Skyline College
Computer Applications & Office Technology
Program Review
Executive Summary

Short Summary of Findings

During the course of this program review the following findings have emerged. The Computer Applications & Office Technology Department has worked diligently in developing online offerings of all of CAOT courses since the last program review. This demand was in response to the changes in office technology and student needs. The Department has been restructuring courses and are in the process of developing new certificates to match the fluctuation in the computer industry.
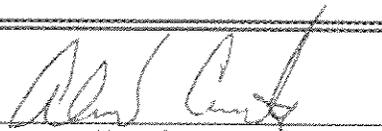
In recent semesters the department is beginning to see a slight improvement in enrollment numbers. Since the last program review the enrollment had decreased significantly. This change reflected the downturn in the computer industry. The dot com bust, outsourcing, dim outlook for new computer related career graduates, user friendly software and training requirements needed by the general population in the computer applications and office technology area were some of the factors for this downturn. The department is working tirelessly to meet these challenges which govern curriculum and resulting enrollment trends by focusing on modifying existing curriculum, researching a new online certificate proposal, increasing our outreach to high schools, ROPs and the general public.

Three Strengths of the Program

- CAOT faculty has been innovative and flexible in adapting and implementing new software to keep abreast of emerging and cutting edge technology.

- The CAOT Department has responded to student needs in curriculum and delivery of instruction with short courses, weekend courses, and online courses. Implementing online courses has increased enrollment and online courses provide students opportunity for flexibility to pursue educational and employment goals.

- The CAOT Department, while teaching classes in a traditional format transitioned to teaching in an online format by self-training and adopting the available course management tools.

Three Suggestions for Improvement

- Implement new and innovative certificate and degree programs in the department.

- The CAOT Department's development of online courses has visibly decreased enrollment in the traditional classroom.

- The CAOT Department needs to pursue stronger support in marketing our classes and presenting our program by enlisting industry and community partners to keep the department in touch with current industry trends and needs.

Full-Time Faculty Signatures

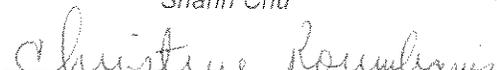|		
Alma Cervantes	Shann Chu	Virginia Gianoli
Sita Motipara	Christine Roumbanis	

Submitted on: April 1, 2008

PART A: Mission Effectiveness

Overview

1. *State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The Computer Applications and Office Technology (CAOT) Department contributes to Skyline College's mission by offering classes which lead to transfer, career advancement, basic skills development and personal enrichment. The CAOT Department focuses on preparing students to become proficient users of technology with an emphasis on critical thinking skills and effective written and oral communication in many of the computer and office technology classes. The Department provides training and works in partnership with the Workforce Development Department to address the needs of local business and industry. The programs provide training for both entry level students and students wanting to upgrade current skills by completing degrees and certificates in a wide variety of programs. The CAOT Department provides opportunities for students to become proficient users of new and emerging computer technologies and enhance lifelong learning; provides connections with community and industry partners, workforce and economic development, and provides a variety of career pathways. Our certificates and degrees are offered in a wide range of areas involving computer applications software, administrative support in the legal and medical fields, office management, and web development.

The CAOT Department provides opportunities for students to

- prepare for a wide variety of careers
- advance in careers
- prepare for job promotions
- explore career transitions
- transfer credits to four-year colleges
- upgrade skills and knowledge
- enhance lifelong learner skills

The CAOT Department has identified the following goals:

- Provide training to effectively prepare students for careers in today's competitive and fast-paced business environment.

  The CAOT Department offers Associate in Science degrees and certificates in nine areas:

  - Administrative Assistant
  - Computer Information Specialist
  - Legal Assistant
  - Medical Transcriptionist
  - Medical Billing and Coding
  - Medical Office Assistant
  - Office Assistant

- Office Information Systems
- Web Developer

- Provide courses for students intending to transfer to a four-year institution

  The department curriculum includes courses to support other Skyline degree and transfer programs.

- Assists in meeting the wide variety of goals of our diverse student population

  Students who enroll in CAOT courses have a variety of goals which include :

  - Entry level workforce training for the first time employee
  - Training for career changes or transitions
  - Training to upgrade skills to maintain positions and obtain promotions
  - Transfer to four-year institutions
  - Lifelong learning opportunities

- Offer courses from developmental to advanced levels to meet the diverse educational needs of our students

  Developmental courses are offered to provide foundations for first time computer users. Examples of these courses include Introduction to Computers, Internet I, Beginning Keyboarding, and many of our special topics courses such as Introduction to the MAC Operating System X. The Department's more intermediate courses cover a wide range of topics such as second level Microsoft Office applications, web courses and medical office assisting courses.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The program connects with other college programs in the following ways:
- CAOT courses are a part of core and/or elective courses in the Accounting, Business Administration, Paralegal, and General Supervision programs.
- Several CAOT certificate and AS programs require core or elective courses taught in the General Business, Speech, Accounting, Computer Science, Cooperative Education, Legal and Medical Transcriptionist, Medical Billing and Coding, and Medical Office Assistant programs.
- The program coordinates cross-disciplinary offerings with the Telecommunications and the Computer Science Department.
- CAOT works closely with Cooperative Education to assist students who need these courses to complete program degrees or certificates..
- The CAOT Department maintains a connection with Tech Prep by linking occupational courses/programs in the local high schools and ROPs to the College with a wide number of articulation agreements. These connections enable us to recruit high school students to Skyline College.
- With the assistance of the Counseling Department, we help students with their educational plans and goals relating to the CAOT Departmental AS and certificate programs.

- The CAOT Department interacts with classified staff and faculty to provide a variety of computer related training opportunities.

3. *Explain how this program meets the needs of our diverse community.*

The CAOT programs provide an open door policy for all students interested in developing skills and knowledge in the computer applications and office technology areas. If there are language and/or other barriers, the CAOT Department works with the appropriate entities to address these issues to develop successful instructional accommodations.

The CAOT Department continues to be very responsive to the diverse community it serves in terms of course content, length, access, and learning approaches. Almost all courses are offered in short 0.5, 1.0, 1.5 and 2.0 unit blocks, rather than full semester 3.0 unit blocks. Although these short courses require significant paperwork for instructors, students have responded favorably to the short course design as this format allows flexibility and addresses the wide range of skill levels among students.

In response to the scheduling needs of full- and part-time working students, numerous courses are offered on Saturdays and evenings. In addition, our online course delivery has increased to accommodate student needs and provide increased access and flexibility for students.

To support students with special learning needs, faculty work with counselors and other departments to determine effective teaching approaches. In addition, the department has updated programs and state-of-the-art equipment to keep abreast of and remain compliant with industry standards and state regulations.

The CAOT Department serves the needs of a dynamic office technology industry. Constantly changing technology impacts the skills required in the workforce and thereby affects our courses. Using input and recommendations from our Advisory Committee members, we continually modify our curriculum and add new courses as required so our students are receiving the training required by industry.

CAOT instructional aides provide academic support to all students in our classes. Their primary responsibility is to assist students during classes and provide tutoring during open lab. The instructional aides have adopted the philosophy that no student will be overlooked or passed over; students frequently provide positive comments about the assistance they receive during the open lab from our instructional aides. Additionally, the Department has used multilingual student assistants who are able to help students on a peer-to-peer basis working with our more timid ESL students. The Department has offered entry level computer courses to students in Spanish. Some of our diverse faculty and staff are bilingual and able to assist ESL students. CAOT faculty are involved in the Basic Skills and Student Learning Outcomes Assessment initiatives at the College.

In 2007, the introductory level MAC courses resulted in the recruitment of a new population by serving a growing number of Senior Citizens who were interested in upgrading and/or learning new skills on Apple computers.

The CAOT Department is committed to serving all Skyline students who enroll in courses in the program. Faculty and staff fully believe in an open-door policy and strive to make themselves accessible to students. All CAOT faculty members have websites and use e-mail as well as

traditional forms of communication to increase student contact and instructor availability. Faculty have found that using e-mail has broadened communication with students well beyond scheduled office hours making communication more frequent and timely.

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

The main goals of the previous self-study included increasing the number of online classes, adding a Spanish-based Internet course, revisions to curriculum to include work-related advantages and exploring "Mini" certificates for employment recognition and/or promotion. All of these goals have been addressed over the past six years, some more extensively than others. We have increased our online course offerings in almost all areas of the curriculum. Nineteen of our courses are taught in an online format, either hybrid or fully online. Although the Department developed curriculum for a Spanish-based internet course, the course had to be cancelled due to low enrollment; however, we did offer traditional courses in Spanish. All courses have added work related content to their curriculum to make the courses relevant. The Department is currently developing mini certificates for the Web Developer program.

PART B: Student Learning Programs and Services

Overview

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

The Computer Applications & Office Technology Advisory Committee meets annually to discuss trends and issues in business that help guide the development of curriculum. Committee membership includes employers, managers, and employees from San Francisco to San Jose, most from north and central San Mateo County. Members work in the legal, medical, financial, web, education, and human resource field. They provide invaluable insight into employment trends as well as identify skills and knowledge employers require in their specific industries. Changes to the certificate and course offerings are based on Advisory Committee recommendations. Their input allows us to modify course content and remove courses and certificates that are no longer relevant in the workforce arena. For example, the additional of a Medical Office Assisting Certificate program was a direct result of the Committee's recommendation.

Curriculum

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

The primary goals of our program are to provide students with the most up-to-date training while preparing for careers in the computer office technology discipline and to provide transfer courses for students who plan to continue their education at a four-year institution. Curriculum serves the needs of career and technical education, transfer, re-entry students and lifelong learners. Students earn Certificates and Associate Degrees in Office Technology, Web Technologies, and the Medical and Legal Administrative fields.

In the field of Office Technology and Computer Applications Technology, the CAOT Department have been extremely creative in modifying and proposing new courses to meet the ever-changing

status of computer applications. CAOT faculty consistently proposes new courses to ensure that students have a wide range of choices that are relevant.

In addition, CAOT offers more online courses than any other department or division at Skyline. For every on-campus computer application course, we also offer students an online option. For working students, this convenience makes the accomplishment of their educational and training goals possible. CAOT plans to continue to increase the number of online courses with the development of an online teaching certificate.

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

The constant changes in technology, software, hardware, and the business environment make the task of keeping current an on-going struggle. All instructors in the CAOT Department devote an enormous amount of time updating current skills and learning new applications to remain proficient in the newest versions of software and technology. This professional development is accomplished through participation in workshops, classes (online and traditional), seminars, and webinars. Self-training is an essential on-going activity for all CAOT faculty and staff.

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

We have noticed the following changes in our student population since the Department's last self study. Our student population consists of the following categories:

- Students with no computer skills or office experience
- Students planning to return to work or change careers
- Student that are computer literate, but lack formal training in computer applications
- Students currently employed but with a need to enhance skills
- Students that are computer savvy and interested in enrolling in online classes
- Students who work full time but as parents have restricted or limited access to traditional courses

To address the needs of our students we have expanded online course offerings. By eliminating the obstacle of time and geographic constraints, our students can complete their educational goals through our programs without having to commute. In addition, we continue to provide students with a wide variety of scheduling options by offering day, evening, and weekend classes.

The Department continues to revise and streamline programs and certificates by updating the number of core and elective units. We continue to offer certificates that can be obtained in a short amount of time for a variety of career opportunities. Additionally, a formal challenge process is in place which enables students with ample work experience or computer skills to challenge beginning and intermediate courses. The challenge process enables students to complete major requirements at an accelerated pace.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

In the past academic year, the CAOT Department has worked collaboratively in updating all course outlines with the current approved course outline structure and incorporating into all outlines student learning outcomes.

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

Not applicable.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
• Learning and discovering • Gathering information • Attending workshops	• Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment	• Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications	• Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.

Emergents	Novices	Practitioners	Mentors
		X	
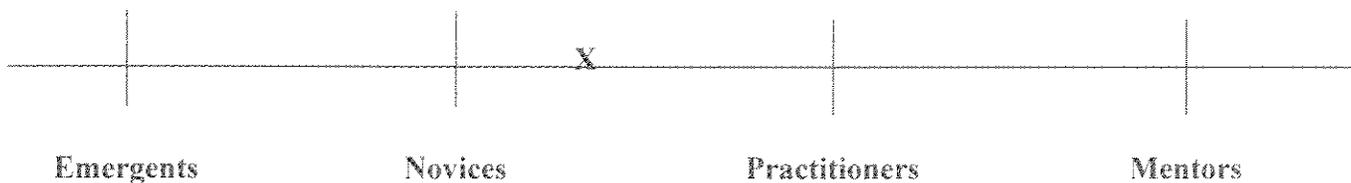
CAOT is in between Novices and Practitioners.

2. *Highlight any major findings and resulting course or program modifications.*

The major findings in the CAOT Department from the SLOAC initiative have resulted in identifying and focusing on training students more effectively. In applying SLOAC principles, CAOT discovered that our old course outline objectives did not reveal the level of critical thinking required by our students. We were able to rethink our teaching strategies and objectives more clearly by implementing specific cognitive goals for students in conjunction with content level goals.

3. *What additional resources are needed to implement the plan?*

The SLOAC initiative has provided us with an opportunity to evaluate our course outcomes which directly affect student learning. The CAOT Department has diligently considered this initiative and is in the process of planning and implementing course level assessments.

PART C: Resources

Faculty and Staff

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

CAOT faculty continues individual and collaborative efforts to achieve a higher level of professional development with program and curriculum development.

Professional Development:

- CAOT faculty continue to learn new technologies that can be incorporated into course content and used to expand the teaching of these technologies which include the latest versions of software application training into the course curriculum.

- Training has allowed faculty to remain current with changing software and to make courses cross-platform friendly (MAC/PC) whenever appropriate.

- The number of courses taught online has increased significantly in the CAOT Department. As a result, faculty have effectively adapted to various new online course management tools and have become effectively self-trained and well versed with online delivery methods.

- Faculty have completed a challenging and work intensive transition of moving and recreating online course materials for all courses from a CAOT designed online format to the WebAccess course management system.

- Faculty have been able to deliver course content by using personal websites or by adopting course management systems such as WebAccess.

- CAOT faculty continue to explore and integrate new technologies to increase the use of multimedia and non-traditional teaching strategies into courses such as podcasts and chat rooms.

- CAOT faculty use websites to provide supplementary information to students enrolled in both traditional and online classes.

- The Department continues to discuss online learning strategies and new approaches that can be employed to improve the online curriculum and the overall student learning experience.

- Faculty regularly attend online and traditional conferences, webinars, enroll in relevant courses to enhance teaching, participate in college and district wide committees and projects related to teaching and learning, are active in college wide initiatives and student service activities including conducting workshops for Expanding Your Horizons, promote creativity and interest through student contests, and hold fundraisers to raise money for students.

Program and Curriculum Development:
Listed below are the new classes which have been developed since the last review:
- Medical Assisting: Into to Medical Office Management, Medical Coding ICD-9, Medical Coding CPT, computerized Medical Billing and Information Management

- Legal Assisting: Law Office Management

- MAC Applications: Introduction to MAC Operating System, Fun with MAC Operating System

- CAOT Applications: Adobe InDesign Essentials, Web Programming I, Flash ActionScripting I, Adobe InDesign Essentials, Macromedia Studio, AJAX, Podcasting, Wikis and Blogging, Creating Video Modules for Your Class, Create a Video Resume

- Certificate requirements have been evaluated and revised to meet industry needs.

- Faculty has been working on the following new proposals:
  - Add new mini certificates for programs such as: Dreamweaver, Photoshop and Flash
  - Creation of a MAC certificate program to serve both MAC students and students who have demonstrated interest in cross platforms.
  - Applying for a Trustees Grant to develop an online teaching certificate.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

CAOT Department follows District and College guidelines for training new faculty and staff. No new full-time faculty have been hired since the last program review.

The Department is exploring the creation of a database of resources for faculty to use for effective program development. Regular department meetings are held for faculty and staff.

Evening instructional aides are trained by full-time instructional aides.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

The CAOT Department uses the District adjunct pool process to recruit adjunct faculty as program need dictates. Adjunct faculty with both current work experience and knowledge of specific technology and software applications are preferred.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Faculty have held a number of leadership roles at the College including, chairing the Curriculum Committee, Academic Senate, and leadership positions on the AFT 1493 Union. CAOT faculty and staff have also attended and contributed to the work of numerous Skyline and District committees as well as special event programs. CAOT faculty participated on writing teams for the Skyline Accreditation Self-Study.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Through participation in the District and College Curriculum Committee, Academic Senate, FTEF Allocation Committee, SLOAC, Puente, DEAC, TEAC, Basic Skills Initiative, AFT Union, and Scholarship Committee, faculty have taken leadership and representative roles in the shared governance process. Faculty have contributed to the development of the SLOAC framework which consists of three parts: Our approach to student learning outcomes and assessments, guidance in writing SLO's, and guidance on creating assessment plans. CAOT faculty have provided Student Learning Outcomes orientation workshops and training for Business Division faculty. With the

collaboration of CAOT faculty, SLOAC leadership, and Curriculum Committee members, the CAOT faculty designed two websites: the Skyline SLOAC Website and the Skyline Curriculum Committee Website.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

The CAOT Department represents a program that consistently changes with the latest technology to keep abreast of student and industry demands. The CAOT faculty and staff meet monthly to discuss and make changes to serve student needs, design and update new courses and programs, and discuss the importance of technology related issues to assure our courses are current and in line with industry standards.

Our department classrooms/labs continue to use the latest technology in hardware and software. To maintain our technology and curriculum expertise, faculty and staff attend and participate in traditional classroom and online training workshops such as:

- Digital Media Academy (DMA)
- Lynda.Com Online Training
- De Anza College Animation Workshop Series
- @ONE Institute – Online teaching conference and training workshops
- SMART seminar
- Multimedia and Entertainment Symposium
- CBEA – Integrated Technology Conference
- Center for Teaching and Learning workshops
- Career Technical Preparation (Tech Prep)

In addition, CAOT faculty have helped coordinate a community college Multimedia conference and the CAOT Department initiated such technology courses as Podcasting, Wiki, and Blogging.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

CAOT programs and certificates will continue to be reviewed and updated each semester due to the nature of technology and the constant upgrades that occur in industry software and hardware. Attracting students to our programs is dependent upon being able to offer courses which reflect the changes occurring in the business environment. The constant need to upgrade is a financial challenge, but funding for instructional equipment is crucial to the success of our programs.

Program Modification:
- Research and develop a plan for an online teaching certificate.
- Design new mini certificates in the Web Developer area.
- Re-evaluate the unit values of our courses.
- Develop an e-commerce class to enhance our Web Developer certificate.
- Research and develop courses in the areas of internet technology such as Google Earth.
- Offer the Video Portfolio course as an online course.

- Incorporate interactivity and multimedia in more online courses.
- Explore the possibility of using eCollege as a course management system.

Future Agenda:
- Begin reviewing the expansion and direction of Web Programming classes
- Incorporate relevant aspects of the Visual Basic programming modules in office application courses
- Administer CAOT student surveys to identify areas that will help us improve our curriculum and identify the skills and knowledge required by students and employers.
- Expand and continue to survey the CAOT Advisory Committee to identify employment trends which will direct curriculum development.
- Expand the CAOT Advisory membership to include other career areas.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE
CAOT Department

Weekly Student Contact Hours – WSCH

Report the 3 previous **fall** semesters with the most recent on right

Year	2004	2005	2006
WSCH	2285	1549	1505

Please comment on program enrollment and expected trends.

Weekly student contact hours sharply declined from 2004 to 2005. This dramatic decrease (32%) is due to: 1) declining employment prospects specifically in the computer industry; 2) the nature of computer industry changes due to outsourcing, globalization, etc., and, 3) from the mid 1990s to 2003 the Web Developer program was our primary focus with a very high enrollment. Since 2003 to the present the slowdown in the web industry has had a negative effect on our enrollment. Between 2005 and 2006 the percent of decline (2%) was smaller. The Department is responding to this enrollment decline by re-focusing our efforts in the area of creative curriculum development. We are working on developing new certificates and restructuring our existing certificates programs, and we are increasing our online class offerings.

FTE and WSCH/FTE (LOAD)

Report the 3 previous fall semesters with the most recent on the right

	2004	2005	2006
FTE	4.80	3.98	3.94
WSCH/FTE	476	389	382

Please comment on the comparison of this program to College trends.

Compared to the college trend during 2004-2006, the CAOT load was below the college level. In 2004 it was 476, in 2005 it was 389, and in 2006 it has declined very slightly to 382. The trend seems to be reversing in fall 2007 and 2008 semesters. This increase substantiates the Department's efforts in restructuring and redesigning the program and increased access and flexibility in our computer course offerings.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2004	2005	2006
Retention	89%	87%	89%
Success	69%	67%	63%

The CAOT student retention rate has stayed consistent from the prior years and is very positive due to the fact that our Department has adapted to the students' needs of flexible scheduling and updated equipment and software. Our success rate is in line or above the college success rate . We have noticed a slight decline in the success rate in the last three years. The Department believes that this decline is due to a number of factors:

- We are serving more students who lack basic reading, writing and math skills.
- We have increased our online course delivery, where success rate also depends on students' motivation.
- Students are not utilizing the services offered by the College such as the Learning Center, the CAOT labs, online resources, counseling, and etc.

Program Review
Course Outline & Prerequisite Checklist

Discipline: Semester:

> ### ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. *Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.* Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (http://www.smccd.net/accounts/skycurr/).

List all the courses in your *discipline* on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1:	What is the course prefix and number?
Column 2:	What is the course title?
Column 3:	What date was the course outline last reviewed or updated?
Column 4:	If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
Column 5:	If this course satisfies a GE (General Education) requirement, place a check mark in the column.
Column 6:	Please list all course prerequisites, corequisites, and/or recommendations.
Column 7:	Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
Column 8:	Does the course have SLOs on the official course outline of record?
Column 9:	Does the course have assessment plans?
Column 10:	Has the course implemented their assessment plans?
Column 11:	When did the department review results from implementation of the assessment plan?
	Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

1	2	3	4 Transfer		5	6	7 Validated	8	9 Assessment Plans	10	11
Prefix & Number	Title	Review Date	csu	UC & csu	G.E.	Prerequisites, Corequisites, Recommendations		SLOs		Implementation	Reviewed
BUS. 400	Business English		✓			Recommended: Eligibility for ENGL 836.	3/19/08	✓			
BUS. 401	Business Communications		✓			Prerequisites: Completion of or enrollment in BUS. 400 or one college English course.	3/19/08	✓			
BUS. 443	Law Office Procedures		✓			Prerequisites: CAOT 212 or 214 and BUS. 400 or equivalent skills. Recommended: Eligibility for EGNL 836					
BUS. 445	Law Office Management		✓			Prerequisites: CAOT 212 or 214 or equivalent. Recommended: Eligibility for EGNL 836 and READ 836, or ENGL 846, or equivalent	3/19/08	✓			
BUS. 476	Intro to Medical Office Management		✓			None	3/19/08	✓			
BUS. 485	Medical Terminology		✓			Recommended: Completion of or concurrent enrollment in one college English course.	3/19/08	✓			
BUS. 486	Medical Transcription		✓			Prerequisites: Concurrent enrollment in BUS. 485; ability to type 50 net wpm. Recommended: ENGL 836 or equivalent.	3/19/08	✓			
BUS. 489	Medical Coding ICD-9		✓			Prerequisites: Completion of BUS. 485 or equivalent.	3/19/08	✓			
BUS. 491	Medical Coding CPT		✓			Prerequisite: Completion of or concurrent enrollment in BUS 489 or equivalent.	3/19/08	✓			
BUS. 499	Computerized Medical Billing and Information Management		✓			Prerequisite: Completion of or concurrent enrollment in BUS. 491 or equivalent.	3/19/08	✓			
CAOT 100	Beginning Computer Keyboarding		✓			None	3/13/08	✓			
CAOT 101	Computer Keyboarding Skill Building		✓			Prerequisites: CAOT 100 or equivalent. Ability to type without looking at keyboard.	3/13/08	✓			
CAOT 104	Introduction to Computers with Windows		✓			Recommended: Eligibility for ENGL 836 (Writing Development)	3/13/08	✓			

1	2	3	4		5	6	7	8	9	10	11
			Transfer				Validated				
Prefix & Number	Title	Review Date	csu	uc & csu	G.E.	Prerequisites, Corequisites, Recommendations		SLOs	Assessment Plans	Implemen-tation	Reviewed
BUS. 400	Business English		✓			Recommended: Eligibility for ENGL 836.	3/19/08	✓			
BUS. 401	Business Communications		✓			Prerequisites: Completion of or enrollment in BUS. 400 or one college English course.	3/19/08	✓			
BUS. 443	Law Office Procedures		✓			Prerequisites: CAOT 212 or 214 and BUS. 400 or equivalent skills. Recommended: Eligibility for EGNL 836	3/19/08	✓			
BUS. 445	Law Office Management		✓			Prerequisites: CAOT 212 or 214 or equivalent. Recommended: Eligibility for EGNL 836 and READ 836, or ENGL 846, or equivalent	3/19/08	✓			
BUS. 476	Intro to Medical Office Management		✓			None	3/19/08	✓			
BUS. 485	Medical Terminology		✓			Recommended: Completion of or concurrent enrollment in one college English course.	3/19/08	✓			
BUS. 486	Medical Transcription		✓			Prerequisites: Concurrent enrollment in BUS. 485; ability to type 50 net wpm. Recommended: ENGL 836 or equivalent.	3/19/08	✓			
BUS. 489	Medical Coding ICD-9		✓			Prerequisites: Completion of BUS. 485 or equivalent.	3/19/08	✓			
BUS. 491	Medical Coding CPT		✓			Prerequisite: Completion of or concurrent enrollment in BUS 489 or equivalent.	3/19/08	✓			
BUS. 499	Computerized Medical Billing and Information Management		✓			Prerequisite: Completion of or concurrent enrollment in BUS. 491 or equivalent.	3/19/08	✓			
CAOT 100	Beginning Computer Keyboarding		✓			None	3/13/08	✓			
CAOT 101	Computer Keyboarding Skill Building		✓			Prerequisites: CAOT 100 or equivalent. Ability to type without looking at keyboard.	3/13/08	✓			
CAOT 104	Introduction to Computers with Windows		✓			Recommended: Eligibility for ENGL 836 (Writing Development)	3/13/08	✓			

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

| Prefix & Number	Title	Review Date	Transfer CSU	Transfer UC & CSU	G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
CAOT 105	Introduction to Computers with Windows II		✓			Prerequisites: CAOT 104 or equivalent.	3/13/08	✓			
CAOT 200	Introduction to MS Office Suite		✓			Recommended: CAOT 104 or equivalent.	3/13/08	✓			
CAOT 201	Integration of MS Office Applications		✓			Prerequisites: CAOT 200 or equivalent.	3/13/08	✓			
CAOT 214	Word Processing I: Word		✓			Prerequisites: Knowledge of the computer keyboard or completion of a typing class.	3/19/08	✓			
CAOT 215	Word Processing II: Word		✓			Prerequisites: CAOT 21 or 214 or equivalent.	3/19/08	✓			
CAOT 221	Desktop Publishing: Microsoft Publisher		✓			Prerequisites: Successful completion of CAOT 214 or CAOT 200, or equivalent.	3/19/08	✓			
CAOT 222	Business Presentations I: PowerPoint		✓			Recommended: CAOT 104 or equivalent.	3/19/08	✓			
CAOT 223	Business Presentations II: PowerPoint		✓			Prerequisites: CAOT 222 or equivalent.	3/19/08	✓			
CAOT 225	Spreadsheets I		✓			Recommended: CAOT 104 or equivalent.	3/19/08	✓			
CAOT 226	Spreadsheets II		✓			Recommended: CAOT 225 or equivalent.	3/19/08	✓			
CAOT 230	Database Applications I		✓			Recommended: CAOT 104 or equivalent. Eligibility for ENGL 836	3/19/08	✓			
CAOT 231	Database Applications II		✓			Prerequisites: CAOT 230.	3/19/08	✓			
CAOT 301	Maximizing Your Employment Potential		✓			None		✓			
CAOT 400	Internet I		✓			Prerequisites: CAOT 104 or equivalent.	3/19/08	✓			
CAOT 403	HTML & Web Authoring Applications I		✓			Prerequisites: Completion of, or concurrent enrollment in, CAOT 104, CAOT 212 or CAOT 214, or equivalent.	3/19/08	✓			
CAOT 404	HTML & Web Authoring Applications II		✓			Prerequisites: CAOT 403 or equivalent.	3/19/08	✓			
CAOT 408	Digital Audio and Video		✓			Prerequisites: CAOT 104 or equivalent. Recommended: CAOT 400 or equivalent.	3/13/08	✓			

# Course Outline, Prerequisite, & Student Learning Outcomes Checklist

1 Prefix & Number	2 Title	3 Review Date	4 Transfer CSU	4 Transfer UC & CSU	5 G.E.	6 Prerequisites, Corequisites, Recommendations	7 Validated	8 SLOs	9 Assessment Plans	10 Implementation	11 Reviewed
CAOT 410	Photoshop Basics		✓			Recommended: CAOT 104 or equivalent.	3/19/08	✓			
CAOT 411	Photoshop for the Web		✓			Prerequisites: CAOT 403 and CAOT 410, or equivalent.	3/19/08	✓			
CAOT 412	Flash I		✓			Prerequisites: CAOT 403 or equivalent.	3/19/08	✓			
CAOT 413	Flash II		✓			Prerequisites: CAOT 412/COMP 412 or equivalent.	3/19/08	✓			
CAOT 414	Action Scripting		✓			Recommended: CAOT 412/COMP 413 or equivalent	3/19/08	✓			
CAOT 416	Adobe InDesign Essentials		✓			Recommended: CAOT 214 or equivalent and CAOT 104 or Equivalent	3/19/08	✓			
CAOT 420	JavaScript		✓			Prerequisites: CAOT 404 or equivalent.	3/19/08	✓			
CAOT 434	Web Programming 1		✓			Recommended: CAOT 404 or equivalent	3/19/08	✓			
CAOT 480	Network Fundamentals (LAN)		✓			None (Also listed as TCOM 480)	3/19/08	✓			
CAOT 665	Selected Computer Topics		✓			None.	3/13/08	✓			

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

Alma Cervantes
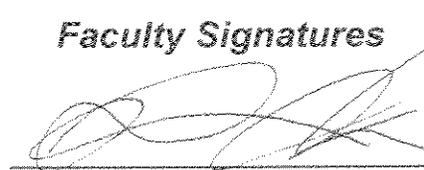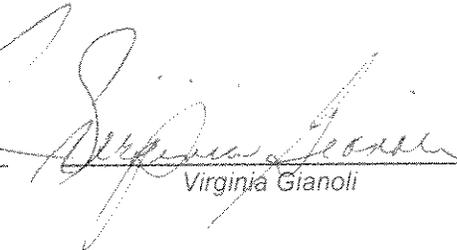
Shann Chu

Virginia Gianoli
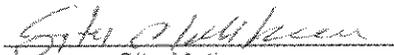
Sita Motipara

Christine Roumbanis

Date Submitted: _April 1, 2008_

Division Dean: _Margery J. Meadows_

Skyline
COLLEGE

Program Review – Resource Needs Summary Table

Program: Computer Applications & Office Technology

	Needs	Notes

Personnel	1. No full-time faculty needed at this time.
	
	2. Adjunct faculty
		2. Adjunct faculty needed in the following areas:
		
		  • Medical Office Assisting
		
		  • Adobe software applications
		
		  • Multimedia area

Equipment	1. MAC computers 2. Video camera and headphones 3. Wrist rests for all computers 4. Teacher computer carts 5. New version of software (ongoing)	6. Our software needs are currently met.
Facilities	1. Not applicable.	All facilities are updated with new software and hardware.

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