2022
3. Increase efforts to make your department more visible on and off campus. Consider Griffin Radio and newspaper, free social media applications, and contact the college outreach department coordinator for assistance
4. Obtain professional development in equitable teaching strategies and use to improve equity gaps

_____

_____   _____   _____

College President   Program or Department Chair   Academic Program Review Chair

BUSINESS OFFICE TECHNOLOGY

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	41.2	270.0	32.5	234.9
2015-16	32.9	260.1	34.8	261.8
2016-17	32.9	306.6	38.0	255.3
2017-18	31.7	305.1	36.7	329.4
2018-19	38.4	315.5	49.1	334.0