Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

INSTRUCTIONAL PROGRAM REVIEW PROMPT

Program Name: Office Administration/Computer Business Applications

Division Name: Career and Technical Education

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INSTRUCTIONAL PROGRAM REVIEW

2016

COMPUTER BUSINESS APPLICATION

Prepared by

Elizabeth D. Sykes
Professor

PROGRAM INFORMATION:

The Office Administration's Computer Business Applications department successfully provides students with an introduction to computers and computer literacy, and prepares students for gainful employment in any type of business, professional, educational, and industrial business setting. Emphasis is placed on learning state-of-the-art computer business applications and fundamental business skills so that students have a working knowledge of the most frequently used computer business application software programs common in today's business offices. Business applications include Microsoft Windows operating system; Microsoft Access, Excel, Outlook, PowerPoint, and Word; and financial applications such as QuickBooks Pro. Computer keyboarding, proofreading, business procedures and filing and records management skills are also emphasized. All of the courses are transferable to a California State University.

The primary focus of the Computer Business Applications department is to provide students the knowledge and skills to not only achieve certification at the college level, but at the national and international certification level as well. To this end, the department offers students the option of majoring in Computer Business Applications with its certification of achievement so that students can apply the units towards their Associate of Arts degree. In addition, the department utilizes Microsoft Certified Application Specialist Approved Courseware so that students can take and achieve national certification at the Core and Expert levels upon completion of the required CBA courses.

Golden West College is a member of the Microsoft IT Academy and the department uses this curriculum to further reinforce those skills for students to acquire the Microsoft Certified Application Specialist (MCAS) certification. The Computer Business Applications program offers certification for the Certified Business Professional bringing recognition to Golden West College as one of a few international testing sites in the State of California that offer the International Association of Administrative Professional Certified Professional Secretary and the Certified Administrative Professional Exams.

Starting this year, the Computer Business Applications department will be upgrading to Microsoft 365 and Window 10. These hands-on courses, along with other computer technology courses and fundamental business skill courses, promote technology proficiency, communication, collaboration, and critical thinking.

Microsoft Office hands-on learning courses offered through the Computer Business Applications department are aligned with the performance-based certification program that validate the skills needed to get the most out of Microsoft Office and preparation for the Microsoft Office Specialist Exam. This curriculum better prepares students to enter the workforce, and broadens their opportunities for higher earning potential.

At Golden West College, the Computer Business Applications department has been approved by the Los Angeles Orange County Regional Consortium (LAOCRC) to create the Business Information Worker (BIW) program. We are currently offering the course within our department and collaborating with the Business department. For more information about the BIW can be found at their website at http://ict-dm.net/.

Office Administration's Computer Business Applications department also brings international recognition to Golden West College as one of a few international testing sites in the State of California that offer the Certified Administrative Professional Exam through the International Association of Administrative Professionals. Individuals who have successfully completed the Certified Administrative Professional (CAP) Exam may be awarded 30 units of course work toward the Associate in Arts Degree at Golden West College. More information on the Certified Administrative Professional CAP Exam can be found at www.iaap-hq.org.

Students have the option of enrolling in one of many CBA courses which fulfill the computer competency requirement necessary for graduating with an Associate in Arts Degree from Golden West College. The Computer Competency Student Learning Outcome allows students to demonstrate their ability to understand basic computing concepts and principles, and to successfully utilize common software applications used in today's businesses.

College's mission (check all that apply)

☐ **Basic Skills**
☒ **Career Technical Education**
☐ **Transfer**
☐ **Offer Degrees/Certificates**

College goals(check all that apply):
☒ Institutional Mission & Effectiveness
☒ Instructional Programs
☐ Student Support Services
☐ Library and Learning Support Services
☐ Student Engagement
☐ Student Equity
☐ Human Resources
☐ Facilities & Campus Environment
☒ Technology
☐ Fiscal Resources
☐ Planning Processes
☐ District Collaboration
☒ Community Relations
☒ Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

There are no requirements that are imposed by the state, federal regulations, or other external accrediting bodies on the Computer Business Applications department.

REVIEW OF LAST CYCLE PROGRAM REVIEW

In the last three years since the last program review the following has been completed:

Full time and part-time faculty has taken advantage of staff development and/or departmental workshops and/or conferences have helped with department faculty professional growth to help keep connected with emerging technologies that are taught in the classroom.

Full time and part-time faculty have taken workshops on cloud computing and online collaboration tools; and exploring the use of mobile application devices in the classroom, such as smart phones, tablets, and laptops will help instructors engage students in the learning process.

Full time and part-time faculty has met with the textbook representations to find ways to assist students with the high cost of textbooks. The textbooks can now to rented online and through the Golden West College Bookstore. There is also an E-Book format. Each method allows the student to purchase the books are a cheaper price. Some faculty members have started consolidating the core chapters by subject matter to help cut the cost of textbook also.

The Computer Business Applications departments has seen a large amount of student coming into the department to update their skills to gain employment or a promotion. This is done in part by continually reviewing, updating, suspending, and/or retiring course outlines/curriculum. As the number of course outlines has been streamlined from 44 course outlines in 2008 to 23 course outlines in spring 2016, meeting the requirements of national certification, department majors, and/or meeting the requirements of a certificate of achievement or specialization and now for the Business Information Worker (BIW) program.

The List of Courses Presently offered include:

CBA G101	Computer Keyboarding, Introduction, Part 1	1 unit
CBA G115	Filing and Records Management	3 units
CBA G117	Proofreading Skills	3 units
CBA G119	Administrative Business Procedures	3 units
CBA G120	QuickBooks Pro	2 units
CBA G145	Introduction to Computers	2 units
CBA G149	MS Outlook	2 units
CBA G152	MS Windows	3 units
CBA G155	WORD, Introduction	2 units
CBA G156	WORD, Intermediate	2 units
CBA G157	WORD, Advanced	2 units
CBA G160	EXCEL, Introduction	2 units
CBA G161	EXCEL, Intermediate	2 units
CBA G165	ACCESS, Introduction	2 units

CBA G166	ACCESS, Intermediate	2 units
CBA G170	POWERPOINT, Introduction	2 units
CBA G171	POWERPOINT, Intermediate	2 units
CBA G181	MS OFFICE (Semester)	4 units
CBA G182	MS OFFICE, Introduction (8-weeks)	2 units
CBA G183	MS OFFICE, Intermediate (Semester)	4 units
CBA G190	Internet, Introduction	2 units
CBA G195	Acrobat, Introduction	2 units
CBA G196	Overview of Web Design	2 units

Computers are important to all parts of the economy, and the number of careers that involve work with computers is constantly expanding. Computer Business Applications provides students the option of majoring in and/or achieving a certificate of achievement and/or a certificate of specialization which prepares them for immediate employment in careers that involve working with a variety of business, computer, and technology applications and learning how to solve computer-related problems. The following majors/certificates provide students with the foundation needed to develop skills required for processing information using a variety of integrated office software applications as well as appropriate professional interpersonal communication skills.

	Course Name or Topic	Relevant 3rd Party Certification
Business Information Worker Stage I	Keyboarding	
	Microsoft Windows	
	Microsoft Word	MOS: Microsoft Office Word
	Microsoft Excel	MOS: Microsoft Office Excel
	Microsoft Outlook	MOS: Microsoft Office Outlook
	Information System - Basic	
	Business Communication (Business English)	
	Human Relations & Customer Service	
Business Information Worker Stage II	Microsoft PowerPoint	MOS: Microsoft Office PowerPoint
	Microsoft Excel - Intermediate	
	Select 1 of 2: Introduction to SharePoint for Collaboration and Document Management	MOS: Microsoft Office Sharepoint
	Select 1 of 2: Microsoft Access	MOS: Microsoft Office Access
	Computerized Accounting with Quickbooks	QuickBooks Certified User
	Electronic Records Management (with Access or Sharepoint)	
	Introduction to Customer Relationship Management (CRM)	

Administrative Assistant
Computer Business Applications
Legal Secretary/Assistant
Microsoft Office

Business Information Worker (BIW) 1 – Keyboarding, Computer Concept, Microsoft Windows, Excel, Outlook, and Word, Business Communications, Human Relations and Customer Service
Business Information Worker (BIW 2) – Access, Excel – Intermediate, PowerPoint, Quickbooks, Customer Relation Management (CRM) and SharePoint*

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

The Computer Business Applications department meets the labor market demands by offering current software classes that are needed across all industries. With the amount of courses offerings at the high schools, ROPs, adult schools, and other community colleges it would be best to form strong partnerships and look at the BIW as a vehicle to pathway success.

VTEA Core Indicators: None for the Computer Business Applications Department

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

The Computer Business Applications department met with the Computer Business a Advisory Team in fall 2015. Some of their recommendations included courses in Soft Skills and Customer Service right along to continuing to offer the latest versions of Microsoft Office suite. The Customer Service course was created by one of the faculty members in the Business department and will are partnering with them on the Business Information Worker program.

The Computer Business Applications department is also a part of the Vital Link organization that bridges education and employment with the objective of helping faculty to help students transition from the classroom to the workplace. Vital link held their annual regional meeting in February 2016 where the panel leaders discussed soft skills that are critical in today's workforce.

SWOT ANALYSIS

Strengths:

Computer Business Applications Department successfully provides students with an introduction to computers, financial software such as QuickBooks, Internet classes, Adobe Acrobat, and computer literacy, as well as teaching the most up-to-date Microsoft Office suite of application software such as Access, Excel, Outlook, PowerPoint, and Word. Fundamental business skills such as proper Keyboarding, Administrative Business Procedures, Proofreading Skills, Records and Filing Management skills play a big part in preparing students for gainful

employment in any type of business, professional, educational, and industrial/manufacturing profession.

There are three state-approved Majors in Office Administration that students can focus their studies and work toward achieving their AA Degree. Those three major studies include Administrative Assistant, Computer Business Applications, and Legal Secretary/Assistant. In addition, students can earn a certificate of achievement in those three areas, or a certificate of specialization in Microsoft Office.

Since our Microsoft Office course outlines are aligned with Microsoft's international technology certification, students learn the necessary technology skills to successfully pass the Microsoft's Office Specialist (MOS) Exam. Golden West College is a test site for the Certified Administrative Professional (CAP) Exam, an internationally recognized exam through the International Association of Administrative Professionals (IAAP). Individuals who successfully pass this exam may be awarded up to 30 units of course work toward the Associate of Arts Degree at Golden West College.

Office Administration offers several technology courses which fulfill the computer competency requirement necessary for graduating with an Associate in Arts Degree. These technology competency courses allow students to demonstrate their ability to understand basic computing concepts and principles, and to successfully utilize common software applications. Those courses include CBA G145, CBA G181, CBA G182, and CBA G183.

Formal articulation agreements create pathway partnerships between surrounding high schools, ROPs, and our department, and have been created to help students expand their college experience and receive credit for like-classes that they successfully completed in high school. Credit is awarded to students in the introductory courses once the student has successfully completed the intermediate level course work. This pathway opportunity engages and motivates students to learn at higher levels and enables them to effectively utilize their college time in classes which will stimulate their learning, rather than having to repeat subjects that they are already familiar with.

Weaknesses:

The Computer Business Application classes are offered in the high schools, adult schools, and regional occupational centers within a five mile radius. Networking with the coordinators within Golden West College and the other schools is very weak and limited.

Challenges

Within your program's control

- Stay current with technology trends in business, software applications, computer equipment, and teach students the technology skills required to compete successfully in today's global business opportunities.
- Design and revise our department's curriculum to utilize Apple (Mac) and Windows applications for in the online and classrooms. Learning how to engage students with Apple (Mac) and Windows software programs designed to teach MS Office applications is just one way to keep our students on track, motivated, and connected to learning.
- Design curriculum to provide students the opportunity to enroll in a "short-term" credit course to review current skills and then test out of introductory computer and/or keyboarding classes for both Apple (Mac) and PC users.
- Online classes vs. On campus classes. We are finding that online classes are not for everyone. To improve student success rate within the Computer Business Department most of the current classes will have to be taught on campus with some form of mixed or hybrid so that students who are new to computer can have more face to face time with instructors and learn about how to use Course Management System type programs

Beyond your program's control

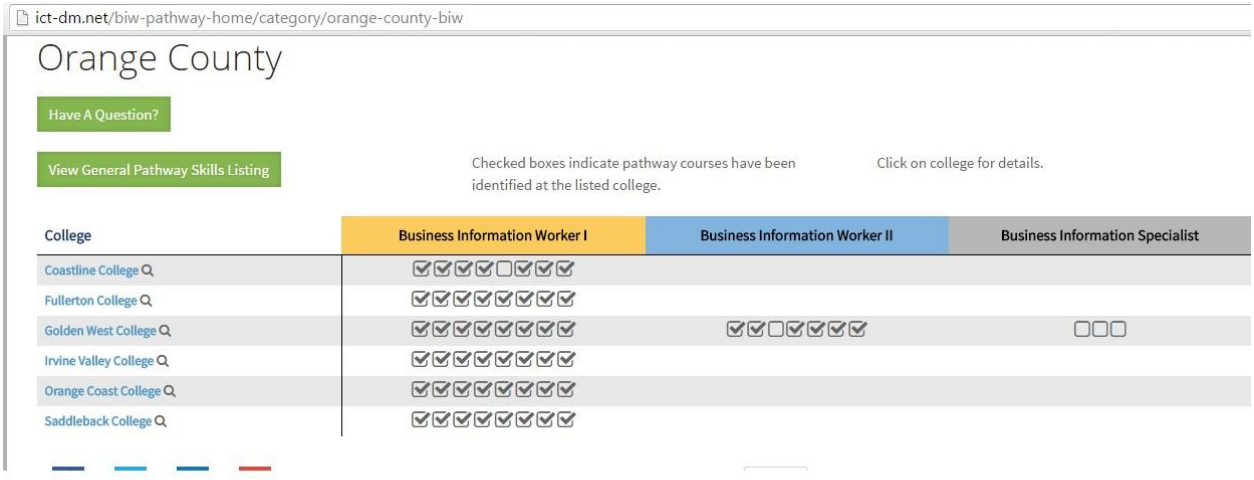
- Time-consuming curriculum updates to keep current and keep pace with constantly changing technology. Updating our curriculum and submitting to CCI takes two semesters to complete, as only three course outlines can be submitted at a time for approval. This puts our department at a great disadvantage since we have a comprehensive list of courses that require updating and revisions every 16 months.
- Competition from Community Services classes, Huntington Beach Adult School, as well as from our sister-colleges, Orange Coast College and Coastline Community College.
- The highest percentage of our program's student population is Asian. We put ourselves at a disadvantage by not having a bilingual aid assisting in the keyboard and computer classes. Proper communication would improve the success rate of our students.
- Many of our students are Apple (Mac) users. Designing and revising our curriculum and computer labs would attract a large Apple (Mac)-only computer audience. Another option would be to utilize the Fine Arts Apple (Mac) lab for our Apple (Mac) for Office classes.
- Textbook costs prevent many students from enrolling in or staying in the computer application classes.
- Market our department to reflect non-gender biased classes to attract an equal audience of males and females.
- Provide a means for students to "Test out" of introductory computer classes to reduce the redundant time spent on skills the student already possesses.

- Other divisions who utilize our computer labs also use up our students' material fees in the way of printer paper and printer toner. It is only reasonable that other divisions who utilize our labs transfer the material fees to the CTE division to pay for the materials that they use from our students' material fees.
- Other local and national institutions have the same course offerings.
- YouTube.com is another means that individuals are using to learn specific techniques within software applications and other topics of interest.

Opportunities:

- Offer Microsoft Office courses using Apple (Mac) for the Office. More and more students utilize an Apple (Mac) computer rather than a PC to complete projects in Word, Excel, and PowerPoint. Some of the opportunities include working with Digital Media to coordinate when their Mac labs are available to offer Word for the Mac. This will be a money saver for both the two departments and Golden West College.
- Work with and strategize with other computer/technology-related departments to coordinate the offerings of current computer business applications so that similar courses do not overlap.
- Coordinate with other computer/technology-related departments to create an open-lab environment supported by faculty so that CBA and other computer/technology-related department's students have the necessary support to successfully complete their assignments.
- Conduct department workshops to strategize effective technology teaching standards to teach to demanding generations of students who have and have not grown up with computers.
- Continue to effectively teach students written and verbal communication skills that are or may be lost with the increased use of social media.
- Continue to offer on campus/mixed/hybrid course for students who are not Internet savvy. These course offerings will help the students to transition into online course with ease.

BIW Application was approved in March 2016



With the approval of Business Information Worker Golden West College is the only institution to offer both BIW 1 and BIW2 within Computer Business Applications and the Business departments. The current course includes Keyboarding, MS Windows, Word, Excel, Access, PowerPoint, Outlook, Computer Concepts (Information Systems – Basics), Business Communication (Business English), and Human Relations and Customer Service. In the BIW 2 pathway CBA is designing the SharePoint course which will be taken to CCI in Fall 2016. SharePoint is a web application platform in the Microsoft Office server suite. SharePoint combines various functions which are traditionally separate applications: intranet, extranet, content management, document management, personal cloud, enterprise social networking, enterprise search, business intelligence, workflow management, web content management, and an enterprise application store.

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3-year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
CBA G149 – Outlook	October 2016 – December 2016	Sykes
CBA G155 – Word	October 2016 – December 2016	Sykes
CBA G160 – Excel	October 2016 – December 2016	Hawksley
CBA G165 – Access	October 2016 – December 2016	Hawksley/Sykes

CBA G170 – PowerPoint	October 2016 – December 2016	Hawksley/Sykes

C-ID Designation:

In the BIW 1 and 2 pathway CBA include Keyboarding, MS Windows, Word, Excel, Access, PowerPoint, Outlook, Computer Concepts (Information Systems – Basics), Business Communication (Business English), and Human Relations and Customer Service, and SharePoint. SharePoint is designing the SharePoint course which will be taken to CCI in Fall 2016. SharePoint is a web application platform in the Microsoft Office server suite. SharePoint combines various functions which are traditionally separate
applications: intranet, extranet, content management, document management, personal cloud, enterprise social networking, enterprise search, business intelligence, workflow management, web content management, and an enterprise application store

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
None		

Curriculum Offering: Review the list of active courses in your programs that were offered and <u>not offered</u> in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
CBA G121	Suspend
CBA G122	Suspend
CBA G123	Suspend
CBA G124	Suspend

PROGRAM DATA AND ANALYSIS

SLO Assessments

Our SLO Coordinators send out reminders that we are to submit our SLOs and SLOa each semester. The majority of faculty have incorporated the SLO in their syllabus with a follow-up on measuring the success of the objectives set at the beginning of the semesters.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2014-2015

Complete a separate page for each major and/or certificate you assessed.

Program Name: Office Administration – Computer Business Application (Computer Business Applications Major)

Program Type:
( ) Transfer Major
(x) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester Assessed: **(x) Fall** **( ) Spring** **( ) Winter** **( ) Summer**

Year: 2015

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Identify and describe terminology relating to the operation of the computer; effectively use a computer to process data, manage folders and files, customize the windows environment, work with hardware, printer, and various software.
Step 2	**What method did you use to assess the SLO?**	Final Exam, 2 parts: Part 1 – Application: 4 parts: Part 2 - Objective: Multiple Choice and True False question from 7 diverse Units.
Step 3	**Describe the results of your assessment.**	32 Students, but only 29 active and took the Final Exam. Part 1: 90% passed: 5 A, 17%, 9 B, 31.1%, 12 C, 41,4%, 3 D, 10.3%. Part 2: 100% passed: 25 A, 86.2%, 3 B, 10.3%, 1 C, 3.5%.
Step 4	**Describe your analysis of the data.**	Final Exam, 2 parts: Part 1 – Application: 4 parts: 1. Manage Windows7, Windows Explorer folders and files. Create new, rename, delete, save in different location and/or with different filename. 2. Search the Internet for exact answers and broad wide-range topics. 3. Use MS Word 2010 to retrieve, edit, and save a document. 4. Use MS Excel 2010 to create, sum totals and save a spreadsheet. Part 2 - Objective: Multiple Choice and True False question from 7 diverse Units from Concepts, Hardware/Software, Processor and Drives, Speed and Capacity, Windows Operating System, Internet, to Application Software use.

Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	The students performed very well. The Application section, Part 1, was expanded to cover 4 main topics of the varied subjects and material. 90% gained proficiency. Part 2, Objective. Compared to the last analysis, they improved in their M/C and T/F objective questions. 100% passed this section. This is a new textbook with a student Online companion to assist with readings, videos, practice questions and reviews.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2014-15

Complete a separate page for each major and/or certificate you assessed.

Program Name: Office Administration – Computer Business Applications (Legal Secretary/Assistant)

Program Type:
- ( ) **Transfer Major**
- ( ) **Certificate of Achievement**
- ( ) **Basic Skills Sequence**
- ( ) **Area of Emphasis**
- ( ) **Gen Ed Area**

Semester Assessed: ( ) **Fall** ( ) **Spring** ( ) **Winter** ( ) **Summer**

Year: 2015

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Compose various business documents, such as letters, reports, manuscripts, and memorandums.
Step 2	**What method did you use to assess the SLO?**	Students were given a hands-on quiz where they were to create and format a two-column newsletter, and then create a set of mailing labels to mail the newsletter to multiple recipients.
Step 3	**Describe the results of your assessment.**	Out of 30 enrolled students in the class, 26 students successfully completed the exercise. Thirteen scored 20/20 points; 7 scored 19/20; and 6 scored 18/20. Four students who were on the roster did not complete the quiz, and eventually dropped the class.
Step 4	**Describe your analysis of the data.**	All the students successfully achieved and scored above the 85% accuracy level creating, editing, and formatting a newsletter and creating mailing labels. The newsletter the students submitted for this quiz/project demonstrated their comprehension of correctly formatting and arranging all the elements to communicate information and ideas in a newsletter. Proper spelling, grammar, and style were also a factor when scoring these newsletters. An organized approach was apparent on the students' part when they integrated the data from the newsletter to create the mailing labels.

Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	The students in this class performed very well creating, editing, and formatting a newsletter and creating mailing labels. To continue to improve upon student learning, it is important to monitor student progress as they build upon their knowledge of the basics of creating various MS Word documents.

Program-Level Student Learning Outcomes for 2014-15

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years. Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Office Administration – Computer Business Applications (Computer Business Applications Major)

Program Type:
( ) Transfer Major
(x) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed: **( ) Fall** **(x) Spring** **( ) Winter** **( ) Summer**

Year: 2015

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Examine business accounting records and perform sound business decisions based on financial reports.
Step 2	**What method did you plan to use to assess the SLO?**	Project was assigned where students had to set up chart of accounts for assets, liabilities, equity, income and expense accounts.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Jyoti Chandra conducted and completed this assessment during Spring 2013. The results of the assessment include: Out of 19 students, 14 students received score greater than 80%. Remaining five students did not submit the project. Jyoti's analysis includes: 74% of the students achieved scores 80% or higher showing they learned the setup of chart of accounts. 26% of the students did not complete the project.

Program Name: Office Administration – Computer Business Applications (Legal Secretary/Assistant Major)

Program Type:
( ) Transfer Major
(x) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed: **( ) Fall** **(x) Spring** **( ) Winter** **( ) Summer**

Year: 2015

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Compose various business documents, such as letters, reports, manuscripts, and memorandums.
Step 2	**What method did you plan to use to assess the SLO?**	Five multiple choice questions covering word processing writing, drawing, and formatting techniques were placed in the final exam.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Elizabeth Sykes conducted and completed this assessment in Spring 2013. 12 out of 14 students answered the questions correctly. The weekly exam was open book and notes. All students were able to review the questions after the exam.

Faculty use several forms of assessing the success of the student including hands-on, written exams. After the assessment is completed it is followed up with review of the objectives. On most cases after the review the student will see this task or objective in the final exam or future assessments.

Student Demographics

Enrollment, Sections, and Fill Rate

FALL

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	612	762	28	21.9	80.3%
2010-2011	669	852	30	22.3	78.5%
2011-2012	467	490	18	25.9	95.3%
2012-2013	370	420	14	26.4	88.1%
2013-2014	326	425	15	21.7	76.7%
2014-2015	308	425	15	20.5	72.5%

SPRING

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	644	815	29	22.2	79.0%
2010-2011	600	740	28	21.4	81.1%
2011-2012	455	510	16	28.4	89.2%
2012-2013	347	440	18	19.3	78.9%
2013-2014	297	425	15	19.8	69.9%
2014-2015	300	524	21	14.3	57.3%

SUMMER

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	44	50	1	44.0	88.0%
2010-2011	0	0	0	--	--
2011-2012	0	0	0	--	--
2012-2013	0	0	0	--	--
2013-2014	0	0	0	--	--
2014-2015	0	0	0	--	--

The Computer Business Applications department offers detailed specialized courses that companies want present and future employees to know. The classes are offered both online

and on campus in a hybrid or mixed format.

The economy has a large impact on enrollment. In Fall 2009-2010 The enrollment was 581, retention was 73.3% and the success rate was 50.1%. In Spring 2009 – 2010 the enrollment was up to 598, retention was 79.8%, and the success rate was 53.0%. The Summer 2009 – 2010 was the only semester in six years that I class was offered which shows an enrollment of 37, the retention of 97.3%, and the success rate was 86.5%.

In Fall 2010 – 2015, the enrollment has dropped each semester from 608 to 306, retention rates, 83.6% in 2010-2011, success 54.4% and 2014 – 2015 74.2%, success 37.6%.

In Spring 2010 – 2015, the enrollment has dropped each semester from 533 to 296, retention rates, 81.4% in 2010-2011, success 57.6% and 2014 – 2015 82.8%, success 49.3%.

Several years ago a lot more class were moved from on campus to online. This may be a large factor for the success rate of the students in the Computer Business Applications department.

More sections offered in an on-campus/mixed/hybrid format.

- Success rates in online classes hover around 50%.
- Retention rates for Asians, Hispanic, and Whites are roughly the same (70s). Retention rates for Black/African Americans are lower.
- Although retention rates for Fall 2014 - 2015 are roughly the same amongst all three ethnicities, success rates are highest for Asians (78.2%), Hispanics (70.1) and Black/African American (70.1%). The program retains ~72.4% of its students, and ~37.6% of them attain success.
- Although retention rates for Spring 2014 - 2015 are roughly the same amongst all three ethnicities, success rates are highest for Asians (53.8%), Hispanics (27.3%) and Black/African American (10.5%). The program retains ~72.4% of its students, and ~37.6% of them attain success.
- The department has had summer courses only in 2009-2010. As such, data from one academic year is not deemed representative of the department as a whole.
- Retention and success are lower for those students categorized as economically disadvantaged.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

- Success by Session Type – Low retention and success in online courses are not specific to the Computer Business Application program. On a campus level, retention and success rates for online classes are lower than their campus counterparts.
- The department needs to address the low success rate of online classes. The success rates for online classes range, which means that only half of the students passed their online

classes. Further research and analysis is needed to find out the reasons for the results – lack of student engagement, difficulty of classes, student challenges, etc.

- Economically Disadvantaged – The department can make the students that take its classes more aware of the resources that are available to them such as tutoring, test taking, study rooms, computer labs.

Degrees and Certificates

Certificates & Degrees Awarded

	Associate Degrees	Certificates
2009-2010	1	3
2010-2011	2	2
2011-2012	1	3
2012-2013	4	4
2013-2014	0	1
2014-2015	2	3
Total	**10**	**16**

There has been 16 certificates issue from Computer Business Applications department from 2009 – 2015. The Computer Business Applications department have student who only attend the software classes to learn a skill to apply for certain jobs. Once they have master the software problem they leave to find work.

Faculty Staffing

The department has been two full-time faculty members within the Computer Business Applications department. The department has been successful in recruiting and bringing on several quality Computer Business Applications part-time faculty in the past few years. The full-time faculty should stay the same.

PROGRAM PLANNING

The following information from area CBA will work on to improve the department.

- Work with and strategize with other computer/technology-related departments to coordinate the offerings of current computer business applications so that similar courses do not overlap.
- Coordinate with other computer/technology-related departments to create an open-lab environment supported by faculty so that CBA and other computer/technology-related department's students have the necessary support to successfully complete their assignments.

- Conduct department workshops to strategize effective technology teaching standards to teach to demanding generations of students who have and have not grown up with computers.
- Continue to effectively teach students written and verbal communication skills that are or may be lost with the increased use of social media.
- Offer Microsoft Office courses using Apple (Mac) for the Office. More and more students utilize an Apple (Mac) computer rather than a PC to complete projects in Word, Excel, and PowerPoint.
- Online classes vs. On campus classes. We are finding that online classes are not for everyone. To improve student success rate within the Computer Business Department most of the current classes will have to be taught on campus with some form of mixed or hybrid so that students who are new to computer can have more face to face time with instructors and learn about how to use Course Management System type programs.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing – None
- Facilities – None
- Technology – Camtasia Software on All CBA Computers, and Instructor's Computer, Doing What Matters, CCCConfer Video Conferencing, and Zoom Video Conferencing.
- Equipment – Mac/Apple Computer Lab for users of Apple Computer with Bootcamp or Parallel software to work between both Windows and Macintosh operating system software. Interactive Overhead Projectors/Screens.
- Funding for Professional Development - $15,000.00 for developing the courses, networking, marketing, and outreach for the Business Information Worker 1 and 2. Staff development and/or departmental workshops and/or conferences would help our department faculty grow professionally and keep connected to emerging technologies that are taught in the classroom. With a shift to a new set of technology-teaching paradigms to effectively teach to a different and demanding generation of students who have grown up with computers, workshops, training, and/or conferences will provide valuable information on how to effectively evaluate and improve our instructional program, and in turn, have a positive effect on student learning outcomes. Workshops on cloud computing and online collaboration tools; and exploring the use of mobile

application devices in the classroom, such as smart phones, tablets, and laptops will help instructors engage students in the learning process. One example is "Doing What Matter." Updating CBA curriculum, creating Certificates for Business Information Worker (BIW) 1 and 2.

Signatures, Individual Comments

Date of Department Discussion: **Enter text here**

Discussion Modality
☐Department Meeting ☐ Emails ☐ Online/Skype
☐Other : **Enter text here**

Summary of Discussion Outcome: **Enter text here**

Departmental Recommendation

( ) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
( )
( )
( )

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.
( )
( )
( )

Department Chair: Warren Carter Date:
Comments:

Division Dean: Dr. David Gatewood Date:
Comments: