ACADEMIC PROGRAM REVIEW

Business Office Technology (BOT)

Presented in Fall 2014

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Business Office Technology Full-Time Instructor Sign-Off Sheet

Barbara Gillespie, Assistant Professor _____

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Linda Snider, Associate Professor _____

Dr. Mary Leslie, Professor _____

This report is dedicated to the memory of Illyana McManus, former department coordinator, Instructor and dear friend of the BOT Department of Grossmont College. Her knowledge, dedication and friendship have 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 she gave to this department. May her spirit of excellence be symbolized in the work of the BOT Department now and into the future.

Composed by Janice Fischer, BOT graduate and BOT Office Lab Technician

Business Office Technology Department

Hala	Abushaban	Instructor
Andre	Andersen	Instructor
Kathleen	Anspach	Instructor
Kimberly	Brooks	Instructor
Ann	Bryan	Instructor
Nancy	Buck	Instructor
Robert	Captain	Instructor
Donna	Dixon	Instructor
Marian	Doherty	Instructor
Shirley	Doyle	Instructor
Diane	Finch-Payne	Instructor
Janice	Fischer	Lab Technician
Karen	Fox	Instructor
Josolyn	Gauldenhill	Instructor
Barbara	Gillespie*	Instructor
Julie	Hollyfield	Instructor
Fred	Kellenberger	Instructor
Jolene	Lee	Instructor
Mary	Leslie*	Instructor
Suzanne	Loach	Instructor
Lanette	McFadden	Instructor
Illyana	McManus	Instructor
Mark	Pressnall*	Instructor
Edna	Prigmore	Instructor
Tanya	Scott	Instructor
Sandra	Sikes	Instructor
Tom	Smerk	Instructor
Linda	Snider*	Instructor
Sosha	Thomas	Instructor
Annie	Zuckerman	Instructor

OPT Staff:

Deborah	Skinner	Program Specialist
Debbie	Allen	Clerical Assistant
Laurel	Klotz	Counselor

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DEPARTMENT/PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it)

The Business Office Technology (B.O.T.) program was last reviewed in April 2007. Since that time, the BOT program has expanded the number of Flex Lab (OE/OE format) courses to over 40. The Flex Lab offers students training in all levels of keyboarding and Microsoft Office programs in a self-paced format, which allows students to select their hours of attendance from among the 45 hours per week that the lab is open. The lab is staffed with at least one faculty member and one aide. All courses generate full FTES and are in compliance with Title V regulations. Courses offered cover basic employability to comprehensive levels. The Flex Lab now enrolls approximately 800+ students per semester.

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

A cornerstone of the BOT department is the Office Professional Training (OPT) program. This intensive, semester-long program is in its 29th year and has graduated nearly 2,300 students. These students take an average of 16 units of BOT courses each semester to prepare for immediate employment in an office environment. The Office Professional Training (OPT) program has provided skills training for accounting, banking/financial services, insurance, and office/administrative support personnel since its inception in 1985. As its mission, the OPT program provides unemployed students with the educational training and support services that will empower them to compete in a high technology environment.

OPT students include laid-off and dislocated workers, displaced homemakers, single parents, TANF/CalWORKs 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, banking/financial services, insurance, and office/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 college or the students.

Since 2007, 350 students have graduated from the OPT program, bringing the total number of graduates to 2,297 in 29 years. Placement statistics over this time period, even in a challenging economy, indicate that 67 percent of the OPT graduates have 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 average close to $13 per hour, well above minimum wage.

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 maintained strong ties with business and industry, particularly the insurance industry. From 2007 through 2013, 27 OPT graduates have received scholarships from the national InVEST (Insurance Vocational Education Student Training) program. In addition, Bob Captain, OPT Insurance Instructor, was named the InVEST Insurance Instructor of the Year in 2011. (He received the same award in 2001.)

With the introduction of Microsoft Windows 7 and Office 2013, the B.O.T. department expects to see a marked increase in demand for both Flex Lab and online courses. Subsequently, the department anticipates needing to offer more sections and therefore will need to increase the number of staff.

Program Goals

1.2 **Appendix 1** contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your **most** successful and **least** successful goals and answer the following questions:

For your most successful goal:
  a) What activities did you undertake to achieve this goal?
  b) Report and explain the data you have to verify progress toward your goal.
  c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

Curriculum Development

Goal: Develop curriculum models, course outlines utilizing web tutorials, thus eliminating textbooks making it most cost efficient for students.	
Status of goal	**Completed/on-going task**
What activities did you undertake to achieve these goals?	Curriculum development of certain sub-100 courses such as 094 – Internet Basics and 299A: Social Media Basics
What challenges/obstacles have you encountered?	Ensuring "free" website links are viable from semester-to-semester.
Report and explain the data that you have to verify progress toward your goal?	Course enrollments are remained steady and have attracted more students to the new one (299A).
Has this goal changed and why?	For some courses, students like having a physical textbook, thus reflected by Q11 on the BOT Student Survey, that 66.7% stated that this course resource helped them learn the course material.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Enhanced student success, retention and completion in a variety of flex lab courses.
Additional Comments?	

Student Success and Support

Goal: **Maintain financial support of flex lab aide tutors (student hourly)**	
Status of goal	**On-going**
What activities did you undertake to achieve these goals?	Solicitation of donated TA hours from other faculty, special funding allocation from college vice president, federal work-study students hired and BOT internships each semester.
What challenges/obstacles have you encountered?	Budget cuts during recessionary times, changing hire procedures and requirements for NANCE, etc.
Report and explain the data that you have to verify progress toward your goal?	See financial related spreadsheets in the Appendix.
Has this goal changed and why?	No. We still need qualified flex lab aides and tutors.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Increased student achievement (success), persistence, access and successful completion of ALL our courses, including FTF, online, hybrid and open entry/open exit.
Additional Comments?	Students request that our Saturday hours in the BOT Flex Lab be returned as an option for completing assignments; likewise having the college library open would be appreciated.

Program Resources and Development

Goal: **Program Review Recommendations re: funding OPT** 1. Seek and obtain stable funding for the OPT program. Explore consolidation of services with other areas to reduce personnel costs and increase efficiency.	
Status of goal	See merged document* below that addresses these questions
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why?	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	

*Submitted by Dr. Mary Leslie, OPT Lead Instructor

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Community Outreach/Response

Goal: **To conduct an efficient Business Advisory Council (BAC) annually, cooperatively with Cuyamaca's BOT department.**	
Status of goal	**On-going…**
What activities did you undertake to achieve these goals?	Recruiting new members and maintaining current membership. Distributing annual survey to our advisory council members.
What challenges/obstacles have you encountered?	Getting partners to attend on a regular basis.
Report and explain the data that you have to verify progress toward your goal?	Our BAC membership invitation list has grown to over 50 industry representatives, including those from public, private, and non-profit organizations.
Has this goal changed and why?	The BAC advises us on curriculum issues, hiring trends, and entry-level skills we should be teaching our students.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Student success, job placement, internship opportunities, curriculum development for new courses;
Additional Comments?	

Faculty/Staff Professional Development

Goal: **Continued education for all faculty and staff through local workshops, webinars, and conferences as travel funds permit.**	
Status of goal	**Completed/on-going process**
What activities did you undertake to achieve these goals?	Publicize local and out-of-town state, regional and national conferences for faculty participation in CBEA, WBEA & NBEA (California Business Education Association, Western Business Education Association and National Business Education Association).
What challenges/obstacles have you encountered?	Time constraints especially by adjuncts working in industry and being able to take time-off; VTEA funding approval by local administration and out-of-state travel approval by the state chancellor's office.
Report and explain the data that you have to verify progress toward your goal?	Each year money is requested in our department VTEA budget to cover Travel & Conferences expenses allowing faculty, both full-time
Has this goal changed and why?	No, if anything, more faculty involved than in previous years.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Provide an Exceptional Learning Environment to promote Student Success. Develop and maintain an exceptional learning environment. Promote Employee Success
Additional Comments?	Many of our faculty members have served in various leadership capacities as well as on a variety of conference committees. Several have been recognized with excellence in teaching honors at award events.

For your least successful goal:
   a) What challenges or obstacles have you encountered?
   b) Has this goal changed and why?

Department/Unit Resources and Development
   1. What is/are your six-year goal(s) in this area?

   See #1 Program Review Recommendations re: funding OPT

   1. *Seek and obtain stable funding for the OPT program. Explore consolidation of services with other areas to reduce personnel costs and increase efficiency.*

Institutionalizing this department program has been a long-term goal for several years. Providing a crisis counselor, job placement coach and clerical support is imperative to ensure the success of this long-running job training program.

- What challenges or obstacles have you encountered?
  - Submitting classified staffing requests on an annual basis
  - Presenting proposals for financial support
  - Writing for numerous grants
  - Limited VTEA funds for student assistance
  - Increased costs of textbooks, software access codes, etc.
- Has this goal changed and why?
  No, this goal remains the same as this program continues to exist, providing multiple opportunity for student success, completion, persistence, and placement in the community for viable occupational areas from our department.

Implementation of Past Program Review Recommendations

1.3 Your program **6-year Unit Plan** in **Appendix 1** 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. (Be sure to use the committee recommendations and not your own)

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

The B.O.T. department's course outlines reflect currency in the field by the variety of courses offered, ranging from basic to advanced keyboarding/document processing, elementary accounting, medical office billing and coding, MS Office Suite applications, Business English/Communications, job search, computerized accounting, filing/records management, insurance principles, virtual assistant, integrated office projects, computer and Windows basics, office work experience (internship) and social media basics.

Our curriculum is developed and maintained by our annual meeting of the Business Advisory Council (BAC) based on their suggestions and recommendations of adding new courses as well as modifying current ones to meet industry needs by our employer/internship partners.

Current teaching practices include the individualized instruction/faculty assistance in the B.O.T. Flex Lab for hands-on, skill-based courses, in addition to instructor-led courses, both lecture/lab and lecture options. Also, we offer many online classes that are land-based, so students have a choice of being enrolled on-campus or as a distance education learner.

Additionally, our department takes pride in being involved with Project Success by linking to English/Reading 90 courses along with BOT 106: Effective Job Search. This has been a successful link for several years, helping developmental students improve their writing, reading and technology skills through this link

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**

From the Grossmont College Program Review Fall 2013 BOT Faculty Survey the following results were provided:

1a. I received an orientation to the college, department and the classes including...
(a. Current course outlines were made readily available to me)

For this question, 69.2% strongly agreed, whereas 23.1% responded agree and 1 respondent said 'neutral' or 7.7%.

1a. I received an orientation to the college, department and the classes including...
(a. Current course outlines were made readily available to me)

For this question, 61.5% said strongly agree, 30.8% responded with agree and 1 neutral response.

During department meetings on flex week, discussions are held to provide information regarding Student Learning Outcomes (SLOs) in addition to throughout the year. Flex Lab trainings occur to offer instructors the opportunity to use a common syllabus template to be uniform in our Blackboard containers in the flex lab.

Within the past year, an Instructor Blackboard container was constructed to provide an instrument for dialogue amongst our flex lab instructor to post comments in the Discussion Board, send relevant e-mail messages about current happenings and updates in the department.

Periodic e-mail messages are sent from the department coordinators to instructors advising them of upcoming due dates, events, and student reminders. We also have an active departmental Facebook page for both B.O.T. and also for O.P.T. (Office Professional Training).

2.3   Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

From the Grossmont College Program Review Fall 2013 BOT Faculty Survey the following results were provided:

2c. I have opportunities for ongoing staff development (professional growth): 77% said 'strongly agree'.

3. The department resources are available and sufficient for my teaching needs: 77% said 'strongly agree'.

Because of budget cuts due to the recession, we were faced with the decision of removing our comprehensive software application courses, MS Office Word, Excel, Access and PowerPoint, and transferring them to online to maintain satisfactory class counts to ensure that they would make to continue for the semester. So, these former flex lab courses became online delivery format. Instructors had to develop a robust method of providing extensive learning for our students through video presentations, PowerPoint shows, and hands-on training and assessments.

In like manner, other instructor-led courses such as Filing/Records Management (BOT 104), Office Procedures and Systems (BOT 107), Elementary Accounting (BOT 109), Business English/Communications (BOT 110) and MS Outlook (BOT 151), also were converted to web-based, offering our certificate and degree candidate students the option of either taking these courses on-campus or online. We have seen a "cohort" of students either being land-based or online totally or a combination of both, earning certificates of proficiency, certificates of achievement, and B.O.T. degrees as result of these multitudes of offerings.

And finally, when our department changed from MS Office 2007 to 2010 version, we changed textbooks and training/assessment software, so all new syllabi had to be created using new case studies, projects, critical thinking applications and skill checks, quizzes and examinations. These courses included our essentials: BOT 114 (Word), BOT 115 (Excel), BOT 116 (Access) and BOT 117 (PowerPoint) and the Comprehensives: BOT 120-122 (Word), BOT 123-125 (Excel), BOT 126-128 (Access) and BOT 129-131 (PowerPoint).

Likewise, our keyboarding learning software changed; therefore instructors had to re-vamp their syllabi containing lessons, timed writings, speed drills, document preparation, and technique evaluations. This impacted BOT 095, 100, 101A & B, 102A & B courses both in the flex lab but also online.

A recently added course, BOT 299A-Social Media Basics, has provided students the avenue to learn how to use tools such as LinkedIn, Facebook, Twitter, and other web-based tools how to market them and to use on-the-job to promote a business and interact with customers.

2.4   Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment. You have many options here. Some departments compare full-time to part-time grade distributions. Some compare grade distributions from multiple section courses. The program review research liaison, Bonnie Ripley, can help you with this matter. She will be providing you with some data as well).

Typically, retention in our web classes is anywhere from 50-80%, depending on the course. It is difficult to compare an online course to one offered in the flex lab because many of our distance education varieties are available on a short-term basis, either a 2 week late start or a first or a second 8-week session. It appears that online grades are lower on average than a typical face-to-face course or one in the flex lab; of course this could be due to fewer students who finish the course. However there doesn't seem to be much difference between a full-time tenured professor versus an adjunct instructor.

In terms of comparing a multiple section course such as BOT 100: Basic Keyboarding, there is consistency in the number of students who withdrew from either a flex lab section or an online one. There is one instructor-led section with only "W" grade recorded which goes to show that regular instructor contact maintains student engagement and completion. In regards to grading, consistency shows true for the percentages of letter grades being earned, resulting in the typical "bell curve" by both part-time and full-time professors

2.5   Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

All instructors teaching a common course such as BOT 100: Basic Keyboarding or BOT 109: Elementary Accounting use the same textbook and assignments for all students, whether the course be available in the flex lab, face-to-face instruction or an online format. There are other common courses but just not listed in this narrative.

The same Student Learning Outcomes (SLOs) are applied across the board for each of these multiple sections being taught when they are on-campus or of the distance education variety.

Generic Blackboard containers are used for flex lab courses as a "shell" to copy from each semester to ensure consistency of navigation buttons and ease of use for both instructors, flex lab aides and learners.

Instructors meet during flex week to discuss curriculum, modify syllabi and grading scale rubric. A team of instructors proofread and revise the syllabus for student usage.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

This new B.O.T. certificate program was "modeled" after a similar one that our sister college, Cuyamaca had developed:

- Certificate of Proficiency: Front Office/Receptionist-6 units

The new BOT Front Office/Receptionist certificate would provide an entry-level employment opportunity for a completer that finishes the following courses. These skills are aimed at a student who is seeking a front office/receptionist related position in an office. This Certificate of Proficiency prepares a beginning student to work in a job that requires basic keyboarding skills, a basic knowledge of filing, and basic office procedures necessary for meeting and greeting the public in person, by telephone and electronically.

This modified certificate of proficiency was developed by an adjunct working in this area:

- BOT 216, 219, 220, 229 & 230: Healthcare Documentation/Medical Transcriptionist certificate program but later discontinued due to slow/low industry hiring growth.

This relatively new course created based on our Banking/Financial Services Advisory Council recommendation to offer to primarily to the OPT students:

- BOT 153: Introduction to Banking and Financial Services-3 units

An introductory course providing a working knowledge of the basics necessary to begin a financial services career in a bank, a credit union, or other financial services organization. Course content includes: principles of cash handling, checking processing cycle, customer service based selling techniques.

This recent course developed as a recommendation from our local Business Advisory Council (BAC) to know online tools for marketing local business and customer interaction:

- BOT 299A: Social Media Basics for the Workplace

Social Media Basics is an introduction to social media, social media providers, and social media uses in the workplace. Definitions of social media and related terminology will be provided. Students will learn how to develop Facebook, LinkedIn, Twitter, and other accounts for the workplace. Safety and Privacy will be covered. The course is designed for the beginner who wants to learn more about social media and its uses in the workplace.

2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

Student Discussion Boards and Blogging in Blackboard containers, creation of critical thinking projects, and exposure to the "Ethics" game in the Grossmont College Career Center are just a few ways that current issues are reflected in our curriculum. Obviously, technology plays a major role since students are learning aspects of it as a tool. Class discussions in Office Procedures, Medical Terminology, Computerized Accounting (QuickBooks), Effective Job Search, and Business English/Communications provide opportunities for students to respond to related topics in the classroom and online.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see Bonnie Ripley if you need help on finding the applicable data.)

BOT WEB VS. FTF ANALYSIS

BOT 100

BOT 106, 107, 109 & 110

BOT 120-131
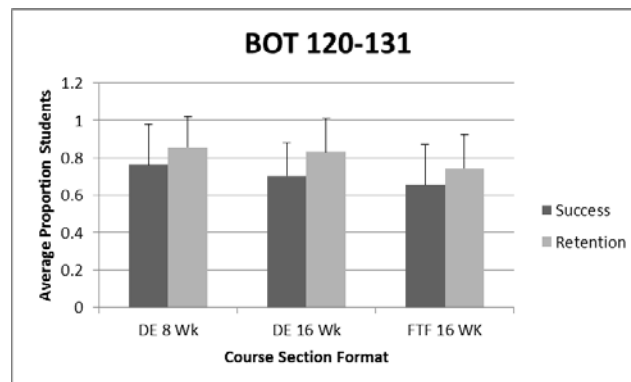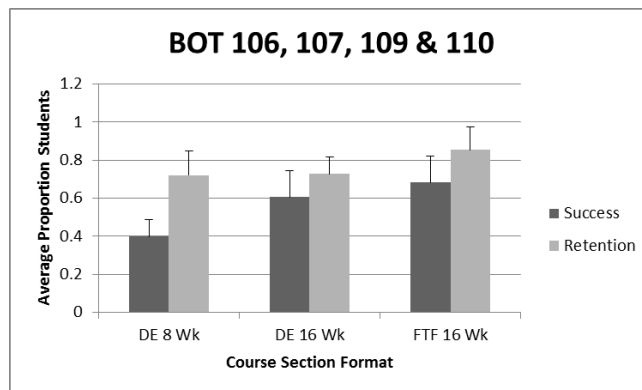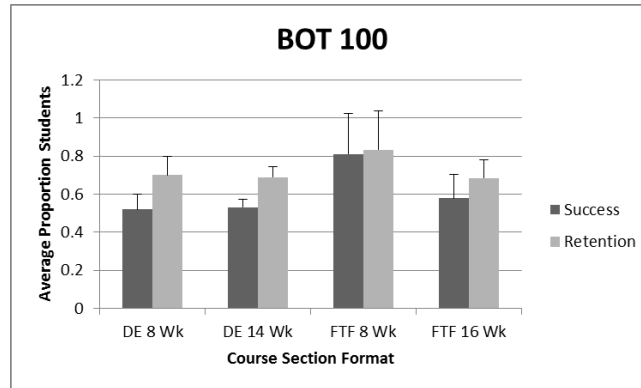
In comparing the BOT 100: Basic Keyboarding distance education mode versus the face-to-face (FTF), it appears that the most successful offering is the FTF 8 week session. A shorter term class seemed to prevail as compared to a longer one. Contrasting a web 8 week to a web 14 week didn't seem to be that much different.

Referring to the middle chart for BOT 106-Job Search, BOT 107-Office Procedures, BOT 109-Elementary Accounting, and BOT 110: Business English/Communications, the FTF sections showed higher retention as compared to the distance education delivery method. Comparing the web courses, 8 weeks versus 16 weeks, the retention was about the same level, whereas the success was lower for an 8 week period of time as compared to a full-length semester.

Focusing on the last chart for the Comprehensive MS Office Suite courses, BOT 120-131, originally offered in the flex lab, now totally online has shown improved having converted them to online compared to the flex lab format. The 8 week online sessions appear to be slightly higher than the 16 week online sessions. The rationale for this increase could be that our working students are often the ones taking these comprehensive courses along with our degree candidates. Because the flex lab hours were reduced due to budget cuts and we no longer had Saturday hours, this conversion ended up resulting positively.

2.9 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Presently, we have articulated BOT 110: Business English/Communications and BOT 161: Medical Terminology. In the past, we had BOT 109: Elementary Accounting, however with teachers retiring in the GUHSD, they are not being replaced and these courses not offered to the high school students. We have thought of trying to articulate the secondary schools Virtual Enterprise with our Virtual Assistant certificate of proficiency program

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

Although B.O.T. doesn't have any articulated courses since we weren't a part of the Transfer Model Curriculum (TMC), we do provide cross-listed courses with CSIS and BUS departments and offer over fifty courses that are CSU transferable

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1 -** Annual Progress Reports, as well as **Appendix 1 –** SLO Assessment Analyses and **Appendix 4 –** Course-to-Program SLO Mapping document**,** answer the following questions:

3.1   What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

SIM (Simulations) and SIM Skills Assessments, Tech Evaluations, Objective Testing. Immediate feedback in line with instruction. Use of simulations and simulation Skill Assessments and Projects. Minor errors discovered in the directions given to student which then can be corrected by instruction. Student needs to have clarity. We continue to upgrade with new releases of Office software and corresponding publishers materials.

3.2   Using your course-level **SLO Assessment Analyses** (**Appendix 1**), this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document** (**Appendix 4**), discuss your students' success at meeting your Program SLOs.

Course level SLOs are proving to be in alignment with the program SLOs. In particular our primary program SLO which is to demonstrate knowledge, skills, and abilities relevant to BOT certificates/degree programs completed. A high percentage of our students not only meet our Program SLOs, they carry them further by putting using those skills in the workforce.

3.3   Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

Our course-level SLOs accurately reflect the Program SLOs.

3.4   How has the SLO process affected teaching and learning in your department?
Continual improvement for our assessment processes. For example: revisions of how we perform our Technique Evaluations in our Keyboarding classes. We now have a face-to-face discussion with each student at the conclusion of the Technique Evaluation to discuss their progress. Process has virtually eliminated looking at keyboard. This has made the SLO of Touch Typing 100%.

SECTION 4 - STUDENT ACCESS

4.1   How does facility availability affect access to your program?

Because we are housed in the Tech Mall, our flex lab schedule is dictated by their hours. Several years ago, we lost our Saturday hours along with the library, thus impacting our student's access to work on their flex lab courses. This also affects summer session offerings too when the campus reverts to a four day workweek.

4.2   Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

Due to budget cuts, we chose to offer our comprehensive levels MS Office Suite courses online, to make-up for reducing the flex lab hours and the loss of the Saturday hours. We now offer multiple courses in a variety of format such as instructor-led, flex lab mode, and online. Creative scheduling includes late-start classes 2 weeks into the semester and others that overlap the first and second 8 week sessions and some that are only offered second 8 week session.

4.3   Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

This survey was conducted primarily on-campus, therefore any trends are difficult to determine since we have a student population that only takes online courses or only attends on-campus, either face-to-face classes or open entry/open exit in the flex lab.
Per the student survey:

Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)

83.4% said E-mail, 85.4% said Face-to-Face, 33.7% said telephone/voice mail, and 7.3% replied Other.

Q7. Which line of communication do you prefer your instructor to use when responding to your messages?

47.5% said E-mail, 45% said Face-to-Face, 3.1% said telephone/voice mail and 4.4% said Other.

Based on these two question responses, it is apparent that our students are fairly adept using electronic means for communicating with their instructors.

Course resources used to help learn the material ranged from 66% (textbook), followed by 66% (homework/assignments), and then lecture content (50%) and 34% from Blackboard container as responded to in the student survey.

Our department had asked to list questions to survey students regarding types of classes to offer but were told the questions had to be a certain rubric style and not of the "fill in the blank" type.

4.4 What implications do these findings from 4.3 have for your program?

Encourage instructor usage of Blackboard containers, even for face-to-face and hybrid type class being taught on-campus for student accessed resources.

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 5 -** Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.

More expanded, in-depth training for instructors and flex lab aides and tutors for new computer software applications (MS 2013) and updated versions of operating systems.

Making sure the flex lab is staff during busy times (50% prefer mornings and 35% attend afternoons).

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 5**)

Continue department Facebook page postings, Blackboard container Announcements and email to students, online advertising of our department programs such as OPT and other certificate programs. We will work with the new College Relations Director for press releases and articles to publicize events.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Some of our sub-100 courses have shown lower enrollment in recent years, and by tying them with other courses, we have been able to offer them accordingly. Likewise any degree-required courses, we tie with other under-enrolled in order for them to make, allowing students to graduate with earned certificates and A.S. degree.

4.8 Based on an analysis and a review of your 6-year Unit Plan **(Appendix 1)**, what specific strategies were utilized to address <u>access</u> issues of special populations (e.g. ethnicity, age, and gender).

Due to limited English proficiency for many of our immigrant students, having Arabic and Spanish translators work as aides in the flex lab and also as tutors upstairs in the Tutoring Center has helped our special populations.

Additionally, any DSPS student who needs services from the Assistive Technology Center (ATC), has these available as well plus any ASL interpretation for any deaf student is provided.

Any interested student can contact the BOT Lab Office Technician with questions either by telephone, e-mail or face-to-face in the flex lab by using the doorbell on the outside. Lastly, prospective students can either call/email the department coordinators or stop by their office for a personal appointment.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize <u>success</u> issues of special populations (e.g. ethnicity, age, and gender). Please consult **Appendix 10** for data that will be provided to you by the research liaison. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

SPECIAL POPULATIONS – From the federal definition, special populations are

- individuals from economically disadvantaged families (OPT program participants + regular BOT students)

- single parents (OPT program participants + regular BOT students)

- displaced homemakers (OPT program participants + regular BOT students)

- individuals preparing for nontraditional training and employment (OPT program participants--men)

- individuals with disabilities (OPT program participants + regular BOT students)
- individuals with other barriers to educational achievement, including individuals with limited English proficiency (refugees/immigrants from the Middle East, certain international students)

Within the past year, we began offering a hybrid format for BOT 114 (Word) and BOT 115 (Excel) for our OPT students in which they meet with their instructor once a week for personalized instruction and face-to-face assistance with their flex lab courses. This hybrid option is required of all OPT students to ensure their success to earn a "C" or better for the B.O.T. certificate of proficiency Office Professional.

In addition, we started an instructor-led BOT 100: Basic Keyboarding geared toward OPT students but open to all interested students. Its population has consisted for those special categories listed above: varied ethnicities such as Asian, African-American and Hispanic who have been successful in completing this course along with others they have been enrolled in our department.   Another face-to-face course, BOT 101A: Keyboarding/Document Processing has seen successful completion by these various ethnic groups as well, evidenced by their continued progress through other B.O.T. courses in the flex lab and online, too.

In the OPT program, there is a part-time crisis counselor who provides counseling and other resources to assist students with child care, housing, financial issues and transportation.

5.2 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 inside and outside of the formal classroom.

The B.O.T. department requires that a minimum of one (1) unit of office work experience/internship be completed in order to graduate with the Administrative Assistant Associate of Science degree. Those interns participating are placed into sites, both on and off-campus learning new procedures and putting into practice those skills acquired as result of completed related courses. Some of the sites include: Grossmont-Cuyamaca Community College District Maintenance Department, Grossmont College Deanery, Grossmont College OPT Office, and State Farm Insurance agencies.

The BOT 107: Office Procedures students conduct 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, walk-a-thon), mentor night event, and the clothing boutique. They also are required to conduct an interview with an insurance professional, asking pertinent questions and then making a presentation to the insurance principles class.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

This department has been very involved with 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. Also, we have had representation at the Tech Prep sponsored "Got Plans?" by volunteering at an informational table and having an adjunct present a multi-media presentation to interested parents and high school students.

For the college's 50th anniversary, our faculty and staff prepared several workshops open to the community to learn more about Excel, Word, Outlook, banking, and courses available to refresh job skills and personal development.

The BOT 106: Effective Job Search has linked with English/Reading 90 for several years as part of Project Success Learning Communities.

Departmental representation has been evident at different career/job fairs in the East County promoting our certificate programs and OPT.

5.4 Discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Oftentimes our success rates for course completion and earning certificates of proficiency are based on the size of the Office Professional Training (OPT) enrollment each semester. Additionally, when the economic conditions warranted a return to college, we saw a huge increase in registration for our BOT courses, degree and certificate programs. When we were forced to cut sections due to the budget, we lost enrollment, thus impacting our success rates.

Due to economic conditions improving, we've seen students choosing to accept employment and not take as many classes and in some cases, relocate out-of-state, therefore not be enrolled in any courses.

On a positive note, when we have switched to a new version of software such as upgrading from Windows XP to Windows 7 and MS Office 2010 to Office 2013, we typically see an increase in registration for students who need to know the latest trends in technology and operating newly purchased computer desktops/laptops.

With Proposition 30 funds, the B.O.T. Department has been able to offer multiple sections of common courses such as BOT 100-Basic Keyboarding, both on-campus in the flex lab, instructor-led and also web format scheduled as a late-starting course. Furthermore, we have provided extra sections of much needed certificate/degree/transfer applicable courses such as BOT/BUS 109: Elementary Accounting both on-campus (instructor-led) and online.

Other favorable department practices include offering the work experience/internship during the regular semesters along with intersession and summer sessions. This allows students to select which time fits best for them to complete their graduation requirement for the administrative assistant degree and gain practical hands-on office exposure as a newly graduated student from the OPT program after the fall and spring semesters.

And finally, because we're able to tie courses together in our flex lab (open entry-open exit), we are fortunate to offer degree required courses that might not ordinarily fill with the minimum required but "tied" with other low-enrolled courses, these are allowed to make as a class.

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

N/A

5.6 Referring to **Appendix 6-** Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Over 650 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 51% of the total. The highest certificate acquired is the Office Professional, followed by the Medical Office Assistant, then Account Clerk and finally the Office Software Specialist-Level I. Much depends on whether students apply for these certificates since the college doesn't automatically issue these certificates. In fall 2013, a new online process developed for students to apply using Google Documents.

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.

Regarding the number of degrees earned also reflects the number of certificate of achievements earned. For spring 2013, there were eight B.O.T. graduates, earning either their Administrative Assistant/Executive Assistant Associate of Science (A.S.) degrees.

1.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

Project Name (include start date if possible)	Description	Outcomes including # of students impacted, if possible.
EL CAPITAN HIGH SCHOOL (ECHS) OUTREACH 2005-PRESENT	SPOKEN TO JUNIOR STUDENTS ABOUT OUR COLLEGE AND VARIOUS DEPTS. AND PROGRAMS	APPROX. 150 EACH SEMESTER; hopefully the impact has been for them to attend colleges in our district
ECHS OUTREACH - FRESHMEN 2005-PRESENT	ASSIST STUDENTS WRITING PERSONAL-BUSINESS LETTERS	APPROX. 100 EACH DECEMBER; encourage them to be better writers and continue their education

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services).

The Tutoring Center upstairs only began tracking B.O.T. tutoring appointments as shown below:

Semester	#Tutors	# Appts	#Subjects	Subjects
Fall 2011	1	39	3	161, 165, 167
Spring 2012	1	62	3	161, 165, 167
Summer 2012	0	0	0	
Fall 2012	5	91	8	100, 114, 115, 161, 165, 167, 170
Spring 2013	5	257	7	100, 114, 115, 161, 165, 167
Summer 2013	0	0	0	
Fall 2013	5	275	8	100, 110, 114, 115, 153, 163, 167, 170

As evidenced by this table, there has been an increase in the number of students taking advantage of this free service provided by the Tutoring Center. When there wasn't any summer session offered, no tutoring appointments existed.

6.2 Analyze the results of the **Student Survey** - **Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage etc.).

From the Student Survey:

Q12A_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

66.1% found it Helpful, whereas 33.9% said Not Helpful

Q12B_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

Required to Use: 38.8%; Voluntarily Used: 61.2%

Q12B_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

Helpful: 67.3%; Not Helpful: 32.7%

Q12C_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

Required to Use: 23.6%; Voluntarily Used: 76.4%

Q12C_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

Helpful: 94.2%; Not Helpful: 5.8%

Q12D_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

Required to Use: 20.3%; Voluntarily Used: 80%;
79% Found it to be Helpful; 21% Not Helpful

Q12E_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

Required to Use: 24%; Voluntarily Used: 76%
81% Found to be Helpful; 19% Not Helpful

Q12F_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

Required to Use: 28%; Voluntarily Used: 72%
Helpful: 58%; Not Helpful: 42%

Q12G_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

Required to Use: 33%; Voluntarily Used: 67%
Helpful: 73%; Not Helpful: 27%

We have B.O.T. students and instructors serving as tutors for our learners in a variety of subjects: web, flex lab, and face-to-face.

Q12H_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

Required to Use: 26%; Voluntarily Used: 74%
Helpful: 63%; Not Helpful: 37%

This could include the services of the Assistive Technology Center (ATC).

Q12I_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

Required to Use: 29%; Voluntarily Used: 71%
Helpful: 61%; Not Helpful: 39%

Many of our OPT students belong to EOPS and take advantage of their services.

Q12J_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

Required to Use: 63%; Voluntarily Used: 37%
Helpful: 89%; Not Helpful: 11%

The OPT students are required to use our open lab for homework, Internet research, attendance make-up hours, keyboarding workshops, etc.

Q12K_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

Required to Use: 52%; Voluntarily Used: 48%
Helpful: 87%; Not Helpful: 13%

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The only things we have done with IRO are the Program Review Surveys for Faculty and Students.

6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Library Resources for BOT-Patty Morrison, Librarian

Books
BOT relies heavily on the library's reserve service, offering our students texts, workbooks, study guides, and reading materials on short-period reserve in courses ranging from BOT 94 through BOT 176, or 37 courses.

Print books (non-reserve) are purchased for departments using a complex allocation formula to ensure that departments get their "fair share" of the approximately $23,000 annual library book budget ($40,000 minus processing, shipping, and handling). This allocation allowed BOT a book budget of $1619.00 for the year 2013/14. This number is fairly similar year to year for BOT, as long as the annual book budget remains $40,000.

Because of BOT's multidisciplinary nature, there is no one particular area in the library which covers BOT material per se. However, the library owns large numbers of electronic and print books on the subjects of the Internet, keyboarding, MS Office applications, job searching, and accounting. Additionally, the library owns seventeen print or electronic books on medical terminology, and two on medical coding.

There are also two online reference book collections that contain hundreds of entries related to Business Office Technology. These collections, or databases, are called "Gale Virtual Reference Library" and "Credo."

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals
Most business, office, job search, and computer periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

Of the library's over 50 databases, BOT students are most likely to use *Business Source Complete.* This database contains nearly 2000 full text, peer-reviewed, business related journals. In addition, the library also subscribes to a number of multidisciplinary databases (containing all subject areas), including *Academic Search Premier* and *Gale OneFile*, with access to virtually thousands of articles in our subject area.

DVDs, Media
There are a number of ways for our faculty and students to access the library's large media collection. First, the library offers a list of *DVDs by subject* that are in their collection. We also have access to a much larger collection of county consortium DVDs. As far as streaming video capability, they have purchased *Intelecom* media database and also *EduStream*, a streaming video database that gives faculty access to over 5,000 close-captioned professionally produced videos. A relatively new streaming addition is *Films On Demand*. And finally, faculty and students have access to SDSU's media collection through interlibrary loan.

As always, the library's policy is to purchase faculty-requested DVDs as their highest priority, so, unless budget does not allow, the library will buy almost any close-captioned DVD we request.

Library Hours

Many of our students have requested Saturday library hours. Quite a few of them work 9-5 jobs and take care of families. They state that Saturday would be an ideal day for them to come in to check out our reserve books (which can be used for only 3 hours, so that everyone can get access to them), which they would then use on assignments in the BOT Lab in the Tech Mall. Such assignments cannot be completed elsewhere, because they need both the keyboarding reserve books from the library, and applications loaded onto our Lab's computers.

We therefore would like to request Saturday Tech Mall/Library hours of 10 am to 2 pm. Before various budget cuts in the past decade or so, the Library was open 10 am to 4 pm on Saturdays.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

The B.O.T. department is closely in touch with counseling, EOPS, and DSPS providing flyers of new courses, late starting ones, and web-only. We send hard copies and electronic versions to the counselors to share with students for course choice.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey** in **Appendix 5**, how do students respond to the use of technology?

Per the survey results, our students respond quite well to technology usage in that 60% use Blackboard for communicating with their instructors via the Message Center/and or via E-mail (37%) regarding course information. Contacting instructors survey respondents said 83% provide this option to communicate.

6.7 Identify and explain additional technological resources that could further enhance student learning.

Our faculty has identified free, on-line resources for our students to use as supplements and enrichment to the existing curriculum. Free tutorials and videos provide extra training for learning new skills and enhancing their knowledge.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

All of our computer labs suit effective teaching strategies with the exception of one classroom, 70-126, that isn't set-up theatre style, but there is a projection device for lecture and class discussion. Rm. 70-134 is laid out theatre style which is appropriate for lecture/lab setting for several of our instructor-led courses, including those hybrid ones for software applications.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

As previously mentioned, local high school outreach is accomplished each semester promoting the district and department. Participation in local career/job fairs is evident at W.O.W. (Week of Welcome, Got Plans!, GC Career Expo and other East County job fairs.

Presentations about OPT are made in the local community at different agencies for recruitment purposes such as Crisis House and the East County Career Center. The OPT Program celebrated its 25th anniversary in 2010 with a dinner and silent auction.

OPT students participate in the local Professional Women in Insurance (PWI) activities such as the fashion show, which is a fund raiser for this department program. Additionally, OPT students attend IAAP dinners and are recognized with scholarships.

Statewide outreach is accomplished through professional organizations such as the California Business Education Association (CBEA) through presentations promoting the college and B.O.T./OPT.

Social Media is prevalent from both the B.O.T. department and the OPT program for faculty, staff, students, graduates and other business educators to join and learn of the activities.

Regional and national exposure is achieved through participation and presentations made at the Western Business Education Association (WBEA) conferences and the National Business Education Association (NBEA) conventions on an annual basis.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

Recommendations from 3/8/2012 annual meeting:

1. Brenda Davis mentioned that her employer (Alliant Insurance Services) offers classes in stress management and reduction. The comment was made that too much personal information is being shared in the interview process. Candidates are not respecting appropriate boundaries.
2. Applicants need to have skills in the scanning and retrieving process as well.
3. We need to dispel the myths of the government job application process.

Recommendations from 1/18/2013:

1. Computer literacy is very important, eagerness to learn is also necessary
2. Social Media savvy is becoming important
3. The City of San Diego is looking for good formal communication skills. Educational background shows up in applicant communication skills.
4. Applicants need to speak to these points Education, Experience and Personality Traits.
5. Dressing for success may be the difference in getting the job. If there is a dress code, they need to abide by that code. Interviewees need to ask about the dress code, not just the salary. Come prepared to understand the job, company, mission statement: research the company ahead of time.
6. Interpersonal skills, time management, computer skills are necessary.
7. Remember, it's not your generation hiring you, be able to communicate outside your generational context.

Recommendations from 1/16/2014:

1. Basic skills in writing, grammar, and punctuation
2. Lack of financial skills.
3. Employees need to take ownership of the process, look beyond the immediate task to the bigger picture. Take that next step
4. In regard to Social Media sites many interviewees don't understand why they don't get the job. They are not making the connection between work and the image that they are producing on these sites.
5. E-mail is the "go to" form of communication but is not always the best method. Employees should know when a phone call would be the better choice. E-mail is used heavily in some companies. Filing concepts are still needed even if it's not used for paper records.
6. Selling skills, some people have a natural ability but everyone should learn at least some of these skills.
7. The faster and more accurate you are the better it is for your productivity and advancement opportunities.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field.(Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom- a couple of examples with details will suffice).

As evidenced on our faculty's professional development grids, much time and effort has gone into workshop attendance, conference participation, and flex week time, resulting in innovative improvement in curriculum such as Screencast videos created using Jing to provide further explanation to our students in order to grasp a difficult concept. Equally related is creating a video explaining how to perform a Window snip or screen capture for uploading into Blackboard as an assignment.

8.2   Describe any innovative professional development activities your program has created.

Each time our department converts from an older software version of MS Office, extensive training during the summer is scheduled to learn new aspects of the applications, create new syllabi, write curriculum from new publishers using different software training and assessments.   This has occurred when we converted from MS Office 2007 to 2010.

8.3   Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Please see Appendix 8 for a list of grants that have been acquired by the OPT program, written by Dr. Mary Leslie, OPT Lead Instructor/Program Coordinator. Since 2007, $475,327 has been awarded.

Assistant Professor Barb Gillespie serves on the Scholarship Committee and as a department senator for Academic Senate and served on the Facilities Committee in the past. She also was on a hiring committee for a classified staff member outside of our department. Barb also co-coordinates the B.OT. Department and Flex Lab. She utilizes technology with her online courses by implementing instructor-created videos to enhance student learning and success.

Associate Professor Mark Pressnall served as the Basic Skills/Student Success Co-Chair when it first evolved. He is currently serving as the CTEWD representative on the Campus Website Transition Committee. Mark also co-coordinates the B.OT. Department and Flex Lab. As a professor, he is quite inventive and creative with his approach to technological approaches with his teaching related to student achievement.

Associate Professor Linda Snider serves as senator on Academic Senate, a committee member on the Academic Ranking Committee, and previously served as the campus Tenure Review Coordinator. Additionally, she was the chair of two tenure track faculty members' review committees. She also served on a classified staffing hiring committee. Linda is currently the SDICCCA Faculty Internship Site Coordinator and BOT Internship Coordinator. She has made presentations at CBEA and WBEA and served as a session facilitator at NBEA. Linda also co-chairs the Business Advisory Council (BAC) with Pat Newman from Cuyamaca College and participates with the local ICT (Information Computer Technology) Deputy Sector Navigator meetings and activities.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	8*	6*	4	4	4	4	5
# of PT faculty	13	13	16	18	18	16	15
Total Full Time FTEF (+ X-pay)	2.49	4.66	4.53	3.27	3.46	3.35	3.34
Total Reassigned Time							
Total Part Time FTEF	6.34	4.88	4.67	6.78	6.08	6.10	4.55
Total FTEF	8.83	9.54	9.21	10.56	9.54	9.45	7.89
FT% of Total FTEF	28.20%	48.85%	49.21%	32.56%	36.3%	35.45%	42.28%
Total Earned WSCH	1121.00	1373.00	3611.5	4441.5	4597.00	4312.00	4263.30

*Data compiled from grade distributions. Faculty may be counted in more than one department, and incorrectly as FT or PT—many were listed in the grade distribution as both in the same semester.

Utilizing the data in the table and the results of your Faculty Survey discussion, answer the following questions:

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

We hired a new FT instructor, Barb Gillespie, in spring 2007, thus this would have impacted the overall WSCH as shown above. The number of adjunct instructors increased by adding more online courses to duplicate on-campus sections, therefore elevating WSCH during times of filled classes with waitlists, especially during the recessionary times when many community members returned to college due to unemployment and the refugee immigration from the Middle East.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

On an average, the PT vs. FT ratio has been 15:4, about 73% coverage by our adjuncts. Most of them work or teach elsewhere, so their schedules are available based on industry positions or teaching assignments at Cuyamaca or other educational institutions.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

In December 2012, Janice Fischer hired full-time as our BOT Office Lab Technician after holding this position as a part-time, PE-19 employee, having replaced a former employee who retired in August 2009. Her duties vary between providing assistance to our students in the classroom and online, to administering typing tests to staff, students, and surrounding community members, supporting faculty in-house and online, helping the OPT program with administrative tasks, marketing our department by designing flyers/posters and distributing accordingly.

Federal work study and student workers serve as flex lab aides and tutors in our department in the flex lab and in classrooms. They are an integral part of enabling student success and achievement in earning certificates and graduation. These aides provide translation skills, particularly with our Arabic and Spanish students as necessary. They are also helpful with troubleshooting software application issues and answering questions about assignments and syllabus instructions.

Due to the influx of our Middle Eastern population immigrating to the U.S., we have hired multiple aides to assist with our students, whereas in the past it would only be an instructor and one aide on-duty in the flex lab.

We have used the Tech Mall budget for paying our aides along with T.A. hours from faculty across the campus. Each semester, we have at least one B.O.T. intern who completes a 60-hour unpaid work experience in the flex lab.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

From the department survey, Q**6. The procedures for deciding teaching schedules are fair and reasonable,** 77% felt they Strongly Agree and 15.4% Agree.

Typically e-mails are sent to faculty asking them of their scheduling preferences regarding times and course choices. Dialogue and telephone calls occur to resolve any scheduling conflicts before preliminary line sheets are submitted and followed-up on page proofs.

Q7. I feel I have a voice in the departmental decision making process. 61.5% responded with Strongly Agree and 31% said Agree.
At each department and flex lab meeting, instructors have the opportunity to discuss issues in addition to the Blackboard Discussion Board for flex lab staff. E-mail dialogue continues throughout the semester about incidents, policies, deadlines, events, etc.

Q8. I have the opportunity to be actively involved in department SLO assessment processes and discussions. 54% said Strongly Agree and 31% said Agree.
SLOs are always on the department meeting agenda for review and discussed throughout the academic term and results submitted at the end of each semester.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** (provided by the research liaison) for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 12 –** Fiscal Data: Outcomes Profile (provided by the research liaison) also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Based on the chart shown in Appendix 12, B.O.T. department enrollment steadily climbed from 1124 in spring 2008 to its highest, 1891, in fall 2009. Registrations have fluctuated between 1883 and 1684 from fall 2010 until spring 2012 and leveling out to 1750 in spring 2013. Much of this is attributed to the economy and classes filling to the max when demand existed for units. During peak periods for fall semesters, more sections offered but certain summer sessions no sections available because of budget cost cutting measures.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 9-** Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

The Earned WSCH/FTEF over a five-year period, 2008-2013, has varied from 373.2 to 457.1, based on offered courses for fall, spring, summer (sporadic) and intersessions when permitted, which has been often due to class reductions.

10.3 Using **Appendix 11-** Program Data Elements and **Appendix 12 -** Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

The Cost/FTES have ranged from $3067.68 (fall 2007/spring 2008) to $5086.70 (fall 2008/spring 2009) and $3355 and $3331.97 (fall 2009/spring 2010), balancing out to $2795.15 and $3000.20, respectively (fall 2011/spring 2012 and fall 2012/spring 2013). On an average, we have been fairly consistent except for the $5086.70 anomaly, which hasn't been determined by instructional operations as to why this occurred.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

Please see Appendix 8 regarding the OPT grants acquired by the departmental program.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- Teaching and learning
  - The B.O.T. 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.
  - 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.
- 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 haven't been approved by the state for conversion to certificates of achievement despite multiple submissions in the past five years.
  - 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.
  - 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 rather rely on donations, both in-house and external contributions.
  - To maintain a consistent WSCH balance and costs of FTEFs.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

- Within the next program review cycle, it is almost certain that several current full-time professors will return and assume part-time adjunct roles.
- With the recent acquisition of a Wal-Mart and AARP grant for women, age 50 years and older, the OPT program is expected to grow.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Section 1: Overview—continue supporting the efforts of the B.O.T. department.
2. Section 2: Curriculum: offer up-to-date courses that reflect industry needs.
3. Section 3: SLOs: maintain annual collection of data for this standard.
4. Section 4: Student Access: provide resources for all students to gain information.
5. Section 5: Student Success: obtain state chancellor's approval on certificate conversion from proficiency to achievement.
6. Section 6: Student Support and resources: provide efficient tutoring and translation for student assistance.
7. Section 7: Community Outreach: continue presence at local high schools, career/job fairs promoting and recruiting new students.
8. Section 8: Faculty/Staff development: financial support for instructors and classified staff to participate in professional growth activities.
9. Section 9: Staffing Trends: prepare for the retirement of full-time professors in the future.
10. Section 10: Fiscal Stability: monitor course sections for fill-rate and offering strategies.
11. Section 11: Recommendations—effective teaching and learning in our department.

APPENDIX 1-Annual Program Review Updates

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

Recommendation	Program Review Area					Strategy/ Activity (list the activities that you plan to undertake to help achieve the recommendation)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your recommendation - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/ Staff Professional Development				
Seek and obtain stable funding for the OPT Program. Explore consolidation of services with other areas to reduce personnel costs and increase efficiency.		X	X	X		Submit again Department Annual Plan by November 1 for support staffing requests: three positions.	on-going since spring 2007		Despite including this Program Review Recommendation on every budget related document, this hasn't yet been achieved to provide institutionalizing this department program.
						Work with Jennifer Lewis to obtain grant funding for Workforce Training Development monies.	fall 2012	in-progress	
						ETP grant to fund the OPT Job Placement Specialist	On-going since fall 2010?	in-progress	
						Community donations from local partners to support the OPT Crisis Counselor	varies from year to year	continuous	

	Program Review Area								
Recommendation	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/ Staff Professional Development	Strategy/ Activity (list the activities that you plan to undertake to help achieve the recommendation)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your recommendation - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
Continue development and revision of courses to meet student and industry needs.	X	X		X		Based on our BAC (Business Advisory Council) recommendations, we continue to update our curriculum to reflect current operating system such as Windows 7 and MS Office 2010.	on-going since spring 2007		
						Offer hands-on courses that utilize up-to-date training and assessments for keyboarding (beginning to advanced) and MS Office Suite: Word, Excel, Access & PowerPoint.	on-going since spring 2007		
						Provide updated software applications for Computerized Accounting (QuickBooks) and Medi-Soft for medical billing and coding courses.	on-going since spring 2007		
						Develop additional online courses to meet the requirements of department certificates of proficiency, achievement and degrees.	on-going since spring 2007		

Recommendation	Program Review Area					Strategy/ Activity (list the activities that you plan to undertake to help achieve the recommendation)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your recommendation - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/ Staff Professional Development				
Collaboratively write student learning outcomes (SLOs) and collectively agree upon their assessment methods to be written in course syllabi. Use SLOs data for continued course and program improvement.	X	X				These SLOs have been written during flex weeks and continued e-mail dialogues throughout the semester.	on-going since spring 2007		
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.	X	X		X		In collaboration with Cuyamaca BOT, we have been working on pre-requisites for a variety of keyboarding courses to match timed writing speeds for industry standards from our BAC (Business Advisory Council).	on-going since 2011	in-progress	
						Course Modification forms completed to update course outlines with current textbooks for all BOT classes.	fall 2011-2012	in-progress	
						Course deletion forms prepared for those not offered recently and to be presented to the Curriculum Committee for approval	summer 2012	in-progress	

Recommendation	Program Review Area					Strategy/ Activity (list the activities that you plan to undertake to help achieve the recommendation)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your recommendation - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/ Staff Professional Development				
Build enrollment and support for the Medical Transcription Program.	X			X		Despite extensive curriculum development and marketing for this occupational area, industry trends are indicating that hiring rates are slower than average; therefore a consideration of discontinuing this program is being discussed.	fall 2007	on-going until adjunct faculty resigned 2009	
Evaluate the need for a new BOT degree.	X	X				This proposal was discussed at the Curriculum Committee meeting and basically the decision made that our existing degrees, Administrative Assistant and Executive Assistant, contain similar components of that of Cuyamaca's BOT General degree.	fall 2008		

This appendix will help you to answer questions 1.2, 1.3, 3.2, 4.8.

Section 3B - OTHER LONG-TERM PLANNING GOALS

1. Below, please list any DEPARTMENTAL program review recommendations and other long-term planning goals that you may be pursuing in addition to the recommendations listed in Section 3A.
2. Select the strategic plan goal number(s) and program review area(s) that best fits the listed goal.
3. List the strategies or activities that you plan to undertake to help achieve the goal. As you update the document each year, list when the activity starts and ends.
4. In the Outcomes column, you can keep track of your progress as you go with a bulleted list and then describe the overall outcome when the goal is completed.

		Program Review Area					Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your planning goal – progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
Planning Goal/ Department Recommendation	Strategic Plan Goal #	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/Staff Professional Development				
To increase the number of participative faculty involved with these events.	2, 10				X	X	Manning a table at local career fairs	fall 2005	on-going	*dissolution of FT OPT Clerical support position due to lack of funding
							High school outreach	fall 2005	on-going	
							Participating with college-sponsored open houses: Got Plans! for example	fall 2005	on-going	
							Attending civic-oriented sponsored events to promote internship/work experience program	fall 2005	Spring 2009* adjuncts involved!	
							50th Anniversary celebration	fall 2001	spring 2012	
To conduct an efficient Business Advisory Council (BAC) annually, cooperatively with Cuyamaca's BOT department.	2, 10				X		Plan detailed agenda, and invite a variety of industry representatives from insurance, human resources, municipalities, education, etc.	fall 2005	on-going	
							Follow-up with meeting minutes	fall 2005	on-going	
To increase Web outreach.	2, 10				X		Creating, designing and posting related online tidbits using Web Tools 2.0+ as they evolve (i.e. Face Book, YouTube, Jing, and Voice Thread.)	fall 2007	on-going	Voice Thread used for creating Flex Lab video orientation. Jing software utilized for creating videos to upload assignments in Blackboard and using the Window Snipping Tool for screen captures
							Establish department Face Book page for promoting college and departmental activities.	spring 2008	on-going maintenance	
							BOT department web page updating each semester.	fall 2005	on-going maintenance	

		Program Review Area								
Planning Goal/ Department Recommendation	Strategic Plan Goal #	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/Staff Professional Development	Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your planning goal – progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
Maintain financial support of flex lab aide tutors (student hourly)	7,8			X			Efficient advertising/outreach to hire qualified, diverse aides in the flex lab.	on-going	on-going	Hiring Arabic translators who have taken BOT Flex Lab courses has proven invaluable. These aides have created an Arabic translated orientation PPTX show.
							Using donated TA hours to help fund flex lab aides.	on-going	on-going	
Increase the number of student graduates for COP, COA & BOT degrees	3,4,5		X				Integrate more one-on-one with students discussing certificates (certificates-- proficiency vs. achievement) and degrees: administrative assistant and executive assistant.	on-going	weekly office hours	
							Create a brochure/handout explaining the above details about certificates and degrees.	updating each semester	on-going	
Seek and obtain stable funding for the OPT program. Explore consolidation of services with other areas to reduce personnel costs and increase efficiency	7,8			X			Various budgeting requests from restricted and unrestricted funds and creative fund raising on and off-campus to accomplish this long-standing goal.	on-going	on-going	
							See Sect3A-Program Review Recommendation tab.			

	Program Review Area									
Planning Goal/ Department Recommendation	Strategic Plan Goal #	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/Staff Professional Development	Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your planning goal – progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
Involve numerous faculty members with a state conference	11				X		Fall 2012 CBEA State Conference-Sacramento: 5 instructors attending and participating in various capacities such as serving on the board of directors, committee chairs, presentations, etc.	summer 2009	fall 2012	
							fall 2013 (California Business Education Association-CBEA) being held in San Diego	summer 2012	pending	
							Submit off-campus activity request for CBEA 2013 for those interested in attending the conference.	fall 2013	pending	
Continued education for all faculty and staff through local workshops, webinars, and conferences as travel funds permit	11				X		Encourage further participation with lifelong learning opportunities to department.	on-going each semester	continuous	
Enhanced leadership in professional organizations-California Business Education Association (CBEA)	11					X	Accept leadership positions as offered with administrative support by the college.			
							FT & adjuncts serving on the CBEA BOD	2005-present	continuous	

	Program Review Area									
Planning Goal/ Department Recommendation	Strategic Plan Goal #	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/Staff Professional Development	Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your planning goal – progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
To complete the department SLOs assessments for each course.	2,3,4,5	X	X				Engage entire department with this SLOs process.			
							Develop curriculum models, course outlines utilizing web tutorials, thus eliminated a textbook making it most cost-efficient for students			
							See Sect3A-Program Review Recommendation tab			
To re-establish the former BOT Lab Tech position as a Learning Lab Specialist.				X		X	Re-classified to a lower range, fewer months, etc. to be designated as a 'critical hire'.	fall 2011	#2 in CTEWD Division	Top priority to provide student support services in the BOT Flex Lab, processing of certificates of proficiency, administering typing tests resulting in abatement income for the department, tracking student attendance hours, managing BOT dept. and VATEA budgets using IFAS and serving as the dept. liaison with the campus, district & community.
							Presentation: hiring committee the need for this position to be staffed as a FT, permanent position.	spring 2012	spring 2012	
							Submitted PE-19 request	fall 2009	on-going process	
OPT Job Placement Specialist			X	X			See Sect3A-Program Review Recommendation tab.			**Top priority to provide student support services in the BOT Flex Lab, processing of certificates of proficiency, administering typing tests resulting in abatement income for the department, tracking student attendance hours, managing BOT dept. and VATEA budgets using IFAS and serving as the dept. liaison with the campus, district & community.**

Program Review Area							Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/ activity started? [sem, year]	When was strategy/ activity completed? [sem, year]	Achievement of your planning goal – progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
Planning Goal/ Department Recommendation	Strategic Plan Goal #	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/ Response	Faculty/Staff Professional Development				
OPT Clerical Support Specialist				X			See Sect3A-Program Review Recommendation tab.			ETP grant expires in spring 2013 which has supported this crucial full-time position that places OPT graduates (former and current) into both part and full-time jobs in the local communities.
OPT Counselor			X	X			See Sect3A-Program Review Recommendation tab.			funding has been through private donations and Adopt-An-OPT payroll deductions for this PT positions, formerly a FT administrative support position

BUSINESS OFFICE TECHNOLOGY (BOT)

BUSINESS OFFICE TECHNOLOGY
086 ††
Essential Skills for Workplace Success
1   units, 4 hours lecture
A class designed for office occupation students, providing essential skills and techniques necessary for success in college and in the world of work. The course includes basic keyboarding skills as well as basic literacy and arithmetic refresher skills using business office occupations curriculum as the subject matter. Special emphasis will be placed on conflicting role demands of student, parent and employee in order to provide students with basic life management skills. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY
094 ††
Practical Internet Basics
.5 units, 1.5 hours laboratory
This course will enable a student to use the Internet, including understanding basics such as searching and navigating the Internet and accessing e-mail. It will also introduce the student to the concepts of downloading files, using and organizing bookmarks and favorites. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY
095 ††
Keyboarding Skill Reinforcement
1 unit, 3 hours laboratory
This course is designed for students who have completed a basic keyboarding course and desire to reinforce their skills before advancing to the next level of keyboarding. The course begins with a keyboard review, then progresses to practice and timings designed to improve keyboarding speed and accuracy. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY
096 ††
Computer Basics for the Office
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 100 or equivalent and English 105 or equivalent reading level.
This course is designed to give students with little or no computer experience the basic information and skills needed to operate a computer efficiently in an office environment. Content includes an overview of components of a computer system hardware and software, proficiency in using a mouse, storing information, using the Internet and purchasing and maintaining a computer. It is recommended that students complete a basic keyboarding course prior to enrolling in this course. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY
097 ††
Windows Basics for the Office
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 100 or equivalent. BOT/CSIS 096 or concurrent enrollment or equivalent, and English 105 or equivalent reading level.
This course is designed for students with little or no computer experience. Students will learn to use the Windows operating system efficiently to create and manage files and folders. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY
100 †
(Computer Science Information Systems 100)
Basic Keyboarding
1 unit, 3 hours laboratory
A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers. The course is taught on computers using appropriate software. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, understanding of basic vocabulary and concepts used in keyboarding operations for inputting and retrieving information, and composition at the keyboard. For students with physical disabilities that may impair proficiency, emphasis will be on quality of output instead of speed, and on the use of alternative input devices. *Transfers to CSU*

BUSINESS OFFICE TECHNOLOGY 101 †
Keyboarding/Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Recommended Preparation: *A "C" grade or higher or "Pass" in BOT/CSIS 100 or equivalent. English 105 or equivalent reading level.*

This is a course for students wishing to integrate touch keyboarding techniques with basic text processing operations. Students will use Microsoft Word software to produce correctly formatted and accurate business documents, including letters, reports, and tables. In addition to the alphabetic keyboard, students will learn to use the 10-key pad for numeric data entry. Students will also use keyboarding software to build speed and accuracy.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 101A †
Keyboarding/Document Processing
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: *A "C" grade or higher or "Pass" in BOT/CSIS 100 or equivalent. English 105 or equivalent reading level.*

Business Office Technology 101A is equivalent to the first half of Business Office Technology 101. The focus will be on learning or reviewing the alphabetic and numeric keyboard, including the 10-key pad for numeric data entry.
Students will learn to use basic features of Microsoft Word software to produce simple memos, letters, and reports. Keyboarding software will be used to build speed and accuracy. Students wishing to progress to Business Office Technology 102 should also complete Business Office Technology 101B. Not open to students with credit in Business Office Technology 101.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 101B †
Keyboarding/Document Processing
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: *BOT 101A or equivalent and English 105 or equivalent reading level.*

This course is equivalent to the second half of Business Office Technology 101. Students will use Microsoft Word software to produce correctly formatted and accurate business documents, including letters, reports, and tables. Students will also use keyboarding software to build speed and accuracy.

Not open to students with credit in Business Office Technology 101.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 102 †
Intermediate Keyboarding/ Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Recommended Preparation: *BOT 101 or BOT 101A and BOT 101B or equivalent.*

A continuation course in keyboarding for those students who wish to increase their keyboarding skill. Students will continue to learn to use Microsoft Word to produce correctly formatted documents. This course begins with intermediate Microsoft Word functions, so entering students should be proficient in using basic Word features and should key a minimum of 30 wpm on a five-minute timed writing. Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 102A †
Intermediate Keyboarding/ Document Processing I
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: *A "C" grade or higher or "Pass" in BOT 101, or 101A and 101B, or equivalent.*

Business Office Technology 102A is equivalent to the first half of Business Office Technology 102. Students review and create business documents to apply formatting skills taught in BOT 101 (or BOT 101A and 101B), and then students are introduced to new formatting and report styles options, including agendas, formal reports, and multipage tables.
This course begins with intermediate Microsoft Word functions so entering students should be proficient in using basic Word features and should key a minimum of 30 net words per minute on a five-minute timing. Not open to students with credit in Business Office Technology 102.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 102B †
Intermediate Keyboarding/ Document Processing II
1.5 units, .8 hours lecture, 2.2 hours laboratory **Recommended Preparation:** *A "C" grade or higher or "Pass" in BOT 102A.*

Business Office Technology 102B is equivalent to the second half of Business Office Technology 102. Students continue to create business documents, applying new formatting skills including using templates, designing letterheads and office forms, and learning specialized applications such as medical and legal forms. This course begins with intermediate Microsoft Word functions so entering students should be proficient in using basic Word features and should key a minimum of 35 net words per minute on a five-minute timed writing. Not open to students with credit in Business Office Technology 102.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 103A †
Building Keyboarding Skill I
.5 unit, 1.5 hours laboratory
Recommended Preparation: *BOT/CSIS 100 or equivalent.*

This course is for students who have completed a keyboarding course but wish to work further on developing speed and accuracy. Entering students should know the alphabetic keyboard by touch and key and a minimum rate of 20 net words per minute on a five- minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 095.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 103B †
Building Keyboarding Skill II
.5 unit, 1.5 hours laboratory **Recommended Preparation:** *BOT 103A or equivalent.*

This is a continuation course in building keyboarding speed and accuracy. Entering students should be keying by touch at a minimum rate of 30 net words per minute on a five-minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 103A.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
103C †
Building Keyboarding Skill III

.5 unit, 1.5 hours laboratory **Recommended Preparation:** *BOT 103B or equivalent.*

This is a continuation course in building keyboarding speed and accuracy. Entering students should be keying by touch at a minimum rate of 40 net words per minute on a five-minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 103B.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
104 †
Filing and Records Management

1 unit, .5 hour lecture, 1.5 hours laboratory **Recommended Preparation:** *English 105 or equivalent.*

This course offers instruction in the Association of Records Managers and Administrators (ARMA) filing rules and techniques which are widely used in business to create and maintain files. Alphabetic, numeric, geographic, and subject filing rules are included. The course also includes instruction in records management, including the rules for retention, transfer and disposition of records. Students use a microcomputer software package to learn basic filing rules.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
105 †
Data Entry Skills

1 unit, .5 hour lecture, 1.5 hours laboratory **Prerequisite:** *A "C" grade or higher or "Pass" in BOT /CSIS 100 or equivalent.* **Recommended Preparation:** *BOT/CSIS 096.*

This course is designed for students who wish to prepare for employment in the data entry field. Emphasis is on development of speed and accuracy in the use of the microcomputer alphabetic keyboard and the microcomputer numeric keypad to reach employable levels of skill. Students will complete assignments, drills, and timed speed and accuracy tests.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
106 †
Effective Job Search

1 unit, 1 hour lecture

This course will provide comprehensive and valuable skills that are needed to successfully secure employment, specializing in the office technology industry. It is designed to examine the continuous process of career/life planning through effective, well-planned and efficiently organized job search procedures.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
107 †
Office Systems and Procedures

2 units, 2 hours lecture **Recommended Preparation:** *BOT/CSIS 096 and 097, BOT 101 or 101A and 101B, or equivalent or concurrent enrollment. English 105 or equivalent reading level.*

Content includes office ethics and professionalism; prioritizing and productivity; human relations; working in teams; customer service skills; telephone skills; scheduling appointments; using e-mail, copiers, fax machines, and scanners; handling office mail; and using the Internet for common office functions such as travel reservations and ordering supplies.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
108 †
Using Calculators to Solve Business Problems

1 unit, .5 hour lecture, 1.5 hours laboratory **Recommended Preparation:** *English 105 or equivalent reading level.*

Introduces the ten-key, digital display, electronic calculator. The student will build skill in performing fundamental arithmetic operations using a calculator. Topics include use of decimals, fractions, constants, discounts, percentages, and memory keys.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
109 †
(Business 109)
Elementary Accounting

3 units, 3 hours lecture

A one-semester introduction to elementary accounting principles. Presentation includes journals, ledgers, work sheets and financial statement for the single proprietorship. The course is designed for the clerical employee. (May not be substituted for Business 120 where required. Not open to students with credit in Business 120.)
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
110 †
Business English and Communication

3 units, 3 hours lecture

A class designed to provide English and communication skills for use in office occupations. Areas covered include spelling, vocabulary, language structure, mechanics of style, and writing business memos, e-mails, and letters. All memo, e-mail and letter assignments must be typed or prepared on a computer. This course is designed primarily for Business Office Technology students.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
111 †
Virtual Assistant

2 units, 2 hours lecture **Recommended Preparation:** *BOT 100 or 103A and 103B and 107.*

An overview course providing information to those interested in careers as Virtual Assistants (those whose work consists mainly of internet communications and email correspondence) with a focus on virtual administrative services. Topics include defining a virtual career; creating, organizing and managing your virtual office, office and business ethics, financial planning; time management, buying and using technology, and promoting a virtual business.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 112 †
Business Office Correspondence and Office Professionalism
3 units, 3 hours lecture
Corequisite: *BOT 114 and 115.*
This 8-week course provides comprehensive and valuable guidelines for creating general business correspondence used in office occupations, including spelling, vocabulary, letter writing, and developing a marketable resume and cover letter. It touches upon the continuous process of career planning and networking when resume and cover letter writing is discussed. In addition, the course examines office professionalism and productivity, introducing students to various office equipment and its appropriate use. This course is intended for Business Office Technology majors.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 114 †
Essential Word
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation: *BOT/CSIS 096 and 097, BOT 101 or 101A and 101B or equivalent, and English 105 or equivalent reading level.*
This course is designed for the student who wants to learn the most commonly used features of a current popular word processing software package. Students who complete this course will be proficient in using text editing and formatting commands to produce typical business documents. They will also be proficient at using the mail merge feature to produce form letters, labels, and envelopes. Students who wish to study word processing software in more depth should consider enrolling in Business/Computer Science Information Systems 173 or Business Office Technology/Computer Science Information Systems 120, 121 and 122. See the current class schedule for version of Microsoft Word currently being used. Not open to students with credit in Business Office Technology/Computer Science Information Systems 121 or 122.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 115 †
Essential Excel
1 unit, .5 hour lecture, 1.5 hours laboratory **Recommended Preparation:** *BOT/CSIS 096, 097 and 100 or equivalent, and English 105 or equivalent reading level.*
This course is for the student who wants to become proficient in the most commonly used features of Microsoft Excel. Basic spreadsheet concepts and terms will be introduced. Students will learn how to create, format, and revise spreadsheets and charts. They will also learn how to create basic formulas and templates. The use of simple macros will be introduced. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Computer Science Information Systems 175 or Business Office Technology/Computer Science Information Systems 123, 124 and 125. Not open to students with credit in Business Office Technology/Computer Science Information Systems 124 or 125. *Transfers to CSU*

BUSINESS OFFICE TECHNOLOGY 116 †
Essential Access
1 unit, .5 hour lecture, 1.5 hours laboratory **Recommended Preparation:** *BOT/CSIS 096, 097 and 100 or equivalent, and English 105 or equivalent reading level.*
This course is for the student who wants to become proficient in the most commonly used features of Microsoft Access. Basic database concepts and terms will be introduced. Students will learn how to create, format, edit, and revise simple databases. They will learn to sort and filter records, to use queries, and to create forms, reports, and labels. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 174 or Business Office Technology/Computer Science Information Systems 126, 127 and 128. Not open to students with credit in Business Office Technology/Computer Science Information Systems 127 or 128. *Transfers to CSU*

BUSINESS OFFICE TECHNOLOGY 117 †
Essential PowerPoint
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation: *BOT/CSIS 096 and 097 or equivalent, BOT 114 or equivalent, and English 105 or equivalent reading level.*
This course is for the student who wants to become proficient in the most commonly used features of Microsoft PowerPoint. Basic concepts and terms will be introduced. Students will learn how to create, format, and revise PowerPoint presentations, including animation effects. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 177 or Business Office Technology/Computer Science Information Systems 129, 130 and 131. Not open to students with credit in Business Office Technology/Computer Science Information Systems 130 or 131.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 118 †
Integrated Office Projects
1 unit, 3 hours laboratory
Prerequisite: *A "C" grade or higher or "Pass" in BOT 102, 107, 115, 116, and 117 or equivalent.* **Recommended Preparation:** *English 105 or equivalent reading level.*
This capstone course is designed for Business Office Technology majors who have completed prerequisite courses in all applications of the Microsoft Office suite (Word, Excel, Access, and PowerPoint) and have keyboarding skills of minimum 40 net words per minute. Students will apply their skills to complete projects which integrate these applications. Students will also use the Internet to complete projects.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 120†
Comprehensive Word, Level I
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 096 and 097 or equivalent, BOT 101 or 101A and 101B or equivalent, and English 105 or equivalent reading level.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Word should consider enrolling in Business Office Technology 114.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 121†
Comprehensive Word, Level II
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 120 or equivalent.*

This course is the second level in a three-level course sequence designed to give students thorough coverage of all features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 122†
Comprehensive Word, Level III
1 unit, .5 hour lecture, 1.5 hours laboratory ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT/CSIS 121 or equivalent.*

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 280 prior to taking the examination.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 123†
Comprehensive Excel, Level I
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 096, 097 and 100 or equivalent.* This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Excel should consider enrolling in Business Office Technology 115.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 124 †
Comprehensive Excel, Level II
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 123 or equivalent.*

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Excel. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 125†
Comprehensive Excel, Level III
1 unit, .5 hour lecture, 1.5 hours laboratory ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT/CSIS 124 or equivalent.*

This is the third level in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 281, Preparing for Performance Examinations in Microsoft Excel, prior to taking the examination.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 126†
Comprehensive Access, Level I
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 096, 097, 100 and BOT 116 or equivalent, and English 105 or equivalent reading level.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Access should consider enrolling in Business Office Technology 116.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 127†
Comprehensive Access, Level II
1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 126 or equivalent.*

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 128†
Comprehensive Access, Level III
1 unit, .5 hour lecture, 1.5 hours laboratory ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT/CSIS 127 or equivalent.*

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 282 prior to taking the examination.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 129†
Comprehensive PowerPoint, Level I

1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT 101, 114 and BOT/CSIS 120 or equivalent, and English 105 or equivalent reading level.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft PowerPoint should consider enrolling in Business Office Technology 117.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 130†
Comprehensive PowerPoint, Level II

1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 129 or equivalent.*

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations in PowerPoint.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 131†
Comprehensive PowerPoint, Level III

1 unit, .5 hour lecture, 1.5 hours laboratory ***Prerequisite:*** *A"C" grade or higher or "Pass" in BOT/CSIS 130 or equivalent.*

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft PowerPoint. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 283 prior to taking the examination.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 150†
Using Microsoft Publisher

1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT 101 and 121 or equivalent.*

An introductory course in Microsoft Publisher for those students who wish to acquire a basic understanding of concepts and terminology for the production of professional quality publications. The emphasis is on graphics, word processing, and page layout.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 151†
Using Microsoft Outlook

1 unit, .5 hour lecture, 1.5 hours laboratory ***Recommended Preparation:*** *BOT/CSIS 096 and 097, BOT 101, BOT 114 or BOT/CSIS 120 or equivalent.*

This course is designed to offer students proficiency in the use of Microsoft Outlook to create e-mail messages, maintain personal calendars and schedules, plan work, maintain contact lists, and organize information.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 153†
Introduction to Banking and Financial Services

3 units, 3 hours lecture

This course will provide a working knowledge of the basics necessary to begin a financial services career in a bank, credit union, or other financial services company. Course content includes the principles of cash handling, the check processing cycle, sales techniques, and legal/regulatory and ethical/confidentiality issues. In addition, this course will enable students to evaluate the credit worthiness of an applicant for a personal loan and demonstrate customer-service based selling techniques.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 160†
Speech Recognition Applications

1 unit, 1 hour lecture, 1 hour laboratory

Hands-on application with a current speech recognition software package. This includes training the software to recognize the user's voice; speaking accurately to improve the user's voice profile; opening and closing programs; selecting text; creating, editing, and formatting a variety of business documents; capitalizing, moving, inserting, saving, opening, and printing a variety of business documents; customizing the software; managing applications and documents; and managing keyboard and mouse control techniques.
Transfers to: CSU

BUSINESS OFFICE TECHNOLOGY 161†
Medical Terminology

3 units, 3 hours lecture

A basic course designed to familiarize students with fundamental medical terms and to help them recognize common prefixes, roots, and suffixes that will give clues to meaning. Stresses correct spelling, pronunciation, usage, and syllabication. Uses anatomy and physiology as a basis of study.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 163†
Introduction to Basic Insurance Principles

3 units, 3 hours lecture

This course will provide a working knowledge of the insurance basics necessary to begin a career in an insurance agency or an insurance company. Course content includes the principles of property and casualty insurance and the coverage they provide.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 164†
Computer Software for the Insurance Industry

2 units, 2 hours lecture ***Recommended Preparation:*** *A"C" grade or higher or "Pass" or concurrent enrollment in BOT 163 or equivalent insurance industry experience.*

This course will provide knowledge of common rating software utilized in the rating of auto insurance, homeowners, and dwelling fire policies. In addition, the student will learn how to complete common industry forms such as applications. Students will be expected to recognize and understand common insurance industry terms.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 165†
Medical Insurance Billing
4.5 units, 4 hours lecture, 2 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in BOT 102 and 161 or equivalent. May be concurrently enrolled in BOT 161.

The course provides entry-level training in medical insurance billing. The course will cover government, military, private and group insurance claim forms and process, including the use of standardized forms. Students will develop an understanding of Current Procedural Terminology (CPT), International Classification of Diseases (ICD) and Health Care Procedural Coding System (HCPCS) as they are used in medical records, insurance billing, and related correspondence. Emphasis is placed on: ICD-9, CPT and HCPCS coding; processing and monitoring health care claims, manually and using specialized software; interpretation and processing of Explanation of Benefits (EOB) information; and claims review and appeal. Students will use word processing and patient accounting software to produce billing correspondence and documents.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 167†
Medical Coding
4 units, 4 hours lecture, 1 hour laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in BOT 161 and 165 or equivalent.

This course provides entry-level training in medical coding. Students will develop an understanding of Current Procedure Terminology (CPT) and International Classifications of Diseases (ICD-9-CM), Volumes I and II as they are used in records.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 170†
Medical Office Procedures
6 units, 6 hours lecture
Prerequisite: A "C" grade or higher or "Pass" or concurrent enrollment in BOT 161 or equivalent.

A course designed for those who wish to pursue a career as a medical business office worker or for those currently working in a medical office who wish to improve their skills. Students will develop skills in oral and written communications, records management, office supervision, legal and ethical obligations, credit and collections, banking procedures, bookkeeping for a medical office, employer and payroll taxes, special administrative procedures and preparation of a procedure manual for the medical office.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 171†
Microcomputer Business Applications Lab
1 unit, 3 hours laboratory **Corequisite:** *Concurrent enrollment in BOT/CSIS 172.*

This lab is highly recommended for all students enrolled in Business Office Technology/Computer Science Information Systems 172, and is especially beneficial for students who do not have access to a microcomputer outside of class hours. Hands-on assignments will facilitate skill development in all areas of microcomputer applications covered in Business Office Technology/Computer Science Information Systems 172.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 172†
(Computer Science Information Systems 172) **Introduction to Microcomputer Applications**
1 unit, 2 hours lecture
Recommended Preparation: CSIS 105 or 110 or BOT 096 and 097 and the ability to type 25 words per minute verified by a typing certificate or BOT 100 or 101 or CSIS 100.

This class introduces a student to microcomputer application software. It is taught using a Windows operating system and IBM-compatible microcomputer, using business software in a hands-on lecture approach. Topics include the use of microcomputers for word processing, spreadsheet, database, electronic publishing and presentation functions.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 176†
(Business 176, Computer Science Information Systems 176)
Computerized Accounting Applications
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" or concurrent enrollment in BUS/BOT 109 or Business 120.

An introductory course of computerized accounting functions utilizing an integrated general ledger software package. This course is especially beneficial for students, teachers and professionals who are using, or who plan to use, computerized accounting packages in a business environment.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 179†
Computerized Accounting Lab
1 unit, 3 hours laboratory
Corequisite: BOT/BUS/CSIS 176.
Supervised laboratory practice to enhance computer skills in subject areas included in Business/Business Office Technology/Computer Science Information Systems 176. Use of integrated general accounting software for completion of projects assigned in Computerized Accounting Applications class.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 199
Special Studies or Projects in Business Office Technology
1-3 units, 3-9 hours
Prerequisite: Consent of instructor.
Individual study, research or projects in the field of business office technology under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

BUSINESS OFFICE TECHNOLOGY 201†
Advanced Keyboarding/ Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Prerequisite: *A"C" grade or higher or "Pass" in BOT 102 or equivalent.*
Advanced Keyboarding/Document Processing is a course for the further development of keyboarding skill to meet professional placement requirements. Students will use intermediate and advanced features of Microsoft Word software to create complex business documents with minimum instruction. Students will use computer software for building speed and accuracy on five-minute timed writings to attain the speed and accuracy required for professional office positions.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 203†
Office Project Coordination
1 unit, 3 hours laboratory
Prerequisite: *A"C" grade or higher or "Pass" in BOT/CSIS 122, 125, 128, 131 and BOT 151 or equivalent.*
This capstone course gives students who have comprehensive knowledge of Word, Excel, Access, PowerPoint, and Microsoft Outlook the opportunity to integrate those skills by assuming responsibility for completing a given project from inception to completion.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 216 †
Introduction to Medical Transcription
3units, 2 hours lecture, 3 hours laboratory
Recommended Preparation: *BOT 103B and BOT 114 and BOT 161 or equivalent.*
A course designed to introduce students to the medical transcription/healthcare documentation field. The course includes the use of word processing software and transcription equipment to prepare medicolegal documentation and provide a background into industry best practices. The course is appropriate for those pursuing a career in medical transcription/healthcare documentation, those currently working in medical settings who wish to upgrade their skills, or those considering other allied health careers.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 219†
Healthcare Documentation I
3 units, 2 hours lecture, 6 hours laboratory
Prerequisite: *A"C" grade or higher or "Pass" in BOT 103C and BOT 114 and BOT 161 and BOT 216 or equivalent.*
Recommended Preparation: *BOT 115 or equivalent.*
This course is the first of two designed for students who wish to pursue a career as a healthcare documentation/ medical transcription professional. The course builds transcription skills utilizing a multi-body-system approach and covers such specialties as dermatology/ plastic surgery; gastrointestinal; cardiopulmonary; ear, nose and throat; ophthalmology; and pediatrics.
Completion of both courses prepares students for employment in a physician's office, small clinic, or group practice settings and builds a strong foundation toward working in the acute-care setting or other allied health careers.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 220†
Healthcare Documentation II
4 units, 2 hours lecture, 6 hours laboratory
Prerequisite: *A"C" grade or higher or "Pass" in BOT 219 or equivalent.* **Recommended Preparation:** *BOT 115 or equivalent.*
This course is the second in a series designed for students who wish to pursue a career as a healthcare documentation professional. The course builds transcription skills utilizing a multi-body-system approach and covers such specialties as genitourinary, obstetrics/gynecology, orthopedics, neuropsychiatry, hematology, oncology and immunology. Completion of Healthcare Documentation I and II prepares the student for employment in a physician's office, small clinic or group practice sites and builds a strong foundation toward working in the acute-care or at-home setting.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 223†
Office Work Experience
1 unit, 5 hours work experience per week
Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*
Work experience in an office. Trainee spends 60-75 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 30.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 224†
Office Work Experience
2 units, 10 hours work experience per week
Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*
Work experience in an office. Trainee spends 120-150 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 30.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 225†
Office Work Experience
3 units, 15 hours work experience per week
Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*
Work experience in an office. Trainee spends 180-225 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 30.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 229†
Healthcare Documentation III
1 units, 2 hours lecture, 6 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in BOT 220 or equivalent. Recommended Preparation: A "C" grade or higher or "Pass" or concurrent enrollment in BIO 140.
This course is the third semester in a series designed to prepare students to meet workforce needs, to evolve with industry standards and to adapt with market force changes in clinical documentation. Surgical techniques and operative reports organized by medical specialty and in-depth laboratory and diagnostic procedures are emphasized.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 230
Healthcare Documentation IV
4 units, 2 hours lecture, 6 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in BOT 229 or equivalent.
This course is the fourth semester completing the series designed to prepare students to meet workforce needs, to evolve with industry standards and to adapt with market force changes in clinical documentation. The advanced transcription practice develops proficiency in task completion and broadens exposure to vocabulary, work types and industry standards used in health information exchange. Completion of this course prepares the student to sit for the Registered Medical Transcriptionist (RMT) exam which quantifies the knowledge base of a Level I medical transcriptionist.
Transfers to: CSU

BUSINESS OFFICE TECHNOLOGY 280 A-B-C †
Preparing for Performance Examinations in Microsoft Word
.5 unit, 1.5 hours laboratory *Recommended Preparation: BOT/CSIS 122 or equivalent.*
Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Word with detailed competencies. This course is offered on a Pass/No Pass basis only.

BUSINESS OFFICE TECHNOLOGY 281 A-B-C †
Preparing for Performance Examinations in Microsoft Excel
.5 unit, 1.5 hours laboratory
Recommended Preparation: BOT/CSIS 125 or equivalent.
Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Excel with detailed competencies. This course is offered on a Pass/No Pass basis only.

BUSINESS OFFICE TECHNOLOGY 282 A-B-C †
Preparing for Performance Examinations in Microsoft Access
.5 unit, 1.5 hours laboratory
Recommended Preparation: BOT/CSIS 128 or equivalent.
Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Access with detailed competencies. This course is offered on a Pass/No Pass basis only.

BUSINESS OFFICE TECHNOLOGY 283 A-B-C †
Preparing for Performance Examinations in Microsoft PowerPoint
.5 unit, 1.5 hours laboratory
Recommended Preparation: BOT/CSIS 131 or equivalent.
Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft PowerPoint with detailed competencies. This course is offered on a Pass/No Pass basis only.

BUSINESS OFFICE TECHNOLOGY 298 ††
Selected Topics in Business Office Technology
1-3 units, 3-9 hours
Prerequisite: Varies with topic. Selected topics in Business Office Technology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.
Pass/No Pass only.
Non-associate degree applicable

BUSINESS OFFICE TECHNOLOGY 299A †
Selected Topics in Business Office Technology
1-3 units, 3-9 hours
Prerequisite: Varies with topic. Selected topics in Business Office Technology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.
Associate degree applicable

BUSINESS OFFICE TECHNOLOGY 299B †
Selected Topics in Business Office Technology
1-3 units, 3-9 hours
Prerequisite: Varies with topic. Selected topics in Business Office Technology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.
Baccalaureate level-CSU transfer

BUSINESS OFFICE TECHNOLOGY

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 will be 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. The Executive Assistant curriculum also prepares students to take the Microsoft Office User Specialist (MOUS) certification examination. With additional training at a baccalaureate level college or university, students may prepare for a position in business education or business management.

Note: If certain required proficiencies can be demonstrated, alternate courses may be substituted subject to department approval.

Students wishing to earn a certificate of achievement should complete all courses listed in their chosen area of emphasis. Students wishing to earn a degree should complete all courses listed in their chosen area of emphasis plus 30 units of general education courses and electives to total a minimum of sixty units.

Career Opportunities
Office Coordinator
Budget Manager
Event Coordinator
Quality Controller
Account Assistant
Human Resources Analyst
Legal Assistant
Word Processor
Desktop Publishing Specialist
Secretary:
Executive, Medical, Educational, Financial, Government, Technical, Insurance, Small Business

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:
1. Demonstrate knowledge, skills, and abilities relevant to BOT certificates / degree programs completed.
2. Demonstrate ethical and professional behavior.
3. Demonstrate appropriate human relations and workplace skills.

Associate Degree Major Requirements
Area of Emphasis
Administrative Assistant
Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Business Office Technology 102	Intermediate Keyboarding/ Document Processing	3
or		
Business Office Technology 102A	Intermediate Keyboarding/ Document Processing I	(1.5)
and		
Business Office Technology 102B	Intermediate Keyboarding/ Document Processing II	(1.5)
Business Office Technology 104	Filing and Records Management	1
Business Office Technology 106	Effective Job Search	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 108	Using Calculators to Solve Business Problems	1
Business Office Technology 110	Business English and Communication	3
Business Office Technology 120 and 121 and 122	Comprehensive Word, Levels I and II and III	3
Business Office Technology 115	Essential Excel	1
or		
Business Office Technology 123 and 124 and 125	Comprehensive Excel, Levels I and II and III	(3)
Business Office Technology 116	Essential Access	1
or		
Business Office Technology 126 and 127 and 128	Comprehensive Access, Levels I and II and III	(3)
Business Office Technology 117	Essential PowerPoint	1
or		
Business Office Technology 129 and 130 and 131	Comprehensive PowerPoint, Levels I and II and III	(3)
Business Office Technology 118	Integrated Office Projects	1
Total		18-24

Select ONE (1) of the following courses:
Subject & Number Title Units
Business Office
Technology 223 Office Work Experience
1
or
Business Office
Technology 224 Office Work Experience
(2)
or
Business Office
Technology 225 Office Work Experience
(3)
Total 19-27
Select a minimum of THREE (3) units
from the following
courses:
Subject & Number Title Units
Business Office
Technology 103 A Building Keyboarding
Skills
or B or C I or II or III .5 - 1.5
Business Office
Technology 105 Data Entry Skills 1
Business Office
Technology 109 Elementary Accounting
3
Business Office
Technology 150 Using Microsoft
Publisher 1
Business Office
Technology 151 Using Microsoft
Outlook 1
Total 3
Total Required 22-30
Plus General Education
and Elective Requirements

Area of Emphasis
Executive Assistant
Note: All courses must be completed with a letter grade
of "C" or higher.
Subject & Number Title Units
Business Office Business English and
Technology 110 Communication 3
or
Business 128 Business Communication
(3)
Business Office Comprehensive Word,
Technology 120 Level I 1
and
Business Office Comprehensive Word,
Technology 121 Level II 1
and
Business Office Comprehensive Word,
Technology 122 Level III 1
or
Computer Science Info.
Systems 173 Microsoft Word (3)
Business Office Comprehensive Excel,
Technology 123 Level I 1
and
Business Office Comprehensive Excel,
Technology 124 Level II 1
and

Business Office Comprehensive Excel,
Technology 125 Level III 1
or
Computer Science Info.
Systems 175 Microsoft Excel (3)
Business Office Comprehensive
Access,
Technology 126 Level I 1
and
Business Office Comprehensive
Access,
Technology 127 Level II 1
and
Business Office Comprehensive
Access,
Technology 128 Level III 1
or
Computer Science Info.
Systems 174 Microsoft Access (3)
Business Office Comprehensive
PowerPoint,
Technology 129 Level I 1
and
Business Office Comprehensive
PowerPoint,
Technology 130 Level II 1
and
Business Office Comprehensive
PowerPoint,
Technology 131 Level III 1
or
Computer Science Info.
Systems 177 Microsoft PowerPoint (3)
Business Office
Technology 151 Using Microsoft
Outlook 1
Business Office Advanced Keyboarding/
Technology 201 Document Processing
3
Business Office
Technology 203 Office Project
Coordination 1
Total 17-20
Select a minimum of THREE (3) units
from the following
courses:
Subject & Number Title Units
Business Office
Technology 109 Elementary Accounting
3
Business 110 Introduction to Business 3
Business 115 Human Relations in
Business 3
Business 120 Financial Accounting 4
Business 125 Business Law 3
Business 250 Introduction to
International
Business 3
Total 3
Select a minimum of ONE (1) unit from
the following
courses:
Subject & Number Title Units
Business Office Building Keyboarding
Technology 103B Skills II .5
Business Office Building Keyboarding

Technology 103C Skills III .5
Business Office
Technology 150 Using Microsoft
Publisher 1
Business Office Preparing for
Performance
Technology 280 A-B-C Examinations in
Microsoft
Word .5
Business Office Preparing for
Performance
Technology 281 A-B-C Examinations in
Microsoft
Excel .5

Business Office Preparing for
Performance
Technology 282 A-B-C Examinations in
Microsoft
Access .5
Business Office Preparing for
Performance
Technology 283 A-B-C Examinations in
Microsoft
PowerPoint .5
Computer Science Info.
Systems 274 A-B-C-D Advanced
Database Packages 2
Computer Science Info. Advanced
Electronic
Systems 275 A-B-C-D Spreadsheet
Packages 2
Total 1
Total Required 21-25
Plus General Education and
Elective Requirements

Certificate of Achievement
Any student who completes the
preceding major
requirements for Administrative
Assistant or Executive
Assistant qualifies for a Certificate of
Achievement in
Business Office Technology. An official
request must be
filed with the Admissions and Record
Office prior to the
deadline as stated in the Academic
Calendar.
Note: All courses must be completed with a letter grade
of "C" or higher.

Certificate of Proficiency

The following Certificates of Proficiency are designed for
the student who needs to be prepared to enter an entry level
job. A department-issued certificate may be
awarded upon successful completion of a prescribed
course of study. These certificates will not appear on a
student's transcript.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Account Clerk

This certificate prepares a beginning student to work in a
job that requires bookkeeping skills as well as an ability to
provide account clerk support using accounting software.
Many jobs at the entry level are available for someone
who has training in these two areas.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Subject & Number Title Units
Business Office Keyboarding/
Technology 101 Document Processing 3
or
Business Office Keyboarding/
Technology 101A Document Processing (1.5)
and
Business Office Keyboarding/
Technology 101B Document Processing (1.5)
Business Office
Technology 109 Elementary Accounting 3
Business Office Computerized Accounting
Technology 176 Applications 2
Business Office Microcomputer Accounting
Technology 179 Lab 1
Total 9

Front Office/ Receptionist

The BOT Front Office/ Receptionist certificate would
provide an entry-level employment opportunity for a
completer that finishes the courses below. These skills are
aimed at a student who is seeking a front office/
receptionist related position in an office. This Certificate
of Proficiency prepares a beginning student to work in a
job that requires basic keyboarding skills, a basic

knowledge of filing, and basic office procedures necessary
for meeting and greeting the public in person, by
telephone, and electronically.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Subject and Number Title Units
Business Office
Technology 100 Basic Keyboarding 1
or
Business Office
Technology 103A Building Keyboarding Speed (.5)
and
Business Office
Technology 103B Building Keyboarding Speed (.5)
Business Office Filing and Records
Technology 104 Management 1
Business Office
Technology 107 Office Systems and Procedures 2
Business Office
Technology 120 Comprehensive Word, Level I 1
or
Business Office
Technology 114 Essential Word (1)
Business Office
Technology 151 Using Microsoft Outlook 1
Total 6

Medical Office Assistant

The Medical Office Assistant Certificate of Proficiency
provides students with the skills necessary to gain
employment in a variety of medical office environments.
Students may choose to begin a new career or update
existing job skills. Students successfully completing the
certificate will be qualified to seek employment as:
medical office receptionists, assistants, medical clerical
workers, hospital admitting clerks, medical insurance
billers, medical insurance coders, and insurance claims
processors.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Subject & Number Title Units
Business Office
Technology 161 Medical Terminology 3
Business Office
Technology 165 Medical Insurance Billing 4.5
Business Office
Technology 167 Medical Coding 4

Business Office
Technology 170 Medical Office Procedures 6
Total
This Certificate of Proficiency prepares a beginning
student to work in a job that requires keyboarding skills, a
basic knowledge of filing, and basic computer skills. It is
designed for a student who has not had any computer
training and lacks general office background and
experience. Students who complete this program would
qualify for positions as data entry clerks or entry level
office clerical positions.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Subject & Number Title Units
Business Office
Technology 100 Basic Keyboarding 1
Business Office Keyboarding/
Technology 101 Document Processing 3
or
Business Office Keyboarding/
Technology 101A Document Processing (1.5)
and
Business Office Keyboarding/
Technology 101B Document Processing (1.5)
Business Office Filing and Records
Technology 104 Management 1
Business Office
Technology 105 Data Entry Skills 1
Business Office
Technology 106 Effective Job Search 1
Total 7

Office Assistant, Level II

This Certificate of Proficiency is designed for the student who has completed the Office Assistant, Level I Certificate of Proficiency or has the equivalent in keyboarding and computer skills. It prepares students to advance in an office career ladder in which knowledge of Microsoft Office applications is necessary. It is a certificate that leads to the full college certificate for the Administrative Assistant certificate and degree.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units
Business Office Intermediate Keyboarding/ Technology 102 Document Processing 3
or
Business Office Intermediate Keyboarding/ Technology 102A Document Processing I (1.5)
and
Business Office Intermediate Keyboarding/ Technology 102B Document Processing II (1.5)
Business Office Technology 107 Office Systems and Procedures 2
Business Office Technology 114 Essential Word 1
Business Office Technology 115 Essential Excel 1
Business Office Technology 116 Essential Access 1
Business Office Technology 117 Essential PowerPoint 1
Total 9

Office Professional

This Certificate of Proficiency is designed for the first level position in a broad spectrum of office environments. The program provides the basic skills necessary to be a productive employee. It provides the foundation for further study and advancement in the clerical field, which is one of the largest employment areas in our information processing society.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units

Business Office Technology 100 Basic Keyboarding 1
or
Business Office Keyboarding/ Technology 101 Document Processing (3)
or
Business Office Keyboarding/ Technology 101A Document Processing (1.5)
and
Business Office Keyboarding/ Technology 101B Document Processing (1.5)
or
Business Office Intermediate Keyboarding/ Technology 102 Document Processing (3)
or
Business Office Intermediate Keyboarding/ Technology 102A Document Processing I (1.5)
and
Business Office Intermediate Keyboarding/ Technology 102B Document Processing II (1.5)
Business Office Technology 106 Effective Job Search 1
Business Office Office Systems and Technology 107 Procedures 2
Business Office Business English Technology 110 and Communication 3
or
Business Office Business Office Correspondence Technology 112 and Office Professionalism (3)
Business Office Technology 114 Essential Word 1
Business Office Technology 115 Essential Excel 1
Total 9-11

Office Software Specialist, Level I

This certificate is designed for the student who is interested in working in an administrative support capacity and needs working knowledge of word processing, electronic spreadsheet, database, and presentation software. These courses may also be applied to the Office Assistant Level II Certificate of Proficiency.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units
Business Office Technology 100 Basic Keyboarding 1

Business Office Technology 114 Essential Word 1
or
Business Office Comprehensive Word, Technology 120 Level I (1)
and
Business Office Comprehensive Word, Technology 121 Level II (1)
Business Office Technology 115 Essential Excel 1
or
Business Office Comprehensive Excel, Technology 123 Level I (1)
and
Business Office Comprehensive Excel, Technology 124 Level II (1)
Business Office Technology 116 Essential Access 1
or
Business Office Comprehensive Access, Technology 126 Level I (1)
and
Business Office Comprehensive Access, Technology 127 Level II (1)
Business Office Technology 117 Essential PowerPoint 1
or
Business Office Comprehensive PowerPoint, Technology 129 Level I (1)
and
Business Office Comprehensive PowerPoint, Technology 130 Level II (1)
Total 5 – 9

Office Software Specialist, Level II

This Certificate of Proficiency is designed for the student who is interested in working in an administrative support capacity and needs thorough knowledge of word processing, electronic spreadsheet, database, and presentation software as well as software integration techniques. Students who complete this proficiency certificate may continue taking courses and earn the Executive Assistant Certificate of Proficiency.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units
Business Office
Technology 100 Basic Keyboarding 1
Business Office
Technology 118 Integrated Office Projects 1
Business Office Comprehensive Word,
Technology 120 Level I 1
or
Business Office
Technology 114 Essential Word (1)
Business Office Comprehensive Word,
Technology 121 Level II 1
Business Office Comprehensive Word,
Technology 122 Level III 1
Business Office Comprehensive Excel,
Technology 123 Level I 1
or
Business Office
Technology 115 Essential Excel (1)
Business Office Comprehensive Excel,
Technology 124 Level II 1
Business Office Comprehensive Excel,
Technology 125 Level III 1
Business Office Comprehensive Access,
Technology 126 Level I 1
or
Business Office
Technology 116 Essential Access (1)
Business Office Comprehensive Access,
Technology 127 Level II 1
Business Office Comprehensive PowerPoint,
Technology 129 Level I 1
or
Business Office
Technology 117 Essential PowerPoint (1)
Business Office Comprehensive PowerPoint,
Technology 130 Level II 1
Total 12

Virtual Office Assistant

This Certificate of Proficiency prepares students to create and run a virtual office business. More specifically, the certificate prepares a student to act as an entrepreneur specializing in administrative services provided to clients in a virtual environment.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units
Business Office
Technology 100 Basic Keyboarding 1
Business Office
Technology 103A Building Keyboarding Skill I .5
Business Office
Technology 103B Building Keyboarding Skill II .5
Business Office
Technology 111 Virtual Assistant 2
Business Office
Technology 115 Essential Excel 1
Business Office
Technology 120 Comprehensive Word, Level I 1
Business Office
Technology 121 Comprehensive Word, Level II 1
Business Office
Technology 150 Using Microsoft Publisher 1
Business 141 Entrepreneurship: Managing a New Business 3
Business 146 Marketing 3
Total 14

Appendix 3-Grade Distribution Summary

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
Grade Distribution by Division **School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: BOT -- Course: All Courses**																		
BOT-094 Practical Internet Basics																		
2381		.5	11	0	0	0	0	0	0	0	0	0	0	7	4	0	9	Doherty, Marian PT
BOT-095 Keyboarding Skill Reinforcement																		
2382		1.0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	4	Andersen, Andre PT
BOT-096 Computer Basics for the Office																		
2383		1.0	9	0	0	0	0	0	0	0	0	0	0	6	3	0	12	Thomas, Sosha PT
BOT-097 Windows Basics for the Office																		
2384		1.0	9	0	0	0	0	0	0	0	0	0	0	4	5	0	8	Gillespie, Barbara
BOT-100 Basic Keyboarding																		
2385		1.0	31	0	0	11	0	0	2	0	1	0	15	1	0	0	21	Snider, Linda XP
2386		1.0	32	0	0	14	0	0	3	0	0	0	14	1	0	0	21	Anspach, Kathleen PT
2387		1.0	29	0	0	12	0	0	7	0	2	1	7	0	0	0	23	McManus, Illyana PT
2388	8	1.0	31	0	0	19	0	0	7	0	2	0	3	0	0	0	21	Andersen, Andre PT
2389	8	1.0	13	0	0	6	0	0	6	0	1	0	0	0	0	0	0	Pressnall, Mark
2390	8	1.0	16	0	0	9	0	0	4	0	2	1	0	0	0	0	5	Pressnall, Mark XP
Course Total			**152**	**0**	**0**	**71**	**0**	**0**	**29**	**0**	**8**	**2**	**39**	**2**	**0**	**0**	**91**	

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-101A Keyboard/Document Processing																		
2394		1.5	13	0	3	0	0	1	0	0	2	1	6	0	0	0	15	Anspach, Kathy PT
2395	8	1.5	13	0	9	0	0	3	0	0	1	0	0	0	0	0	0	Pressnall, Mark
2396	8	1.5	14	0	6	0	0	2	0	0	1	0	5	0	0	0	1	Gillespie, Barbara XP
Course Total			**40**	**0**	**18**	**0**	**0**	**6**	**0**	**0**	**4**	**1**	**11**	**0**	**0**	**0**	**16**	
BOT-101B Keyboard/Document Processing																		
2397		1.5	6	0	2	0	0	1	0	0	2	1	0	0	0	0	10	Anspach, Kathleen PT
2398	8	1.5	13	0	6	0	0	3	0	0	1	1	2	0	0	0	26	Gillespie, Barbara XP
Course Total			**19**	**0**	**8**	**0**	**0**	**4**	**0**	**0**	**3**	**2**	**2**	**0**	**0**	**0**	**36**	
BOT-102A Keyboarding/Document Process I																		
2399		1.5	8	0	1	0	0	3	0	0	1	0	3	0	0	0	4	Pressnall, Mark XP
2400	8	1.5	3	0	1	0	0	1	0	0	0	0	1	0	0	0	2	Gillespie, Barbara XP
Course Total			**11**	**0**	**2**	**0**	**0**	**4**	**0**	**0**	**1**	**0**	**4**	**0**	**0**	**0**	**6**	
BOT-102B Keyboard/Document Process II																		
2401		1.5	3	0	1	0	0	0	0	0	0	0	1	0	1	0	4	Pressnall, Mark
2402	8	1.5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	3	Gillespie, Barbara
Course Total			**5**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**7**	
BOT-103A Bldg Keyboarding Skill I																		
2403		0.5	26	0	12	0	0	7	0	0	5	1	0	0	0	0	15	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
2404		0.5	28	0	11	0	0	8	0	0	4	2	2	0	0	0	7	Gillespie, Barbara
BOT-103C Bldg Keyboarding Skill III																		
2405		0.5	4	0	2	0	0	0	0	0	0	0	2	0	0	0	0	Gillespie, Barbara
BOT-104 Filing and Records Management																		
2406		1.0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	8	Anspach, Kathleen PT
2475	8	1.0	19	0	10	0	0	5	0	0	4	0	0	0	0	0	1	Snider, Linda
Course Total			**21**	**0**	**11**	**0**	**0**	**5**	**0**	**0**	**4**	**0**	**0**	**0**	**0**	**0**	**9**	
BOT-105 Data Entry Skills																		
2407		1.0	10	0	2	0	0	1	0	0	0	1	6	0	0	0	1	Anspach, Kathleen PT

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-106 Effective Job Search																		
2408		1.0	29	0	20	0	0	5	0	0	0	1	3	0	0	0	3	Leslie, Mary
2409	8	1.0	37	0	3	0	0	13	0	0	1	0	20	0	0	0	9	Thomas, Sosha PT
2426		1.0	16	0	0	0	0	6	0	0	4	3	3	0	0	0	6	Snider, Linda
4837	8	1.0	5	2	0	0	0	2	0	0	0	0	0	1	0	0	5	Thomas, Sosha PT
4838	8	1.0	15	0	11	0	0	1	0	0	0	0	2	0	0	0	2	Brooks, Kimberly PT
Course Total			**102**	**0**	**36**	**0**	**0**	**27**	**0**	**0**	**5**	**4**	**28**	**1**	**0**	**0**	**25**	
BOT-107 Office Systems and Procedures																		
2410		2.0	24	0	10	0	0	3	0	0	9	1	1	0	0	0	0	Pressnall, Mark
2411		2.0	21	0	13	0	0	3	0	0	1	0	2	0	0	0	3	Pressnall, Mark
2422		2.0	11	0	6	0	0	4	0	0	1	0	0	0	0	0	6	Pressnall, Mark
Course Total			**56**	**0**	**29**	**0**	**0**	**10**	**0**	**0**	**11**	**2**	**3**	**0**	**0**	**0**	**9**	
BOT-108 Use Calculators/Solve Bus Prob																		
2412		1.0	4	0	1	0	0	0	0	0	0	1	2	0	0	0	0	Anspach, Kathleen PT
BOT-109 Elementary Accounting																		
2413		3.0	19	0	9	0	0	5	0	0	2	1	1	0	0	0	5	Leslie, Mary
2414N		3.0	4	0	1	0	0	3	0	0	0	0	0	0	0	0	1	Leslie, Mary
2415		3.0	5	0	0	0	0	3	0	0	0	0	2	0	0	0	6	Loach, Suzanne, PT
2416		3.0	8	0	2	0	0	1	0	0	2	1	2	0	0	0	3	Loach, Suzanne, PT
Course Total			**36**	**0**	**12**	**0**	**0**	**12**	**0**	**0**	**4**	**2**	**5**	**0**	**0**	**0**	**15**	
BOT-110 Bus English and Communication																		
2417		3.0	29	0	9	0	0	7	0	0	4	4	4	0	0	0	2	Leslie, Mary
2418		3.0	29	0	5	0	0	8	0	0	11	2	3	0	0	0	4	Leslie, Mary
Course Total			**58**	**0**	**14**	**0**	**0**	**15**	**0**	**0**	**15**	**6**	**7**	**0**	**0**	**0**	**6**	
BOT-114 Essential Word																		
2420		1.0	16	0	7	0	0	2	0	0	0	0	5	0	1	0	13	Doherty, Marian PT
2421		1.0	35	0	11	0	0	16	0	0	4	0	4	0	0	0	0	Pressnall, Mark
4814	14	1.0	9	0	6	0	0	0	0	0	0	1	1	1	0	0	3	Andersen, Andre PT
Course Total			**60**	**0**	**24**	**0**	**0**	**18**	**0**	**0**	**4**	**1**	**10**	**1**	**1**	**0**	**16**	
BOT-115 Essential Excel																		
2423		1.0	35	0	4	0	0	15	0	0	9	2	4	0	0	0	4	McManus, Illyana PT
2424		1.0	19	0	5	0	0	3	0	0	2	2	6	0	1	0	13	Thomas, Sosha PT
4819	14	1.0	11	0	6	0	0	2	0	0	1	0	2	0	0	0	2	Scott, Tanya PT
Course Total			**65**	**0**	**15**	**0**	**0**	**20**	**0**	**0**	**12**	**4**	**12**	**0**	**1**	**0**	**19**	
BOT-116 Essential Access																		
2425		1.0	15	0	11	0	0	3	0	0	0	0	0	0	1	0	4	Sikes, Sandra PT

Grade Distribution by Division School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: BOT -- Course: All Courses																	
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-117 Essential PowerPoint																	
2427		1.0	22	0	13	0	0	6	0	0	0	1	2	0	0	0	10	McManus, Illyana PT
4820	14	1.0	7	0	4	0	0	0	0	0	0	0	2	0	0	0	3	Snider, Linda
Course Total			**29**	**0**	**17**	**0**	**0**	**6**	**0**	**0**	**0**	**1**	**4**	**0**	**0**	**0**	**13**	
BOT-118 Integrated Office Projects																	
2428		1.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	1	Snider, Linda
BOT-120 Comprehensive Word Level I																	
2430		1.0	13	0	8	0	0	3	0	0	0	0	2	0	0	0	7	Sikes, Sandra PT
BOT-121 Comprehensive Word Level II																	
2431		1.0	9	0	6	0	0	1	0	0	1	0	1	0	0	0	3	Gillespie, Barbara
BOT-122 Comprehensive Word Level III																	
2432		1.0	8	0	3	0	0	2	0	0	2	0	1	0	0	0	1	Gillespie, Barbara
BOT-123 Comprehensive Excel Level I																	
2433		1.0	9	0	5	0	0	2	0	0	0	0	2	0	0	0	4	Snider, Linda
BOT-124 Comprehensive Excel Level II																	
2434		1.0	6	0	4	0	0	0	0	0	0	0	2	0	0	0	6	McManus, Illyana PT
BOT-125 Comprehensive Excel Level III																	
2435		1.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	1	McManus, Illyana PT
BOT-126 Comprehensive Access Level I																	
2436		1.0	16	0	8	0	0	3	0	0	2	0	2	1	0	0	5	Sikes, Sandra PT
BOT-127 Comprehensive Access Level II																	
2437		1.0	8	0	4	0	0	1	0	0	0	1	2	0	0	0	1	McManus, Illyana PT
BOT-128 Comprehensive Access Level III																	
2438		1.0	4	0	2	0	0	0	0	0	0	0	2	0	0	0	0	McManus, Illyana PT
BOT-129 Comprehensive PowerPoint Level I																	
2439		1.0	3	0	2	0	0	0	0	0	0	0	1	0	0	0	3	Sikes, Sandra PT
BOT-130 Comprehensive PowerPoint Level II																	
2440		1.0	3	0	1	0	0	0	0	0	1	0	1	0	0	0	0	Sikes, Sandra PT
BOT-131 Comprehensive PowerPoint Level III																	
2441		1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2	Sikes, Sandra PT
BOT-150 Using Microsoft Publisher																	
2442		1.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	1	Sikes, Sandra PT

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-151 Using Microsoft Outlook																		
2443		1.0	9	0	3	0	0	2	0	0	1	0	2	1	0	0	1	Doherty, Marian PT
2476	8	1.0	18	0	11	0	0	5	0	0	2	0	0	0	0	0	0	Pressnall, Mark
Course Total			**27**	**0**	**14**	**0**	**0**	**7**	**0**	**0**	**3**	**0**	**2**	**1**	**0**	**0**	**1**	
BOT-161 Medical Terminology																		
2444		3.0	31	0	29	0	1	0	0	1	0	0	0	0	0	0	1	McFadden, Lanette PT
2445N		3.0	21	0	14	0	5	0	0	1	0	0	1	0	0	0	5	Finch-Payne, Diane PT
Course Total				**0**	**56**	**0**	**6**	**0**	**0**	**2**	**0**	**0**	**0**	**1**	**0**	**0**	**6**	
BOT-163 Intro to Basic Insurance Princ																		
2446		3.0	14	0	1	0	0	8	0	0	3	1	1	0	0	0	3	Captain, Robert PT
BOT-165 Medical Insurance Billing																		
2447		4.5	21	0	17	0	0	3	0	0	1	0	0	0	0	0	2	Hollyfield, Julie PT
BOT-170 Medical Office Procedures																		
2448		6.0	28	0	26	0	0	0	0	0	1	0	1	0	0	0	1	McFadden, Lanette PT
BOT-172 Intro Microcomputer Applicatns																		
2449	8	2.0	15	0	5	0	0	5	0	0	3	0	2	0	0	0	3	Kellenberger, Fred PT
BOT-176 Computerized Acct Application																		
2450		2.0	17	0	10	0	0	4	0	0	0	2	1	0	0	0	4	Gillespie, Barbara
2451N		2.0	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
4840		2.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	Gillespie, Barbara
Course Total			**23**	**0**	**12**	**0**	**0**	**7**	**0**	**0**	**0**	**2**	**2**	**0**	**0**	**0**	**5**	
BOT-179 Computerized Accounting Lab																		
2452		1.0	25	0	19	0	0	2	0	0	0	0	3	0	0	0	1	Gillespie, Barbara
BOT-198 Supervised Tutoring - BOT																		
2453		0.0	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Snider, Linda
BOT-203 Office Project Coordination																		
2455		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Sikes, Sandra PT
BOT-216 Intro to Medical Transcription																		
2456		3.0	3	0	0	0	0	0	0	0	2	0	1	0	0	0	2	Fox, Karen PT
BOT-220 Healthcare Documentation II																		
2458		4.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Fox, Karen PT
BOT-222 Medical Transcrip Skill Build																		
6025N		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Fox, Karen PT

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-223 Office Work Experience																		
2459		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-225 Office Work Experience																		
2461		3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-299 Med Transcript/Sum Program Lab																		
2474		1.0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	6	Fox, Karen PT
6053		0.5	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	Snider, Linda
Course Total			**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**7**	

Division Total			1070	0	431	0	0	225	0	0	37		33	16	0	407	

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
6511		.5	7	0	0	0	0	0	0	0	0	0	5	2	0	1	0	Zuckerman, Annie
BOT-095 Keyboarding Skill Reinforcement																		
6517		1.0	5	0	0	0	0	0	0	0	0	0	3	2	0	0	3	Sikes, Sandra
BOT-096 Computer Basics for the Office																		
6518		1.0	12	0	0	0	0	0	0	0	0	0	6	6	0	0	12	Lee, Jolene
BOT-097 Windows Basics for the Office																		
6519		1.0	4	0	0	0	0	0	0	0	0	0	2	2	0	0	7	Sikes, Sandra
BOT-100 Basic Keyboarding																		
6520		1.0	19	0	8	0	0	5	0	0	1	0	5	0	0	0	15	McManus, Illyana
6521		1.0	19	0	12	0	0	2	0	0	1	0	3	1	0	0	7	Gillespie, Barbara
6522		1.0	20	0	10	0	0	1	0	0	1	0	8	0	0	0	11	Anspach, Kathleen
6523		1.0	10	0	5	0	0	2	0	0	0	1	2	0	0	0	14	Sikes, Sandra
6524	8	1.0	11	0	4	0	0	2	0	0	4	0	1	0	0	0	0	Pressnall, Mark
6525	8	1.0	28	0	18	0	0	6	0	0	1	0	3	0	0	0	38	Andersen, Andre
6527	8	1.0	23	0	17	0	0	2	0	0	0	0	3	1	0	0	12	Andersen, Andre
Course Total			**130**	**0**	**74**	**0**	**0**	**20**	**0**	**0**	**8**	**1**	**25**	**2**	**0**	**0**	**97**	
BOT-101 Keyboarding/Document Processing																		
6512		3.0	18	0	9	0	0	2	0	0	0	3	4	0	0	0	21	Prigmore, Edna
6526		3.0	8	0	3	0	0	1	0	0	0	0	4	0	0	0	10	McManus, Illyana
6527		3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	Pressnall, Mark
Course Total			**29**	**0**	**15**	**0**	**0**	**3**	**0**	**0**	**0**	**3**	**8**	**0**	**0**	**0**	**31**	
BOT-101A Keyboarding/Document Processing I																		
6513	8	1.5	10	0	4	0	0	1	0	0	0	1	4	0	0	0	6	Gillespie, Barbara
6528		1.5	26	0	11	0	0	7	0	0	3	0	4	1	0	0	8	Zuckerman, Annie
6529	8	1.5	10	0	4	0	0	4	0	0	2	0	0	0	0	0	1	Pressnall, Mark
Course Total			**46**	**0**	**19**	**0**	**0**	**12**	**0**	**0**	**5**	**1**	**8**	**1**	**0**	**0**	**15**	
BOT-101B Keyboard/Document Processing I																		
6514	8	1.5	7	0	4	0	0	0	0	0	1	1	1	0	0	0	18	Gillespie, Barbara
6530		1.5	9	0	2	0	0	3	0	0	0	0	4	0	0	0	7	Zuckerman, Annie
Course Total			**16**	**0**	**6**	**0**	**0**	**3**	**0**	**0**	**1**	**1**	**5**	**0**	**0**	**0**	**25**	
BOT-102A Keyboarding/Doc Process II																		
6515	8	1.5	6	0	3	0	0	0	0	0	1	1	1	0	0	0	5	Gillespie, Barbara
6532		1.5	12	0	2	0	0	3	0	0	1	0	6	0	0	0	0	Anspach, Kathleen
Course Total			**18**	**0**	**5**	**0**	**0**	**3**	**0**	**0**	**2**	**1**	**7**	**0**	**0**	**0**	**5**	
BOT-102B Keyboard/Doc Process II																		
6516	8	1.5	8	0	3	0	0	1	0	0	4	0	0	0	0	0	5	Gillespie, Barbara
6533		1.5	5	0	1	0	0	3	0	0	1	0	0	0	0	0	0	Anspach, Kathleen
Course Total			**13**	**0**	**4**	**0**	**0**	**4**	**0**	**0**	**5**	**0**	**0**	**0**	**0**	**0**	**5**	

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-103A Bldg Keyboarding Skill																		
6534		.5	25	0	11	0	0	7	0	0	1	0	4	2	0	0	9	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
6535		.5	18	0	7	0	0	3	0	0	4	0	3	1	0	0	8	Zuckerman, Annie
BOT-103C Bldg Keyboarding Skills																		
6536		.5	8	0	1	0	0	0	0	3	1	2	0	1	0	0	4	Zuckerman, Annie
BOT-104 Filing and Records Management																		
6537		1.0	8	0	1	0	0	1	0	0	2	0	4	0	0	0	5	Sikes, Sandra
6599	8	1.0	15	0	8	0	0	1	0	0	3	1	1	0	0	0	12	Snider, Linda
Course Total			**23**	**0**	**9**	**0**	**0**	**2**	**0**	**0**	**5**	**1**	**5**	**0**	**0**	**0**	**17**	
BOT-105 Data Entry Skills																		
6538		1.0	10	0	4	0	0	3	0	0	1	1	1	0	0	0	4	Anspach, Kathleen
BOT-106 Effective Job Search																		
6531	8	1.0	15	0	4	0	0	8	0	0	1	0	2	0	0	0	17	Thomas, Sosha
6540		1.0	30	0	16	0	0	7	0	0	3	1	2	1	0	0	3	Leslie, Mary
6598		1.0	16	0	2	0	0	1	0	0	4	3	6	0	0	0	6	Snider, Linda
8926	8	1.0	13	0	2	0	0	6	0	0	4	0	1	0	0	0	2	Thomas, Sosha
Course Total			**74**	**0**	**24**	**0**	**0**	**22**	**0**	**0**	**12**	**4**	**11**	**1**	**0**	**0**	**28**	
BOT-107 Office Systems and Procedures																		
6541		2.0	15	0	4	0	0	5	0	0	6	0	0	0	0	0	1	Pressnall, Mark
6542		2.0	15	0	2	0	0	8	0	0	1	1	2	1	0	0	4	Pressnall, Mark
6555		2.0	18	0	15	0	0	3	0	0	0	0	0	0	0	0	2	Pressnall, Mark
Course Total			**48**	**0**	**21**	**0**	**0**	**16**	**0**	**0**	**7**	**1**	**2**	**1**	**0**	**0**	**7**	
BOT-108 Use Calculators/Solve Bus Prob																		
6543		1.0	3	0	0	0	0	2	0	0	1	0	0	0	0	0	0	Anspach,, Kathleen
BOT-109 Elementary Accounting																		
6544		3.0	15	0	7	0	0	6	0	0	0	0	1	1	0	0	8	Leslie, Mary
6545N		3.0	6	0	2	0	0	2	0	0	0	1	1	0	0	0	0	Leslie, Mary
6546		3.0	13	0	1	0	0	2	0	0	1	0	8	0	0	0	3	Loach, Suzanne
6547		3.0	7	0	0	0	0	0	0	0	0	0	7	0	0	0	7	Loach, Suzanne
Course Total			**41**	**0**	**10**	**0**	**0**	**10**	**0**	**0**	**1**	**1**	**17**	**1**	**0**	**0**	**18**	
BOT-110 Business English and Communication																		
6548		3.0	18	0	4	0	0	4	0	0	3	6	0	0	0	0	1	Leslie, Mary
6549		3.0	16	0	3	0	0	6	0	0	3	1	3	0	0	0	5	Leslie, Mary
9103		3.0	34	0	19	0	0	2	0	0	4	1	8	0	0	0	3	Buck, Nancy
Course Total			**68**	**0**	**26**	**0**	**0**	**12**	**0**	**0**	**10**	**8**	**11**	**0**	**0**			

Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-114 Essential Word																		
6550		1.0	12	0	6	0	0	1	0	0	0	0	5	0	0	0	8	Snider, Linda
6551	4	1.0	11	0	8	0	0	1	0	0	1	1	0	0	0	0	12	Andersen, Andre
6552		1.0	27	0	7	0	0	11	0	0	4	0	1	1	0	0	3	Snider, Linda
Course Total			**47**	**0**	**21**	**0**	**0**	**13**	**0**	**0**	**5**	**1**	**6**	**1**	**0**	**0**	**23**	
BOT-115 Essential Word																		
6553		1.0	12	0	4	0	0	3	0	0	1	0	4	0	0	0	16	Thomas, Sosha
6554		1.0	25	0	2	0	0	6	0	0	6	5	5	1	0	0	5	Pressnall, Mark
6555	14	1.0	27	0	10	0	0	8	0	0	3	2	4	0	0	0	7	Scott, Tanya
Course Total			**564**	**0**	**16**	**0**	**0**	**17**	**0**	**0**	**10**	**7**	**13**	**1**	**0**	**0**	**31**	
BOT-116 Essential Access																		
6556		1.0	8	0	5	0	0	1	0	0	0	0	2	0	0	0	1	Pressnall, Mark
BOT-117 Essential PowerPoint																		
6558		1.0	8	0	6	0	0	1	0	0	1	0	0	0	0	0	4	Lee, Jolene
6596	14	1.0	13	0	8	0	0	2	0	0	1	1	1	0	0	0	8	Snider, Linda
Course Total			**21**	**0**	**14**	**0**	**0**	**3**	**0**	**0**	**2**	**1**	**1**	**0**	**0**	**0**	**12**	
BOT-118 Integrated Office Projects																		
6559		1.0	7	0	3	0	0	1	0	0	2	0	1	0	0	0	0	Snider, Linda
BOT-120 Comprehensive Word Level I																		
6560		1.0	17	0	8	0	0	3	0	0	3	0	2	1	0	0	9	Thomas, Sosha
BOT-121 Comprehensive Word Level II																		
6561		1.0	10	0	6	0	0	2	0	0	0	0	0	1	0	0	7	Lee, Jolene
BOT-122 Comprehensive Word Level III																		
6562		1.0	7	0	4	0	0	1	0	0	1	0	1	0	0	0	3	Lee, Jolene
BOT-123 Comprehensive Excel Level I																		
6563		1.0	18	0	7	0	0	5	0	0	2	1	3	0	0	0	10	Anspach, Kathleen
BOT-124 Comprehensive Excel Level II																		
6564		1.0	9	0	2	0	0	1	0	0	1	2	3	0	0	0	8	Lee, Jolene
BOT-125 Comprehensive Excel Level III																		
6565		1.0	6	0	4	0	0	1	0	0	0	0	1	0	0	0	1	Lee, Jolene
BOT-126 Comprehensive Access Level I																		
6566		1.0	11	0	8	0	0	2	0	0	1	0	0	0	0	0	5	Sikes, Sandra
BOT-127 Comprehensive Access Level II																		
6567		1.0	8	0	3	0	0	2	0	0	0	0	3	0	0	0	1	Snider, Linda
BOT-128 Comprehensive Access Level III																		
6568		1.0	5	0	1	0	0	2	0	0	0	0	2	0	0	0	3	Snider, Linda

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-129 Comprehensive PowerPoint Level I																		
6569		1.0	6	0	5	0	0	1	0	0	0	0	0	0	0	0	3	Sikes, Sandra
BOT-130 Comprehensive PowerPoint Level II																		
6570		1.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	2	McManus, Illyana
BOT-131 Comprehensive PowerPoint Level III																		
6571		1.0	5	0	3	0	0	1	0	0	0	0	1	0	0	0	1	McManus, Illyana
BOT-150 Using Microsoft Publisher																		
6572		1.0	3	0	2	0	0	0	0	0	0	0	1	0	0	0	1	Anspach, Kathleen
BOT-151 Using Microsoft Outlook																		
6573	8	1.0	14	0	12	0	0	2	0	0	0	0	0	0	0	0	4	Andersen, Andre
6574		1.0	7	0	1	0	0	3	0	0	1	2	0	0	0	0	7	Pressnall, Mark
Course Total			**21**	**0**	**13**	**0**	**0**	**5**	**0**	**0**	**1**	**2**	**0**	**0**	**0**	**0**	**11**	
BOT-161 Medical Terminology																		
6575		3.0	47	0	44	0	0	3	0	0	0	0	0	0	0	0	0	McFadden, Lanette
6576N		3.0	35	0	26	0	0	6	0	0	2	0	0	1	0	0	6	Finch-Payne, Diane
9204		3.0	25	0	15	0	0	6	0	0	3	0	1	0	0	0	14	Finch-Payne, Diane
Course Total			**60**	**0**	**41**	**0**	**0**	**12**	**0**	**0**	**5**	**0**	**1**	**1**	**0**	**0**	**20**	
BOT-163 Intro to Basic Insurance Principles																		
6577		3.0	15	0	4	0	0	5	0	0	6	0	0	0	0	0	0	Captain, Robert
BOT-165 Medical Insurance Billing																		
6578**		4.5	20	0	16	0	0	4	0	0	0	0	0	0	0	0	2	Hollyfield, Julie
BOT-167 Medical Coding																		
6579		4.0	26	0	11	0	0	8	0	0	5	2	0	0	0	0	3	Hollyfield, Julie
BOT-170 Medical Office Procedures																		
6580**		6.0	41	0	39	0	0	1	0	0	1	0	0	0	0	0	2	McFadden, Lanette
BOT-172 Intro Microcomputer Applications																		
6581	8	2.0	10	0	7	0	0	2	0	0	0	0	1	0	0	0	6	Kellenberger, Fred
BOT-176 Computerized Acct Application																		
6582		2.0	12	0	1	0	0	6	0	0	2	0	2	1	0	0	2	Gillespie, Barbara
6595		2.0	12	0	4	0	0	32	0	0	3	0	3	0	0	0	5	Gillespie, Barbara
Course Total			**24**	**0**	**5**	**0**	**0**	**8**	**0**	**0**	**5**	**0**	**5**	**1**	**0**	**0**	**7**	
BOT-179 Computerized Accounting Lab																		
6583		1.0	12	0	9	0	0	0	0	0	0	0	2	1	0	0	3	Gillespie, Barbara
BOT-198 Supervised Tutoring - BOT																		
6584		0.0	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Snider, Linda
BOT-216 Intro to Medical Transcription																		
6587		3.0	4	0	2	0	0	1	0	0	1	0	0	0	0	0	2	Fox, Karen

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-219 Healthcare Documentation I																		
6588N		4.0	3	0	1	0	0	0	0	0	2	0	0	0	0	0	0	Fox, Karen
BOT-222 Medicl Transcrip Skil Bldg																		
6590N		1.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	0	Fox, Karen
BOT-223 Office Work Experience																		
6591	3	1.0	9	0	7	0	0	2	0	0	0	0	0	0	0	0	1	Gillespie, Barbara
6592		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
Course Total			**10**	**0**	**8**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
BOT-224 Office Work Experience																		
6593		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
BOT-225 Office Work Experience																		
6594		3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
BOT-298 Upgrade to Office 2007																		
9154		0.5	2	0	0	0	0	0	0	0	0	0	0	2	0	0	1	Zuckerman, Annie
9155		1.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	2	Fox, Karen
Course Total			**4**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**3**		

| Subject Total | | | 1081 | 0 | 454 | 0 | 0 | 222 | 0 | 0 | 120 | 38 | - | 35 | 13 | 0 | 488 | |

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
2381		0.5	12	0	0	0	0	0	0	0	0	0	0	6	6	0	11	Snider, Linda
BOT-095 Keyboarding Skill Reinforcement																		
2382		1.0	3	0	0	0	0	0	0	0	0	0	0	2	1	0	5	Abushaban, Hala PT
BOT-096 Computer Basics for the Office																		
2383		1.0	12	0	0	0	0	0	0	0	0	0	0	6	6	0	15	Thomas, Sosha PT
BOT-097 Windows Basics for the Office																		
2384		1.0	4	0	0	0	0	0	0	0	0	0	0	1	3	0	14	Gillespie, Barbara
BOT-100 Basic Keyboarding																		
2385		1.0	26	0	11	0	0	9	0	0	1	0	5	0	0	0	11	Snider, Linda
2386		1.0	25	0	11	0	0	4	0	0	1	0	8	1	0	0	9	Anspach, Kathleen PT
2387		1.0	29	0	10	0	0	5	0	0	2	0	10	2	0	0	7	McManus, Illyana PT
2388		1.0	46	0	29	0	0	5	0	0	1	0	11	0	0	0	35	Andersen, Andre PT
2389	8	1.0	8	0	1	0	0	2	0	0	5	0	0	0	0	0	1	Pressnall, Mark
2390	8	1.0	18	0	11	0	0	2	0	0	1	0	3	0	0	0	5	Andersen, Andre PT
9445		1.0	26	0	15	0	0	1	0	0	2	0	8	0	0	0	9	Zuckerman, Annie PT
Course Total			**178**	**0**	**88**	**0**	**0**	**28**	**0**	**0**	**13**	**0**	**45**	**3**	**0**	**0**	**77**	
BOT-101 Keyboarding/Doc Processing																		
2391		3.0	9	0	4	0	0	3	0	0	0	0	2	0	0	0	6	Abushaban, Hala PT
2392		3.0	10	0	7	0	0	2	0	0	0	0	1	0	0	0	2	Pressnall, Mark
2393		3.0	26	0	18	0	0	3	0	0	1	0	3	1	0	0	15	Prigmore, Edna PT
Course Total			**45**	**0**	**29**	**0**	**0**	**8**	**0**	**0**	**1**	**0**	**6**	**1**	**0**	**0**	**23**	
BOT-101A Keyboard/Document Processing																		
2394		1.5	27	0	10	0	0	4	0	0	3	1	9	0	0	0	9	Anspach, Kathleen PT
2395	8	1.5	7	0	4	0	0	1	0	0	1	0	1	0	0	0	1	Pressnall, Mark
2396	8	1.5	10	0	0	0	0	3	0	0	5	1	1	0	0	0	5	Gillespie, Barbara
Course Total			**44**	**0**	**14**	**0**	**0**	**8**	**0**	**0**	**9**	**2**	**11**	**0**	**0**	**0**	**15**	
BOT-101B Keyboard/Document Processing																		
2397		1.5	14	0	3	0	0	4	0	0	0	0	7	0	0	0	11	Anspach, Kathleen PT
2398	8	1.5	13	0	5	0	0	1	0	0	5	2	0	0	0	0	26	Gillespie, Barbara XP
Course Total			**27**	**0**	**8**	**0**	**0**	**5**	**0**	**0**	**5**	**2**	**7**	**0**	**0**	**0**	**37**	
BOT-102A Keyboarding/Document Process I																		
2399		1.5	9	0	3	0	0	4	0	0	0	0	1	0	1	0	3	Anspach, Kathleen PT
2400	8	1.5	5	0	3	0	0	1	0	0	1	0	0	0	0	0	3	Gillespie, Barbara
Course Total			**14**	**0**	**6**	**0**	**0**	**5**	**0**	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**6**	

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-102B Keyboard/Document Process II																		
2401		1.5	2	0	0	0	0	0	0	0	1	0	1	0	0	0	1	Anspach, Kathleen PT
2402	8	1.5	5	0	3	0	0	0	0	0	1	0	1	0	0	0	4	Gillespie, Barbara
Course Total			**7**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**2**	**0**	**0**	**0**	**5**	
BOT-103A Bldg Keyboarding Skill I																		
2403		0.5	30	0	15	0	0	9	0	0	4	0	2	0	0	0	13	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
2404		0.5	26	0	12	0	0	5	0	0	2	0	7	0	0	0	11	Gillespie, Barbara
BOT-103C Bldg Keyboarding Skill III																		
2405		0.5	5	0	4	0	0	0	0	0	0	0	1	0	0	0	4	Gillespie, Barbara
BOT-104 Filing and Records Management																		
2406		1.0	12	0	3	0	0	4	0	0	3	0	1	0	1	0	9	Thomas, Sosha PT
2475	9	1.0	25	0	11	0	0	5	0	0	3	1	3	1	0	0	12	Snider, Linda
Course Total			**37**	**0**	**14**	**0**	**0**	**9**	**0**	**0**	**6**	**1**	**4**	**1**	**1**	**0**	**21**	
BOT-105 Data Entry Skills																		
2407		1.0	10	0	5	0	0	2	0	0	0	1	2	0	0	0	7	Thomas, Sosha PT
BOT-106 Effective Job Search																		
2408		1.0	37	0	17	0	0	9	0	0	4	4	3	0	0	0	4	Riley, John PT
2426		1.0	25	0	9	1	1	5	0	0	5	0	3	0	0	0	3	Snider, Linda
4837	8	1.0	17	0	5	0	0	3	0	0	2	0	6	1	0	0	7	Thomas, Sosha PT
Course Total			**79**	**0**	**31**	**1**	**1**	**17**	**0**	**0**	**11**	**4**	**12**	**1**	**0**	**0**	**14**	
BOT-107 Office Systems and Procedures																		
2410		2.0	19	0	9	0	0	5	0	0	5	0	0	0	0	0	1	Pressnall, Mark XP
2411		2.0	21	0	13	0	0	4	0	0	3	0	1	0	0	0	2	Pressnall, Mark
2422		2.0	20	0	5	0	0	7	0	0	5	1	2	0	0	0	5	Pressnall, Mark
Course Total			**60**	**0**	**27**	**0**	**0**	**16**	**0**	**0**	**13**	**1**	**3**	**0**	**0**	**0**	**8**	
BOT-108 Use Calculators/Solve Bus Prob																		
2412		1.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	3	Thomas, Sosha PT
BOT-109 Elementary Accounting																		
2413		3.0	15	0	8	0	0	2	0	0	1	1	3	0	0	0	3	Leslie, Mary
2414N		3.0	7	0	3	0	0	1	0	0	0	1	2	0	0	0	1	Leslie, Mary
2415		3.0	7	0	2	0	0	2	0	0	2	0	1	0	0	0	3	Loach, Suzanne PT
2416		3.0	14	0	8	0	0	1	0	0	2	0	2	1	0	0	1	Loach, Suzanne PT
Course Total			**43**	**0**	**21**	**0**	**0**	**6**	**0**	**0**	**5**	**2**	**8**	**1**	**0**	**0**	**8**	
BOT-110 Bus English and Communication																		
2417		3.0	22	0	8	0	0	5	0	0	3	1	5	0	0	0	7	Leslie, Mary
2418		3.0	22	0	3	0	0	6	0	0	6	3	4	0	0	0	3	Leslie, Mary
9421		3.0	31	7	5	0	3	3	0	0	3	2	8	0	0	0	3	Buck, Nancy PT
Course Total			**75**	**7**	**16**	**0**	**3**	**14**	**0**	**0**	**12**	**6**	**17**	**0**	**0**	**0**	**13**	

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-102B Keyboard/Document Process II																		
2420		1.0	14	0	3	0	0	4	0	0	1	0	5	1	0	0	13	Snider, Linda
2421		1.0	33	0	15	0	0	13	0	0	3	0	2	0	0	0	2	Pressnall, Mark
4818	14	1.0	22	0	6	0	0	5	0	0	0	2	8	1	0	0	20	Andersen, Andre
Course Total			**69**	**0**	**24**	**0**	**0**	**22**	**0**	**0**	**4**	**2**	**15**	**2**	**0**	**0**	**35**	
BOT-115 Essential Excel																		
2423		1.0	34	0	4	0	0	13	0	0	13	0	4	0	0	0	2	McManus, Illyana PT
2424		1.0	15	0	3	0	0	2	0	0	4	1	4	1	0	0	13	Pressnall, Mark
4819	14	1.0	23	0	5	0	0	10	0	0	1	4	3	0	0	0	21	Scott, Tanya PT
Course Total			**72**	**0**	**12**	**0**	**0**	**25**	**0**	**0**	**18**	**5**	**11**	**1**	**0**	**0**	**36**	
BOT-116 Essential Access																		
2425		1.0	15	0	10	0	0	3	0	0	1	0	1	0	0	0	5	Sikes, Sandra
BOT-117 Essential Powerpoint																		
2427		1.0	20	0	10	0	0	7	0	0	0	0	3	0	0	0	10	Sikes, Sandra
4820	14	1.0	20	0	7	0	0	7	0	0	1	0	5	0	0	0	8	Andersen, Andre
Course Total			**40**	**0**	**17**	**0**	**0**	**14**	**0**	**0**	**1**	**0**	**8**	**0**	**0**	**0**	**18**	
BOT-118 Integrated Office Projects																		
2428		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Lee, Jolene
BOT-120 Comprehnsive Word Level I																		
2430		1.0	13	0	8	0	0	0	0	0	2	0	3	0	0	0	5	Sikes, Sandra
BOT-121 Comprehnsive Word Level II																		
2431		1.0	10	0	5	0	0	2	0	0	1	1	1	0	0	0	2	McManus, Illyana
BOT-122 Comprehnsive Word Level III																		
2432		1.0	8	0	3	0	0	3	0	0	2	0	0	0	0	0	3	McManus, Illyana
BOT-123 Comprehnsive Excel Level I																		
2433		1.0	18	0	6	0	0	6	0	0	0	1	4	0	1	0	9	Lee, Jolene
BOT-124 Comprehnsive Excel Level II																		
2434		1.0	7	0	3	0	0	1	0	0	0	2	1	0	0	0	5	Abushaban, Hala
BOT-125 Comprehnsive Excel Level III																		
2435		1.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Abushaban, Hala
BOT-126 Comprehnsive Access Level I																		
2436		1.0	7	0	4	0	0	1	0	0	0	0	2	0	0	0	6	McManus, Illyana
BOT-127 Comprehnsive Access Level II																		
2437		1.0	3	0	1	0	0	0	0	0	1	0	1	0	0	0	5	McManus, Illyana
BOT-128 Comprehnsive Access Level III																		
2438		1.0	5	0	0	0	0	3	0	0	2	0	0	0	0	0	0	McManus, Illyana
BOT-129 Comprehnsve Powerpoint Level I																		
2439		1.0	7	0	3	0	0	1	0	0	0	0	3	0	0	0	5	Sikes, Sandra

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-130 Comprhnsve Powerpoint Level II																		
2440		1.0	4	0	2	0	0	0	0	0	0	0	2	0	0	0	3	Sikes, Sandra
BOT-131 Comprhnsve Powerpoint Level III																		
2441		1.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	Sikes, Sandra
BOT-150 Using Microsoft Publisher																		
2442		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra
BOT-151 Using Microsoft Outlook																		
2443		1.0	15	0	6	0	0	7	0	0	1	0	3	0	0	0	6	Sikes, Sandra
2476	8	1.0	15	0	11	0	0	0	0	0	0	2	0	0	0	0	28	Andersen, Andre
Course Total			**30**	**0**	**17**	**0**	**0**	**7**	**0**	**0**	**1**	**2**	**3**	**0**	**0**	**0**	**34**	
BOT-161 Medical Terminology																		
2444		3.0	40	0	32	0	0	4	0	0	3	0	1	0	0	0	6	McFadden, Lanette
2445N		3.0	35	0	18	0	0	11	0	0	3	1	2	0	0	0	8	Finch-Payne, Diane
9422		3.0	29	0	23	0	0	3	0	0	2	1	0	0	0	0	16	Finch-Payne, Diane
Course Total			**104**	**0**	**73**	**0**	**0**	**18**	**0**	**0**	**8**	**2**	**2**	**0**	**0**	**0**	**30**	
BOT-163 Intro to Basic Insurance Princ																		
2446		3.0	15	0	8	0	0	5	0	0	2	0	0	0	0	0	4	Captain, Robert
BOT-165 Medical Insurance Billing																		
2447		4.5	28	0	26	0	0	2	0	0	0	0	0	0	0	0	3	Hollyfield, Julie PT
BOT-167 Medical Coding																		
9423		4.0	22	0	16	0	0	4	0	0	2	0	0	0	0	0	1	Hollyfield, Julie PT
BOT-170 Medical Office Procedures																		
2448		6.0	35	0	35	0	0	0	0	0	0	0	0	0	0	0	5	McFadden, Lanette PT
BOT-172 Intro Microcomputer Applicatns																		
2449	8	2.0	13	0	5	0	0	4	0	0	0	0	4	0	0	0	2	Kellenberger, Fred PT
BOT-176 Computerized Acct Application																		
2450		2.0	16	0	7	0	0	5	0	0	1	2	1	0	0	0	3	Gillespie, Barbara
4840		2.0	12	0	8	0	0	3	0	0	1	0	0	0	0	0	5	Gillespie, Barbara
Course Total			**28**	**0**	**15**	**0**	**0**	**8**	**0**	**0**	**2**	**2**	**1**	**0**	**0**	**0**	**8**	
BOT-179 Computerized Accounting Lab																		
2452		1.0	15	0	13	0	0	2	0	0	0	0	0	0	0	0	2	Gillespie, Barbara
BOT-198 Supervised Tutoring - BOT																		
2453**		0.0	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Snider, Linda
BOT-199 Special Studies/Projects-BOT																		
9860**		3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Fox, Karen
BOT-201 Adv Keyboarding/Doc Processing																		
2454		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Anspach, Kathleen PT

Grade Distribution by Division School: Grossmont College -- Term: 2009FA -- Division: G01 -- Subject: BOT -- Course: All Courses																	
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-203 Office Project Coordination																	
2455		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana PT
BOT-223 Office Work Experience																	
2459		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-224 Office Work Experience																	
2460		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-225 Office Work Experience																	
2461		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-298 Intro Banking & Financial Serv																	
9674		3.0	20	0	11	0	0	6	0	0	1	0	2	0	0	0	4	Finch-Payne, Diane PT
Division Total			**1308**	**7**	**615**	**1**	**4**	**270**	**0**	**0**	**134**	**36**	**194**	**25**	**19**	**0**	**544**	

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
6511		0.5	14	0	0	0	0	0	0	0	0	0	0	9	5	0	8	Zuckerman, Annie
BOT-095 Keyboarding Skill Reinforcement																		
6517		1.0	8	0	0	0	0	0	0	0	0	0	0	8	0	0	3	Sikes, Sandra
BOT-096 Computer Basics for the Office																		
6518		1.0	8	0	0	0	0	0	0	0	0	0	0	6	2	0	4	Lee, Jolene
BOT-097 Windows Basics for the Office																		
6519		1.0	8	0	0	0	0	0	0	0	0	0	0	4	4	0	9	Sikes, Sandra
BOT-100 Basic Keyboarding																		
6522		1.0	120	0	46	0	0	33	0	0	11	2	25	2	0	0	35	Anspach, Kathleen
6524	8	1.0	8	0	4	0	0	3	0	0	1	0	0	0	0	0	1	Pressnall, Mark
6525	8	1.0	43	0	22	0	0	7	0	0	1	0	13	0	0	0	9	Andersen, Andre
6557	8	1.0	32	0	17	0	0	7	0	0	4	0	4	0	0	0	23	Andersen, Andre
Course Total			**203**	**0**	**89**	**0**	**0**	**50**	**0**	**0**	**17**	**2**	**42**	**2**	**0**	**0**	**68**	
BOT-101 Keyboarding/Doc Processing																		
6512		3.0	12	0	7	0	0	1	0	0	1	0	3	0	0	0	26	Prigmore, Edna
6526		3.0	13	0	4	0	0	3	0	0	1	0	4	1	0	0	5	McManus, Illyana
6527		3.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	Pressnall, Mark
Course Total			**29**	**0**	**13**	**0**	**0**	**6**	**0**	**0**	**2**	**0**	**7**	**1**	**0**	**0**	**31**	
BOT-101A Keyboard/Document Processing																		
6513	8	1.5	16	0	4	0	0	2	0	0	5	2	3	0	0	0	9	Gillespie, Barbara
6528		1.5	24	0	9	0	0	1	0	0	3	1	10	0	0	0	8	Gillespie, Barbara
6529	8	1.5	8	0	3	0	0	3	0	0	2	0	0	0	0	0	0	Pressnall, Mark
Course Total			**48**	**0**	**16**	**0**	**0**	**6**	**0**	**0**	**10**	**3**	**13**	**0**	**0**	**0**	**17**	
BOT-101B Keyboard/Document Processing																		
6514	8	1.5	10	0	4	0	0	2	0	0	2	1	1	0	0	0	8	Gillespie, Barbara
6530		1.5	18	0	4	0	0	2	0	0	0	1	10	1	0	0	5	Bryan, Ann
Course Total			**28**	**0**	**8**	**0**	**0**	**4**	**0**	**0**	**2**	**2**	**11**	**1**	**0**	**0**	**13**	
BOT-102A Keyboarding/Document Process I																		
6515	8	1.5	11	0	3	0	0	3	0	0	1	0	4	0	0	0	3	Gillespie, Barbara
6532		1.5	6	0	3	0	0	0	0	0	2	1	0	0	0	0	2	Anspach, Kathleen
Course Total			**17**	**0**	**6**	**0**	**0**	**3**	**0**	**0**	**3**	**1**	**4**	**0**	**0**	**0**	**5**	
BOT-102B Keyboard/Document Process II																		
6516	8	1.5	2	0	1	0	0	1	0	0	0	0	0	0	0	0	1	Gillespie, Barbara
6533		1.5	5	0	4	0	0	1	0	0	0	0	0	0	0	0	1	Anspach, Kathleen
Course Total			**7**	**0**	**5**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	
BOT-103A Bldg Keyboarding Skill I																		
6534		0.5	31	0	15	0	0	2	0	0	9	1	3	1	0	0	7	Gillespie, Barbara

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-103B Bldg Keyboarding Skill II																		
6535		0.5	29	0	16	0	0	2	0	0	5	0	6	0	0	0	5	Zuckerman, Annie PT
BOT-103C Bldg Keyboarding Skill III																		
6536		0.5	13	0	6	0	0	2	0	0	2	1	2	0	0	0	1	Zuckerman, Annie PT
BOT-104 Filing and Records Management																		
6537		1.0	11	0	3	0	0	2	0	0	2	0	4	0	0	0	1	Sikes, Sandra
6599	8	1.0	20	0	10	0	0	2	0	0	3	1	4	0	0	0	10	Snider, Linda
Course Total			**31**	**0**	**13**	**0**	**0**	**4**	**0**	**0**	**5**	**1**	**8**	**0**	**0**	**0**	**11**	
BOT-105 Data Entry Skills																		
6538		1.0	5	0	3	0	0	1	0	0	1	0	0	0	0	0	4	Anspach, Kathleen PT
BOT-106 Effective Job Search																		
6531	8	1.0	15	0	2	0	0	4	0	0	3	0	5	1	0	0	10	Thomas, Sosha PT
6540		1.0	31	0	24	0	0	4	0	0	2	0	1	0	0	0	0	Leslie, Mary
6598		1.0	16	0	0	0	0	3	3	1	3	4	2	0	0	0	7	Snider, Linda
Course Total			**62**	**0**	**26**	**0**	**0**	**11**	**3**	**1**	**8**	**4**	**8**	**1**	**0**	**0**	**17**	
BOT-107 Office Systems and Procedures																		
6541		2.0	16	0	9	0	0	3	0	0	3	0	1	0	0	0	0	Pressnall, Mark
6542		2.0	14	0	10	0	0	1	0	0	0	1	2	0	0	0	0	Pressnall, Mark
6555		2.0	23	0	12	0	0	2	0	0	5	2	2	0	0	0	11	Pressnall, Mark XP
Course Total			**53**	**0**	**31**	**0**	**0**	**6**	**0**	**0**	**8**	**3**	**5**	**0**	**0**	**0**	**11**	
BOT-108 Use Calculators/Solve Bus Prob																		
6543		1.0	5	0	3	0	0	2	0	0	0	0	0	0	0	0	3	Anspach, Kathleen PT
BOT-109 Elementary Accounting																		
6544		3.0	17	0	8	0	0	4	0	0	2	1	2	0	0	0	2	Leslie, Mary
6545N		3.0	3	0	4	0	0	0	0	0	1	1	0	0	0	0	2	Leslie, Mary
6546		3.0	5	0	2	0	0	0	0	0	0	1	2	0	0	0	3	Loach, Suzanne PT
6547		3.0	3	0	1	0	0	2	0	0	0	0	0	0	0	0	6	Loach, Suzanne PT
Course Total			**31**	**0**	**15**	**0**	**0**	**6**	**0**	**0**	**3**	**3**	**4**	**0**	**0**	**0**	**13**	
BOT-110 Bus English and Communication																		
6548		3.0	19	0	6	0	0	5	0	0	6	1	1	0	0	0	1	Leslie, Mary
6549		3.0	25	0	8	0	0	9	0	0	1	3	4	0	0	0	5	Leslie, Mary
9103		3.0	45	10	8	0	0	7	0	0	2	1	17	0	0	0	3	Buck, Nancy PT
Course Total			**89**	**10**	**22**	**0**	**0**	**21**	**0**	**0**	**9**	**5**	**22**	**0**	**0**	**0**	**9**	
BOT-111 Virtual Assistant																		
9801		2.0	7	0	2	0	0	0	0	0	1	1	3	0	0	0	12	Smerk, Thomas PT

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-114 Essential Word																		
6550		1.0	22	0	9	0	0	5	0	0	1	0	6	0	0	0	7	Doherty, Marian PT
6551	14	1.0	22	0	13	0	0	1	0	0	1	2	5	0	0	0	16	Andersen, Andre PT
6552		1.0	27	0	12	0	0	8	0	0	3	3	1	0	0	0	0	Snider, Linda
Course Total			**71**	**0**	**34**	**0**	**0**	**14**	**0**	**0**	**5**	**5**	**12**	**0**	**0**	**0**	**23**	
BOT-115 Essential Excel																		
6554		1.0	26	0	7	0	0	8	0	0	6	0	5	0	0	0	0	Pressnall, Mark
6597	14	1.0	27	0	18	0	00	6	0	0	2	1	0	0	0	0	6	Scott, Tanya PT
Course Total			**78**	**0**	**34**	**0**	**0**	**18**	**0**	**0**	**9**	**3**	**12**	**2**	**0**	**0**	**17**	
BOT-116 Essential Access																		
6556		1.0	16	0	11	0	0	1	0	0	0	1	1	2	0	0	5	Pressnall, Mark
BOT-117 Essential Powerpoint																		
6558		1.0	25	0	13	0	0	5	0	0	2	0	5	0	0	0	5	Snider, Linda
6596	14	1.0	19	0	9	0	0	1	0	0	4	0	5	0	0	0	21	Andersen, Andre PT
Course Total			**44**	**0**	**22**	**0**	**0**	**6**	**0**	**0**	**6**	**0**	**10**	**0**	**0**	**0**	**26**	
BOT-118 Integrated Office Projects																		
6559		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana PT
BOT-120 Comprehnsive Word Level I																		
6560		1.0	19	0	9	0	0	8	0	0	1	0	1	0	0	0	6	Thomas, Sosha
BOT-121 Comprehnsive Word Level II																		
6561		1.0	11	0	6	0	0	0	0	0	3	0	2	0	0	0	1	Lee, Jolene PT
BOT-122 Comprehnsive Word Level III																		
6562		1.0	4	0	3	0	0	0	0	0	0	0	1	0	0	0	1	Lee, Jolene PT
BOT-123 Comprehnsive Excel Level I																		
6563		1.0	13	0	5	0	0	3	0	0	1	0	4	0	0	0	10	Anspach, Kathleen PT
BOT-124 Comprehnsive Excel Level II																		
6564		1.0	8	0	3	0	0	3	0	0	1	0	1	0	0	0	3	Sikes, Sandra PT
BOT-125 Comprehnsive Excel Level III																		
6565		1.0	3	0	0	0	0	2	0	0	1	0	0	0	0	0	0	Sikes, Sandra PT
BOT-126 Comprehnsive Access Level I																		
6566		1.0	9	0	8	0	0	1	0	0	0	0	0	0	0	0	1	Sikes, Sandra PT
BOT-127 Comprehnsive Access Level II																		
6567		1.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	0	McManus, Illyana PT
BOT-128 Comprehnsive Access Level III																		
6568		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana PT
BOT-129 Comprehnsve Powerpoint Level I																		
6569		1.0	8	0	4	0	0	1	0	0	0	0	3	0	0	0	4	Sikes, Sandra PT

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BOT-130 Comprhnsve Powerpoint Level II																		
6570		1.0	7	0	0	0	0	3	0	0	2	0	2	0	0	0	3	McManus, Illyana PT
BOT-131Comprhnsv Powerpoint Level III																		
6571		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana PT
BOT-150Using Microsoft Publisher																		
6572		1.0	5	0	1	0	0	2	0	0	0	0	1	1	0	0	2	Anspach, Kathleen PT
BOT-151Using Microsoft Outlook																		
6573	8	1.0	13	0	8	0	0	2	0	0	0	0	3	0	0	0	16	Andersen, Andre PT
6574		1.0	20	0	10	0	0	5	0	0	1	0	4	0	0	0	10	Gillespie, Barbara
Course Total			**33**	**0**	**18**	**0**	**0**	**7**	**0**	**0**	**1**	**0**	**7**	**0**	**0**	**0**	**26**	
BOT-161 Medical Terminology																		
6575		3.0	52	0	45	0	0	0	0	0	1	0	5	0	0	0	3	McFadden, Lanette PT
6576N		3.0	41	0	25	0	0	9	0	0	5	2	0	0	0	0	7	Finch-Payne, Diane PT
9204		3.0	30	0	16	0	0	7	0	0	2	0	4	1	0	0	8	Finch-Payne, Diane PT
Course Total			**123**	**0**	**87**	**0**	**0**	**16**	**0**	**0**	**8**	**2**	**9**	**1**	**0**	**0**	**18**	
BOT-163 Intro to Basic Insurance Princ																		
6577		3.0	13	0	6	0	0	3	0	0	3	0	1	0	0	0	5	Captain, Robert PT
BOT-165 Medical Insurance Billing																		
6578		4.5	31	0	24	0	0	3	0	0	4	0	0	0	0	0	5	Hollyfield, Julie PT
BOT-167 Medical Coding																		
6579		4.0	32	0	18	0	0	11	0	0	1	1	1	0	0	0	7	Hollyfield, Julie PT
BOT-170 Medical Office Procedures																		
6580		6.0	37	0	35	0	0	0	0	0	0	0	2	0	0	0	2	McFadden, Lanette PT
BOT-172 Intro Microcomputer Applicatns																		
6581	8	2.0	20	0	8	0	0	8	0	0	2	0	2	0	0	0	3	Kellenberger, Fred PT
BOT-176 Computerized Acct Application																		
6582		2.0	21	0	16	0	0	1	0	0	3	0	1	0	0	0	1	Gillespie, Barbara
6595		2.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	3	Gillespie, Barbara
Course Total			**22**	**0**	**16**	**0**	**0**	**1**	**0**	**0**	**3**	**0**	**2**	**0**	**0**	**0**	**4**	
BOT-179 Computerized Accounting Lab																		
6583		1.0	24	0	18	0	0	1	0	0	3	0	2	0	0	0	1	Gillespie, Barbara
BOT-223 Office Work Experience																		
6592		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
9964	3	1.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara XP
Course Total			**9**	**0**	**9**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
BOT-298 Intro Banking & Financial Serv																		
9980		3.0	11	0	6	0	0	2	0	0	1	0	1	1	0	0	0	Doyle, Shirley
Subject Total			**1383**	**10**	**678**	**0**	**0**	**243**	**3**	**1**	**141**	**39**	**215**	**40**	**11**	**0**	**428**	

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
2381		0.5	18	0	0	0	0	0	0	0	0	0	0	15	3	0	17	Snider, Linda XP
BOT-095 Keyboarding Skill Reinforcement																		
2382		1.0	19	0	0	0	0	0	0	0	0	0	0	15	4	0	6	Gauldenhill, Josolyn
BOT-096 Computer Basics for the Office																		
2383		1.0	11	0	0	0	0	0	0	0	0	0	0	3	8	0	9	Thomas, Sosha
BOT-097 Windows Basics for the Office																		
2384		1.0	9	0	0	0	0	0	0	0	0	0	0	5	4	0	9	Thomas, Sosha
BOT-100 Basic Keyboarding																		
2386		1.0	110	0	51	0	0	34	0	0	10	21	2	1	0	0	62	Anspach, Kathleen
2388	8	1.0	46	0	19	0	0	6	0	0	6	0	14	1	0	0	14	Andersen, Andre
2389	8	1.0	8	0	4	0	0	1	0	0	3	0	0	0	0	0	1	Pressnall, Mark
2390	8	1.0	29	0	15	0	0	6	0	0	4	0	4	0	0	0	14	Andersen, Andre
Course Total			**193**	**0**	**89**	**0**	**0**	**47**	**0**	**0**	**23**	**21**	**20**	**2**	**0**	**0**	**91**	
BOT-101 Keyboarding/Doc Processing																		
2392		3.0	6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	Pressnall, Mark
2393		3.0	24	0	16	0	0	5	0	0	2	0	1	0	0	0	6	Gillespie, Barbara
Course Total			**30**	**0**	**21**	**0**	**0**	**6**	**0**	**0**	**2**	**0**	**1**	**0**	**0**	**0**	**6**	
BOT-101A Keyboard/Document Processing																		
2394		1.5	36	5	10	0	5	6	0	0	3	0	5	1	0	0	18	Doherty, Marian
2395	8	1.5	7	0	4	0	0	2	0	0	1	0	0	0	0	0	1	Pressnall, Mark
Course Total			**43**	**5**	**14**	**0**	**5**	**8**	**0**	**1**	**4**	**0**	**5**	**1**	**0**	**0**	**19**	
BOT-101B Keyboard/Document Processing																		
2397		1.5	12	0	2	0	0	5	0	0	3	0	2	0	0	0	22	McManus, Illyana
BOT-102A Keyboarding/Document Process I																		
2399		1.5	11	2	4	1	0	0	0	0	1	0	3	0	0	0	6	Doherty, Marian
2400	8	1.5	8	0	3	0	0	0	0	0	0	2	3	0	0	0	11	Gillespie, Barbara
Course Total			**19**	**2**	**7**	**1**	**0**	**0**	**0**	**0**	**1**	**2**	**6**	**0**	**0**	**0**	**17**	
BOT-102B Keyboard/Document Process II																		
2401		1.5	5	0	4	0	1	0	0	0	0	0	0	0	0	0	3	Doherty, Marian
2402	8	1.5	4	0	3	0	0	0	0	0	1	0	0	0	0	0	1	Gillespie, Barbara
Course Total			**9**	**0**	**7**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**4**	
BOT-103A Bldg Keyboarding Skill I																		
2403		0.5	30	0	17	0	0	5	0	0	4	2	2	0	0	0	7	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
2404		0.5	22	0	14	0	0	5	0	0	2	0	0	1	0	0	11	Gillespie, Barbara

Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-104 Filing and Records Management																		
2406		1.0	11	0	8	0	0	0	0	0	1	0	2	0	0	0	8	Snider, Linda
2475	9	1.0	29	0	15	0	0	8	0	0	3	1	2	0	0	0	21	Snider, Linda
Course Total			40	0	23	0	0	8	0	0	4	1	4	0	0	0	29	
BOT-105 Data Entry Skills																		
2407		1.0	9	0	6	0	0	2	0	0	0	0	1	0	0	0	1	Snider, Linda
BOT-106 Effective Job Search																		
2408		1.0	35	0	21	0	0	9	0	0	3	0	2	0	0	0	4	Leslie, Mary
2426		1.0	26	0	9	0	0	4	0	0	3	1	9	0	0	0	1	Snider, Linda
4837	8	1.0	24	0	5	0	0	6	0	0	6	2	5	0	0	0	8	Thomas, Sosha
Course Total			**85**	**0**	**35**	**0**	**0**	**19**	**0**	**0**	**12**	**3**	**16**	**0**	**0**	**0**	**13**	
BOT-107 Office Systems and Procedures																		
2410		2.0	18	0	8	0	0	6	0	0	2	1	1	0	0	0	1	Pressnall, Mark
2411		2.0	17	0	10	0	0	3	0	0	0	1	3	0	0	0	0	Pressnall, Mark
2422		2.0	37	0	16	0	1	8	0	0	3	4	5	0	0	0	0	Pressnall, Mark
Course Total			**72**	**0**	**34**	**0**	**1**	**17**	**0**	**0**	**5**	**6**	**9**	**0**	**0**	**0**	**0**	
BOT-108 Use Calculators/Solve Bus Prob																		
2412		1.0	6	0	4	0	0	0	0	0	0	2	0	0	0	0	2	Snider, Linda
BOT-109 Elementary Accounting																		
2413		3.0	17	0	6	0	0	5	0	0	2	1	3	0	0	0	3	Leslie, Mary
2414N		3.0	7	0	2	0	0	3	0	0	1	0	1	0	0	0	1	Leslie, Mary
2415		3.0	10	0	5	0	0	2	0	0	2	0	1	0	0	0	3	Loach, Suzanne PT
2416		3.0	4	0	1	0	0	0	0	0	0	0	3	0	0	0	3	Loach, Suzanne PT
Course Total			**38**	**0**	**14**	**0**	**0**	**10**	**0**	**0**	**5**	**1**	**8**	**0**	**0**	**0**	**10**	
BOT-110 Bus English and Communication																		
2417		3.0	21	0	7	0	0	7	0	0	0	2	5	0	0	0	2	Leslie, Mary
2418		3.0	21	0	7	0	0	6	0	0	6	1	1	0	0	0	3	Leslie, Mary
9421		3.0	34	10	11	0	0	3	0	0	6	0	4	0	0	0	13	Buck, Nancy PT
Course Total			**76**	**10**	**25**	**0**	**0**	**16**	**0**	**0**	**12**	**3**	**10**	**0**	**0**	**0**	**18**	
BOT-114 Essential Word																		
2420		1.0	22	0	10	0	0	2	0	0	1	0	9	0	0	0	14	Bryan, Ann PT
2421		1.0	24	0	13	0	0	9	0	0	2	0	0	0	0	0	3	Pressnall, Mark
4818	14	1.0	28	0	10	0	0	4	0	0	5	0	9	0	0	0	4	Andersen, Andre PT
Course Total			**74**	**0**	**33**	**0**	**0**	**15**	**0**	**0**	**8**	**0**	**18**	**0**	**0**	**0**	**21**	

Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-115 Essential Excel																		
2423		1.0	21	0	10	0	0	3	0	0	3	2	2	1	0	0	15	McManus, Illyana PT
2424		1.0	23	0	7	0	1	6	0	0	6	1	2	0	0	0	4	Pressnall, Mark
4819	14	1.0	20	0	9	0	0	4	0	0	4	2	1	0	0	0	10	Scott, Tanya PT
Course Total			**64**	**0**	**26**	**0**	**1**	**13**	**0**	**0**	**13**	**5**	**5**	**1**	**0**	**0**	**29**	
BOT-116 Essential Access																		
2425		1.0	19	0	6	0	0	7	0	0	3	1	2	0	0	0	5	Sikes, Sandra PT
BOT-117 Essential Powerpoint																		
2427		1.0	27	0	13	0	1	6	0	0	3	1	3	0	0	0	8	Sikes, Sandra PT
4820	14	1.0	26	0	11	0	0	6	0	0	4	0	5	0	0	0	6	Andersen, Andre PT
Course Total			**53**	**0**	**24**	**0**	**1**	**12**	**0**	**0**	**7**	**1**	**8**	**0**	**0**	**0**	**14**	
BOT-118 Integrated Office Projects																		
2428		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Lee, Jolene PT
BOT-120 Comprehnsive Word Level I																		
2430		1.0	14	0	7	0	0	3	0	0	0	0	4	0	0	0	11	Sikes, Sandra PT
BOT-121 Comprehnsive Word Level II																		
2431		1.0	15	0	8	0	0	2	0	0	4	0	1	0	0	0	8	McManus, Illyana PT
BOT-122 Comprehnsive Word Level III																		
2432		1.0	3	0	1	0	0	2	0	0	0	0	0	0	0	0	1	McManus, Illyana PT
BOT-123 Comprehnsive Excel Level I																		
2433		1.0	15	0	4	0	0	5	0	0	2	1	2	1	0	0	9	Lee, Jolene PT
BOT-124 Comprehnsive Excel Level II																		
2434		1.0	4	2	0	0	2	0	0	0	0	0	0	0	0	0	5	Sikes, Sandra PT
BOT-126 Comprehnsive Access Level I																		
2436		1.0	3	0	0	0	0	1	0	0	0	0	2	0	0	0	5	McManus, Illyana PT
BOT-127 Comprehnsive Access Level II																		
2437		1.0	5	0	3	0	0	1	0	0	1	0	0	0	0	0	5	McManus, Illyana PT
BOT-129 Comprehnsive Powerpoint Level I																		
2439		1.0	8	0	5	0	0	1	0	0	0	0	2	0	0	0	2	Sikes, Sandra PT
BOT-130 Comprehnsive Powerpoint Level II																		
2440		1.0	4	0	3	0	0	0	0	0	0	0	1	0	0	0	3	Sikes, Sandra PT
BOT-131 Comprehnsive Powerpoint Level III																		
2441		1.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	1	Sikes, Sandra PT
BOT-150 Using Microsoft Publisher																		
2442		1.0	7	0	5	0	0	2	0	0	0	0	0	0	0	0	4	Sikes, Sandra PT

Grade Distribution by Division
School: Grossmont College -- Term: 2010FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-151 Using Microsoft Outlook																		
2443		1.0	21	0	14	0	0	6	0	0	0	0	1	0	0	0	7	Pressnall, Mark
2476	8	1.0	21	0	12	0	0	4	0	0	2	1	2	0	0	0	10	Andersen, Andre PT
Course Total			**42**	**0**	**26**	**0**	**0**	**10**	**0**	**0**	**2**	**1**	**3**	**0**	**0**	**0**	**17**	
BOT-161 Medical Terminology																		
2444		3.0	39	0	33	0	0	3	0	0	0	0	1	1	0	0	3	McFadden, Lanette PT
2445N		3.0	36	0	19	0	0	13	0	0	4	1	2	0	0	0	10	Finch-Payne, Diane PT
9422		3.0	38	0	27	0	0	5	0	0	4	0	0	0	0	0	13	Fince-Payne, Diane PT
Course Total			**113**	**0**	**79**	**0**	**0**	**21**	**0**	**0**	**8**	**1**	**3**	**1**	**0**	**0**	**26**	
BOT-163 Intro to Basic Insurance Princ																		
2446		3.0	13	0	6	0	0	4	0	0	3	0	0	0	0	0	4	Captain, Robert PT
BOT-165 Medical Insurance Billing																		
2447		4.5	28	0	20	0	0	2	0	0	3	1	2	0	0	0	5	Hollyfield, Julie PT
BOT-167 Medical Coding																		
9423		4.0	23	0	13	0	0	6	0	0	1	2	1	0	0	0	4	Hollyfield, Julie PT
BOT-170 Medical Office Procedures																		
2448		6.0	45	0	42	0	0	0	0	0	1	0	1	1	0	0	1	McFadden, Lanette PT
BOT-172 Intro Microcomputer Applicatns																		
2449	8	2.0	19	0	4	0	0	8	0	0	1	1	5	0	0	0	2	Kellenberger, Fred PT
BOT-176 Computerized Acct Application																		
2450		2.0	17	0	9	0	0	5	0	0	0	1	2	0	0	0	1	Gillespie, Barbara
4840		2.0	5	0	1	0	0	2	0	0	1	0	1	0	0	0	2	Gillespie, Barbara
Course Total			**22**	**0**	**10**	**0**	**0**	**7**	**0**	**0**	**1**	**1**	**3**	**0**	**0**	**0**	**3**	
BOT-179 Computerized Accounting Lab																		
2452		1.0	9	0	15	0	0	1	0	0	0	0	3	0	0	0	2	Gillespie, Barbara
BOT-201 Adv Keyboarding/Doc Processing																		
2454		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Doherty, Marian
BOT-223 Office Work Experience																		
2459		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara XP
BOT-224 Office Work Experience																		
2460		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-225 Office Work Experience																		
2461		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-298 Intro Banking & Financial Serv																		
9674		3.0	18	4	3	4	1	2	1	1	0	1	1	0	0	0	3	Doyle, Shirley PT
Division Total			1385	21	661	5	10	280	1	2	137	381	64	47	19	0	498	

Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
6511		0.5	16	0	0	0	0	0	0	0	0	0	0	10	6	0	9	Gauldenhill, Josolyn
BOT-095 Keyboarding Skill Reinforcemt																		
6517		1.0	19	0	0	0	0	0	0	0	0	0	1	8	1	0	8	Anspach, Kathleen
BOT-096 Computer Basics for the Office																		
6518		1.0	8	0	0	0	0	0	0	0	0	0	0	5	3	0	16	Thomas, Sosha
BOT-097 Windows Basics for the Office																		
6519		1.0	13	0	0	0	0	0	0	0	0	0	0	9	4	0	8	Thomas, Sosha
BOT-100 Basic Keyboarding																		
6522		1.0	62	0	39	0	0	16	0	0	3	1	3	0	0	0	16	Anspach, Kathleen
6524		1.0	11	0	1	0	0	6	0	0	4	0	0	0	0	0	1	Pressnall, Mark
6525	8	1.0	38	0	20	0	0	6	0	0	3	1	8	0	0	0	11	Andersen, Andre
6557	8	1.0	39	0	22	0	0	7	0	0	5	0	4	1	0	0	32	Andersen, Andre
Course Total			**150**	**0**	**82**	**0**	**0**	**35**	**0**	**0**	**15**	**2**	**15**	**2**	**0**	**0**	**60**	
BOT-101 Keyboarding/Doc Processing																		
6512		3.0	22	0	8	0	0	7	0	0	4	1	2	0	0	0	5	Gillespie, Barbara
6527		3.0	5	0	4	0	0	1	0	0	0	0	0	0	0	0	0	Pressnall, Mark
Course Total			**27**	**0**	**12**	**0**	**0**	**8**	**0**	**0**	**4**	**1**	**2**	**0**	**0**	**0**	**5**	
BOT-101A Keyboard/Document Processing																		
6513	8	1.5	18	0	8	0	0	4	0	0	0	2	4	0	0	0	3	Gillespie, Barbara
6528		1.5	22	3	6	1	2	4	1	0	1	3	1	0	0	0	14	Doherty, Marian
6529	8	1.5	8	0	4	0	0	4	0	0	0	0	0	0	0	0	2	Pressnall, Mark
Course Total			**48**	**3**	**18**	**1**	**2**	**12**	**1**	**0**	**1**	**5**	**5**	**0**	**0**	**0**	**19**	
BOT-101B Keyboard/Document Processing																		
6530		1.5	15	0	3	0	0	7	0	0	1	0	4	0	0	0	10	McManus, Illyana
BOT-102A Keyboarding/Document Process I																		
6515	8	1.5	5	0	3	0	0	2	0	0	1	1	0	0	1	0	2	Gillespie, Barbara
6532		1.5	4	0	1	1	0	1	0	0	0	0	1	0	0	0	7	Doherty, Marian
Course Total																		
BOT-102B Keyboarding/Document Process II																		
6516	8	1.5	6	0	3	0	0	1	0	0	1	1	0	0	0	0	0	Gillespie, Barbara
6533		1.5	5	0	3	0	1	1	0	0	0	0	0	0	0	0	0	Bryan, Ann
Course Total			**11**	**0**	**6**	**0**	**1**	**2**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	
BOT-103A Bldg Keyboarding Skill I																		
6534		0.5	23	0	10	0	0	5	0	0	1	4	3	0	0	0	8	Gillespie, Barbara

Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-103B Bldg Keyboarding Skill II																		
6535		0.5	21	0	13	0	0	3	0	0	5	0	0	0	0	0	8	Pressnall, Mark
BOT-103C Bldg Keyboarding Skill III																		
6536		0.5	9	0	6	1	0	0	0	1	0	1	0	0	0	0	1	Bryan, Ann
BOT-104 Filing and Records Management																		
6537		1.0	9	0	6	0	0	1	1	0	0	1	0	0	0	0	0	Snider, Linda
6599	8	1.0	35	0	16	1	0	4	0	0	4	3	7	0	0	0	0	Snider, Linda
Course Total			**44**	**0**	**22**	**1**	**0**	**5**	**1**	**0**	**4**	**4**	**7**	**0**	**0**	**0**	**0**	
BOT-105 Data Entry Skills																		
6538		1.0	11	0	4	2	0	3	0	0	1	0	1	0	0	0	2	Snider, Linda
BOT-106 Effective Job Search																		
6531	8	1.0	26	0	2	0	0	8	0	0	2	3	9	1	1	0	14	Thomas, Sosha
6540		1.0	25	0	18	0	0	4	0	0	2	0	1	0	0	0	4	Leslie, Mary
6598		1.0	23	0	0	1	0	3	1	2	7	3	6	0	0	0	2	Snider, Linda
Course Total			**74**	**0**	**20**	**1**	**0**	**15**	**1**	**2**	**11**	**6**	**16**	**1**	**1**	**0**	**20**	
BOT-107 Office Systems and Procedures																		
6541		2.0	17	0	6	0	0	5	0	0	5	0	1	0	0	0	3	Pressnall, Mark
6542		2.0	14	0	10	0	0	3	0	0	0	0	1	0	0	0	2	Pressnall, Mark
6555		2.0	27	0	10	0	0	7	0	1	7	1	1	0	0	0	13	Pressnall, Mark
Course Total			**58**	**0**	**26**	**0**	**0**	**15**	**0**	**1**	**12**	**1**	**3**	**0**	**0**	**0**	**18**	
BOT-108 Use Calculators/Solve Bus Prob																		
6543		1.0	4	0	3	0	0	0	0	0	0	1	0	0	0	0	2	Snider, Linda
BOT-109 – Elementary Accounting																		
6544		3.0	10	0	4	0	0	1	0	0	3	1	1	0	0	0	3	Leslie, Mary
6545N		3.0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	Leslie, Mary
6546		3.0	11	0	8	0	0	1	0	0	1	0	1	0	0	0	3	Loach, Suzanne PT
Course Total			**23**	**0**	**12**	**0**	**0**	**3**	**0**	**0**	**4**	**2**	**2**	**0**	**0**	**0**	**7**	
BOT-110 – Business English and Communication																		
6548		3.0	19	0	5	0	0	4	0	0	6	2	2	0	0	0	1	Leslie, Mary
6549		3.0	14	0	4	0	0	6	0	0	2	1	1	0	0	0	8	Leslie, Mary
9130		3.0	11	14	0	1	5	0	0	3	1	4	0	0	0	0	8	Buck, Nancy PT
Course Total			**44**	**14**	**9**	**1**	**5**	**10**	**0**	**3**	**9**	**7**	**3**	**0**	**0**	**0**	**17**	
BOT-111 Virtual Assistant																		
9801		2.0	10	0	4	0	0	1	0	0	2	2	0	0	1	0	19	Smerk, Tom

Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-114 Essential Word																		
6550		1.0	23	0	13	1	1	1	1	1	0	3	2	0	0	0	12	Bryan, Ann
6551	14	1.0	29	0	7	0	0	8	0	0	8	0	5	0	1	0	8	Andersen, Andre
6552		1.0	20	0	5	2	0	4	2	1	6	0	0	0	0	0	4	Snider, Linda
Course Total			**72**	**0**	**25**	**3**	**1**	**13**	**3**	**2**	**14**	**3**	**7**	**0**	**1**	**0**	**24**	
BOT-115 Essential Excel																		
6553		1.0	32	0	5	0	0	10	0	0	6	3	1	1	0	1	6	McManus, Illyana
6554		1.0	22	0	7	0	0	5	0	0	8	0	2	0	0	0	2	Pressnall, Mark
6597	14	1.0	18	0	6	0	0	4	0	0	3	0	4	1	0	0	12	Scott, Tanya PT
Course Total			**72**	**0**	**18**	**0**	**0**	**19**	**0**	**0**	**17**	**3**	**12**	**2**	**0**	**1**	**30**	
BOT-116 Essential Access																		
6556		1.0	11	0	3	1	0	4	0	0	3	0	0	0	0	0	6	Sikes, Sandra PT
BOT-117 Essential Powerpoint																		
6558		1.0	18	2	2	3	1	6	0	0	0	3	1	0	0	0	11	Sikes, Sandra PT
6596	14	1.0	14	0	8	0	0	2	0	0	2	0	2	0	0	0	9	Andersen, Andre PT
Course Total			**32**	**2**	**10**	**0**	**1**	**8**	**0**	**0**	**2**	**3**	**3**	**0**	**0**	**0**	**20**	
BOT-118 Integrated Office Projects																		
6559		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Lee, Jolene
BOT-120 Comprehnsive Word Level I																		
6560		1.0	12	1	0	3	1	1	2	0	0	1	2	1	0	0	9	Sikes, Sandra
BOT-121 Comprehnsive Word Level II																		
6561		1.0	11	0	6	1	0	2	0	0	0	0	1	1	0	0	5	Sikes, Sandra
BOT-122 Comprehnsive Word Level III																		
6562		1.0	10	1	1	4	0	1	0	0	0	1	2	0	0	0	2	Sikes, Sandra
BOT-123 Comprehnsive Excel Level I																		
6563		1.0	9	0	5	0	0	1	0	0	1	1	1	0	0	0	5	Lee, Jolene
BOT-124 Comprehnsive Excel Level II																		
6564		1.0	8	0	2	0	0	3	0	0	2	0	1	0	0	0	6	McManus, Illyana
BOT-125 Comprehnsive Excel Level III																		
6565		1.0	4	0	2	0	0	1	0	0	1	0	0	0	0	0	1	McManus, Illyana
BOT-126 Comprehnsive Access Level I																		
6566		1.0	6	0	4	0	0	0	0	0	1	0	1	0	0	0	0	McManus, Illyana
BOT-127 Comprehnsive Access Level II																		
6567		1.0	4	0	1	0	0	3	0	0	0	0	0	0	0	0	3	McManus, Illyana
BOT-128 Comprehnsive Access Level III																		
6568		1.0	4	0	2	0	0	0	0	0	2	0	0	0	0	0	0	McManus, Illyana

Grade Distribution by Division
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Section N = Night **= Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-129 Comprehnsve Powerpoint Level I																		
6569		1.0	6	0	3	0	0	1	0	0	1	0	1	0	0	0	2	Sikes, Sandra
BOT-130 Comprhnsve Powerpoint Level II																		
6570		1.0	7	0	1	0	0	3	0	0	0	0	3	0	0	0	1	Sikes, Sandra
BOT-131 Comprhnsv Powerpoint Level III																		
6571		1.0	2	0	1	1	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra
BOT-150 Using Microsoft Publisher																		
6572		1.0	9	0	4	1	0	3	0	0	1	0	0	0	0	0	3	Sikes, Sandra
BOT-151 Using Microsoft Outlook																		
6573	8	1.0	14	0	3	0	0	7	0	0	0	3	1	0	0	0	15	Andersen, Andre
6574		1.0	17	0	9	0	0	5	0	0	1	0	2	0	0	0	1	Pressnall, Mark
Course Total			**31**	**0**	**12**	**0**	**0**	**12**	**0**	**0**	**1**	**0**	**5**	**1**	**0**	**0**	**16**	
BOT-161 Medical Terminology																		
6575		3.0	51	0	47	0	0	3	0	0	0	0	1	0	0	0	1	McFadden, Lanette
6576N		3.0	40	0	27	0	0	5	0	0	2	0	6	0	0	0	10	Finch-Payne, Diane
9204		3.0	36	0	18	0	0	8	0	0	4	0	5	0	0	0	8	Finch-Payne, Diane
Course Total			**127**	**0**	**92**	**0**	**0**	**16**	**0**	**0**	**6**	**1**	**12**	**0**	**0**	**0**	**19**	
BOT-163 Intro to Basic Insurance Princ																		
6577		3.0	20	0	4	0	2	7	0	0	3	1	3	0	0	0	1	Captain, Robert
BOT-165 Medical Insurance Billing																		
6578		4.5	32	0	25	0	0	2	0	0	2	0	3	0	0	0	3	Hollyfield, Julie
BOT-167 Medical Coding																		
6579		4.0	27	0	14	0	0	7	0	0	4	0	1	1	0	0	8	Hollyfield, Julie
BOT-170 Medical Office Procedures																		
6580		6.0	37	0	36	0	0	1	0	0	0	0	0	0	0	0	2	McFadden, Lanette
BOT-172 Intro Microcomputer Applicatns																		
6581	8	2.0	19	0	8	0	0	4	0	0	5	0	2	0	0	0	5	Kellenberger, Fred
BOT-176 Computerized Acct Appllication																		
6582		2.0	13	0	9	0	0	3	0	0	0	1	0	0	0	0	1	Gillespie, Barbara
6595		2.0	9	0	3	0	0	3	0	0	0	1	2	0	0	0	7	Gillespie, Barbara
Course Total			**22**	**0**	**12**	**0**	**0**	**6**	**0**	**0**	**0**	**2**	**2**	**0**	**0**	**0**	**8**	
BOT-179 Computerized Accounting Lab																		
6583		1.0	12	0	12	0	0	0	0	0	0	0	0	0	0	0	2	Gillespie, Barbara

Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-201 Adv Keyboarding/Doc Processing																		
6585		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Doherty, Marian
BOT-203 Office Project Coordination																		
6586		1.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	McManus, Illyana
BOT-216 Intro to Medical Transcription																		
6155		3.0	6	0	3	0	0	1	0	0	1	0	1	0	0	0	7	Prigmore, Edna PT
BOT-219 Healthcare Documentation I																		
6156		4.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Prigmore, Edna PT
BOT-223 Office Work Experience																		
6592		1.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	2	Gillespie, Barbara XP
9964	3	1.0	5	0	5	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara XP
Course Total			**8**	**0**	**6**	**0**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**3**	
BOT-229 Healthcare Documentatin III																		
7477		4.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Prigmore, Edna PT
BOT-298 Intro Banking & Financial Serv																		
7717		3.0	14	0	0	0	0	0	0	0	0	0	0	13	1	0	1	Doyle, Shirley PT

| Subject Total | | | 1370 | 18 | 584 | 24 | 9 | 252 | 8 | 6 | 143 | 51 | | 129 | 63 | 20 | 0 | 460 | |

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
2381		0.5	10	0	0	0	0	0	0	0	0	0	10	0	0		9	Pressnall, Mark
BOT-095 Keyboarding Skill Reinforcement																		
2382		1.0	15	0	0	0	0	0	0	0	0	0	15	0	0		9	Anspach, Kathleen
BOT-096 Computer Basics for the Office																		
2383		1.0	9	0	0	0	0	0	0	0	0	0	7	2	0		13	Thomas, Sosha
BOT-097 Windows Basics for the Office																		
2384		1.0	12	0	0	0	0	0	0	0	0	0	9	3	0		23	Thomas, Sosha
BOT-100 Basic Keyboarding																		
2386		1.0	27	0	8	0	0	14	0	0	3	1	1	0	0	0	15	Anspach, Kathleen
2388	8	1.0	41	0	13	0	0	6	0	0	0	2	19	0	1	0	15	Andersen, Andre
2390	8	1.0	19	0	7	0	0	1	0	0	4	0	7	0	0	0	5	Andersen, Andre
8674		1.0	24	2	6	8	3	2	2	0	1	0	0	0	0	0	9	Bryan, Ann
Course Total			**111**	**2**	**34**	**8**	**3**	**23**	**2**	**0**	**8**	**3**	**27**	**0**	**1**	**0**	**44**	
BOT-101 Keyboarding/Doc Processing																		
2392		3.0	15	0	6	0	0	6	0	0	3	0	0	0	0	0	3	Pressnall, Mark
BOT-101A Keyboard/Document Processing																		
2394		1.5	20	7	1	3	2	3	0	0	3	0	1	0	0	0	8	Doherty, Marian
8629	8	1.5	24	0	12	0	0	2	0	0	3	0	7	0	0	0	11	Gillespie, Barbara
Course Total			**44**	**7**	**13**	**3**	**2**	**5**	**0**	**0**	**6**	**0**	**8**	**0**	**0**	**0**	**19**	
BOT-101B Keyboard/Document Processing																		
2397		1.5	11	3	3	1	3	0	0	0	1	0	0	0	0	0	7	Doherty, Marian
8630	8	1.5	19	0	3	0	0	2	0	0	3	0	9	1	1	0	2	Gillespie, Barbara
Course Total			**30**	**3**	**6**	**1**	**3**	**2**	**0**	**0**	**4**	**0**	**9**	**1**	**1**	**0**	**9**	
BOT-102A Keyboarding/Document Process I																		
2399		1.5	5	0	4	0	1	0	0	0	0	0	0	0	0	0	7	Bryan, Ann
2400	8	1.5	9	0	3	0	0	3	0	0	0	0	3	0	0	0	7	Gillespie, Barbara
Course Total			**14**	**0**	**7**	**0**	**1**	**3**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**0**	**14**	
BOT-102B Keyboard/Document Process II																		
2401		1.5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2	Bryan, Ann
2402	8	1.5	6	0	3	0	0	1	0	0	1	1	0	0	0	0	0	Gillespie, Barbara
Course Total			**8**	**0**	**5**	**0**	**0**	**1**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**2**	
BOT-103A Bldg Keyboarding Skill I																		
2403		0.5	27	0	13	0	0	11	0	0	2	0	1	0	0	0	15	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
2404		0.5	17	0	8	0	0	5	0	0	2	0	2	0	0	0	10	Gillespie, Barbara

Grade Distribution by Division
School: Grossmont College -- Term: 2011FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-103C Bldg Keyboarding Skill III																		
2405		0.5	2	0	1	0	0	0	0	0	1	0	0	0	0	0	2	Anspach, Kathleen
BOT-104 Filing and Records Management																		
2406		1.0	11	0	6	2	0	0	0	0	1	1	1	0	0	0	6	Snider, Linda
2475	9	1.0	24	3	9	0	0	6	0	0	1	0	5	0	0	0	21	Snider, Linda
Course Total			**35**	**3**	**15**	**2**	**0**	**6**	**0**	**0**	**2**	**1**	**6**	**0**	**0**	**0**	**27**	
BOT-105 Data Entry Skills																		
2407		1.0	5	0	2	1	0	2	0	0	0	0	0	0	0	0	2	Snider, Linda
BOT-106 Effective Job Search																		
2408		1.0	41	0	24	0	0	6	0	0	3	1	6	0	1	0	5	Leslie, Mary
2426		1.0	23	0	6	1	0	3	1	0	7	1	4	0	0	0	3	Snider, Linda
4837	8	1.0	34	0	7	0	0	11	0	0	2	0	13	1	0	0	11	Thomas, Sosha
Course Total			**98**	**0**	**37**	**1**	**0**	**20**	**1**	**0**	**12**	**2**	**23**	**1**	**1**	**0**	**19**	
BOT-107 Office Systems and Procedures																		
2410		2.0	20	0	10	0	0	5	0	0	5	0	0	0	0	0	1	Pressnall, Mark
2411		2.0	17	0	8	0	0	5	0	0	4	0	0	0	0	0	3	Pressnall, Mark
2422		2.0	33	0	19	0	0	8	0	0	2	1	3	0	0	0	11	Pressnall, Mark
Course Total			**70**	**0**	**37**	**0**	**0**	**18**	**0**	**0**	**11**	**1**	**3**	**0**	**0**	**0**	**15**	
BOT-108 Use Calculators/Solve Bus Prob																		
2412		1.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	6	Snider, Linda
BOT-109 Elementary Accounting																		
2413		3.0	14	0	2	0	0	2	0	0	6	2	2	0	0	0	1	Leslie, Mary
2414N		3.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	3	Leslie, Mary
2415		3.0	13	3	2	2	2	2	2	0	0	0	0	0	0	0	3	Buck, Nancy PT
2416		3.0	15	0	3	5	2	0	0	0	2	0	3	0	0	0	3	Buck, Nancy PT
Course Total			**44**	**3**	**8**	**7**	**4**	**5**	**2**	**0**	**8**	**2**	**5**	**0**	**0**	**0**	**10**	
BOT-110 Bus English and Communication																		
2417		3.0	25	0	6	0	0	5	0	0	6	2	6	0	0	0	4	Leslie, Mary
2418		3.0	30	0	7	0	0	10	0	0	8	3	2	0	0	0	4	Leslie, Mary
9421		3.0	46	15	4	4	2	2	2	0	3	0	14	0	0	0	5	Buck, Nancy PT
Course Total			**101**	**15**	**17**	**4**	**2**	**17**	**2**	**0**	**17**	**5**	**22**	**0**	**0**	**0**	**13**	
BOT-114 Essential Word																		
2420		1.0	14	0	7	0	0	6	0	0	0	0	1	0	0	0	12	Anspach, Kathy
2421		1.0	28	0	13	0	0	7	0	0	2	0	6	0	0	0	1	Gillespie, Barbara
4818	14	1.0	26	0	12	0	0	1	0	0	5	0	6	2	0	0	19	Andersen, Andre PT
Course Total			**68**	**0**	**32**	**0**	**0**	**14**	**0**	**0**	**7**	**0**	**13**	**2**	**0**	**0**	**32**	

Grade Distribution by Division
School: Grossmont College -- Term: 2011FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night / ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-115 Essential Excel																		
2423		1.0	18	5	5	2	0	2	1	0	0	3	0	0	0	0	15	McManus, Illyana PT
2424		1.0	26	0	15	0	0	6	0	0	2	0	3	0	0	0	2	Pressnall, Mark
4819	14	1.0	15	0	6	0	0	4	0	0	4	0	1	0	0	0	9	Scott, Tanya PT
Course Total			**59**	**5**	**26**	**2**	**0**	**12**	**1**	**0**	**6**	**0**	**7**	**0**	**0**	**0**	**26**	
BOT-116 Essential Access																		
2425		1.0	12	0	11	0	0	1	0	0	0	0	0	0	0	0	7	Lee, Jolene PT
BOT-117 Essential Powerpoint																		
2427		1.0	14	0	10	0	1	1	0	0	2	0	0	0	0	0	12	Snider, Linda
4820	14	1.0	26	0	10	0	0	3	0	0	0	0	13	0	0	0	21	Andersen, Andre PT
Course Total			**40**	**0**	**20**	**0**	**1**	**4**	**0**	**0**	**2**	**0**	**13**	**0**	**0**	**0**	**33**	
BOT-118 Integrated Office Projects																		
2428		1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	2	Lee, Jolene PT
BOT-120 Comprehnsive Word Level I																		
2430		1.0	19	2	10	0	2	3	0	0	1	10	0	0	0	0	6	Sikes, Sandra PT
BOT-121 Comprehnsive Word Level II																		
2431		1.0	15	3	5	0	0	4	0	0	1	0	2	0	0	0	3	Sikes, Sandra PT
BOT-122 Comprehnsive Word Level III																		
2432		1.0	5	1	3	0	0	1	0	0	0	0	0	0	0	0	0	Sikes, Sandra PT
BOT-123 Comprehnsive Excel Level I																		
2433		1.0	11	0	8	0	0	1	0	0	1	0	1	0	0	0	6	Lee, Jolene PT
BOT-124 Comprehnsive Excel Level II																		
2434		1.0	3	0	1	0	0	1	0	0	0	0	1	0	0	0	2	Lee, Jolene PT
BOT-125 Comprehnsive Excel Level III																		
2435		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Lee, Jolene PT
BOT 126 Comprehnsive Access Level I																		
2436		1.0	4	2	1	0	0	0	1	0	0	0	0	0	0	0	1	McManus, Illyana PT
BOT-127 Comprehnsive Access Level II																		
2437		1.0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	McManus, Illyana PT
BOT-128 Comprehnsive Access Level III																		
2438		1.0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	McManus, Illyana PT
BOT-129 Comprehnsive Powerpoint Level I																		
2439		1.0	11	3	1	1	1	2	0	0	1	1	1	0	0	0	4	Doherty, Marian PT
BOT-130 Comprehnsive Powerpoint Level II																		
2440		1.0	6	3	1	0	0	0	0	0	1	0	1	0	0	0	0	Doherty, Marian PT
BOT-131 Comprehnsive Powerpoint Level III																		
2441		1.0	4	0	1	0	2	0	0	1	0	0	0	0	0	0	0	Doherty, Marian PT

Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-151 Using Microsoft Outlook																		
2443		1.0	12	0	4	0	0	6	0	0	2	0	0	0	0	0	5	Pressnall, Mark
2476	8	1.0	13	0	4	0	0	3	0	0	0	0	6	0	0	0	24	Andersen, Andre PT
Course Total			**25**	**0**	**8**	**0**	**0**	**9**	**0**	**0**	**2**	**0**	**6**	**0**	**0**	**0**	**29**	
BOT-161 Medical Terminology																		
2444		3.0	52	0	48	0	0	2	0	0	1	0	1	0	0	0	2	McFadden, Lanette PT
2445N		3.0	33	0	22	0	0	6	0	0	4	1	0	0	0	0	8	Finch-Payne, Diane PT
9422		3.0	38	0	29	0	0	5	0	0	2	2	0	0	0	0	8	Finch-Payne, Diane PT
Course Total			**123**	**0**	**99**	**0**	**0**	**13**	**0**	**0**	**7**	**3**	**1**	**0**	**0**	**0**	**18**	
BOT-163 Intro to Basic Insurance Princ																		
2446		3.0	21	0	9	0	0	8	0	0	2	1	1	0	0	0	3	Captain, Robert PT
BOT-165 Medical Insurance Billing																		
2447		4.5	35	0	22	0	0	8	0	0	4	0	0	1	0	0	0	Hollyfield, Julie PT
BOT-167 Medical Coding																		
9423		4.0	28	0	18	0	0	7	0	0	2	0	1	0	0	0	5	Hollyfield, Julie PT
BOT-170 Medical Office Procedures																		
2448		6.0	46	0	46	0	0	0	0	0	0	0	0	0	0	0	2	McFadden, Lanette PT
BOT-172 Intro Microcomputer Applicatns																		
2449	8	2.0	18	0	5	0	0	6	0	0	2	1	4	0	0	0	7	Kellenberger, Fred PT
BOT-176 Computerized Acct Application																		
2450		2.0	12	0	4	0	0	5	0	0	2	1	0	0	0	0	2	Gillespie, Barbara
4840		2.0	12	0	3	0	0	3	0	0	1	1	3	0	0	0	4	Gillespie, Barbara
Course Total			**24**	**0**	**7**	**0**	**0**	**8**	**0**	**0**	**3**	**2**	**3**	**0**	**0**	**0**	**6**	
BOT-179 Computerized Accounting Lab																		
2452		1.0	12	0	12	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara
BOT-201 Adv Keyboarding/Doc Processing																		
2454		3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Bryan, Ann PT
BOT-203 Office Project Coordination																		
2459		1.0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana PT
BOT-223 Office Work Experience																		
2460		1.0	4	0	3	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-298 Intro Banking & Financial Serv																		
9674		3.0	17	2	1	1	4	3	2	2	0	0	2	0	0	0	2	Doyle, Shirley PT
Division Total		55	573	32	25	229	12	3	120	2	4	166	46	8	0		459	

Use for spring 2012

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
6511		0.5	17	0	0	0	0	0	0	0	0	0	0	15	2	5	0	Pressnall, Mark
BOT-095 Keyboarding Skill Reinforcemt																		
6517		1.0	23	0	0	0	0	0	0	0	0	0	0	23	0	0	1	Anspach, Kathleen
BOT-096 Computer Basics for the Office																		
6518		1.0	14	0	0	0	0	0	0	0	0	0	0	8	6	0	4	Thomas, Sosha
BOT-097 Windows Basics for the Office																		
6519		1.0	9	0	0	0	0	0	0	0	0	0	0	5	4	0	9	Thomas, Sosha
BOT-100 Basic Keyboarding																		
6522		1.0	48	0	17	0	0	23	0	0	7	1	0	0	0	0	13	Anspach, Kathleen
6557	14	1.0	52	0	25	0	0	8	0	0	5	0	11	3	0	0	31	Andersen, Andre
9048		1.0	34	5	3	10	6	1	1	1	1	0	5	1	0	0	21	Dixon, Donna
Course Total			**134**	**5**	**45**	**10**	**6**	**32**	**1**	**1**	**13**	**1**	**16**	**4**	**0**	**0**	**65**	
BOT-101 Keyboarding/Doc Processing																		
6527		3.0	13	0	7	0	0	2	0	0	4	0	0	0	0	0	5	Pressnall, Mark
BOT-101A Keyboard/Document Processing																		
6513	8	1.5	25	0	10	0	0	7	0	0	3	0	5	0	0	0	14	Gillespie, Barbara
6528		1.5	17	3	4	1	2	2	0	0	0	0	5	0	0	0	14	Doherty, Marian
9638	8	1.5	9	0	5	0	0	0	0	0	2	1	1	0	0	0	32	Pressnall, Mark
Course Total			51	3	19	1	2	9	0	0	5	1	11	0	0	0	60	
BOT-101B Keyboard/Document Processing																		
6530		1.5	6	1	1	2	1	1	0	0	0	0	0	0	0	0	3	Doherty, Marian
9091		1.5	16	0	8	0	0	2	0	0	3	0	2	1	0	0	26	Gillespie, Barbara
BOT-102A Keyboarding/Document Process I																		
6532		1.5	11	1	2	2	1	1	2	0	0	0	2	0	0	0	4	Bryan, Ann
BOT-102B Keyboarding/Document Process II																		
6533		1.5	4	1	2	1	0	0	0	0	0	0	0	0	0	0	2	Bryan, Ann
BOT-103A Bldg Keyboarding Skill I																		
6534		0.5	15	0	8	0	0	4	0	0	0	1	2	0	0	0	4	Gillespie, Barbara

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BOT-103B Bldg Keyboarding Skill II																		
6535		0.5	14	0	7	0	0	4	0	0	2	0	1	0	0	0	2	Barb Gillespie
BOT-103C Bldg Keyboarding Skill III																		
6536		0.5	6	0	1	0	0	4	0	0	1	0	0	0	0	0	2	Anspach, Kathleen
BOT-104 Filing and Records Management																		
6537		1.0	12	0	8	1	0	2	0	0	1	0	0	0	0	0	10	Snider, Linda
6599	8	1.0	37	0	10	0	1	9	2	1	4	3	7	0	0	0	10	Snider, Linda
Course Total			**49**	**0**	**18**	**1**	**1**	**11**	**2**	**1**	**5**	**3**	**7**	**0**	**0**	**0**	**20**	
BOT-105 Data Entry Skills																		
6538		1.0	5	1	0	0	0	1	0	0	0	1	2	0	0	0	1	Snider, Linda
BOT-106 Effective Job Search																		
6531	8	1.0	41	0	7	0	0	7	0	0	3	0	24	0	0	0	9	Thomas, Sosha
6598		1.0	16	0	4	0	0	5	0	0	1	0	6	0	0	0	17	Snider, Linda
Course Total			**57**	**0**	**11**	**0**	**0**	**12**	**0**	**0**	**4**	**0**	**30**	**0**	**0**	**0**	**26**	
BOT-107 Office Systems and Procedures																		
6541		2.0	17	0	9	0	0	5	0	0	2	0	1	0	0	0	4	Pressnall, Mark
6542		2.0	19	0	10	0	0	4	0	0	2	0	3	0	0	0	1	Pressnall, Mark
6555		2.0	32	0	13	0	0	8	0	0	2	5	4	0	0	0	15	Pressnall, Mark
Course Total			**68**	**0**	**32**	**0**	**0**	**17**	**0**	**0**	**6**	**5**	**8**	**0**	**0**	**0**	**20**	
BOT-108 Use Calculators/Solve Bus Prob																		
6543		1.0	8	0	3	1	0	0	0	0	1	0	3	0	0	0	6	Snider, Linda
BOT-109 – Elementary Accounting																		
6544		3.0	15	0	3	0	0	5	0	0	4	0	3	0	0	0	3	Leslie, Mary
6545N		3.0	7	0	2	0	0	1	0	0	1	1	2	0	0	0	0	Leslie, Mary
6546		3.0	13	3	3	3	1	0	1	0	1	1	0	0	0	0	4	Buck, Nancy
Course Total			**35**	**3**	**8**	**3**	**1**	**6**	**1**	**0**	**6**	**2**	**5**	**0**	**0**	**0**	**7**	
BOT-110 – Business English and Communication																		
6548		3.0	16	0	8	0	0	6	0	0	1	1	0	0	0	0	8	Leslie, Mary
6549		3.0	25	0	4	0	0	5	0	0	5	3	8	0	0	0	8	Leslie, Mary
9130		3.0	27	12	4	4	4	1	0	0	2	0	0	0	0	0	10	Buck, Nancy PT
Course Total			**68**	**12**	**16**	**4**	**4**	**12**	**0**	**0**	**8**	**4**	**8**	**0**	**0**	**0**	**26**	
BOT-111 Virtual Assistant																		
9801		2.0	11	0	1	0	0	2	0	0	3	1	4	0	0	0	21	Smerk, Tom

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BOT-114 Essential Word																		
6550		1.0	15	0	11	0	0	3	0	0	1	0	0	0	0	0	15	Anspach, Kathleen
6551		1.0	23	0	14	0	0	2	0	0	3	0	4	0	0	0	15	Andersen, Andre
6552	14	1.0	24	0	17	0	0	5	0	0	1	1	0	0	0	0	7	Gillespie, Barbara
Course Total			**62**	**0**	**42**	**0**	**0**	**40**	**0**	**0**	**5**	**1**	**4**	**0**	**0**	**0**	**37**	
BOT-115 Essential Excel																		
6553		1.0	23	4	2	4	0	0	3	1	2	1	6	0	0	0	13	McManus, Illyana
6554		1.0	23	0	14	0	0	5	0	0	2	0	2	0	0	0	4	Pressnall, Mark
6597	14	1.0	15	0	40	0	0	1	0	0	3	001	0	0	0	0	13	Scott, Tanya PT
Course Total			**61**	**4**	**26**	**4**	**0**	**6**	**3**	**1**	**7**	**2**	**8**	**0**	**0**	**0**	**30**	
BOT-116 Essential Access																		
6556		1.0	13	0	10	0	0	0	0	0	1	1	1	0	0	0	5	Lee, Jolene
BOT-117 Essential Powerpoint																		
6558		1.0	15	0	9	1	0	3	0	0	1	1	0	0	0	0	4	Snider, Linda
6596	14	1.0	17	0	10	0	0	0	0	0	0	0	7	0	0	0	20	Andersen, Andre PT
Course Total			**32**	**0**	**19**	**1**	**0**	**3**	**0**	**0**	**1**	**1**	**7**	**0**	**0**	**0**	**24**	
BOT-118 Integrated Office Projects																		
6559		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Lee, Jolene
BOT-120 Comprehnsive Word Level I																		
6560		1.0	19	2	3	0	1	4	0	0	3	2	4	0	0	0	1	Sikes, Sandra
BOT-121 Comprehnsive Word Level II																		
6561		1.0	7	1	3	2	0	0	0	0	0	1	0	0	0	0	1	Sikes, Sandra
BOT-122 Comprehnsive Word Level III																		
6562		1.0	7	0	4	0	0	2	0	0	1	0	0	0	0	0	0	Sikes, Sandra
BOT-123 Comprehnsive Excel Level I																		
6563		1.0	18	0	14	0	0	1	0	0	0	1	2	0	0	0	5	Lee, Jolene
BOT-124 Comprehnsive Excel Level II																		
6564		1.0	7	0	4	0	0	0	0	0	0	2	1	0	0	0	0	Lee, Jolene
BOT-125 Comprehnsive Excel Level III																		
6565		1.0	4	0	3	0	0	0	0	0	1	0	0	0	0	0	2	Lee, Jolene
BOT-126 Comprehnsive Access Level I																		
6566		1.0	9	2	4	1	0	0	2	0	0	0	0	0	0	0	4	Patnaik, Monalisa
BOT-127 Comprehnsive Access Level II																		
6567		1.0	6	2	0	0	0	0	2	0	0	2	0	0	0	0	1	Patnaik, Monalisa
BOT-128 Comprehnsive Access Level III																		
6568		1.0	4	3	0	0	0	1	0	0	0	0	0	0	0	0	1	Patnaik, Monalisa

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-129 Comprehnsve Powerpoint Level I																		
6569		1.0	13	0	3	3	2	1	0	0	2	1	1	0	0	0	4	Doherty, Marian
BOT-130 Comprhnsve Powerpoint Level II																		
6570		1.0	4	1	3	0	0	0	0	0	0	0	0	0	0	0	0	Doherty, Marian
BOT-131 Comprhnsv Powerpoint Level III																		
6571		1.0	4	0	0	0	0	2	0	0	0	1	1	0	0	0	0	Doherty, Marian
BOT-151 Using Microsoft Outlook																		
6573	8	1.0	28	0	13	0	0	5	0	0	4	0	6	0	0	0	20	Andersen, Andre
6574		1.0	18	0	11	0	0	1	0	0	2	0	4	0	0	0	3	Pressnall, Mark
Course Total			**46**	**0**	**24**	**0**	**0**	**6**	**0**	**0**	**6**	**0**	**40**	**0**	**0**	**0**	**23**	
BOT-161 Medical Terminology																		
6575		3.0	39	0	39	0	0	0	0	0	0	0	0	0	0	0	1	McFadden, Lanette
6576N		3.0N	29	0	189	0	0	4	0	0	4	0	3	0	0	0	9	Finch-Payne, Diane
Course Total			**68**	**0**	**57**	**0**	**0**	**4**	**0**	**0**	**4**	**0**	**3**	**0**	**0**	**0**	**10**	
BOT-163 Intro to Basic Insurance Princ																		
6577		3.0	16	0	8	0	1	2	0	0	4	0	1	0	0	0	5	Captain, Robert
BOT-165 Medical Insurance Billing																		
6578		4.5	32	0	26	0	0	5	0	0	1	0	0	0	0	0	1	Hollyfield, Julie
BOT-167 Medical Coding																		
6579		4.0	29	0	15	0	0	8	0	0	6	0	0	0	0	0	3	Hollyfield, Julie
BOT-170 Medical Office Procedures																		
6580		6.0	31	0	31	0	0	0	0	0	0	0	0	0	0	0	2	McFadden, Lanette
BOT-176 Computerized Acct Appllication																		
6582		2.0	13	0	6	0	0	4	0	0	1	0	2	0	0	0	1	Gillespie, Barbara
BOT-179 Computerized Accounting Lab																		
6583		1.0	12	0	9	0	0	2	0	0	0	1	0	0	0	0	0	Gillespie, Barbara
BOT-203 Office Project Coordination																		
6586		1.0	2	0	0	1	0	0	0	0	0	0	1	0	0	0	1	Patnaik, Monalisa
BOT-216 Intro to Medical Transcription																		
6155		3.0	12	0	7	0	0	1	0	0	1	2	1	0	0	0	13	Prigmore, Edna PT
BOT-219 Healthcare Documentation I																		
6156		4.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	Prigmore, Edna PT
BOT-223 Office Work Experience																		
6592		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara XP
BOT-229 Healthcare Documentatin III																		
7477		4.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Prigmore, Edna PT
BOT 230 Healthcare DocumentationIV																		
9329		4.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Prigmore, Edna
BOT-298 Intro Banking & Financial Serv																		
7717		3.0	16	4	4	0	0	6	0	0	0	0	2	0	0	0	2	Doyle, Shirley PT
Subject Total			1188	46	519	37	20	189	13	3	105	37	151	56	12	0	496	

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
2381		.5	20	0	0	0	0	0	0	0	0	0	0	20	0	0	6	Pressnall, Mark
BOT-095 Keyboarding Skill Reinforcement																		
2382		1.0	15	0	0	0	0	0	0	0	0	0	0	14	1	0	2	Anspach, Kathleen
BOT-096 Computer Basics for the Office																		
2383		1.0	24	0	0	0	0	0	0	0	0	0	0	14	10	0	3	Thomas, Sosha
BOT-097 Windows Basics for the Office																		
2384		1.0	8	0	0	0	0	0	0	0	0	0	0	5	3	0	1	Thomas, Sosha
BOT-100 Basic Keyboarding																		
2386		1.0	21	0	7	0	0	11	0	0	3	0	0	0	0	0	14	Anspach, Kathleen
2390	14	1.0	38	0	25	0	0	5	0	0	0	1	6	1	0	0	16	Andersen, Andre
8674		1.0	36	0	16	0	0	15	0	0	2	1	2	0	0	0	11	Pressnall, Mark
Course Total			**95**	**0**	**48**	**0**	**0**	**31**	**0**	**0**	**5**	**2**	**8**	**1**	**0**	**0**	**41**	
BOT-101A Keyboarding/Doc Processing I																		
0288		1.5	19	0	10	0	0	4	0	0	5	0	0	0	0	0	5	Pressnall, Mark
0289	8	1.5	17	0	7	0	0	2	0	0	2	0	5	1	0	0	12	Gillespie, Barbara
2394		1.5	28	2	9	4	0	3	1	0	2	0	7	0	0	0	17	Doherty, Marian
8629	8	1.5	28	0	9	0	0	5	0	0	2	3	9	0	0	0	11	Gillespie, Barbara
Course Total			**92**	**2**	**35**	**4**	**0**	**14**	**1**	**0**	**11**	**3**	**21**	**1**	**0**	**0**	**45**	
BOT-101B Keyboard/Document Processing																		
2397		1.5	4	1	0	1	1	1	0	0	0	0	0	0	0	0	1	Doherty, Marian
8630	8	1.5	18	0	4	0	0	1	0	0	3	0	9	0	1	0	11	Gillespie, Barbara
Course Total																		
BOT-102A Keyboarding/Document Process I																		
2399		1.5	11	1	3	1	1	2	1	0	0	0	2	0	0	0	6	Bryan, Ann
BOT-102B Keyboard/Document Process II																		
2401		1.5	5	0	3	2	0	0	0	0	0	0	0	0	0	0	3	Bryan, Ann
BOT-103A Bldg Keyboarding Skill I																		
2403		.5	24	0	13	0	0	8	0	0	1	0	2	0	0	0	6	Gillespie, Barb
BOT-103B Bldg Keyboarding Skill II																		
2404		.5	19	0	14	0	5	0	0	0	0	0	0	0	0	0	1	Snider, Linda
BOT-103C Bldg Keyboarding Skill III																		
2405		.5	6	0	5	0	0	0	0	0	0	0	0	0	0	0	1	Anspach, Kathleen
BOT-104 Filing and Records Management																		
2406		1.0	14	0	11	0	1	1	0	0	0	0	1	0	0	0	8	Snider, Linda
2475	9	1.0	32	0	16	2	2	2	0	2	4	1	2	0	1	0	19	Snider, Linda
Course Total			**46**	**0**	**27**	**2**	**3**	**3**	**0**	**2**	**4**	**1**	**3**	**0**	**1**	**0**	**27**	
BOT-105 Data Entry Skills																		
2407		1.0	7	0	1	1	0	0	0	0	0	0	4	1	0	0	0	Snider, Linda

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-106 Effective Job Search																		
2408		1.0	45	0	27	0	0	10	0	0	3	1	4	0	0	0	5	Leslie, Mary
2426	8	1.0	32	0	5	0	0	11	0	0	3	1	12	0	0	0	14	Thomas, Sosha
4867	8	1.0	39	0	8	0	0	9	0	0	2	0	20	0	0	0	8	Thomas, Sosha
Course Total			**116**	**0**	**40**	**0**	**0**	**30**	**0**	**0**	**8**	**2**	**36**	**0**	**0**	**0**	**27**	
BOT-107 Office Systems and Procedures																		
2410		2.0	29	0	16	0	0	7	0	0	5	0	1	0	0	0	2	Pressnall, Mark
2411		2.0	21	0	15	0	0	5	0	0	0	0	1	0	0	0	4	Pressnall, Mark
2422		2.0	36	0	17	0	0	7	0	0	3	3	6	0	0	0	11	Pressnall, Mark
Course Total			**86**		**48**	**0**	**0**	**19**	**0**	**0**	**8**	**3**	**8**	**0**	**0**	**0**	**17**	
BOT-108 Use Calculators/Solve Bus Prob																		
2412		1.0	8	0	4	0	0	0	0	0	0	0	4	0	0	0	4	Snider, Linda
BOT-109 Elementary Accounting																		
2413		3.0	18	0	5	0	0	7	0	0	2	0	4	0	0	0	3	Leslie, Mary
2414	N	3.0	5	0	1	0	0	0	0	0	3	0	1	0	0	0	1	Leslie, Mary
2416		3.0	12	0	2	6	1	0	1	1	1	0	0	0	0	0	7	Buck, Nancy
Course Total			**35**	**0**	**8**	**6**	**1**	**7**	**1**	**1**	**6**	**0**	**5**	**0**	**0**	**0**	**11**	
BOT-110 Bus English and Communication																		
2417		3.0	23	0	6	0	0	7	0	0	5	1	4	0	0	0	2	Leslie, Mary
2418		3.0	28	0	10	0	0	11	0	0	5	0	2	0	0	0	7	Leslie, Mary
9421		3.0	30	8	6	3	3	2	0	0	1	2	4	0	1	0	16	Buck, Nancy
Course Total			**81**	**8**	**22**	**3**	**3**	**20**	**0**	**0**	**11**	**3**	**10**	**0**	**1**	**0**	**25**	
BOT-114 Essential Word																		
2420		1.0	11	0	9	0	0	1	0	0	0	0	1	0	0	0	8	Anspach, Kathleen
2421		1.0	35	0	25	0	0	9	0	0	1	0	0	0	0	0	5	Gillespie, Barbara
4818	14	1.0	24	0	10	0	0	2	0	0	1	0	11	0	0	0	10	Andersen, Andre
Course Total			**70**	**0**	**44**	**0**	**0**	**12**	**0**	**0**	**2**	**0**	**12**	**0**	**0**	**0**	**23**	
BOT-115 Essential Excel																		
2423		1.0	31	7	5	7	1	0	1	0	5	0	4	1	0	0	11	Dixon, Donna
2424		1.0	37	0	28	0	0	6	0	0	1	0	2	0	0	0	2	Pressnall, Mark
Course Total			**68**	**7**	**33**	**7**	**1**	**6**	**1**	**0**	**6**	**0**	**6**	**1**	**0**	**0**	**13**	
BOT-116 Essential Access																		
2425		1.0	25	0	17	0	0	1	0	0	1	0	6	0	0	0	3	Lee, Jolene
BOT-117 Essential Powerpoint																		
2427		1.0	27	0	17	2	0	2	2	0	1	0	3	0	0	0	12	Snider, Linda
BOT-118 Integrated Office Projects																		
2428		1.0	6	0	4	0	0	2	0	0	0	0	0	0	0	0	0	Lee, Jolene

Grade Distribution by Division
School: Grossmont College -- Term: 2012 FA -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-120 Comprehensive Word I																		
0296	8	1.0	15	2	4	1	0	2	0	1	2	1	2	0	0	0	8	Sikes, Sandra
2430	8	1.0	26	1	12	0	1	4	0	0	5	1	2	0	0	0	4	Sikes, Sandra
Course Total			**41**	**3**	**16**	**1**	**1**	**6**	**0**	**1**	**7**	**2**	**4**	**0**	**0**	**0**	**12**	
BOT-121 Comprehensive Word II																		
0294	8	1.0	16	4	6	0	1	1	1	0	2	0	1	0	0	0	1	Sikes, Sandra
2431	8	1.0	5	0	5	0	0	0	0	0	0	0	0	0	0	0	2	Sikes, Sandra
Course Total			**21**	**4**	**11**	**0**	**1**	**1**	**1**	**0**	**2**	**0**	**1**	**0**	**0**	**0**	**3**	
BOT-122 Comprehensive Word III																		
0295	8	1.0	5	1	3	0	0	1	0	0	0	0	0	0	0	0	0	Sikes, Sandra
2432	8	1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Sikes, Sandra
Course Total			**6**	**1**	**3**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
BOT-123 Comprehensive Excel I																		
0296	8	1.0	23	0	6	0	0	6	0	0	1	0	10	0	0	0	5	Lee, Jolene
2433	8	1.0	21	0	15	0	0	4	0	0	0	0	2	0	0	0	6	Lee, Jolene
Course Total			**44**	**0**	**21**	**0**	**0**	**10**	**0**	**0**	**1**	**0**	**12**	**0**	**0**	**0**	**11**	
BOT-124 Comprehensive Excel II																		
0297	8	1.0	15	0	10	0	0	3	0	0	0	0	2	0	0	0	0	Lee, Jolene
2434	8	1.0	6	0	3	0	0	1	0	0	0	0	2	0	0	0	1	Lee, Jolene
Course Total			**21**	**0**	**13**	**0**	**0**	**4**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**1**	
BOT-125 Comprehensive Excel III																		
0298	8	1.0	5	0	4	0	0	0	0	0	0	0	1	0	0	0	0	Lee, Jolene
2435	8	1.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	1	Lee, Jolene
Course Total			**11**	**0**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**	
BOT-126 Comprehnsive Access Level I																		
2436		1.0	6	3	1	1	0	0	0	0	0	0	1	0	0	0	5	Patnaik, Monalisa
BOT-127 Comprehnsive Access Level II																		
2437		1.0	5	1	1	1	1	1	0	0	0	0	0	0	0	0	6	Patnaik, Monalisa
BOT-128 Comprehnsive Access Level III																		
24338		1.0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa
BOT-129 Comprehensive PowerPoint I																		
0299	8	1.0	13	1	0	0	1	1	1	1	3	1	4	0	0	0	17	Doherty, Marian
2439	8	1.0	14	0	6	1	2	01	1	0	0	1	3	0	0	0	4	Doherty, Marian
Course Total			**27**	**1**	**6**	**1**	**3**	**2**	**1**	**1**	**3**	**2**	**7**	**0**	**0**	**0**	**21**	
BOT-130 Comprehensive PowerPoint II																		
0300	8	1.0	9	1	2	1	1	1	2	1	0	0	0	0	0	0	1	Doherty, Marian
2440	8	1.0	10	0	3	3	0	0	1	1	0	1	1	0	0	0	0	Doherty, Marian
Course Total			**19**	**1**	**5**	**4**	**1**	**1**	**3**	**2**	**0**	**1**	**1**	**0**	**0**	**0**	**1**	
BOT-131 Comprehensive PowerPoint III																		
0301	8	1.0	8	1	0	2	1	1	0	0	1	1	1	0	0	0	1	Doherty, Marian

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-151 Using Microsoft Outlook																		
2443		1.0	19	0	11	0	0	4	0	0	2	1	1	0	0	0	5	Pressnall, Mark
2476	8	1.0	41	0	14	0	0	3	0	0	4	0	20	0	0	0	9	Andersen, Andre
Course Total			**60**	**0**	**25**	**0**	**0**	**7**	**0**	**0**	**6**	**1**	**21**	**0**	**0**	**0**	**14**	
BOT-161 Medical Terminology																		
2444		3.0	33	0	31	0	0	2	0	0	0	0	0	0	0	0	4	McFadden, Lanette
2445	N	3.0	31	0	19	0	0	8	0	0	1	0	3	0	0	0	10	Finch-Payne, Diane
Course Total			**64**	**0**	**50**	**0**	**0**	**10**	**0**	**0**	**1**	**0**	**3**	**0**	**0**	**0**	**14**	
BOT-163 Intro to Basic Insurance Princ																		
2446		3.0	32	0	9	0	2	10	0	0	3	2	6	0	0	0	2	Captain, Robert
BOT-165 Medical Insurance Billing																		
2447		4.5	33	0	25	0	0	5	0	0	1	0	1	1	0	0	2	Hollyfield, Julie
BOT-167 Medical Coding																		
9423		4.0	26	0	12	0	0	12	0	0	1	0	0	1	0	0	3	Hollyfield, Julie
BOT-170 Medical Office Procedures																		
2448		6.0	33	0	33	0	0	0	0	0	0	0	0	0	0	0	1	McFadden, Lanette
BOT 172 Intro Microcomputer Applicatns																		
2498	8	2.0	22	0	9	0	0	5	0	0	2	0	6	0	0	0	6	Kellenberger, Fred
BOT-176 Computerized Acct Application																		
2450		2.0	17	0	6	0	0	8	0	0	2	0	1	0	0	0	2	Gillespie, Barbara
BOT-179 Computerized Accounting Lab																		
2452		1.0	20	0	7	0	0	9	0	0	2	0	2	0	0	0	2	Gillespie, Barbara
BOT-203 Office Project Coordination																		
2455		1.0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa
BOT-223 Office Work Experience																		
2459		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
Subject Total			**1436**	**34**	**655**	**40**	**21**	**257**	**12**	**7**	**99**	**23**	**212**	**29**	**17**	**0**	**396**	

103

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-094 Practical Internet Basics																		
6511		0.5	9	0	0	0	0	0	0	0	0	0	0	8	1	0	6	Pressnall, Mark
BOT-095 Keyboarding Skill Reinforcement																		
6517		1.0	17	0	0	0	0	0	0	0	0	0	0	16	1	0	3	Anspach, Kathleen
BOT-096 Computer Basics for the Office																		
6518		1.0	9	0	0	0	0	0	0	0	0	0	0	9	0	0	4	Dixon, Donna
BOT-097 Windows Basics for the Office																		
6519		1.0	6	0	0	0	0	0	0	0	0	0	0	5	1	0	2	Dixon, Donna
BOT-100 Basic Keyboarding																		
1130		1.0	24	0	7	1	0	6	2	0	2	1	5	0	0	0	10	Sikes, Sandra
1135		1.0	17	0	4	0	0	2	0	0	1	0	10	0	0	0	11	Thomas, Sosha
1136		1.0	15	0	9	0	0	2	0	1	1	1	1	0	0	0	1	Snider, Linda
1634		1.0	24	0	10	0	0	3	0	0	1	0	9	0	1	0	11	Andersen, Andre
6522		1.0	25	0	15	0	0	7	0	0	3	0	0	0	0	0	13	Anspach, Kathleen
6557		1.0	28	0	19	0	0	0	0	0	1	0	8	0	0	0	10	Andersen, Andre
9048		1.0	16	0	15	0	0	1	0	0	0	0	0	0	0	0	7	Pressnall, Mark
Course Total			**149**	**0**	**79**	**1**	**0**	**21**	**2**	**1**	**9**	**23**	**3**	**0**	**1**	**0**	**63**	
BOT-101A Keyboarding/Doc Processing I																		
0637		1.5	15	0	8	0	0	1	0	0	4	1	1	0	0	0	1	Pressnall, Mark
6513	8	1.5	21	0	10	0	0	0	0	0	2	1	8	0	0	0	24	Gillespie, Barbara
6528		1.5	16	3	3	1	1	1	1	0	1	0	5	0	0	0	10	Doherty, Marian
9638	8	1.5	15	0	3	0	0	1	0	0	2	0	9	0	0	0	16	Gillespie, Barbara
Course Total			**67**	**3**	**24**	**1**	**1**	**3**	**1**	**0**	**9**	**2**	**23**	**0**	**0**	**0**	**51**	
BOT-101B Keyboard/Document Processing																		
6530		1.5	9	0	3	1	3	0	0	0	2	0	0	0	0	0	1	Doherty, Marian
9091	8	1.5	13	0	4	0	0	0	0	0	0	0	7	0	2	0	10	Gillespie, Barbara
Course Total			**22**	**0**	**7**	**1**	**3**	**0**	**0**	**0**	**2**	**0**	**7**	**0**	**2**	**0**	**11**	
BOT-102A Keyboarding/Document Process I																		
6532		1.5	6	0	2	0	0	1	0	0	2	0	1	0	0	0	2	Anspach, Kathleen
BOT-102B Keyboard/Document Process II																		
6533		1.5	9	0	4	0	0	4	0	0	1	0	0	0	0	0	4	Anspach, Kathleen
BOT-103A Bldg Keyboarding Skill I																		
6534		0.5	6	1	0	0	4	0	0	1	0	0	0	0	0	0	6	Gillespie, Barbara
BOT-103B Bldg Keyboarding Skill II																		
6535		0.5	12	7	2	0	0	2	0	0	1	0	0	0	0	0	6	Snider, Linda
BOT-103C Bldg Keyboarding Skill III																		
6536		0.5	7	5	0	0	0	1	0	0	1	0	0	0	0	0	1	Snider, Linda

Grade Distribution by Division
School: Grossmont College -- Term: 2013SP -- Division: G01 -- Subject: BOT -- Course: All Courses

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BOT-104 Filing and Records Management																		
6537		1.0	7	0	3	0	0	2	0	0	0	0	1	0	0	1	5	Dixon, Donna
6599	8	1.0	34	0	18	3	1	6	0	0	2	0	3	1	0	0	10	Snider, Linda
Course Total			**41**	**0**	**21**	**3**	**1**	**8**	**0**	**0**	**2**	**0**	**4**	**1**	**0**	**1**	**15**	
BOT-105Data Entry Skills																		
6538	0	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	Dixon, Donna
BOT-106Effective Job Search																		
6531	8	1.0	30	0	6	0	0	5	0	0	6	1	12	0	0	0	14	Thomas, Sosha
6598	8	1.0	20	0	4	0	0	6	0	0	2	0	7	0	1	0	4	Thomas, Sosha
Course Total			**50**	**0**	**10**	**0**	**0**	**11**	**0**	**0**	**8**	**1**	**19**	**0**	**1**	**0**	**18**	
BOT-107Office Systems and Procedures																		
6541		2.0	23	0	15	0	0	4	0	0	2	0	2	0	0	0	0	Pressnall, Mark
6542		2.0	25	0	14	0	0	7	0	0	0	2	02	0	0	0	3	Pressnall, Mark
6555		2.0	26	0	14	0	0	6	0	0	3	0	02	0	0	1	13	Pressnall, mark
Course Total			**74**	**0**	**43**	**0**	**0**	**17**	**0**	**0**	**5**	**2**	**6**	**0**	**0**	**1**	**16**	
BOT-108Use Calculators/Solve Bus Prob																		
6543		1.0	6	0	2	0	0	3	0	0	0	01	1	0	0	0	1	Dixon, Donna
BOT-109Elementary Accounting																		
1635	12	3.0	12	0	2	2	3	2	0	0	0	0	3	0	0	0	20	Buck, Nancy
6544		3.0	19	0	7	0	0	6	0	0	1	0	5	0	0	0	2	Leslie, Mary
6545	N	3.0	5	0	3	0	0	0	0	0	0	0	2	0	0	0	3	Leslie, Mary
6546		3.0	8	1	2	0	1	3	0	0	0	0	1	0	0	0	6	Buck, Nancy
Course Total			**44**	**4**	**14**	**2**	**4**	**1**	**0**	**0**	**1**	**0**	**11**	**0**	**0**	**0**	**31**	
BOT-110Bus English and Communication																		
6548		3.0	17	0	4	0	0	5	0	0	2	4	2	0	0	0	1	Leslie, Mary
6549		3.0	28	0	9	0	0	7	0	0	5	4	3	0	0	0	2	Leslie, Mary
9103		3.0	32	14	2	2	2	3	0	3	0	1	5	0	0	0	14	Buck, Nancy
Course Total			**77**	**14**	**15**	**2**	**2**	**15**	**0**	**3**	**7**	**9**	**10**	**0**	**0**	**0**	**17**	
BOT-111Virtual Assistant																		
1178		**2.0**	**14**	**0**	**2**	**0**	**0**	**3**	**0**	**0**	**0**	**3**	**5**	**0**	**1**	**0**	**20**	**Smerk, Thomas**
BOT-114Essential Word																		
1131		1.0	14	0	9	0	0	0	0	0	0	0	5	0	0	0	7	Andersen, Andre
6550		1.0	9	0	5	0	0	2	0	0	1	0	1	0	0	0	12	Anspach, Kathleen
6552		1.0	25	0	12	0	0	7	0	0	4	2	0	0	0	0	4	Gillespie, Barbara
Course Total			**48**	**0**	**26**	**0**	**0**	**9**	**0**	**0**	**5**	**2**	**6**	**0**	**0**	**0**	**23**	
BOT-115Essential Excel																		
1132		1.0	14	0	5	0	0	8	0	0	0	1	0	0	0	0	8	Scott, Tanya
6553		1.0	18	0	8	0	0	3	0	0	2	0	3	1	0	1	7	Dixon, Donna
6554		1.0	29	0	15	0	0	7	0	0	5	0	2	0	0	0	7	Pressnall, Mark
			61	**0**	**28**	**0**	**0**	**18**	**0**	**0**	**7**	**1**	**5**	**1**	**0**	**1**	**22**	

Grade Distribution by Division

School: Grossmont College -- Term: 2013 SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-116 Essential Access																		
6556		1.0	14	0	10	0	0	0	0	0	1	0	3	0	0	0	4	Lee, Jolene
BOT-117 Essential Powerpoint																		
6558		1.0	21	0	11	1	0	1	1	0	3	2	1	0	0	1	7	Snider Linda
BOT-118 Integrated Office Projects																		
6559		1.0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	Lee, Jolene
BOT-120 Comprehensive Word I																		
0650	8	1.0	7	0	3	0	1	1	0	0	0	1	1	0	0	0	9	Sikes, Sandra
6560	8	1.0	18	6	9	0	2	0	0	0	0	0	1	0	0	0	1	Sikes, Sandra
Course Total			25	6	12	0	3	1	0	0	0	1	2	0	0	0	10	
BOT-121 Comprehensive Word II																		
0651	8	1.0	14	2	6	2	0	4	0	0	0	0	0	0	0	0	2	Sikes, Sandra
6561	8	1.0	12	1	6	0	0	2	1	0	1	1	0	0	0	0	1	Sikes, Sandra
Course Total			**26**	**3**	**12**	**2**	**0**	**6**	**1**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**3**	
BOT-122 Comprehensive Word III																		
0652	8	1.0	12	0	7	0	0	4	0	0	1	0	0	0	0	0	2	Sikes, Sandra
6562	8	1.0	10	0	5	0	2	1	0	2	0	0	0	0	0	0	0	Sikes, Sandra
Course Total			**22**	**0**	**12**	**0**	**2**	**5**	**0**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**2**	
BOT-123 Comprehensive Excel I																		
0653	8	1.0	12	0	7	0	0	0	0	0	1	0	4	0	0	0	5	Lee, Jolene
6563	8	1.0	20	0	13	0	0	1	0	0	2	1	3	0	0	0	4	Lee, Jolene
Course Total			**32**	**0**	**20**	**0**	**0**	**1**	**0**	**0**	**3**	**1**	**7**	**0**	**0**	**0**	**9**	
BOT-124 Comprehensive Excel II																		
0654	8	1.0	17	0	11	0	0	4	0	0	0	0	2	0	0	0	0	Lee, Jolene
06564	8	1.0	9	0	5	0	0	1	0	0	3	0	0	0	0	0	2	Lee, Jolene
Course Total			**26**	**0**	**16**	**0**	**0**	**5**	**0**	**0**	**3**	**0**	**2**	**0**	**0**	**0**	**2**	
BOT-125 Comprehensive Excel III																		
0655	8	1.0	10	0	8	0	0	2	0	0	0	0	0	0	0	0	1	Lee, Jolene
06565	8	1.0	9	0	7	0	0	2	0	0	0	0	0	0	0	0	0	Lee, Jolene
Course Total			**19**	**0**	**15**	**0**	**0**	**4**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
BOT-126 Comprehensive Access Level I																		
6566		1.0	8	4	2	1	1	0	0	0	0	0	0	0	0	0	6	Patnaik, Monalisa
BOT-127 Comprehensive Access Level II																		
6567		1.0	8	1	4	2	0	0	0	0	0	0	1	0	0	0	0	Patnaik, Monalisa
BOT-128 Comprehensive Access Level III																		
6568		1.0	5	2	0	1	1	0	0	0	0	0	1	0	0	0	0	Patnaik, Monalisa
BOT-129 Comprehensive PowerPoint I																		
0657	8	1.0	8	2	2	0	1	0	0	0	0	0	3	0	0	0	11	Doherty, Marian
6569	8	1.0	8	2	4	1	0	0	0	0	0	0	1	0	0	0	0	Doherty, Marian
Course Total			**16**	**4**	**6**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**11**	

Grade Distribution by Division

School: Grossmont College -- Term: 2013 SP -- Division: G01 -- Subject: BOT -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	No Pass	Inc	W	Instructor
BOT-130 Comprehensive PowerPoint II																		
0658	8	1.0	8	3	2	1	1	0	1	0	0	0	0	0	0	0	1	Doherty, Marian
6570	8	1.0	4	0	2	0	1	1	0	0	0	0	0	0	0	0	0	Doherty, Marian
Course Total			**12**	**3**	**4**	**1**	**2**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
BOT-131Comprehensive PowerPoint III																		
0659	8	1.0	7	0	0	0	3	1	1	1	1	0	0	0	0	0	1	Doherty, Marian
6571	8	1.0	6	1	0	1	2	0	0	1	1	0	0	0	0	0	0	Doherty, Marian
Course Total			**13**	**1**	**0**	**1**	**5**	**1**	**1**	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**1**	
BOT-151Using Microsoft Outlook																		
6573	8	1.0	30	0	10	0	0	2	0	0	2	0	15	0	1	0	11	Andersen, Andre
6574		1.0	19	0	14	0	0	2	0	0	1	0	2	0	0	0	2	Pressnall, Mark
Course Total			**49**	**0**	**24**	**0**	**0**	**4**	**0**	**0**	**3**	**0**	**17**	**0**	**1**	**0**	**13**	
BOT-153Intro Banking & Financial Serv																		
0687		3.0	24	8	4	1	2	3	2	1	0	1	2	0	0	0	3	Doyle, Shirley
BOT-161Medical Terminology																		
1183		3.0	41	0	30	0	0	5	0	0	3	1	2	0	0	0	8	Finch-Payne, Diane
6575		3.0	34	0	30	0	0	1	0	0	1	0	1	1	0	0	9	McFadden, Lanette
6576	N	3.0	29	0	20	0	0	6	0	0	3	0	0	0	0	0	6	Finch-Payne, Diane
Course Totals			**104**	**0**	**80**	**0**	**0**	**12**	**0**	**0**	**7**	**1**	**3**	**1**	**0**	**0**	**23**	
BOT-163Intro to Basic Insurance Princ																		
6577		3.0	19	0	6	0	0	10	0	1	1	1	0	0	0	0	4	Captain, Robert
BOT-165Medical Insurance Billing																		
6578		4.5	28	12	0	0	12	0	0	4	0	0	0	0	0	0	3	Hollyfield, Julie
BOT-167Medical Coding																		
6579		4.0	30	0	14	0	0	11	0	0	5	0	0	0	0	0	3	Hollyfield, Julie
BOT-170Medical Office Procedures																		
6580		6.0	34	0	33	0	0	0	0	0	1	0	0	0	0	0	2	McFadden, Lanette
BOT-176Computerized Acct Application																		
6582		2.0	19	0	10	0	0	2	0	0	3	3	1	0	0	0	2	Gillespie, Barbara
BOT-179Computerized Accounting Lab																		
6583		1.0	19	0	10	0	0	2	0	0	6	0	1	0	0	0	2	Gillespie, Barbara
BOT-203Office Project Coordination																		
6586		1.0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	Patnaik, Monalisa
BOT-223Office Work Experience																		
6592		1.0	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0	Gillespie, Barbara
Subject Total			**1314**	**62**	**602**	**21**	**28**	**213**	**10**	**10**	**105**	**33**	**176**	**41**	**9**	**4**	**436**	

Appendix 4-Course- to- Program SLO Mapping Document: Click on the following link to access your department's latest reports:

http://www.grossmont.edu/student_learning_outcomes/

Appendix 5-Results of Student Survey: At the beginning of your program review process, contact *Research, Planning and Institutional Effectiveness (RPIE)*, x7736. There is a basic survey with an area that you may customize to meet your department or program needs. *RPIE* will help you to determine the appropriate sampling for your department or program. After you administer the survey, they will compile your results and email them back to you for inclusion and consideration in your self-study. Again this may be an area that you should feel free to consult with the Research Liaison.

Grossmont College Program Review
Business Office Technology
Fall 2013
N = 209
Response Rate = 26.1%

Q1. What is your reason(s) for taking this class? (Check all that apply)

	Frequency	Percent
Improve job skills	108	53.5
Improve basic skills/college success (reading, writing, English, math, computer skills)	63	31.2
Required for major	56	27.7
General interest	53	26.2
General education requirement	25	12.4
Other	22	10.9
Transfer	11	5.4
Prerequisite	3	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 202).

Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)

	Frequency
OPT Requirement	6
Business Office Tech.	3
Certificate Requirement	2
Needed a credit	2
OPT Accounting	2
Career change to this area	1
Executive Assistant Certificate	1
Flex Lab	1
Keep up with technology upgrades	1
Need to advance in my job at UCSD	1
Needed to fulfill scholarship requirement	1
To find a good job	1
Total	**22**

Q2. How did you find out about this class? (Check all that apply)

	Frequency	Percent
Class schedule or college catalog	105	51.2
Grossmont College counselor	46	22.4
Other student recommendation	20	9.8
Other	19	9.3
Instructor	18	8.8
Friend or family member	16	7.8
Public media (radio, TV, newspaper, ad)	14	6.8
Work referral	7	3.4
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	6	2.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 205).

Q2. How did you find out about this class? (Check all that apply) (Other)

	Frequency
OPT Program	10
Flyer in Flex Lab	2
Cuyamaca College Counselor	1
DSPS	1
My own research online	1
Penny Saver	1
Returning Adult (Nancy)	1
The Reader	1
Web Advisor	1
Total	**19**

Q3. How many courses have you taken in this department at Grossmont College (Including this current course and any repeated courses)

	Frequency	Percent
One	43	20.9
Two	39	18.9
Three	31	15.0
More than three	93	45.1
Total	**206**	**100.0**
No Response	3	
Total	209	

Q4. This class was delivered:

	Frequency	Percent
In a traditional classroom setting	131	70.4
As a hybrid (part in classroom/part online)	24	12.9
Online (100%)	16	8.6
Other	15	8.1
Total	**186**	**100.0**
No Response	23	
Total	209	

Q4. This class was delivered: (Other)

	Frequency
BOT/Flex Lab	15
Total	**15**

Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)

	Frequency	Percent
Email	171	83.4
Face to face	175	85.4
Telephone/voice mail	69	33.7
Other	15	7.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 205).

Q5. Which lines of communication are made available to you by your instructor? (Select all that apply) (Other)

	Frequency
Blackboard	11
Dean/DSPS/Instructor	1
Discussion board	1
Fax	1
This class has more instructor availability, than others.	1
Total	**15**

Q6. Which lines of communication do you use most often when contacting your instructor?

	Frequency	Percent
Face to face	96	57.8
Email	59	35.5
Telephone/voice mail	4	2.4
Other	7	4.2
Total	**166**	**100.0**
No Response	43	
Total	209	

Q6. Which lines of communication do you use most often when contacting your instructor? (Other)

	Frequency
Blackboard	7
Total	**7**

Q7. Which line of communication do you prefer your instructor to use when responding to your messages?

	Frequency	Percent
Email	76	47.5
Face to face	72	45.0
Telephone/voice mail	5	3.1
Other	7	4.4
Total	**160**	**100.0**
No Response	49	
Total	209	

Q7. Which line of communication do you prefer your instructor to use when responding to your messages? (Other)

	Frequency
Blackboard	6
Email OR Face to face	1
Total	**7**

Q8. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Blackboard Announcements	90	60.0
Email	56	37.3
Other	3	2.0
Voicemail	1	.7
Total	**150**	**100.0**
No Response	59	
Total	209	

Q8. Which of the following do you check most frequently for course information and/or messages? (Other)

	Frequency
Class announcements	1
Classmate	1
Syllabus	1
Total	**3**

Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	71	46.1
During office hours/appointment	28	18.2
Via email	55	35.7
Total	**154**	**100.0**
No Response	55	
Total	209	

Q10. Who else or what else do you turn to for extra help?

	Frequency	Percent
Tutor/tutoring center	45	28.3
Textbook website	41	25.8
Other	37	23.3
Friends who have taken the class	36	22.6
Total	**159**	**100.0**
No Response	50	
Total	209	

Q10. Who else or what else do you turn to for extra help? (Other)

	Frequency
Lab Assistants	15
Classmates	7
Instructor	3
Blackboard discussion board	2
Janice	2
Mark	2
DSPS	1
Email instructor	1
Flash cards/ study	1
Google/Internet	2
Barb	1
Total	**37**

Q11. Which of the following course resources helped you learn the course material? (Check all that apply)

	Frequency	Percent
Textbook	132	66.7
Homework/Assignments	130	65.7
Lecture	98	49.5
Course Blackboard site	67	33.8
Handouts	58	29.3
Quizzes	54	27.3
Computer presentations	48	24.2
Power Point slides	48	24.2
Group work in class	28	14.1
Videos/DVDs	28	14.1
Instructor website	20	10.1
Study groups	16	8.1
Other	11	5.6
Transparencies	6	3.0

*Note: Since respondents are able to select more than one option, the total percent may not
equal 100. Percentage is based on the total number of students responding to this item (i.e., 198)

Q11. Which of the following course resources helped you learn the course material? (Select all that apply)
(Other)

	Frequency
My IT Lab	4
Instructor	2
Tutor	2
GOP	1
Hands on	1
Movies	1
Total	**11**

Q12A_1. Please indicate if you were required to use/or voluntarily used
any of the following campus resources to assist you in completing this
course. Also, did you find the resource helpful or not helpful?
(Assessment & Testing Center)

	Frequency	Percent
Required to Use	40	65.6
Voluntarily Used	21	34.4
Total	**61**	**100.0**
No Response	148	
Total	209	

Q12A_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Helpful	37	66.1
Not Helpful	19	33.9
Total	**56**	**100.0**
No Response	153	
Total	209	

Q12B_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Required to Use	19	38.8
Voluntarily Used	30	61.2
Total	**49**	**100.0**
No Response	160	
Total	209	

Q12B_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Helpful	33	67.3
Not Helpful	16	32.7
Total	**49**	**100.0**
No Response	160	
Total	209	

Q12C_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Required to Use	25	23.6
Voluntarily Used	81	76.4
Total	**106**	**100.0**
No Response	103	
Total	209	

Q12C_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Helpful	81	94.2
Not Helpful	5	5.8
Total	**86**	**100.0**
No Response	123	
Total	209	

Q12D_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Required to Use	15	20.3
Voluntarily Used	59	79.7
Total	**74**	**100.0**
No Response	135	
Total	209	

Q12D_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Helpful	52	78.8
Not Helpful	14	21.2
Total	**66**	**100.0**
No Response	143	
Total	209	

Q12E_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Required to Use	17	24.3
Voluntarily Used	53	75.7
Total	**70**	**100.0**
No Response	139	
Total	209	

Q12E_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Helpful	55	80.9
Not Helpful	13	19.1
Total	**68**	**100.0**
No Response	141	
Total	209	

Q12F_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Required to Use	8	27.6
Voluntarily Used	21	72.4
Total	**29**	**100.0**
No Response	180	
Total	209	

Q12F_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Helpful	30	57.7
Not Helpful	22	42.3
Total	**52**	**100.0**
No Response	157	
Total	209	

Q12G_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Required to Use	15	33.3
Voluntarily Used	30	66.7
Total	**45**	**100.0**
No Response	164	
Total	209	

Q12G_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Helpful	47	73.4
Not Helpful	17	26.6
Total	**64**	**100.0**
No Response	145	
Total	209	

Q12H_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Required to Use	10	26.3
Voluntarily Used	28	73.7
Total	**38**	**100.0**
No Response	171	
Total	209	

Q12H_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Helpful	31	63.3
Not Helpful	18	36.7
Total	**49**	**100.0**
No Response	160	
Total	209	

Q12I_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Required to Use	10	28.6
Voluntarily Used	25	71.4
Total	**35**	**100.0**
No Response	174	
Total	209	

Q12I_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Helpful	31	60.8
Not Helpful	20	39.2
Total	**51**	**100.0**
No Response	158	
Total	209	

Q12J_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Required to Use	39	62.9
Voluntarily Used	23	37.1
Total	**62**	**100.0**
No Response	147	
Total	209	

Q12J_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Helpful	67	89.3
Not Helpful	8	10.7
Total	**75**	**100.0**
No Response	134	
Total	209	

Q12K_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Required to Use	28	51.9
Voluntarily Used	26	48.1
Total	**54**	**100.0**
No Response	155	
Total	209	

Q12K_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Helpful	58	86.6
Not Helpful	9	13.4
Total	**67**	**100.0**
No Response	142	
Total	209	

Q12. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)

	Frequency
Calworks (Voluntarily Used)	1
Help from teacher (Voluntarily Used)	1
Library book check out (Voluntarily Used)	1
SmartThinkers (Voluntarily Used & Helpful)	1
Study Group (Voluntarily Used & Helpful)	1
Teacher availability (Voluntarily Used & Helpful)	1
Total	**6**

Q13. What I am learning/have learned in this class
could be useful outside of the classroom for purposes
other than achieving my academic goals.

	Frequency	Percent
Yes	195	99.5
No	1	.5
Total	**196**	**100.0**
No Response	13	
Total	209	

Q14. When do you attend the BOT Flex Lab?

	Frequency	Percent
Mornings	83	49.7
Afternoons	59	35.3
Evenings	25	15.0
Total	**167**	**100.0**
No Response	42	
Total	209	

Q15. The BOT Flex Lab staff members (instructors/aides/tutors) are knowledgeable.

	Frequency	Percent
Strongly Agree	93	54.4
Agree	52	30.4
Neutral	21	12.3
Disagree	5	2.9
Total	**171**	**100.0**
No Response	38	
Total	209	

Q16. The BOT Flex Lab staff members (instructors/aides/tutors) are attentive.

	Frequency	Percent
Strongly Agree	90	52.9
Agree	64	37.6
Neutral	11	6.5
Disagree	5	2.9
Total	**170**	**100.0**
No Response	39	
Total	209	

Appendix 6: Headcounts for Degrees and Certificates

Grossmont Summaries of Degrees (D) and Certificates (C) from the BOT Department

Degree/Certificate Title	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		Degree Total	Certificate Total
	D	C	D	C	D	C	D	C	D	C	D	C	D	C		
Administrative Assistant	3	3	3	3	4	4	5	5	0	1	2	3	7	5	24	24
Executive Assistant	1	1	0	0	2	2	0	0	1	1	1	1	1	1	6	6
Total	4	4	3	3	6	6	5	5	1	2	3	4	8	6	30	30

California Community Colleges Chancellor's Office
Program Awards Summary Report

	Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grossmont Total	7	6	12	10	3	7	16
Associate of Science (A.S.) degree	3	3	6	5	1	3	8
Certificate requiring 18 to < 30 semester units	4	3	6	5	2	4	8

WORKSHEET SHOWING THE NUMBER OF DEPT. ISSUED CERTIFICATES OF PROFIENCY BY TYPE

Semester	MOA	MT	OSS II	VOA	ACCT CLK	FO/R	OP	OA I	OA II	OSS I	Semester Totals	Percent completed by OPT students	Comp Certificate	Number completed by OPT
Fall 2009	11	0	2	0	11	6	26	9	1	13	79	41%	N/A	33
Spring 2010	11	0	0	0	14	4	20	3	2	8	62	65%	N/A	40
Fall 2010	15	0	2	1	7	13	19	1	2	10	70	54%	N/A	38
Spring 2011	13	1	1	1	11	6	27	6	5	17	88	42%	1	37
Fall 2011	14	0	0	0	3	1	11	0	0	4	33	35%		12
Spring 2012	25	0	0	1	6	6	8	4	2	2	54	20%	1	11
Fall 2012	27	0	0	0	14	1	31	1	1	14	89	48%	11	43
Spring 2013	29	0	1	0	11	5	20	1	2	6	75	84%	12	63
Fall 2013	12	0	0	0	13	7	23	4	3	11	73	67%	8	49
Certificate Totals	**146**	**1**	**4**	**3**	**79**	**43**	**159**	**20**	**17**	**72**	**623**		**33**	

Medical Office Assistant	**MOA**
Medical Transcription	**MT**
Office Software Specialist, Level II	**OSS II**
Virtual Office Assistant	**VOA**
Account Clerk	**ACCT CLK**
Front Office/Receptionist	**FO/R**
Office Professional	**OP**
Office Assistant, Level I	**OA I**
Office Assistant, Level II	**OAII**
Office Software Specialist, Level I	**OSS I**

Total Certificates of Proficiency (C.O.P.) per semester

- Fall 2009, 79
- Spring 2010, 62
- Fall 2010, 70
- Spring 2011, 88
- Fall 2011, 33
- Fall 2012, 89
- Spring 2013, 74
- Fall 2013, 73
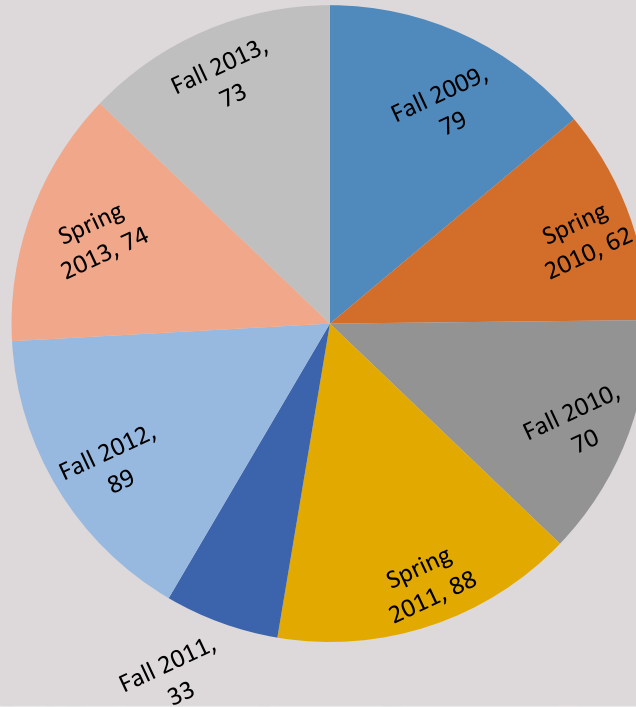
Office Professional Training
C.O.P. Totals

Legend:
- Semester Totals (blue)
- OPT Totals per Semester (orange)
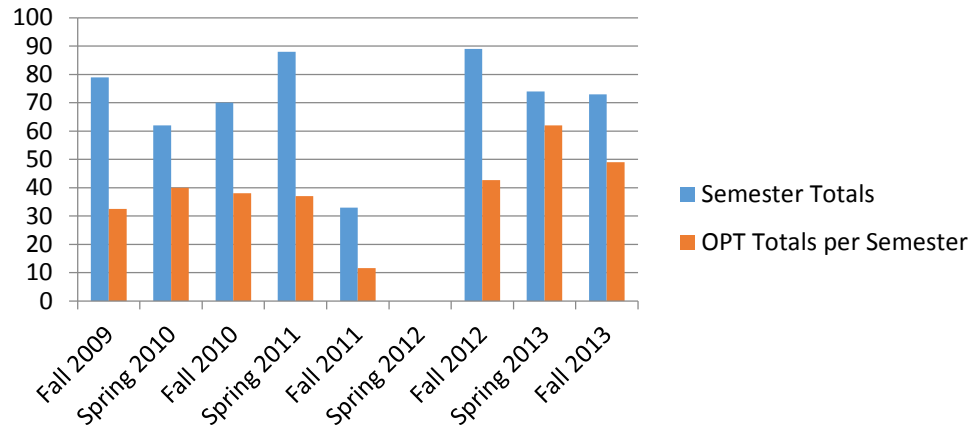
Total C.O.P. per Semester
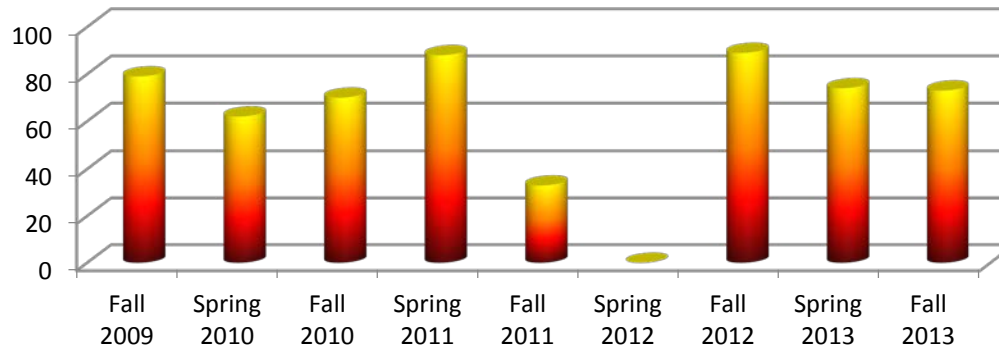
Appendix 7-Organizations Represented on Advisory Committees:

BAC - Corporate Participants

Alliant Insurance	San Diego Insurance Staffing
California Bank & Trust	State Farm Insurance
Chase Bank & Mortgage	Teague Financial Services
City of San Diego	Torrey Pines Bank
Pacific Bell	Union Bank
Plaza Personnel	United Way
San Diego County Sherriff's Department	

Business Advisory Committee (BAC) Meeting Minutes
Grossmont Cuyamaca Community College District
Business Office Technology (BOT)
Office Professional Training (OPT)
Business & Technology building ~ Cuyamaca Campus
January 18, 2013 (7:30-9:30 AM)

1. *Welcome/Introductions .... Patricia Newman & Linda Snider*

    Patricia Newman welcomed everyone to BAC and Cuyamaca College. The early morning meeting time seems to be working well and we appreciate everyone starting their day with us.

Members present were as follows:

Edgar Portilla–City of San Diego, Joe Hamilton–Hal Rakowski Insurance, Susan Roberts-Egley–East County Career Center; Grossmont – Barb Gillespie–Instructor, Linda Snider–Associate Professor, Mark Pressnall–Associate Professor, Dr. Mary Leslie–Professor, Dr. Christina Tafoya–Dean of CTEW , Debi Skinner–Job Placement Specialist, Janice Fischer–Lab Tech; Cuyamaca – Patricia Newman–Associate Professor, Angham Yousif–Lab Tech

2. *Program Updates*

a. *Grossmont BOT.. Linda Snider*

Janice Fischer has been hired as full-time lab assistant as of 12/3/12. Introduced our new Dean, Dr. Christina Tafoya. We were glad that with the passage of Prop 30 we were able to add back classes. Graduating OPT class have earned record number of certificates. Certificate conversion not going quickly so we will continue to report locally.

b.	*Grossmont OPT...Dr. Mary Leslie*

This is OPT's 27th year on campus, and we have graduated more than 2,200 students. It is financially difficult this year. We are charging $95 fee for pre-training. The regular training is free to CA residents. It is expensive to run but we have had good support from community so far. The most recent class started with 40, but about 30 graduated. They are out there job hunting now. If you know of jobs let us know.

c.	*Cuyamaca BOT...Pat Newman*

Our program is very similar to Grossmont but do not offer medical transcription or virtual assistant training. We have been able to expand classes since prop 30 passed, so more seats are available to serve our student population. More students mean more certificates earned. Flyers were passed around for Cuyamaca College's program.

3.	*Workplace issues .... All BAC reps*

Surveys were sent out in advance and the results are:

a.	*Technical skills*

All Microsoft applications are valuable; Word, Excel, and Outlook are used in most jobs along with "in house" software. Computer literacy is very important; eagerness to learn is also necessary. The City of San Diego provides certification for the software that they use and the County is using the same system. Keyboarding is required at 30 wpm for some jobs with the City. Insurance more concerned with basic computer literacy that transition into learning insurance specific programs. Susan commented on Word, Excel and Outlook. The Hartford is in a hiring cycle right now. PowerPoint is also helpful to know. Susan told us about a new group that coordinates SD employment and economic organizations that share job information within the city and county at an every-other-month meeting. The next meeting is March 12th at career center and will have a workshop on *Linked –in* (Debi invited) 2-4pm. Social Media savvy is becoming important. Social Media class offered on Tuesdays at the Career Center. Job seekers don't understand the need to stay connected. *Linked-in* is the up and coming platform for job seekers, and businesses are going away from job boards like Monster.com. Joe commented that email and social media are important marketing tools at the insurance agency level and are highly useful for today's market. The standard agency owner is 50+, so younger people bring new technology skills into the business. Industry is training on Facebook (webinars).

b.	*Touch-screen technology*

Pat commented on teaching touch pad technologies for business use now that it is integrated into Office 2013 and Windows 8. Big companies are going to iPad apps. Joe commented that insurance agents have smart phones and do a lot of marketing via social media.

c.	*Microsoft Windows 8 & Office 2013*Microsoft Windows 8 & Office 2013- The City of San Diego is not transitioning any time soon due to costs. Insurance tends to be a

little behind in the upgrades to software, 50/50 with jumping onboard with new technology.

d.   *Soft skills*

English skills are an issue due to shorthand speech (texting acronyms) among the younger set. The City of San Diego is looking for good formal communication skills. Educational background shows up in applicant communication skills. Poor communication will put them at the bottom of the pile. Please pay attention to what you are applying for. Do your skills match the job application? Applicants need to provide the information requested.

Problem solving skills in an interview can show that the applicant can think on their own (Susan), can you handle an hour of the work expected (simulation/ doing the job), online testing for job applicants. The City of San Diego provides the questions that are going to be asked in the interview (they don't know if they will continue to provide advanced notice). In a recent panel, 7 out of 30 passed the interview in spite of having the questions ahead of time. Tell me about yourself: means sell your skills that apply to the job. Edgar stated that applicants need to speak to these points: Education, Experience and Personality Traits.

Test timing (timed/ unlimited time). How does the workplace handle the timing on tests? Edgar stated that applicants need to ask for accommodations if needed because there are set time frames (there is not unlimited time but additional time will be granted when appropriate). The City of San Diego checks ADA status when requests are made. Applicants may be directed to other positions if the testing does not show that you fit the original job position.

e.   *Job market*

What is the market like? Joe Hamilton stated that the market is opening up. The insurance market is growing so there will be an increase in sales positions to start with and then support jobs will follow.   Job descriptions may become broader in their spectrum. Susan commented that clients are wary of "Sales". Most employees need to have sales skills for all job positions. The East County Career Center is having lots of companies seeking people. Applicants need to dress their best, dress for success. People skills are more important to Joe Hamilton. It is industry/agency specific. Check the company website for clues to the corporate environment. What is casual dress? Not everyone really understands the meaning of casual. Being trainable is very important; also, being open and flexible. Dressing for success goes beyond the interview. Edgar Portilla stated that dressing for success may be the difference in getting the job. If there is a dress code, they need to abide by that code. Interviewees need to ask about the dress code, not just the salary. Come prepared to understand the job, company, mission statement: research the company ahead of time.

f.   Industry trends

There is abuse of technology, cell phone use/abuse, problems with making interpersonal connections. Human interaction is very important, make face to face contact. If you apply online, follow up with in-person contact. Electronic contact is not enough, be professional, persistent not a problem (as long as not obnoxious). Balance is the key. Susan Roberts-Egley added that different generations have different communication styles. Knowledge of the different styles and ability to function in them is necessary. Courtesy is important. Debbie Skinner stated that communication styles need to be taken down to the high school level. Remember, it's not your generation hiring you, be able to communicate outside your generational context. How is the success rate among non-English speakers? This population is being more aggressive and persistent with your communication/ application for jobs, keep seeking education; minorities are increasing in the job pool. Additional languages can be a benefit in some job positions. New language trends are starting to show up in the market. The global economy is growing. ECC will be hiring Middle Eastern speaking case managers. Interpersonal skills, time management, computer skills are necessary.

Edgar Portilla asked, "What Spanish courses are being offered? Police officers are looking to become bilingual. Linda and Pat said that both colleges offer multiple levels of Spanish, and referred him to the college websites for more information.

4.   *CBEA and BESAC updates.. Linda Snider*

The CBEA state conference is in San Diego in November. BESAC is more online than face to face.

5.   *Other Announcements/Good of the Order*

Edgar Portilla – passed out the latest job openings, the City is always hiring. Please emphasize that we do not require a bachelor's degree for many of our positions, some only require high school graduation. Full- and part-time positions are available. He asked about our certificates, how they are weighted and for additional information on our programs. Please remind students to pay attention to detail, upload requested documents. Remind students that the process is a long process and not to get discouraged. It can take months/year to get through the process.
Meeting adjourned at 9:25am.

    Attached: BAC survey results via email

Thank you for your participation this year

and we look forward to seeing you again next year!

BAC (Business Advisory Council) Survey – Sosha Thomas, San Diego Sheriff's Office

1. Which technical skills are the most vital for your industry in terms of software applications such as MS Office suite (Word, Excel, Access, PowerPoint, and Outlook)? Other skills? (filing, ten-key, etc.)

   Computer skills in the above mentioned applications are critical and would meet the requirements for most of our entry level positions.
   For our more journey level classifications we are looking at, degrees or an AA with experience, for example in our IT field, analyst field, etc. With some of these I know it is difficult to get experience. Volunteer or any unpaid job is not counted as experience in our industry.

2. Are any touch-screen devices used in your organization? (i-Pads, tablets, touch-screen monitors, etc.) If not currently used, are there any future plans?

   These devices are reserved for executive staff only. (But knowledge of these devices will impress the boss☺)

3. What is your timeframe to upgrade to Windows 8 and MS Office 2013?

   Very soon by 2014 all the 5000 computers should have Windows 8 installed in them.

4. What soft skills do you feel are the most important for your employees?

   Organizational Acumen, understanding that the following behaviors are not acceptable at work:
   Chronic cell phone usage
   Computer abuse/internet surfing
   Lack of time management
   Unable to develop interpersonal relationships

5. Are there certain things you would expect from an interviewee in terms of acceptable wardrobe and image?

   Yes, dress professionally, not necessarily a suite, but clean and neat and professional as they will be representing our organization to the public.

6. What industry trends exist for entry-level hiring?

   Here at the County, we have several new legislatives that make hiring necessary. For example AB109, the new Las Colinas Detention to break ground in 2014, the expansion of the East Mesa Detention to add more beds for state prisoners being released to County.

7. Are there certain areas that seem to be lacking with new hires? (poor writing skills, professionalism, etc.)

   Chronic cell phone usage
   Computer abuse/internet surfing
   Lack of time management
   Unable to develop interpersonal relationships
   Punctuality
   Self-motivation
   Over all professionalism

BAC (Business Advisory Council) Survey – Sherrie Aldrich, Alliant Insurance

1. Which technical skills are the most vital for your industry in terms of software applications such as MS Office suite (Word, Excel, Access, PowerPoint, and Outlook)? Other skills? (filing, ten-key, etc.)

   Along with the MS Office suite, Word, Excel & Outlook, research knowledge – how to use the internet to research and problem solve.

2. Are any touch-screen devices used in your organization? (i-pads, tablets, touch-screen monitors, etc.) If not currently used, are there any future plans?

   Not in general use. Senior Executives use iPads and iPads are in use for client presentations but no touch screens in general use. No plans in the near future.

3. What is your timeframe to upgrade to Windows 8 and MS Office 2013?

   Within the next 18 months

4. What soft skills do you feel are the most important for your employees?

   Communication and team work. It is impossible to work in a silo – we must all collaborate and to do so we must listen and communicate effectively.

5. Are there certain things you would expect from an interviewee in terms of acceptable wardrobe and image?

   Our company is an insurance agency. The insurance industry is a conservative industry so wardrobe and image should be in concert with the industry.

6. What industry trends exist for entry-level hiring?

   Technology, Technology, Technology… We are looking for individuals who understand, embrace, and know how to fully utilize technology. Creative, innovate thinkers and problem solvers.

7. Are there certain areas that seem to be lacking with new hires? (poor writing skills, professionalism, etc.)

   Individualism. Many young workers are 'pack' thinkers and performers. If others in their peer group behave a certain way, they often follow even if it is not consistent with the project goal or objectives.

BAC (Business Advisory Council) Survey – Joe Hamilton, Hal Rakowski Insurance

1. Which technical skills are the most vital for your industry in terms of software applications such as MS Office suite (Word, Excel, Access, PowerPoint, and Outlook)? Other skills? (filing, ten-key, etc.)

   To be honest, all of those. As well as a general knowledge of technical "in House" software for agency management.

2. Are any touch-screen devices used in your organization? (i-Pads, tablets, touch-screen monitors, etc.) If not currently used, are there any future plans?

   When the times change the insurance industry changes with it. So, there certainly will be plan for these items in the future.

3. What is your timeframe to upgrade to Windows 8 and MS Office 2013?

   We are a very small office. So, we are usually a year or two behind the times on this kind of stuff.

4. What soft skills do you feel are the most important for your employees?

   I think that a general knowledge of social media would be good, as well as phone skills.

5. Are there certain things you would expect from an interviewee in terms of acceptable wardrobe and image?

   I would say that a general business casual is what we at a small east county office. The industry is not that casual in general.

6. What industry trends exist for entry-level hiring?

   Knowledgeable, courteous, with a willingness to learn and get along with others.

7. Are there certain areas that seem to be lacking with new hires? (poor writing skills, professionalism, etc.)

BAC (Business Advisory Council) Survey—Rochelle Woods Roberts, San Diego Insurance Staffing

1. Which technical skills are the most vital for your industry in terms of software applications such as MS Office suite (Word, Excel, Access, PowerPoint, and Outlook)? Other skills? (filing, ten-key, etc.)

   I would say Outlook and Word, being computer literate, able to learn new systems.

2. Are any touch-screen devices used in your organization? (i-Pads, tablets, touch-screen monitors, etc.) If not currently used, are there any future plans?-

   I don't know of any clients that are currently using i-pads and tablets, but as more and more companies move towards being completely paperless, these devices will become more prevalent.

3. What is your timeframe to upgrade to Windows 8 and MS Office 2013?

   N/A

4. What soft skills do you feel are the most important for your employees?

   Filing, data entry, typing, having some type of computer skills.

5. Are there certain things you would expect from an interviewee in terms of acceptable wardrobe and image?

   Yes, the interviewee should always dress business professional for an interview UNLESS otherwise stated by the interviewing company. Dress for Success! Women- no sandals, spaghetti strap blouses or dresses, minimal makeup, jewelry and perfume. If you don't own a suit, then wear a blazer or jacket. Men- suit and tie and make sure your shoes are clean and polished! Clean fingernails and fresh breath.

6. What industry trends exist for entry-level hiring?

   Computer and communication skills –being able to communicate effectively.

7. Are there certain areas that seem to be lacking with new hires? (poor writing skills, professionalism, etc.)

   Always remember to be friendly with the gatekeepers!

Sincerely,
Rochelle Woods Roberts
Talent Manager, San Diego Insurance Staffing
Tel: (888) 528-8367

BAC (Business Advisory Council) Survey—Julie Brown, San Diego Insurance Staffing

Here is some feedback for a few of the questions.

1. Which technical skills are the most vital for your industry in terms of software applications such as MS Office suite (Word, Excel, Access, PowerPoint, and Outlook)? Other skills? (filing, ten-key, etc.)

   MS Word and MS Excel. Also, being familiar with how to scan and attach documents on the computer is becoming a more requested skill.

2. Are any touch-screen devices used in your organization? (i-Pads, tablets, touch-screen monitors, etc.) If not currently used, are there any future plans?

   Not a lot yet in the insurance industry but it will be at some point.

3. What is your timeframe to upgrade to Windows 8 and MS Office 2013?

   No immediate plans

4. What soft skills do you feel are the most important for your employees?

   Good communication skills (oral and written) and good customer service skills. Can accept constructive criticism and be open to training / learning how the company does things (not be a know-it-all). Good attendance and arrives on time.

5. Are there certain things you would expect from an interviewee in terms of acceptable wardrobe and image?

   Professional dress for an interview; GUYS: slacks, jacket and dress shoes (depending on the company, a tie). LADIES: Pant or dress suit, but if dress/skirt, not too short and nylons with dress shoes. No facial piercings. If tattoos, try and hide them.

6. What industry trends exist for entry-level hiring?

   Receptionists, administrative assistants, sales staff.

7. Are there certain areas that seem to be lacking with new hires? (poor writing skills, professionalism, etc.)

   Writing skills and professionalism are still skills that are always needed.

Julie C. Brown, **CAC, CSP, Talent Manager**
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Click on this secure link to meet me!

Appendix 8-Sabbaticals, Conference, Workshop and Staff Development Activities:

Year	Foundation/Agency	Amount	Total
Grants Received for the Office Professional Training Program			
2007-2014			
2007			
	Cush Family Foundation	$1,500	
	Otto Family Foundation	$40,000	
	Sempra Energy	$5,000	
	Stern Family Foundation	$2,500	
	U.S. Bank	$2,500	
	Union Bank of CA Foundation	$5,000	
			$56,500
2008			
	Insurance Industry Charitable Foundation	$3,500	
	Otto Family Foundation	$35,000	
	Stern Family Foundation	$4,000	
	Sycuan Band of the Kumeyaay Nation	$2,500	
	U.S. Bank	$2,000	
	Union Bank of CA Foundation	$5,000	
			$52,000
2009			
	Otto Family Foundation	$20,000	
	San Diego Women's Foundation	$40,481	
	Stern Family Foundation	$4,000	
	U.S. Bank	$2,500	
	Union Bank of CA Foundation	$7,500	
			$74,481
2010			
	Gary & Mary West Foundation	$60,000	
	Independent Insurance Brokers of San Diego	$5,000	
	Insurance Industry Charitable Foundation	$5,000	
	San Diego Insurance Adjusters Association	$500	
	Stern Family Foundation	$4,000	
	Toby Wells Foundation	$1,000	
	U.S. Bank	$5,000	
	Union Bank of CA Foundation	$7,500	
	Wells Fargo Foundation	$10,000	
			$98,000
2011			
	Independent Insurance Brokers of San Diego	$7,500	
	Insurance Industry Charitable Foundation	$6,000	
	Stern Family Foundation	$4,000	
	U.S. Bank	$2,200	
	Union Bank Foundation	$7,500	
	Wells Fargo Foundation	$5,000	
			$32,200
2012			
	Independent Insurance Brokers of San Diego	$3,409	
	Insurance Industry Charitable Foundation	$3,007	
	San Diego Insurance Adjusters Association	$500	
	Stern Family Foundation	$5,000	
	U.S. Bank	$2,500	
	Union Bank Foundation	$5,000	
	Wells Fargo Foundation	$5,000	
	Women Give San Diego	$15,500	
			$39,916
2013			
	Bank of America	$5,000	
	Independent Insurance Brokers of San Diego	$1,500	
	Insurance Industry Charitable Foundation	$3,365	
	San Diego Gas & Electric	$5,000	
	San Diego Insurance Adjusters Association	$5,000	
	Stern Family Foundation	$5,000	
	Union Bank Foundation	$5,000	
	Women Give San Diego	$15,500	
2014			$45,365
	AARP	$25,000	
	Insurance Industry Charitable Foundation	$6,500	
			$31,500
			$475,327

Sabbaticals, Conference, Workshop and Staff Development Activities- Kathleen Anspach, Adjunct Instructor

NAME	ACTIVITY	RELEVANCE
INDEPENDENT PROJECT	Created and close-captioned teaching videos: Excel - relative and absolute references Word - templates	Department –College Reinforcement textbook concepts
Taught online course faculty	Blackboard Grade Center Features Showed how to download center to work offline and then how to upload and update online grade sheet	Department –College Mentoring
Word Press Workshop	Social Media effect on instruction	Awareness of Social-media and how it effects current instruction.
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation
Presenter -- Showcase of Best Online Practices	How to create a mobile device-friendly syllabus	Update skills in online education Demonstrated, how to deliver an online course using seven basic pedagogical principles.
Mentored fellow keyboarding instructors.	Prepared videos on how to use keyboarding application software	Team work with fellow instructors who were teaching course for first time.
Free Market Forum Dearborn, Michigan Karl Rove, Keynote Speaker "Economics and the 2008 Election"	Karl Rove, Keynote Speaker "Economics and the 2008 Election"	Economics and effect on teaching. Almost 400 faculty members, state policy leaders, and other guests from across the United States and Canada
Secretary – Bernardo Ridge HOA	HOA board participation	Community Involvement
Write Quicken 2007 Textbook	Textbook author	Department-Distance Education
Quick-Cam Orbit Training	Professional development	Distance Education

Sabbaticals, Conference, Workshop and Staff Development Activities-Nancy Buck, Adjunct Instructor

Name	Activity	Relevance
Financial Planning: Tips for Smart Cookies	Webinar	Relates to teaching elementary accounting
5-Star Online Teaching Strategies	Webinar	Improve online instruction
Blackboard training	Hands-on web activity	Update Blackboard containers
Student Retention	Webinar	Enhance student engagement online
Learn Evernote	Online workshop	Integrate into BOT 110 Bus. Eng./Comm.
Publisher interaction	Conference call	Learn new strategies for online courses
Trends and Teaching Tips in Business Communication	Webinar: live conversation	Online interaction with textbook author
CBEA(California Business Education Association) State Conferences	Participated in the State Conferences in 2011, 2012 & 2013	Curriculum development, networking and collaboration with other business educators;
Blackboard 9 Teaching Online	Web course	Improvement techniques for online teaching
Tips and Tricks for Travel using Technology	CBEA conference presentation & webinar	Using Skype for preparation and web research
Keeping Students Engaged Online	Webinar	Ideas for student retention and engagement
Design for Online Learning	Webinar	New approach for course layout
Distance Education: Accessibility Issues	Webinar	Making container accessible for DSPS
Tools for Web Communication & Collaboration	Webinar	Effective contact methods with students
Motivating Students	Univ. of Oregon online	Motivational strategies for learners
Teaching Online Classes	The Journal.com	Online instructional strategies
Syllabus design	Crit.edu	Formatting efficient course syllabus
Midterm Evaluation	CTE.Cornell.edu	Effective assessment tools
Guffey (textbook author)	Webinar	Overview of new version text
Resume writing	Community service	Assisting students with revisions
Black Forest Saddle Club	Volunteerism: updating web page, e-mail blast reminders,	Keeping current with business communications etiquette and protocol;

Sabbaticals, Conference, Workshop and Staff Development Activities-Marian Doherty, Adjunct Instructor

Name	Activity	Relevance
EDD/SDSU Online course	Navigator Training Series (Basic & Intermediate)	Working with persons with disabilities
Course Technology Presentation	Publisher presentation, 2007	Training in Flex Lab software and texts
Southern California Winter Institute	MiraCosta College, Oceanside. January, 2007.	Online Teaching, Podcasting, Flash and Voice Over IP.
ECCC El Cajon, "How to Master " tutorials	Online tutorials for Office 2007	Training on software used in Flex Lab
GUHSD Making Right Choices	Making Right Choice online course, 2010	Training on preventing educator sexual misconduct between employees & students
CengageNOW ProDELUXE seminar	Using Keyboarding Pro DELUXE, 2010	Training on software used in Flex Lab
Community Open House	April 2013 Celebrating the 50th anniversary	showcase of BOT courses to the public
Quality Matters Seminar	May 2013, Seminar on Developing Online Courses presented by Quality Matters	Training on building quality online courses
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation
Department In-service training	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
Division meetings: semester and ongoing	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Flex lab trainings	Semester in-services to update staff	In-service on software, policies and procedures for Flex Lab courses

Sabbaticals, Conference, Workshop and Staff Development Activities-Diane Finch-Payne, Adjunct Instructor

Name	Activity	Relevance
Blackboard for New Users – Parts 1 thru 4	Software workshop	Learning to use Blackboard
Online Instructional Strategies	Seminar	Strategies to improve online courses
Science Fair Committee Workshop	Planning committee	Planning for Science Fair
Division Meeting	Division meeting to inform Departments of issues, policies and procedures	Division budgets, policies and procedures, planning
Department Meeting	Semester in-services to update staff	Department policies and procedures
Western CUNA Management School – Year 1 (Honors)	Management training	Credit union operations and personal development
Who Are Our Students…	Demographics in-service	Demographic breakdown of student population
SLOs – And What's Happening for 2011	Workshop	Update on SLOs
Learning Student Names Quickly	Professional development training	Technique to quickly learn student names
Tricks of the Trade	Seminar	Teaching techniques
Western CUNA Management School – Year 2 (Honors)	Management training	Credit union operations and personal development
Active Shooter Training presented by College Public Safety	Campus Safety training	To identify potential hazardous situations prior to and during an active shooter situation
Understanding Evaluation	Workshop	Effective evaluation techniques
Balboa Park Commons	Community involvement	Collaborative tool with local museums
Workforce Leaders Institute	Collaboration workshop	Collaboration Techniques
Quality Matters	Improving Your Online Course workshop	Instructional review for web course
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
California Business Education Association (CBEA)	Annual Conference 2013	Curriculum development, networking with fellow business educators, facilitate conference presentations
California and Nevada Credit Union Leagues	Annual Conference 2013	Credit union operations, networking with fellow credit union professionals
Earth Sciences Field Study	Professional development activity	Networking and collaboration with members of other Departments
California and Nevada Credit Union Leagues	CEO Roundtable San Diego – 2014	Networking with other local credit union CEOs
Shapiro Summit	Attend annual conferences: Oakland, Ontario	Small credit union operations, networking with other small credit union leaders
California Credit Union Collectors Council (CCUCC)	Attend annual conferences: Palm Springs, Reno, San Diego	Collection techniques, networking with fellow credit union collectors, conference committee credit union registration chair in 2013

Sabbaticals, Conference, Workshop and Staff Development Activities- Janice Fischer, Classified Staff

Name	Activity	Relevance
Learn to Sign	ASL basics and deaf culture awareness workshop	To improve the customer service with regard to the DHH population on campus.
Computer Whiz-Outlook Part II	Tips and tricks for using Microsoft Outlook more efficiently	Improve department communication, and time management.
Publisher 2010 Introduction	Basic use of Microsoft Publisher 2010	Creation of department promotional materials, signs and brochures.
The Indispensable Assistant	Organizational skills, time management solutions, stress management techniques, project management assertiveness skills, team work, handling interruptions and delegation.	Increased productivity and management of administrative duties in the BOT department.
Designing Your Online Course	Creating and improving online courses that engage students in an online environment.	Increase productivity and organize information for department use.
Introduction to Microsoft Outlook 2010	Using the many tools Outlook provides to organize and streamline email communication.	Ongoing assessment of Course Outcomes
Dealing with Difficult People	Online seminar providing strategies and vocabulary to defuse difficult situations and people	Expand knowledge and obtain strategies for handling challenging people.
Time Management Tune up	Tips and tricks for managing time efficiently	Develop time management methods for increased productivity
High Impact Communication	Effective workplace communication.	To enhance effective communication.
Leadership Best Practices	Methods of achieving positive and mutually beneficial working relationships for improved performance in the workplace.	Acquire information to improve leadership skills.
Supervisor Success Secrets	Interpersonal communication and Leadership skills	Development of supervisory skills.
Coaching your Team to Higher Performance	Group dynamics, team building and goal setting.	Teambuilding strategies.
Business Advisory Council	Connection to industry and changing skill requirements in the workforce.	Discuss needs of our local business community
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
BOT Department Meetings	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
Flex Lab Meeting	Updates, curriculum discussion policy and procedures discussion and revision and problem solving.	Improve lab function through discussion with lab instructional staff.
Division Meeting	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Classified Staff Convocation	Speakers and activities designed to engage staff in the mission and goals of the college and acknowledge the accomplishments of the past year.	Dissemination of information regarding changes in education budget and staffing related to Classified staff.
Academic Staff Convocation	Speakers designed to inform and engage staff in the mission and goals of the college and provide information at the state and local levels.	Distribution of policy and legislative information for the State Chancellors office, Governing board and site administration.
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazards prior to and during an active shooter situation.

Sabbaticals, Conference, Workshop and Staff Development Activities—Barb Gillespie, Assistant Professor

Name	Activity	Relevance
Office Professional Training Activities	Staff Meetings, conferences, fund raising	Ongoing support of OPT program
Southern California Winter Institute	MiraCosta College, Oceanside. January, 2007.	Online Teaching, Podcasting, Flash and Voice Over IP.
Faculty Summer Institutes	Participated in Student Success Summer Institutes for Faculty	Learned skills and strategies to promote student success
Student Learning Outcomes Workshops	Development, Data Collection, Evaluation Reports	Ongoing assessment of Course Outcomes
Business Advisory Council	Annual meetings with Business Representatives	Discuss needs of our local business community
Community Open House	April 2013 Celebrating the 50th Anniversary	Showcase of BOT courses to the public
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation
Department In-service training	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
Division meetings: semester and ongoing	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Flex Lab Trainings	Semester in-services to update staff	In-service on software, policies and procedures for Flex Lab courses
Online Teaching Conference	Annual @one Online Teaching Conferences	See demonstration of latest technologies and design strategies for online courses.
Academic Senate	Meetings held throughout the year	Collaboration on college governance and adopting resolutions.
Publisher's presentations	Hands-on training for new versions of MS Office 2007, 2010, Windows 7	Learn new software and assessment tools.
California Business Education Association	Attended conference in Newport Beach	Curriculum development, networking, obtain leadership seminars
Hiring Committee	Participated in hiring for College Cashier	Learn the process for selection of new people to fill important positions on campus.
Grievance Committee	Member of committee. Meet when students have grievances to solve.	Campus support. Committee members always needed for important issues.
Scholarship Committee	Member of committee who reads letters and applications from students each semester who seek financial awards.	Learn process for how aide is awarded as well as gain insight on students' needs.

Sabbaticals, Conference, Workshop and Staff Development Activities-Julie Hollyfield, Adjunct Instructor

Name	Activity	Relevance
CPT Updates and the Importance of Coding and Chargemaster Seminar	Full day seminar, with 5 CEUs earned for CCA credential, January 14, 2014	Maintain currency in CPT (Current Procedural Coding) coding for BOT167 Medical Coding.
Customizing Your Certified Electronic Record Technology	Webinar, September, 5, 2013, with 2 CEUs earned for CCA credential	New information for meaningful use as directed by the HITECH and Affordable Care Acts. Information relevant to BOT 165 Medical Insurance Billing as it relates to mandates for Electronic Health Records.
Post Acute Care Coding (ICD-9-CM and ICD-10-CM) Seminar	Full day seminar, with 5 CEUs earned for CCA credential, August 13, 2013	Gain competency in ICD-10-CM coding in preparation for the new coding system scheduled for October 2014. This coding system is part of the BOT 165 and BOT 167 curriculum.
2013 and 2014 CCA Certificate Self Review	September 2013, March 2014	Required for Certified Coding Associate (CCA) credential. Certifies currency in coding for 2013 and 2014
CCA Examination	July 16, 2012, Two hour certification exam passed for CCA credential	Required for Certified Coding Associate (CCA) credential. Certifies competency in ICD-9-CM and CPT coding
AHIMA CCA Subject Tests	5 Tests- 2 hours each test July 13-15, 2013	Required for Certified Coding Associate (CCA) credential. Certifies competency in ICD-9-CM and CPT coding
ICD-10-PCS Procedure Coding Fundamentals	Full day seminar for 6 CEUs earned for CCA credential, May 26, 2011	Gain competency in ICD-10-CM coding in preparation for the new coding system scheduled for October 2014. This coding system is part of the BOT 165 and BOT 167 curriculum.
Making Corrections in the EHR	Webinar for 2 CEUs on March 11, 2010	Update knowledge in Electronic Health Records (EHR) as required for HITECH act meaningful use. Applies to BOT 165 Medical Billing.
Student Learning Outcomes Workshops	Development, Data Collection, Evaluation Reports	Ongoing assessment of Course Outcomes
Division meetings: semester and ongoing	Division meeting to inform Departments of issues, policies and procedures	Informs Department of budgets, policies and procedures, and planning
Blackboard Training Workshops	Series of three workshops on the set up and functionality of blackboard sites attended during Flex Week	Used to create blackboard sites for BOT 165 and BOT 167 for announcements, grades, handouts, PowerPoint lectures, homework answers, career links, industry websites, etc.
PowerPoint Training Workshop	Workshop on advanced functionality in PowerPoint offered during Flex Week	Advanced techniques in video streaming and animation.
BOT department meetings: semester and ongoing	Informational meetings to discuss new procedures and requirements for the upcoming semester	New syllabus requirements and new policies and procedures are discussed. Teaching strategies are presented.

Sabbaticals, Conference, Workshop and Staff Development Activities-Laurel Klotz, OPT Counselor

Name	Activity	Relevance
STOP Domestic Violence	Domestic violence workshop	Helpful for working with the majority of OPT students who have either been exposed to or participate in domestic violence
A Warrior's Journey; A Journey from Trauma to Healing	Workshop on trauma therapy	Valuable techniques for identifying symptoms of trauma exposure and promoting healing, leading to higher functioning
Trauma Informed Parenting	Workshop on dealing with trauma as a parent and parenting children exposed to trauma	Learning techniques for helping adults deal with their own trauma and for parents dealing with traumatized children (i.e. domestic violence)
Dangerous Patients	Seminar on identifying and dealing with aggressive or dangerous individuals	Important information on identifying potentially dangerous situations and diffusing them
Conflict Resolution	Workshop on preventing and dealing with conflict	Communication skills and other helpful methods of preventing and/or resolving conflict
Avoiding Liability	Workshop reviewing legal and ethical issues	Presented with new and existing laws and ethical rules for use with adults and minors
EMDR	Training in Eye Movement Desensitization and Reprocessing (EMDR) therapy	Training in use of EMDR, the treatment of choice for dealing with all levels of trauma, from relaxation skills to severe PTSD
EMDR for Acute Trauma	Training in use of EMDR in acute trauma situations	Use of EMDR in acute traumatic situations such as domestic violence, homelessness, etc., common with OPT students
Legal and Ethical Issues in Therapy	Continuing education in current legal and ethical issues	Update on most recent legal and ethical standards and requirements
Memory: A Seminar for Health Professionals	Workshop on new information on how the memory works	Important information on how the brain learns and techniques helpful to students to increase memory skills
Recent Traumatic Protocol	Training on dealing with individuals who have recently experienced trauma	Presented options for working with individuals immediately after traumatic events to prevent PTSD
Trauma Informed Parenting	Workshop on techniques used to work with parents dealing with a child who has experienced trauma	Learned how to help parents deal with traumatized children (often from domestic violence) to decrease stress within the entire family
Theraplay	Training on techniques incorporating play as a healing technique with children and adults	Learned play techniques to teach the OPT students which are helpful in reducing stress levels and healing from the negative effects of trauma
		*Many of the above activities involve decreasing the effects of trauma. A very high percentage of OPT student have experienced medium to severe levels of trauma which impacts all areas of their lives, including their ability to focus and learn in school and to interact with teachers and fellow students.

Sabbaticals, Conference, Workshop and Staff Development Activities-Mary Leslie, FT Professor

Name	Activity	Relevance
Office Professional Training Activities	Staff Meetings, special events, conferences, fund raising activities	Ongoing leadership and support of OPT program.
Business Advisory Council	Annual meetings with Business Reps	Discuss needs of local business community.
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potentially hazardous situations prior to and during an active shooter situation.
Division meetings: semester and ongoing	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
BACK TO WORK 50+ Community Colleges Kickoff	January 2014 Launch Meeting for AARP Foundation Grant	Representing Grossmont College at organizational meeting of 12 community colleges implementing project.

Sabbaticals, Conference, Workshop and Staff Development Activities-Lanette McFadden, Adjunct Instructor

Name	Activity	Relevance
Curriculum Review BOT 161, BOT 170	Revised Curriculum and Syllabi for BOT 161 Medical Terminology, and BOT 170 Medical Office Procedures August 2009	To update material in both classes to keep current with work force trends and advancements.
CTE (Career and Technical Education) Meeting	Department Meeting of Allied Health Career Program Faculty. August 2009	Collaboration with other health career programs to determine the validity of Medical Terminology as a prerequisite.
Writing Across The Disciplines	Informational workshop focusing on implementing writing skills in classes other than academics. January 2010	To garnish ideas on using writing assignments in MOA.
Ethics For Educators	Workshop focusing on ethical issues regarding students, such as confidentiality guidelines. August 2011	Information was used to create in-class regulations regarding confidentiality, such as test score posting.
Dealing With Cheating	Round table discussion based on faculty experiences with students cheating and faculty responses and college policy regarding student cheating. August 2011	To identify various methods of cheating used among students and to understand the college policy and instructor rights when dealing with students who cheat.
CBEA Webinar: Teaching Strategies	Webinar focusing on various teaching methods and pedagogy.	To incorporate different teaching methods in the classroom.
Retirement and Long Care Planning	Workshop focusing on strategies for successful retirement in a financial sense and long term planning regarding financial aspects, health care, and social aspects. January 2012	To gather information to use in a Medical Office Procedures lecture on the topic of elder-care and caring for the elderly patient.
Student 101	Information workshop regarding who our first time students are and what they expect from their college experience. January 2012	To gather insight into the diversity of incoming students.
Active Shooter Training	Informational video and discussion presented by the Campus Police department. August 2012	To understand the correct procedures to follow in the event of an active shooter situation on campus.
Data on Student Outcomes	Information on creating SLOs and gathering statistical information on student success rates. January 2013	To help create meaningful SLOs for BOT 161 and BOT 170.
Muslim Journeys	Discussion regarding the difficulties and challenges Muslim students encounter entering the U.S. while attending college here. Aug. 2013	To gain insight into student populations, to relay information to students regarding resources, incorporate information into lectures about cultural diversity in the workplace.
Grief Workshop	Workshop focusing on the stages of grief and various cultural and religious views of death. August 2013	Information incorporated into lectures regarding elder-care and dealing with grief where death is more prevalent.
Division Meetings	Semester meeting led by the Division Dean informing faculty of policies, changes, and new procedures. 2007-2013	To keep abreast of changing campus policy changes.
BOT Department Meetings	Semester meeting of BOT faculty and coordinators to discuss department policies, changes, and campus procedures 2007-2013.	To keep current with any department/campus policy changes.
All Campus Faculty Convocation	Semester meeting for the entire campus focusing on economic climate, college policies. And changes in procedures. 2007-2013	To keep current with changes in administrative positions and campus policies.

Sabbaticals, Conference, Workshop and Staff Development Activities – Illyana McManus, Adjunct Instructor

Name	Activity	Relevance
Convocation	Semester meeting for the entire campus focusing on economic climate, college policies. And changes in procedures.	To keep current with changes in administrative positions and campus policies.
Flex Lab Meeting	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
Flex Lab presentation (BOT 105)	Data Entry Software	Providing explanation to instructors.
OPT meeting	Staff Meetings, conferences, fund raising	Ongoing support of OPT program.
OPT activities	ch1 orientation and registration	Student success.
Department meeting	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
MyITLab training	Semester in-service to present staff with publisher software presentation.	In-service on software use.
BOT Department activities	Semester meeting of BOT faculty and coordinators to discuss department policies, changes, and campus procedures	To keep current with any department changes or campus policy changes.
SNAP presentation	Semester in-service to present staff with publisher software presentation.	In-service on software use.
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.

Sabbaticals, Conference, Workshop and Staff Development Activities-Monalisa Patnaik, Adjunct Instructor

Name	Activity	Relevance
Office Professional Training Activities	OPT Retreat, Mentor Night, fund raising	Ongoing support of OPT program.
Faculty Summer Institute	Participated in Student Success Summer Institute for Faculty	Skills and strategies to promote student engagement and success.
Business Advisory Council (BAC)	Annual meeting with Business Representatives	Discuss needs of our local business community.
Division Meetings	Meeting each semester	Division-updates of budgets, policies and procedures; and planning.
BOT Department Meetings	Meeting each semester	Department updates/announcements.
BOT Flex Lab Meetings	Meeting each semester	Department- Updates on software, policies and procedures for Flex Lab courses.
BESAC (Business Advisory Statewide Advisory Committee) Conference	Participated in conference in 2012	Curriculum development ideas.
STEM Institute	Participated in various workshops-2013	Curriculum development strategies.
CBEA (California Business Education Association) State Conferences	Participated in the State Conferences in 2012 & 2013	Curriculum development enhancements.

Sabbaticals, Conference, Workshop and Staff Development Activities- Mark A. Pressnall, Associate Professor

Name	Activity	Relevance
Office Professional Training Activities	Staff Meetings, conferences, fund raising	Ongoing support of OPT program.
Workforce Leaders Institute	Institute at UCLA Lake Arrowhead Conference center, April 2007	Workforce programs planning strategies.
Southern California Winter Institute	MiraCosta College, Oceanside. January, 2007.	Online Teaching, Podcasting, Flash and Voice Over IP.
Student Success Committee	Grossmont College Fall 2011-Spring 2012	Served on committee overseeing Student Success Funds allocation for proposed activities.
Faculty Summer Institutes	Coordinated and Participated in Student Success Summer Institutes for Faculty	Presentation of skills and strategies to promote student success.
Student Learning Outcomes Workshops	Development, Data Collection, Evaluation Reports	Ongoing assessment of Course Outcomes.
Business Advisory Council	Annual meetings with Business Representatives	Discuss needs of our local business community.
Community Open House	April 2013 Celebrating the 50th anniversary	Showcase of BOT courses to the public.
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation.
Department In-service training	Semester in-services to update staff	Meet with Department members to inform ongoing Department policies and procedures.
Division meetings: semester and ongoing	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
Flex lab trainings	Semester in-services to update staff	In-service on software, policies and procedures for Flex Lab courses.
Online Teaching Conference	Annual @one Online Teaching Conferences	See demonstration of latest technologies and design strategies for online courses.
Conflict Management workshop	Workshop from Victoria Hankins PDC	These five tools are: Disengage, Empathize, Inquire, Disclose and Depersonalize. You will also receive a handy desk reference on the five tools.

Sabbaticals, Conference, Workshop and Staff Development Activities- Sandra Sikes, Professor

Name	Activity	Relevance
Staff Development	Intro to Blackboard Course development in Blackboard Advanced Blackboard use	Prep for online teaching.
Staff workshop	Intro to MyITLab	Prep for online teaching.
	MyITLab for the Flex Lab	Prep for Flex Lab teaching.
Staff workshop	Intro to Glencoe – McGraw-Hill GDP software	Learn keyboarding software to be used in the Flex Lab courses.
Staff workshop	Intro to Office 2010	Prep for online and Flex Lab courses.
Staff workshop	Version upgrade for MyITLab	Online and Flex Lab course prep.
Attended All Staff Development workshops 2007-2013	Various	Professional Enhancement, Maintain currency.

Sabbaticals, Conference, Workshop and Staff Development Activities-Thomas Smerk, Adjunct Instructor

Name	Activity	Relevance
Flex lab trainings	Semester in-services to update staff	Learn new software, policies and procedures for Flex Lab instructors
BOT Flex Lab meetings	2001-2014	Department
Division meetings each year	Division meeting to inform faculty of issues, policies and procedures.	Informs faculty of budgets, policies and procedures, and planning.
Department meetings each year	BOT Department meetings to learn about new skills, courses and procedures.	Informs faculty of policies and procedures at the department level
Convocations	Attend convocation for all College faculty	Develop awareness about Grossmont College and it's programs
Flex-Week workshops - 2001-2012	Attend a variety of workshops	Learn new skills and new technologies
Professional Development – Interactive Multimedia Development Committee - 2007-2009	Attended classes, workshops and participated in pilot program for Adobe interactive multimedia software	Update skills and learn to engage student using multiple media formats designed to increase student retention
Online Class – CIS190 - 2008	Attended a 2-credit 16 week online course for Microsoft Windows Vista Professional	Skills improvement
Online Class – LIR110 - 2008	Attended a 2-credit 16 week online course for library and online research skills	Skills improvement
Blackboard Training Workshops – 2006-2008	Attended classes to learn Blackboard courseware system	Learn how to develop online courses to reach a wider segment of new students
International Virtual Assistant's Association (IVAA)	Annual conference 2011 – Portland, OR	Multiple day conference intermingling business educators with international self-employed office entrepreneurs.
International Virtual Assistant's Association (IVAA)	Annual conference 2010 – Phoenix, AZ	Multi-day conference networking business educators with self-employed office entrepreneurs from all over the world
Publisher's presentations	Hands-on training for MS Office 2007, 2010	Learn new software assessment tools.

Sabbaticals, Conference, Workshop and Staff Development Activities-Linda Snider, Associate Professor

Name	Activity	Relevance
Office Professional Training (OPT) Activities	Staff Meetings, conferences, fund raising	Ongoing support of OPT program
Workforce Leaders Institute	Institute at UCLA Lake Arrowhead Conference center, April 2007	Workforce programs planning strategies
@ONE Summer Institute	MiraCosta College, Oceanside. June, 2007.	MS Office Suite 2007 version; hands-on workshops to learn new format
Flex lab trainings	Semester in-services to update staff	In-service on software, policies and procedures for Flex Lab courses
Faculty Summer Institutes	Coordinated and Participated in Student Success Summer Institutes for Faculty	Presentation of skills and strategies to promote student success
Student Learning Outcomes discussion with department faculty	Development, Data Collection, Evaluation Reports	Ongoing assessment of Course Outcomes
Business Advisory Council	Annual meetings with Business/Industry Representatives	Discuss needs of our local businesses in the community
Community Open House	April 2013 Celebrating the 50th anniversary	showcase of BOT courses to the public
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation
Department In-service trainings	Semester in-services to update staff	Meet with department members to inform ongoing department policies and procedures.
Division meetings: throughout the semester	Division meeting to inform faculty of issues, policies and procedures.	Informs faculty of budgets, policies and procedures, and planning.
Grossmont/Cuyamaca Joint Department Meeting	Discuss curriculum, software and hardware issues.	Meeting of the minds to be in alignment as much as possible.
Quality Matters	Improving Your Online Course workshop	Instructional review for web course
Drew & Associates	Grant Writing workshop	Learn how to write for funding
Western Business Education Association (WBEA) annual conferences	Attended Ogden, UT: 2013; Newport Beach: 2012* Seattle: 2011; Reno: 2010;	Curriculum development, networking with fellow business educators, makes conference presentations, attend board meetings and leadership seminars.
California Business Education Association (CBEA)	Attend annual conferences statewide: San Diego, Sacramento, Riverside, Monterey, San Jose, Newport Beach,	Curriculum development, networking with fellow business educators, makes conference presentations, attend board meetings and leadership seminars.
Academic Senate	Meetings held throughout the year	Collaboration on college governance and adopting resolutions;
CCC: Chairs/Coordinators/Council	Monthly meetings throughout the year	Discussion amongst fellow dept. heads on proposed college policies, trends, etc. impacting faculty and students.
SDICCCA Faculty Internship	Coordinator meetings	Brainstorm monthly workshop ideas for future planning for faculty interns
CA Special Populations	"Tools for Change" Conference	Learn about non-traditional programs and participants and integrating new strategies for CTE depts.
ICT: Information Computer Technology	Regional consortia meeting	Discuss Deputy Sector Navigator issues, faculty and student internships, advisory council member input from industry
Grossmont College	Retreats/Planning Forums	Help design new goals for the following year;

Grossmont College	Annual Career Expo	Represent our dept. by promoting our courses, certificates/degrees and programs.
WBITE	Professional Development Institute (PDI)	Learn more about leadership positions within professional organization;
BESAC	Business Education Statewide Advisory Council meetings and conferences	Interact with industry professional for curriculum relevance; vital workshops specifically for business office technology courses in California;
Calif. Academic Senate	Vocational Education Leadership Institutes	Informative conferences with keynote speakers, hands-on sessions and breakouts related to CTE issues;
International Society of Business Education (ISBE)	Annual conference – Vienna, Austria	Multiple day conference intermingling with business educators from all over the world
CFT: Calif. Federation of Teachers	CTE Committee membership	Meet quarterly to discuss trends in CTE, legislative issues, proposals, etc.
LA/OC Regional Consortiums	LEADERSHIP INSTITUTE	Personal strengths symposium
	Workforce Leadership Institute	Collaboration techniques
Publisher's presentations	Hands-on training for new versions of MS Office 2007, 2010, Windows 7	Learn new software assessment tools.

Sabbaticals, Conference, Workshop and Staff Development Activities-Sosha Thomas, Adjunct Instructor

Name	Activity	Relevance
Office Professional Training Activities	Microsoft Classes on line and classroom training	Ongoing support of OPT program
Professional Leadership Development	County of San Diego 2012 –strategies to be a leader	Develop skills to be a better instructor for students
LEAD San Diego 2009	opportunity to meet and network with top San Diego leaders in business, civic, government, military and nonprofit sectors. Described as a "master's degree" on San Diego, IMPACT provides a comprehensive view of the major issues facing the San Diego region.	Understand the needs of San Diego and how the BOT program can be beneficial to the San Diego community
Train the Trainer 2000 - 2008	Sexual Harassment Training Diversity Training Customer Service Training	Trained trainers to teach these classes to government employees in the San Diego Sheriff's Department
Faculty Summer Institutes	Coordinated and Participated in Student Success	Presentation skills and strategies promoting student success
Student Learning Outcomes Workshops (GUHS) Adult Education (1998 – 2002)	Development of SLOs, and curriculum for adults incarcerated in San Diego Jails	Ongoing assessment of Course Outcomes
Business Advisory Council	Annual meetings with Business Representatives	Discuss needs of our local business community
Active Shooter Training	July 2013 Active Shooter Training presented by College Public Safety	To identify potential hazardous situations prior to and during an active shooter situation
MYITLAB	Software training	Excellent program to aid instructors in course development, especially testing
Division meetings:	Division meeting to inform Departments of issues, policies and procedures.	Informs Department of budgets, policies and procedures, and planning.
Flex lab trainings	Semester – updates on policies and new material for BOT	In-service on software, policies and procedures for Flex Lab courses
Online Teaching Blackboard Course	@one Online Teaching Blackboard 9	Techniques and design strategies for online courses.
Conflict Management workshop (The Exchange)	Workshop held by National Conflict Resolution Center	These five tools are Disengage Empathize, Inquire, Disclose and Depersonalize. You will also receive a handy desk reference on the five tools.
International Personnel Management Association	Monthly trainings: various topics focused on improving teams.	Assist in developing the team atmosphere in the flex lab
Disaster Preparedness	Understand the threats that face San Diego and how to be prepared	Emergencies can happen when I am teaching, assist in understanding what needs to be done
Facilitation Skills	Understanding how to facilitate a class not just present in class	Be a better instructor
Emotional Intelligence	Held by the Regional Training Center of San Diego	Self-assessment of how to react and interact with others. Assist in dealing with students and peers
Stephen Covey's Speed of Trust	2 Day workshop training	Building trust with students and peers
Leadership, Mentoring & Coaching for Trainers	The Regional Training Center – 2 day workshop	Focus on using skills learned as a trainer/teacher

Appendix 9-Grossmont WSCH Analysis Report

Total	Fall Semesters							Spring Semesters						
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13
Total FTEF	7.86	8.57	9.76	10.06	9.54	9.57	7.89	8.26	8.95	9.72	10.25	10.21	9.05	9.28
Max WSCH	5756.85	5997.03	6998.00	8055.00	7030.00	6863.00	5540.00	5532.91	5933.46	7564.00	8719.00	7804.00	6520.00	6653.00
Max WSHC/FTEF	732.42	699.69	717.32	801.02	736.75	717.47	702.17	669.52	663.10	778.20	850.63	764.34	720.38	717.10
Max Enrollment	n/a	n/a	2717.00	3019.00	2769.00	2703.00	2217.00	n/a	n/a	2980.00	3036.00	2804.00	2387.00	2558.00
Earned WSCH	2238.33	2016.58	3330.50	4050.10	3949.40	3879.00	4263.30	2271.32	3339.18	2170.00	4458.70	4115.30	4128.00	4241.00
Earned WSCH/FTEF	284.77	235.28	341.39	402.76	413.90	405.52	540.36	274.85	373.18	223.25	434.99	403.06	456.09	457.12
% of Max	38.88	33.63	47.59	50.28	56.18	56.52	76.95	41.05	56.28	28.69	51.14	52.73	63.31	63.75

APPENDIX 10: SUCCESS AND RETENTION BY AGE, ETHNICITY AND GENDER

Degrees and Certificates Awarded by Semester, for CTE Division and the whole College

CTE Division Totals

	FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
Degrees	53	107	71	124	55	142	50	112	77	160	70	128	61	150
Certificates	66	126	76	139	68	163	66	141	85	182	85	140	67	167

Grossmont College Totals

	FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
Degrees	293	613	319	680	253	755	263	693	298	691	289	708	270	890
Certificates	88	215	101	212	83	234	95	228	112	324	180	486	165	641

CTE Division, Summary of Grade Distributions over four recent semesters

	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W
SP13	6610	148	2132	201	231	1359	147	131	873	299	934	115	27	13	1523
FA12	6571	149	1948	224	183	1450	174	121	950	379	877	88	28	0	1292
SP12	6292	104	2066	189	200	1237	120	116	913	344	892	88	23	0	1550
FA11	6893	164	2257	236	201	1452	158	139	896	340	959	77	11	0	1641
Total	26366		9818			6912			4139	1362	3662	368	89	13	6006
Percent	--		37.2%			26.2%			15.7%	5.2%	13.9%	1.4%	0.3%	0.0%	22.8%

Grossmont College Enrollment by Gender, Age, and Ethnicity for Fall Semesters

## Enrollment by Gender (Unduplicated Student Counts)

Female: 9694, 10305, 10749, 11749, 11143, 11054, 9951
Male: 7151, 7618, 7894, 8871, 8736, 8811, 8011
Not Reported: 106, 129, 157, 192, 170, 195, 137

Terms: 2006FA, 2007FA, 2008FA, 2009FA, 2010FA, 2011FA, 2012FA
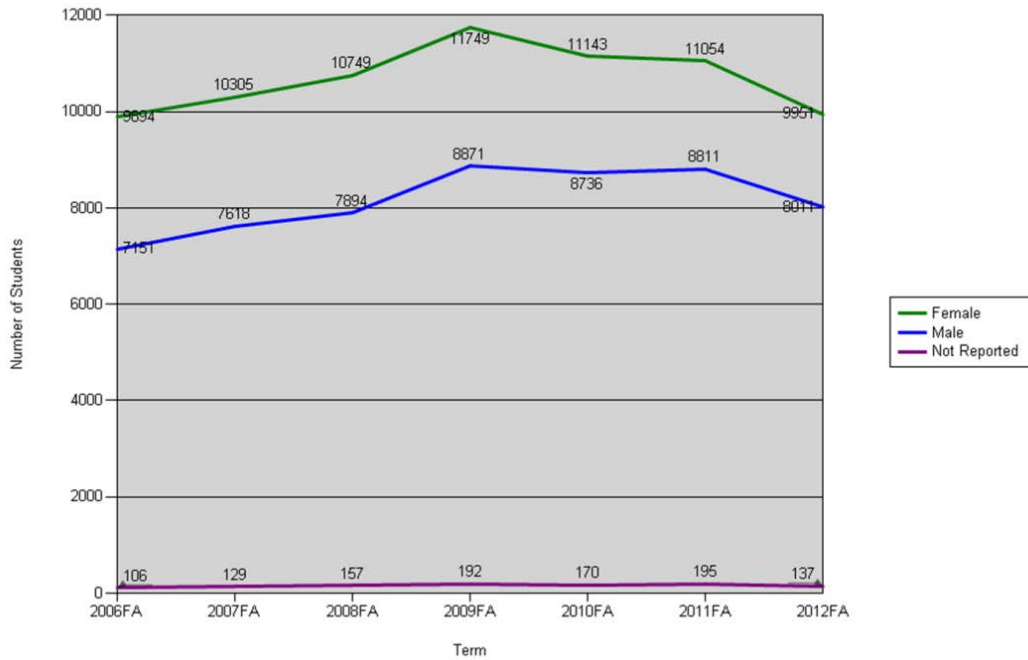
Enrollment by Age (Unduplicated Student Counts)

20-24: 6117, 6437, 6851, 7697, 7525, 7310, 7054
19 or less: 5267, 5650, 5850, 5885, 5743, 5935, 5200
30-49: 2812, 2921, 2943, 3418, 3184, 3174, 2789
25-29: 2153, 2197, 2326, 2853, 2766, 2811, 2347
50+: 802, 847, 830, 959, 831, 830, 709

Terms: 2006FA, 2007FA, 2008FA, 2009FA, 2010FA, 2011FA, 2012FA

154
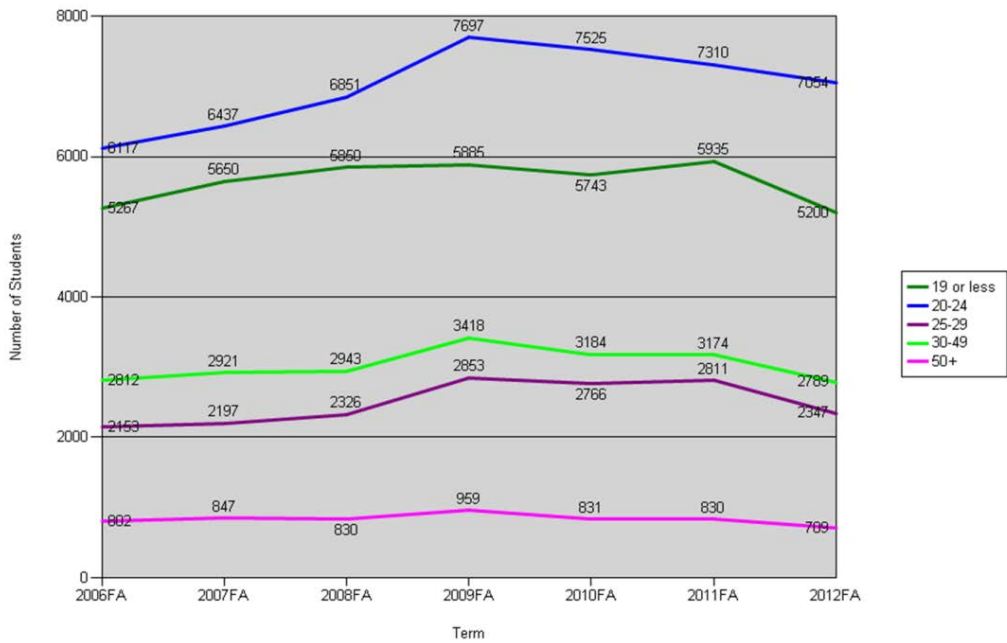
Enrollment by Ethnicity (Unduplicated Student Counts)
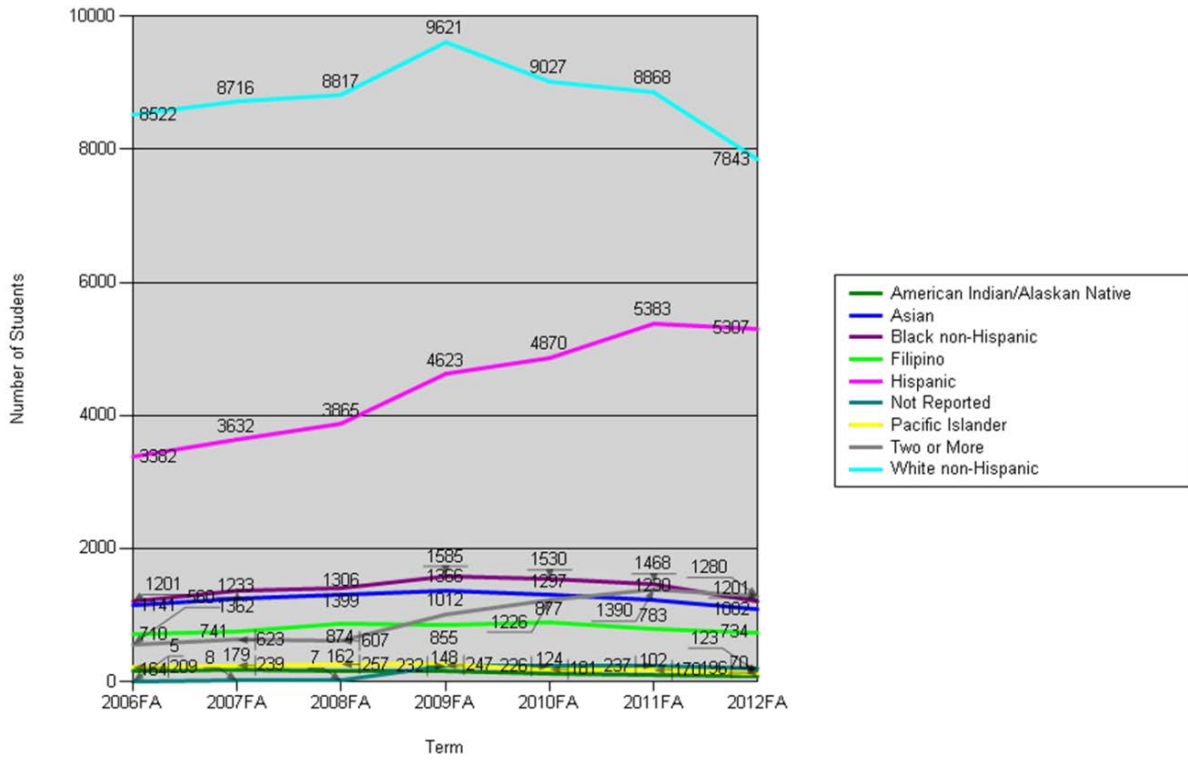
Success and Retention for CTE compared to Grossmont
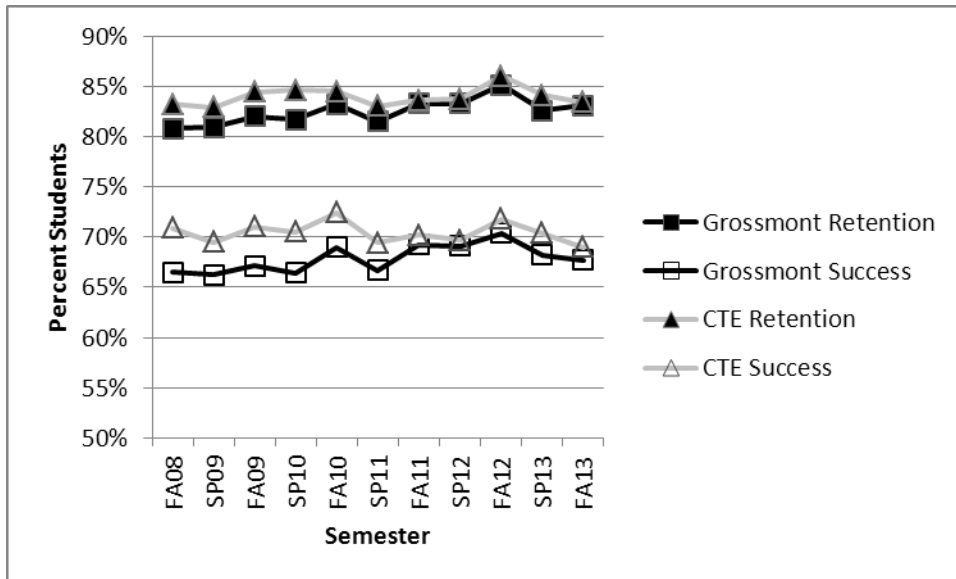
Success in <u>All Courses at Grossmont</u>, shown split out by Ethnicity and by Age [Retention shows similar patterns across Ethnicity and Age but with less disparity between groups; For Gender, retention is the same between males and females and success is 2-4% higher for females than males]

Success: All Courses, By Ethnicity

Success: All Courses, By Age
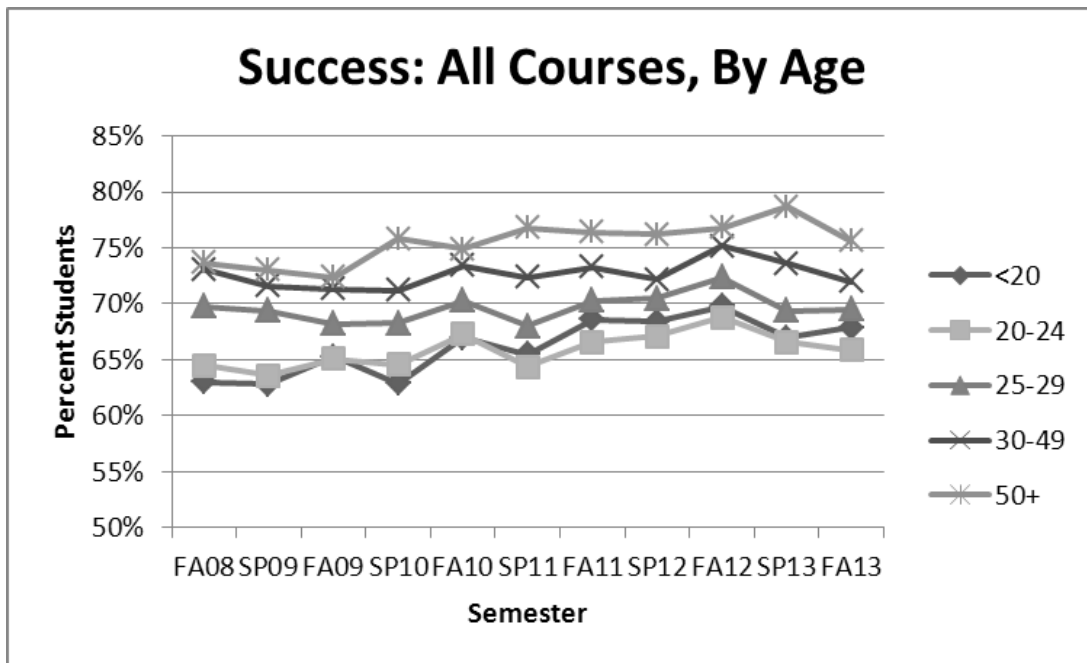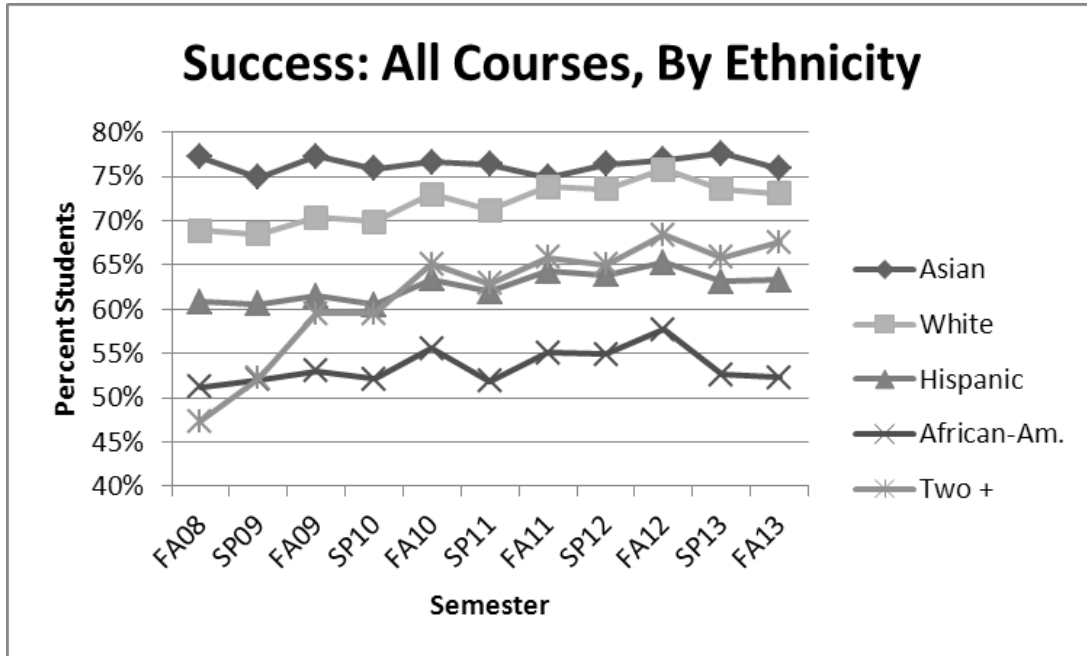
Appendix 11-Grossmont College Program Review-Program Review Data Elements:
This report comes from the district financial analyst. The Program Review chair will request it for you and see that you get it. If you have any questions, contact the chair or Instructional Operations, x7153. This gives you your Total WSCH, Total FTES and Cost per FTES Data and is used to fill in the table for Appendix 12 and answer questions from Section 10.

GCCCD
Grossmont College Program Review
Program Data Elements

	06/07	07/08	08/09	09/10	10/11	11/12	12/13

BOT (051400)

Course #

BOT 094	BOT 105	BOT 123	BOT 179
BOT 095	BOT 106	BOT 124	BOT 201
BOT 096	BOT 107	BOT 125	BOT 203
BOT 097	BOT 108	BOT 126	BOT 219
BOT 100	BOT 109	BOT 127	BOT 223
BOT 101	BOT 110	BOT 129	BOT 298
BOT 101A	BOT 111	BOT 130	BOT 299
BOT 101B	BOT 114	BOT 151	* BUS 086
BOT 102A	BOT 115	BOT 153	* BUS 229
BOT 102B	BOT 116	BOT 163	* BUS 235
BOT 103A	BOT 117	BOT 165	* BUS 299
BOT 103B	BOT 118	BOT 167	* CSIS 172
BOT 103C	BOT 120	BOT 170	* CSIS 299
BOT 104	BOT 121	BOT 176	

WSCH/FTES	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Summer- WSCH	604.00	719.00	301.00	103.00	570.75	258.00	0.00
Fall- WSCH	2,076.33	2,722.22	2,391.00	2,311.50	2,250.00	2,221.00	2,864.50
Spring- WSCH	2,238.32	3,132.18	1,399.00	2,598.70	2,404.80	2,569.00	2,445.00
Total WSCH	4,918.65	6,573.40	4,091.00	5,013.20	5,225.55	5,048.00	5,309.50
Total FTES	163.96	219.11	136.37	167.11	174.19	168.27	176.98
Unrestricted General Fund Cost	665,000.00	689,700.00	764,160.00	727,696.00	678,025.00	627,660.00	626,996.00
Costs per FTES	4,055.87	3,147.73	5,603.58	4,354.59	3,892.45	3,730.08	3,542.75
Restricted General Fund Cost (Grants, Categorical funds)	19,336.00	14,495.00	8,046.00	0.00	0.00	0.00	0.00

	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Medical Office Technology (051420)							
Course #							
BOT 161							
BOT 165							
BOT 167							
BOT 170							
BOT 219							
WSCH/FTES							
Summer- WSCH	54.00	69.00	27.00	138.00	0.00	132.00	0.00
Fall- WSCH	69.00	150.00	78.00	940.00	1,015.00	1,505.00	790.00
Spring- WSCH	60.00	181.00	385.00	1,059.00	703.00	892.00	948.00
Total WSCH	183.00	400.00	490.00	2,137.00	1,718.00	2,529.00	1,738.00
Total FTES	6.10	13.33	16.33	71.23	57.27	84.30	57.93
Unrestricted General Fund Cost	7,432.00	23,252.00	12,579.00	71,935.00	93,193.00	78,311.00	77,780.00
Costs per FTES	1,218.36	1,744.34	770.30	1,009.90	1,627.26	928.96	1,342.65
Restricted General Fund Cost (Grants, Categorical funds)	49,894.00	63,029.00	66,082.00	109,953.00	270,390.00	0.00	0.00

Appendix 12-Fiscal Data: Outcomes Profile (This will be provided by the Program Review Research Liaison): This is a quick glance sheet that is constructed using the information off "Reports", Appendices 9 and 11. Contact your chair or coordinator for your "Other Revenue". For this chart you can find the following data at the indicated places below:

Enrollment: Reports
Earned WSCH/FTEF: Appendix 9
Total FTES: Appendix 11
Cost/FTES: Appendix 11
Total Cost/Fiscal Year: Appendix 11 on the "Unrestricted" line.
Total Revenue: Multiply FTES by Credit Cost (from the state) Find the Credit Cost for each year below.

Credit Cost by Year Data (per FTES)

03/04 - $3620
04/05 - $3946
05/06 - $4494
06/07 - $4123
07/08 – $4564.83
08/09 – $4564.83
09/10 – $4564.83
10/11 - $4564.83
11/12- $4564.83
12/13 - $4564.83

APPENDIX 12

Fiscal Data: Outcomes Profile

1. Semester & Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
2. Enrollment	1081	1124	1415	1667	1560	1681	1891	1811	1883	1767	1753	1684	1832	1750
3. Earned WSCH/FTEF	284.8	274.8	235.3	373.2	341.4	223.3	402.8	435.0	413.9	403.1	405.5	456.1	540.4	457.1
4. Total FTES	170.06		232.44		152.7		238.34		231.46		252.57		234.91	
5. Cost/FTES	$3,954.09		$3,067.68		$5,086.70		$3,355.00		$3,331.97		$2,795.15		$3,000.20	
6. Total Cost/Fiscal Year	$672,432.00		$713,052.00		$776,739.00		$799,631.00		$771,218.00		$705,971.00		$704,776.00	
7. Total Revenue	$701,157.38		$1,061,049.09		$697,049.54		$1,087,981.58		$1,056,575.55		$1,152,939.11		$1,072,324.22	
8. Other Revenue	$69,230.00		$77,524.00		$74,128.00		$109,953.00		$270,390.00					
*This table reflects the sum of courses under the 051400 and the 051420 TOPS codes														

COST – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

EARNED WSCH/FTEF – These numbers are found in "Reports" or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

COST/FTES – These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid $4564.83 for Credit FTES and $2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition. See page 9 for more specifics.