Office Technology
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
James, Rhoda A. M.		Lois Bottari

Citrus College

Office Technology

I. Executive Summary

Program Description:
The Office Technology and Computer Applications program prepares students for entry-level office skills and provides employment training that encompasses a broad area of study. The program builds student skills in order to use current office applications using state-of-the-art equipment in order to prepare students for professional careers, transfer study, and/or personal use. The program combines classroom lectures, demonstrations, and individual hands-on training in laboratory facilities as well as online at home training. Faculty members work closely with various industry sectors, professional organizations, and businesses to ensure relevant training.

The Office Technology and Computer Applications program also prepares students for employment specifically as office support personnel, administrative assistants, and as office managers. The program incorporates workplace and lifelong learning skills in the Administrative Office Occupations certificate, Microsoft Office and Office Clerk skills award.

Strengths/Effective Practices:

- Offers a comprehensive program to allow students to acquire practical skills and hands-on experience in a laboratory setting to complete skill awards and a certificate to enhance their office skills.
- Offers skill awards and certificate in a traditional setting and online to be completed within two semesters.
- Utilizes assessment software to improve student success in courses.
- Utilizes Blackboard, Moodle, and CCCConfer to assist in teaching online courses and to facilitate face to face student engagement
- Schedules day and online courses to increase opportunities for students.

Weaknesses/Lessons Learned:

- Lack of additional faculty to offer multiple sections and courses to meet student needs.

- Lack of state of the art equipment specifically (Smart board, CPU, Monitors, Printers, Wi-Fi, Keyboards and/laptops) relevant to current and future technological needs of the program.

- Lack of state of the art equipment to teach voice recognition, mobile/smart phones, and IPad usage.

- Continual review of certificate and skill awards to meet student and employer needs.

Recommendations/Next Steps:

The National Business Education Association (NBEA), which is the nation's leading professional organization devoted to serving individuals engaged in instruction, administration, research, and dissemination of information for and about business, during its current national conference advised that students with the opportunity to practice and apply theory in a live office environment will be better prepared for employment.

The Office Technology and Computer Applications program Advisory Council strongly recommended the curriculum be updated to the current industry standard of Microsoft (MS) Office 2013. The council also recommended curriculum to be created to prepare students in MS Office 365 software as the emerging industry standard and to ensure the lab includes the supporting hardware to accommodate ICloud computing for mobile employment positions. Additionally, the council will provide important guidance in the adoption of 'a live office environment' approach to the lab as the Program responds to industry's recommendation to simulate "real world" setting aligned with employer expectations for curriculum, i.e., technical skills (hardware), software proficiencies, organizing capacity and eventually virtual communications.

It is therefore recommended that Citrus College change the current classroom (LB 201) to a simulated office laboratory for CTE students to complete their coursework in a lifelike office setting thus providing them with a realistic approach to the working environment. Within the simulated office, state of the art equipment will need to be purchased to facilitate current and future technological needs of the CTE students.

CTE students need to be taught the latest software (Office 13) on computers that simulate (mirror) today's offices with Windows 8, and Wi-Fi in a realist office environment. This would allow the students to develop, improve, and expand their use of technology and better prepared them for immediate employment.

In order to continually improve the Office Technology and Computer Applications program, an expansion of the curriculum will include developing a virtual office certificate to be taught in a simulated office environment as well as the use of mobile devices, smartphones, and voice recognition.

Below are additional recommendations for the Office Technology and Computer Applications program:

- Need a full service lab during campus hours to facilitate students with no access to computers.
- Continue to revise existing courses and create new courses that include new and evolving technology.
- Continue to prepare assessments for SLO process.
- Continue the Office Technology Advisory Board to make recommendations to better prepare students for entry level jobs and to update technology and courses to meet the needs of employers.

Office Technology

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
OFF057 Computer Keyboarding	S07	0	0	0	0	Deactivated F13
OFF101 Intro to MS Office Apps	S12	0	1	0	1	SPR14
OFF120 Microsoft Excel	F12	1	1	1	1	SPR14
OFF215 Microsoft Outlook	S11	1	0	1	0	SPR14
OFF260 Computer Keyboarding and Document Processing	S11	0	1	0	1	SPR14
OFF281 Filing and Records Management	S13	0	1	0	1	SPR14
OFF285 Administrative Office Procedures	S12	0	1	0	1	SPR14
OFF294 Microsoft Word	F12	0	1	0	1	SPR14

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Administrative Office Manager	C	2004	1	2	1	Deactivated
Business	AS	1965	173	159	145	127
Word Processing	C	2004		1		Deactivated
Administrative Office Occupations	C	1996				2
Microsoft Office	S					
Office Clerk	S					

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Section counts

The Office Technology and Computer Applications program sections were revised in the 2013-14 school year to include all courses offered in traditional and online settings. The chart below is the annul schedule for all courses during the winter, spring, summer, and fall terms.

Office Technology and Computer Applications Program Section Schedule			
Winter	**Spring**	**Summer**	**Fall**
OFF 215 Microsoft Outlook—Online (Hybrid) OFF 120 Microsoft Excel—Online (Hybrid)	OFF 101 Introduction to Microsoft Office Applications--Online OFF 120 Microsoft Excel—Traditional on campus OFF 260 Computer Keyboarding and Document Processing—Online OFF 281 Filing and Records Management-Online OFF 285 Administrative Office Procedures—Traditional on campus OFF 294 Microsoft Word—Traditional on campus	OFF 215 Microsoft Outlook—Online OFF 120 Microsoft Excel—Online	OFF 101 Introduction to Microsoft Office Applications—Traditional on campus OFF 120 Microsoft Excel—Traditional on campus OFF 260 Computer Keyboarding and Document Processing—Traditional on campus OFF 281 Filing and Records Management-Traditional on campus OFF 285 Administrative Office Procedures—Online OFF 294 Microsoft Word—Online

The purpose of the revision is to provide every CTE student the ability to complete the skills award and certificate every semester either on an online tract or traditional on campus tract or both. The courses are offerred in the morning and online.

Enrollment by student Demographics

During the winter, spring, and summer 2013, 64% of the students in the Office Technology and Computer Applications program were female and 34% male. In the fall term 2013, 73% were female with 26% male. The winter 2014 term had the same demographics as the previous year. The spring 2014 had the same demographics as the fall 2013.

Overall, more female students completed courses in the Office Technology and Computer Applications program. In that group of female students the majority are Hispanics followed by Caucasians and Asians between the ages of 20-24 followed by 25-49 respectively.

Success and Retention

Throughout the short terms, winter and summer, the retention rate was 63% to 92% with a success rate of 43% to 76%. During the traditional spring and fall terms, the retention rate was 71% to 82% with a success rate of 42% to 46%. This data indicates that the students have not been as successful during the longer terms. The retention in the program is average and the success rate is very low. With the change in scheduling and the use of assessment software, there should be an increase in the success rate. The instructor will also need to drop the students immediately who are not participating in the course.

V. Student Demographics

In the winter sessions the Citrus College retention rate was 94% with a success rate of 80% as compared to the Office Technolgy and Computer Applications program during the same time with a retention rate of 78% to 92% with a success rate of 64% to 76%. During the summer term the campus retention was 92% with a success rate of 78% as compared to the Office Technolgy and Computer Applications program retention rate of 63% and a success rate of 43%. In the spring and fall terms 2013-2014, Citrus College retention rate was over 90% with a success rate about 69%. The Office Technolgy and Computer Applications program retention rate during this time was 71% to 82% with a success rate 42% to 55%.

The retention rate and success rate for the Office Technolgy and Computer Applications program needs to improve. Encouraging the students to utilize Citrus College services for student success may be one way to increase student success.

The retention rate for all ages during all terms were from 70% to 100% but the success rate was 22% to 79%. The short terms (winter and summer), success rate was higher for all ages than the tradtional terms (spring and fall). The female students had a higher retention and success rate than the male for all terms. The Distance education courses had a higher retention and success rate than the traditional courses. The Asians students had an overall higher retention and success rate as compared to the Caucasions, Hispanics, and African Americans respectively.

During the winter and summer sessions, the instructor provides video and online meetings to help the students understand the concepts of the courses. In the regular terms the videos were not used. In future terms, videos will be made available for all students to help improve student success.

VI. Student Accomplishments

Many of the Office Technology and Computer Applications students are completing the skill awards each semester and moving on to complete the certificate

In OFF 285 Administrative Office Procedures, the use of blogs helped the students to understand their areas that need to be developed to be a better office worker. Assigning projects the replicate real world tasks has helped the students to increase their knowledge of working in today's office. While completing this course several students found employment in the office area.

Scheduling Microsoft Outlook during the short term has helped the students to utilize the program as a live scheduling and management program. This also helped the students to understand the functions of the software.

The continual use of MYITLAB as an assessment has help to reinforce the learning of commands and use of the software applications in the OFF 101, OFF 120, and OFF 294 courses. It also reinforces what is discussed in the classroom.

All courses are green--the syllabi, tests, and resources are on Blackboard. Utilizing the servers for MYITLAB, CourseMaster, SAM, Connect, and McGraw-Hill Keyboarding has allowed the students to complete their assignments from anywhere.

2. What did not work well for the course?

For the OFF 120 Microsoft Excel and OFF 294 courses, the students were given additional assignments from the textbook with little instructions to be submitted for teacher grading. It seemed that many of the students could not complete these assignments without additional information such as rubric. I will create a rubric for grading. Although the assignments were created for critical thinking, the students still need additional help.

3. What changes, if any, would you like to see in the course?

I would like for the students comprehension level to improve in order to complete critical thinking problems. The students should be able to create professional documents and spreadsheets with general instructions.

I will continue to use CCCConfer for the online courses which helped the students to interface with the Instructor with Virtual classes.

In OFF 281 CourseMaster will be continually used as an assessment and drill application.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

SUMMER/FALL 2013 Reflections

OFF 101 Introduction to Microsoft Office Applications SLO #1: The students completed a Capstone project which included Excel functions, formulas, charts, and formats. All scores were entered into the gradebook. The students earned 79% or better on the capstone project. The Capstone allowed the students to focus on developing a worksheet from scratch and to update it with formulas, charts and formats to make it professional for the office which is the purpose of this section of the course. Additional critical problems will be assigned to allow the students practice the concepts for a higher percentage.

OFF 120 Microsoft Excel SLO #2: The students were given general information to create the worksheet and then assessed on software mastery, content (including formulas), format and layout and process. The students averaged an overall of 90% or better on these assessments. This assessment enhanced the students' critical thinking skills as well as their knowledge of Microsoft Excel. No changes are necessary.

OFF 215 Microsoft Outlook SLO #1: The students were assessed on the successfulness of sending, retrieving e-mail, creating appointments and meeting, creating contacts and assigning tasks. These tasks were completed with an 85% success rate. Demonstrating and having the students to bring their laptops to work in a live environment helped the students to be successful in completing the tasks. No changes are necessary.

OFF 260 Computer Keyboarding and Document Processing SLO #2: The students completed timed writings to be assessed on speed and accuracy. The backspace key is turned off and the students were allowed one error per minute—if they have more errors they must then repeat the timing until it is accurate. Out of 23 students, 17 received a certificate for a 5' timed

writing submitted with five or less errors. In order to build speed and accuracy we will continue to have daily timed writings. No changes are necessary.

OFF 281 Filing and Records Management SLO #1: The students use Course Master through CengageBrain to practice the filing rules. They could not move to the next question if the data was not filed correctly. An objective test assessed the theory knowledge of the basic filing rules. Using the Course Master product allowed the student to practice filing and to assess their mistakes before moving to the next rule. This procedure has helped the students to be successful in completing the simulation project which demonstrates real life filing. No changes are necessary.

OFF 285 Administrative Office Procedures SLO #1: The students were given case studies, electronic files, and assignments to demonstrate their knowledge in communication, technology, and professional behaviors. The case studies were evaluated based on the data in the chapter and the student work experience. The electronic files were used to format, update, and evaluate changes that may have been necessary. The weekly assignments provided students with various action-oriented, career focused activities. Utilizing various assignments, videos, quizzing, and interactive assignments has helped to students to understand the focus of administrative procedures. No changes are necessary—assignments and team projects do change each semester.

OFF 294 Microsoft Word SLO #1: The students logged on the Internet to register for MYITLAB and enroll in the course. The students also completed a chapter on creating web pages and accessing information from the Internet to paste in their document. MYITLAB is the assessment program used to practice the tasks and complete assignments. The students were successful creating Web pages and importing data from the Internet into documents. No changes are necessary at this time.

WINTER/SPRING 2014 Reflections

OFF 101 Introduction to Microsoft Office Applications SLO #5: Microsoft Outlook application and the Internet Explorer were used to assess the students' knowledge in sending e-mail and accessing the Internet. The students practiced sending e-mail utilizing the Microsoft Outlook application. The students also practice accessing web sites on the Internet. A quiz was given on the use of the Internet and sending/receiving electronic mail. Since the majority of the students utilize personal e-mail as well as school e-mail, no other assessment other than practice was necessary.

OFF 120 Microsoft Excel SLO #1: The students were given a drop box assignment from the textbook in which they are given limited instructions to create, edit, save, and print a worksheet. The students were assessed on following instructions and creating a professional looking spreadsheet. The instructor reduced grades based on following instructions, formatting, and editing the worksheet. Utilizing the critical thinking assignments in the chapter allows the student to implement what they have learned in the chapter to create professional looking spreadsheets with the correct formulas. This also allows the instructor to make adjustments in teaching certain commands if the majority of the students do complete the assignment correctly.

OFF 215 Microsoft Outlook SLO #2: The students were given assignments that were completed in SAM. SAM is an assessment program that allows the students to assess their skills in creating schedules through the Meeting tab and organizing their inbox with Categories. The student s practiced creating e-mail and adding categories to organize the mail. The students also practice creating schedules with the Calendar utilizing the Meeting feature. SAM allows the students to

practice until they succeed with 70% or better. SAM will be continually used to assess the skills in Microsoft Outlook. No changes are necessary.

OFF 260 Computer Keyboarding and Document Processing SLO #4: The students completed Unit Quizzes reviewing the computer keyboard. Since this is a skill course, the students are allowed to review their answers and retake the Unit Quizzes. No change is necessary; as the students also take daily timings to demonstrate their knowledge of the computer keyboard.

OFF 281 Filing and Records Management SLO #2: The students complete a filing simulation with cards to be coded, indexed, alphabetized, and ordered. The simulation kit has 12 jobs in which the filing rules are implemented. The cards are a replica of names, geographical addresses, subjects, numerical data, and letters you may see in businesses. After the job is completed, the student uploads the information in CourseMaster for feedback. The simulation helps the student to understand the rules in records management that is utilized in every day offices. No changes are necessary.

OFF 285 Administrative Office Procedures SLO #2: The students completed case problems in the Discussion Board that replicated problems in the office. The student completed the case problem based on the chapter's information. The student also completed assignments with budgetary information. The case problems were assessed by a rubric in which the student was graded on answering the question, backing their answer with the chapter, utilizing correct grammar, punctuation and spelling. The case problems allowed the students to utilize their critical thinking skills. The case problems also allowed the students visualize handling the situation in a real live office environment. No changes are necessary.

OFF 294 Microsoft Word SLO #3: MYITLAB was used to assess the students. The students needed to identify and apply the features that solved the problem efficiently. The student needed to construct a solution that was organized and contain accurate content. The student also needed to format and arrange all elements to communicate the information clearly. After every three chapters the student completed a Capstone project that allowed them to plan and create a document related to the chapters. The students had to revise the documents to meet professional office standards. The Capstone project allowed the students to focus on skills attained in the chapters and to develop professional looking documents for the office. No changes are necessary.

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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	****Institutional Goal/***EFMP Projection**
Goal 1 **EMP**	Integrate the use of voice recognition software into the curriculum	Faculty When current teaching laboratory is converted to a realistic office environment this goal will be accomplished.	Spring 15	2.2.1
Goal 2 **EMP**	Develop strategies to improve students' successful course completion of Office Technology and Computer Application courses by implementing online assessment and training software such as SIMNET and/or MYITLAB	Faculty	Ongoing	2.3.3
Goal 3 **2010-11**	Create short-term certificates/awards to be completed within two semesters	Faculty Students are currently completing courses for the skills award and certificate.	Done	2.2.6
Goal 4 **2010-11**	Work with Office Technology and Computer Applications Advisory Council, using recommendations to help prepare students for entry-level jobs	Faculty	Done and ongoing	2.2.6

	Description	**Actions / Target Date**	****Institutional Goal/***EFMP Projection**
Goal 1 2011	Investigate the use of the Smart panel for instructional use.	Faculty -- Spring 15	1.2.1
Goal 1 2012	Acquire state of the art equipment to facilitate current and future technological needs of the students with new computer systems, Wi-Fi, Smart board and /or laptops that facilitate Windows 8, Office 13, IPad, Smartphones, and Smartphones as stated by the Office Technology and Computer Application Advisory Council	Utilize campus and Perkins funding to convert current laboratory to a simulated office environment. Spring 15	1.2.1
Goal 3 2012	Acquire Wi-Fi in classroom and office to facilitate laptop usage and to increase student enrollment.	Utilize campus funding and Perkins funding to update laboratories to a simulated office Spring 15. Add Wi-Fi to office and LB201 Fall 14	1.2.1
Goal 4 2012	Establish an Office Administration AS degree.	Investigate creating a dedicated AS degree in Office Administration.	1.1

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal***
Goal 1	Investigate creating curriculum to utilize mobile devices in offices.	Spring 16		2.2.4
Goal 2	Collaborate with the Language Arts Department to create a learning community with OFF 101 Introduction to Microsoft Office Applications.	Fall 16		2.2.4
Goal 3				
Goal 4				

For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Integrate the use of voice recognition software into the curriculum
EFMP 2 – Develop a "virtual assistant" program
EFMP 3 – Develop strategies to improve students' successful course completion of Office Technology and Computer Application courses

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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Adjunct	To increase sections in order for students to complete the skill awards and certificate in a short term of two semesters.	More students will be able to complete short-term awards.	High

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
CBEA	State Conference Monterey Fall 14 Sponsorship/Speaker Gifts Chair	Est $1400		

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Wi-Fi in classroom and office	Additional students will be able to take classes utilizing their own laptop, IPAD, Smartphone. To improve technology support for teachers.	LB 201 LB205	Additional completion of skill awards by having access to complete courses needed.	High

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Windows 8 with Office 13	Enhance technology available to instructors.	Est. $5000		High

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
25-30 Computer Systems with current Windows/Office	State of the art equipment as Advisory Council indicated as necessary for today's employees.	Est. $50,000		High
1 Smart Board	To effectively demonstrate computer applications	Est. $10,000		High
Cubicle office furniture for 25-30 students (tables, chairs, file cabinets, conference and reception tables)	To create a simulated office environment as stated necessary by the Office Technology and Computer Applications Advisory Council.	Est. $50,000		High
Projectors and system for presentation	To create an area in the simulated office for presentations and teaching	Est. $10,000		High

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

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X. Career Technical Education

TOP CODE: _0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS

1. Advisory Committee meeting date(s):   **June 6, 2014**

2. Advisory Committee recommendations

1.	The Advisory voted unanimously that there must be an update in existing electronic equipment and layout to be more in line with what the students will encounter in real world office settings.
2.	The Advisory stressed the importance to incorporate the following soft skills into courses: Email etiquette for the professional, word proficiency, polite customer service, appropriate dress, inner-personal skills, ability to research and learn where to look for industry information, create and understand an agenda, ability to use proper language in oral and written communication, importance of proofreading, and assignment management skills/prioritize tasks, good eye contact and strong handshake.
3.	They further detailed that specific job requirements must be learned with current hardware/software equipment and soft skills (communication, telephone/email etiquette, promptness) or students will not be prepared for the industry.
4.	The Advisory council suggested creating a collaborative meeting room/area for students in addition to individual desks. Another is to create clusters of desks for small groups to work on projects.
5.	The Advisory strongly recommends that it is necessary to teach Outlook, Excel, records management, calendar, shared contacts, smart phones, Cloud, Office 2013 and move into Office 365 along with updating the hardware to accommodate.

3. Are these Advisory Committee minutes on file with Academic Affairs?

    YES ___X__ NO _____

4. Vocational Funds

Source	Purpose	Amount
Perkins	Office Technology and Computer Applications Three-year Improvement Project	$105,250
Department		
	Purchase 25 cubicles	50,000
	Purchase 25 computer systems	28,000
	Purchase 25 ergonomic office chairs	5,000
	Purchase one reception/customer service desk	2,000
	Purchase one conference table	3,300
	Purchase meeting room projector set	12,000
	Purchase WIFI	1,200
	Purchase Office 13	3,750

5. Labor Market Data 2010 – 2020
(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Average Annual Employment Estimated	Average Annual Employment Projected	Change
Office & Administrative Support	43-0000	707,280	790,240	11.7%
Office Clerks, General	43-9061	91,580	106,490	16.3%
Information & Records Clerk	43-4000	142,240	161,550	13.6%
Receptionists & Information Clerks	43-4171	26,270	30,910	17.7%
Secretaries & Administrative Assistants	43-6000	119,950	135,360	12.8%
Other Office and Administrative Support Workers	43-9000	142,970	161,740	13.1%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

The above information indicates there is a demand in the Los Angeles county area for trained Administrative Support personnel and that this demand will continue to increase. The Advisory Council indicated that students trained in a simulated office environment will be better prepared for immediate employment. The data above covers Los Angeles county and Glendale.

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	100.00	66.67	20.00	100.00	87.50
2. Credential, Certificate, or Degree	33.33		100.00		
3. Persistence or Transfer	50.00	100.00	100.00	100.00	100.00
4. Placement	100.00		0.00		
5. Nontraditional Participation	0.00	0.00	0.00	0.00	
6. Nontraditional Completion	0.00		0.00		

Total Count is 10 or Greater		Total Count is Less Than 10	

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%

Core 1 - Skill Attainment, GPA 2.0 & Above:
Core 2 - Completions, Certificates, Degrees and Transfer Ready :)
Core 3 - Persistence in Higher Education :)
Core 4 - Employment: 79.86% Performance Goal
Core 5 - Training Leading to Non-traditional Employment:

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House