



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty has the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT to an e-mail message.

Department/Program Title: CBOT Dept.
 CBOT Annual Program Review for Year 2012 - 2013

Date submitted: March 28, 2013

I. **Key Findings:** Our department is doing a solid job, despite a decrease in enrollment, which may be attributable to economic factors. As a department, it is essential that we work as a team to appropriately market our classes, both within and outside of Cañada. In addition, continued input from our CBOT advisory board, combined with additional research into market needs, and creation of new offerings in response to community needs, will ensure future growth. It is essential that we continue to update course offerings to reflect leading edge technical developments and that we have the appropriate hardware and software to support these advances. Staff training is also essential to continued course quality.

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions:

Name of Faculty/Staff	Position	PT/FT Status
Carolyn Jung	Faculty	Full time
Georgia Clark	Faculty	Part time
Robert Haick	Faculty	Part time
Ethel Harris	Faculty	Part time
Janice Weeks	Faculty	Part time
Rose Berta	Faculty	Part time
Mallory Stevens	Faculty	Part time
Charlene Suda	Instructional Aide II	Part time
Fleeta Rodriguez	Instructional Aide II	Part time

2. Writing Team and Contact Person:

Writing Team
Carolyn Jung, Contact person
Mallory Stevens

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

FT Faculty Carolyn Jung **PT Faculty** Rose Berta, Georgia Clark, Robert Haick, Ethel Harris, Mallory Stevens, and Janice Weeks. **FTE FT Classified** None

PT Classified (hrs. /wk) Charlene Suda, 22 hrs./week; Fleeta Rodriguez, 22 hrs./week

Volunteers: None

Student Workers:

Name	Hours/Week
Maricel Bianco	20.0
Evgeny (Gene) Birger	14.5
Patricia Oliver	20.0
Amado Renteria	20.5
Wendy Reynaga	4.0

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals.

The purpose of the CBOT program is to train students for vocational careers and for the academic advancement, including but not limited to transition to a 4 year college/university. The CBOT program's vision aligns with the Cañada College's vision by offering a variety of classes that meet community needs and is in line with employment trends, ensuring that students of all backgrounds receive quality instruction supporting personal development and academic success. Through the use of instructional aides, open labs, current technologies, along with personalized attention from instructors and student assistants, students are able to achieve success.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC SharePoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

The CBOT Program Student Learning Outcomes are the following:

PSLO #1—Develop the computer skills and confidence to obtain employment. The assessment tool is the CBOT Dept. Survey.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

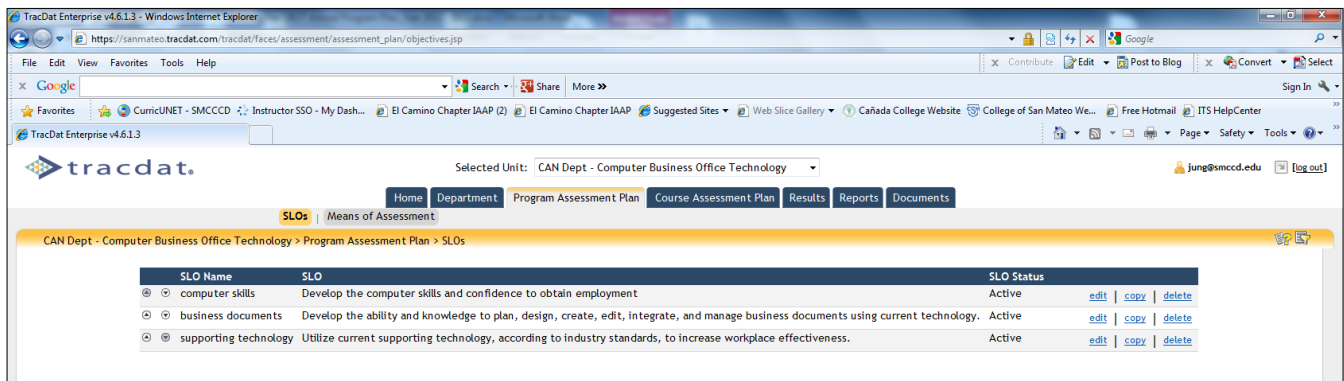
PSLO #2—Develop the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology. The assessment tool is the CBOT Dept. Survey.

PSLO #3—Utilize current supporting technology, according to industry standards, to increase workplace effectiveness. The assessment tool is the CBOT Dept. Survey.

Based on the collaboration of all CBOT instructors, the last two PSLO's were revised in Fall 2012 to the version below. PSLO#2, the word “integrate” was added. PSLO #3, the original PSLO was “Utilize current supporting technology, according to industry standards, to increase workplace effective” and was revised to the version shown above.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

The screenshot below is a copy of the revised PSLO made to PSLO#2 and PSLO#3 as shown on Tracdat.



The three screenshots on the following page are the CBOT PSLO entered currently on Tracdat covering the following semesters:

- Spring 2011
- Fall 2012
- Spring 2012
- Summer 2012
- Spring 2013 (pending results in May 2013)



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011**

CBOT DEPARTMENT PSLOs

PSLO #1

Develop the computer skills and confidence to obtain employment.

▼ Hide Results

Date	Result	Actions	Related Documents	Reporting Cycle
1/10/2013	In a survey administered to our students to assess our CBOT PSLO 1, on a scale from 1 through 5, with 5 being "Strongly Agree" to 1 "Strongly Disagree" (a zero being Not Applicable), the students rated this with an average of 4.32 which indicates that students agree that they have developed the computer skills and confidence to obtain employment. Our survey was revised in Spring 2012 to add another column to the survey labeled as "Not Applicable" with a Zero. So the survey ranged from a high of 5 to a low of 0. Previously the scale was from a high of 5 to a low of 1.	0	1	2012 - 2013 edit add Action
7/31/2012	In the Summer of 2012, the PSLO Survey was administered to the students in our CBOT summer classes. For PSLO #1, on a scale of 1 - 5, with 5 being "Strong Agree" and 0 being "Strongly Disagree", our students rated this PSLO with an average score of 4.18 which indicates they agree that they have developed the computer skills and confidence to obtain employment.	0	1	2011 - 2012 edit add Action
5/31/2012	In a survey administered to our students in Spring 2012, for PSLO #1, on a scale from 1 through 5, with 5 being "Strongly Agree" and 1 "Strongly Disagree," the students rated SLO#1 with an average score of 4.25 which indicates the students agree that they have developed the computer skills and confidence to obtain employment.	0	1	2011 - 2012 edit add Action
3/7/2012	In a CBOT department survey, students agreed that they developed the computer skills and confidence to obtain employment.	0	2	2010 - 2011 edit add Action

Develop the ability and knowledge to plan, design, create, edit, and manage business documents using current technology.

PSLO#2

Develop the ability and knowledge to plan, design, create, edit, and manage business documents using current technology.

▼ Hide Results

Date	Result	Actions	Related Documents	Reporting Cycle
3/7/2013	In a survey administered in Spring 2012 to our students to assess PSLO #2, on a scale of 1 through 5, with 5 being "Strongly Agree" and 2 being "Strongly Disagree", the students rated this PSLO #2 with an average of 4.20, which indicates that they agree that they have developed the ability and knowledge to plan, edit, and manage business documents using current technology.	0	1	2011 - 2012 edit add Action
1/10/2013	In a survey administered to our students to assess our CBOT PSLO 2, on a scale from 1 through 5, with 5 being "Strongly Agree" to 1 "Strongly Disagree" (a zero being Not Applicable), the students rated this with an average of 4.19 which indicates that students agree that they have developed the ability and knowledge to plan, design, create, edit, and manage business documents using current technology.	0	1	2012 - 2013 edit add Action
7/31/2012	In Summer 2012, the PSLO survey was administered to the CBOT summer classes to assess PSLO #2. The survey ranged on a scale of 1 - 5 with 5 being "Strong Agree" and 1 being "Strong Disagree." The students rated this PSLO with an average score of 4.19, which indicates they agree that they have developed the ability and knowledge to plan, design, create, edit, and manage business documents using current technology.	0	1	2011 - 2012 edit add Action
3/7/2012	CBOT program meet the SLO criteria to help students develop the ability and mastery to plan, design, create, edit and manage business documents.	0	2	2011 - 2012 edit add Action

PSLO#3

Utilize current supporting technology to increase workplace effectiveness.

▼ Hide Results

Date	Result	Actions	Related Documents	Reporting Cycle
1/10/2013	In a survey administered to our students to assess our CBOT PSLO 3, on a scale from 1 through 5, with 5 being "Strongly Agree" to 1 "Strongly Disagree" (a zero being Not Applicable), the students rated this with an average of 4.28, which indicates that students utilize current supporting technology to increase workplace effectiveness.	0	1	2012 - 2013 edit add Action
7/31/2012	In Summer of 2012, the CBOT Dept. PSLO survey was administered to students in our summer classes. On a scale of 1 through 5, with 5 being "Strong agree" and 1 being "Strong disagree," the students rated PSLO #3 with an average score of 4.18, which indicates that they agree that they are able to utilize current supporting technology to increase workplace effectiveness.	0	1	2011 - 2012 edit add Action
5/24/2012	In Spring 2012, a survey was administered to the CBOT students to assess PSLO #3. Using a scale of 1 - 5, with 5 being "Strong Agree" and 1 being "Strong Disagree", the students rated PSLO #3 with an average score of 4.22, which indicates that they agree that they can utilize current supporting technology to increase workplace effectiveness.	0	1	2011 - 2012 edit add Action
3/12/2012	This is a newly added SLO and was not part of the assessment cycle when the CBOT Dept Survey was administered to students in Spring 2011.	0	2	2011 - 2012 edit add Action

[Add Result](#)

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

In the *Annual Program Plan Feedback*, there were three main areas in which feedback was provided to the CBOT Department/Program Annual Review the previous year.

- I. Curriculum Offerings
- II. Enrollment Data
- III. Three-Year Action Plan

Under the area of *Curriculum Offerings*, one recommendation was to show a two-year curriculum cycle. The two-year curriculum cycle has been included in this program review.

In reference to the area of *Enrollment Data*, it was a recommendation for a broader analysis to include:

- success
- retention numbers
- gender
- age
- ethnicity

and to note any changes in these areas. These have been included in this annual program review.

Finally, in reference to the *Three Year Action Plan*, in collaboration with the ESL Dept. in prior years, we have offered some of our introductory CBOT courses (i.e. in Keyboarding and Computer Applications) in a time block that allows the ESL students to take our classes. We continue to follow that scheduling pattern each semester. We collaborate with the *Medical Assisting* program to schedule classes for their program at times that coordinates with their program. Instructors in CBOT have discussed course offerings of the Business department, to create synergy between our Excel and Accounting offerings.

In addition, we have computer classes at Hoover and Hawes Schools and at Cunha Middle School, which is in Half Moon Bay, which serve students who are also taking ESL classes. The population at Hawes, Cunha and Hoover are 99% Hispanic. Mainly their immediate goals are to learn to read, write, and speak English with competency to apply for better jobs. Consequently, the ESL courses and the CBOT courses lean towards workforce in their delivery. Many of our students want to open home daycare or other small businesses so the computer classes add those skills that they will need to manage a business.

Our certificates/degrees are updated whenever there are any changes in our course offerings to keep them current. Recently, we added CBOT 470 Advanced Spreadsheets (as a selective) and CBOT 460 Business Office Procedures (as a core requirement for the Administrative Assistant and a selective for the Administrative Support) to the CBOT certificates offered.

Formerly, our department had three full-time faculty members. Currently, we have one full-time instructor. When this instructor retires, there will be a replacement and no other full-time instructor is needed.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
 ASGC ADOPTED SPRING 2011

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

(See attachments of the results of CBOT Department SLOs from Tracdat .)

All of our CBOT department SLOs are current and uploaded to Tracdat through Fall 2012.

CBOT 415, 417, 430, 431, 435, 436, 448, 457, 460, 470, 472, 474, 475, 476, and 480.

See five-page attachment for “SLOs for CBOT Department.”

- List courses with COR’s over 6 years old (attach documents from [Curriculum Committee](#))

The CBOT department does not have any course outlines of record that are over six years old. Our oldest course—*CBOT 480 will be updated and converted to both an on-line and hybrid class for approval in Fall 2013 by the instructor, Mallory Stevens.

Course No.	Name	Last Curriculum Approval Date
CBOT 415	Beginning Computer Keyboarding	Feb. 23, 2010
CBOT 417	Skill Building	Apr. 11, 2011
CBOT 430	Computer Applications, Part I	Dec. 8, 2009
CBOT 431	Computer Applications, Part II	Apr. 11, 2011
CBOT 435	Spreadsheets	Feb. 23, 2010
CBOT 436	Database Management	Mar. 9, 2010
CBOT 448	Using Microsoft Windows	Mar. 9, 2010
CBOT 457	Using PowerPoint in Business	Feb. 23, 2010
CBOT 460	Office Procedures in Today’s World	Apr. 11, 2011
CBOT 470	Advanced Spreadsheets	Apr. 13, 2012
CBOT 472	Beginning Word Processing	Feb. 23, 2010
CBOT 474	Intermediate Word Processing	Apr. 11, 2011
CBOT 475	Outlook	Mar. 9, 2010
CBOT 476	Adobe Acrobat	Mar. 9, 2010
CBOT 480	Internet—A Communication Tool	Dec. 9, 2008*



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group’s 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

CURRICULUM OFFERINGS—Two Year Curriculum Cycle

During a two-year period our CBOT Dept. offers the same courses—some courses are offered every semester and some are offered once a year either in the spring or the fall semester.

Each semester we offer the same series of courses listed below:

1. CBOT 415 Beginning Computer Keyboarding (1.5 units)
2. CBOT 417 Skillbuilding (1.5 units)
3. CBOT 430 Computer Applications, Part I (1.5 units)
4. CBOT 431 Computer Applications, Part II (1.5 units)

The table below lists courses that are only offered once a year or alternate between being offered during the day or during the evening (i.e. CBOT 472/474 classes are offered as a day classes in the fall and evening classes in the spring).

Courses Offered Only During Certain Semesters	
Fall	Spring
CBOT 435 Spreadsheets—night class (3 units)	CBOT 435 Spreadsheets—day class (3 units)
CBOT 448 Using Microsoft Windows (1.5 units)	CBOT 436 Database Management (3 units)
CBOT 472 Beginning Word Processing—day class (1.5 units)	CBOT 457 Using PowerPoint in Business (2 units)
CBOT 474 Intermediate Word Processing—day class (1.5)	CBOT 460 Office Procedures in Today’s World (3 units)
CBOT 475 Using Outlook (1.5 units)	CBOT 470 Advanced Spreadsheets (1.5 units)
CBOT 476 Adobe Acrobat (1.5 units)	CBOT 472 Beginning Word Processing—night class (1.5 units)
	CBOT 474 Intermediate Word Processing—night class (1.5)
	CBOT 480 Internet—A Communication Tool (1.5 units)



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

See attached three documents from the Office of Planning, Research U Student Success.

CBOT student headcount has been increasing since 2006, but did decrease 5% from 2010/2011. Interestingly, the course enrollments have not dropped as much as the student headcount, decreasing only 4%, indicating that more students are taking multiple classes within the department. This decrease in headcount and enrollment can be attributed to a variety of factors:

1. Computer literacy requirement was removed—students no longer have to take a CBOT class to prove their knowledge of computer usage.
2. Enforcement of pre-requisites by the registration system —students could not register for classes unless the pre-requisite was met in the system.
3. System implemented for automatic drop for non-payment of fees—in Spring 2012, students who registered for classes were dropped within 24 hours if the fees were not paid, leading to a drop in enrollment.
4. Economic factors facing students, causing them to reduce their participation in school.

This reduction in enrollment reduced the average enrollment per section from 22.8 to 19.1. This reduction was exacerbated by the increase in sections offered from 69 in 2010/11 to 78 in 2012. This average is at least 10% lower than the college average and the goal is to increase section enrollment averages to meet and exceed the college average moving forward. Moving forward, fewer sections of CBOT 430/431 will be offered, to encourage higher enrollment in the remaining sections. The CBOT Dept. has been consistent in banking classes that consistently show low enrollment and in cancelling classes where enrollment was not met.

Effective Fall 2010, there were eight courses that had their TBA hours removed:

1. CBOT 435 Spreadsheets
2. CBOT 436 Access
3. CBOT 448 Using Windows
4. CBOT 457 Using PowerPoint in Business
5. CBOT 472 Beginning Word Processing
6. CBOT 474 Intermediate Word Processing
7. CBOT 475 Outlook
8. CBOT 476 Adobe Acrobat



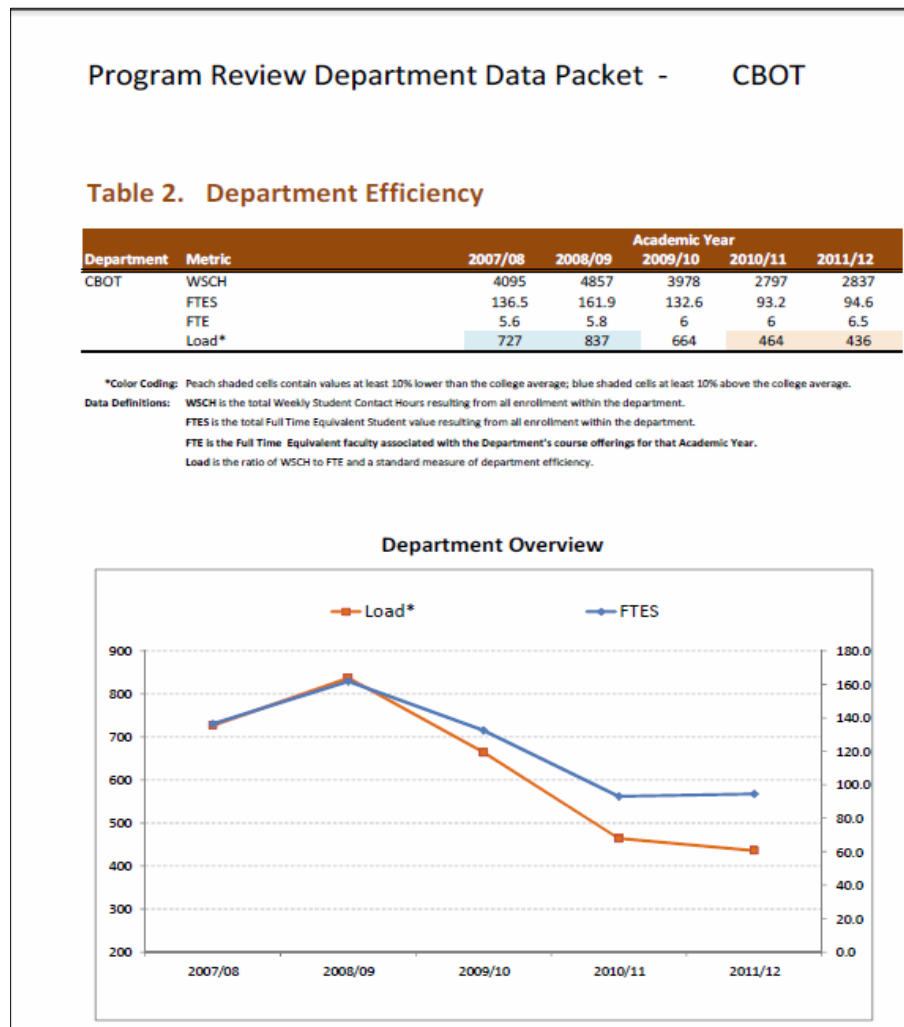
ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Effective Fall 2010, the following classes had their TBA hours reduced:

1. CBOT 415 Beginning Computer Keyboarding—reduced to 8 TBA hrs.
2. CBOT 417 Skillbuilding—reduced to 8 TBA hrs.
3. CBOT 430 Computer Apps, Part I—reduced to 8 TBA hrs.
4. CBOT 431 Computer Apps, Part II—reduced to 8 TBA hrs.

Effective Fall 2012, all CBOT classes had their TBA hours removed. The result was a significant decrease in FTES, but this change was necessary as students were not fulfilling their TBA hours, resulting in a penalty to the department. We had been given funding based on projected TBA hours and when they were not met, the result was a liability that we felt we shouldn't incur.

As noted in Table 2. Department Efficiency for the Academic year 2009-2010, our FTES our WSCH, FTES, and Load dropped.

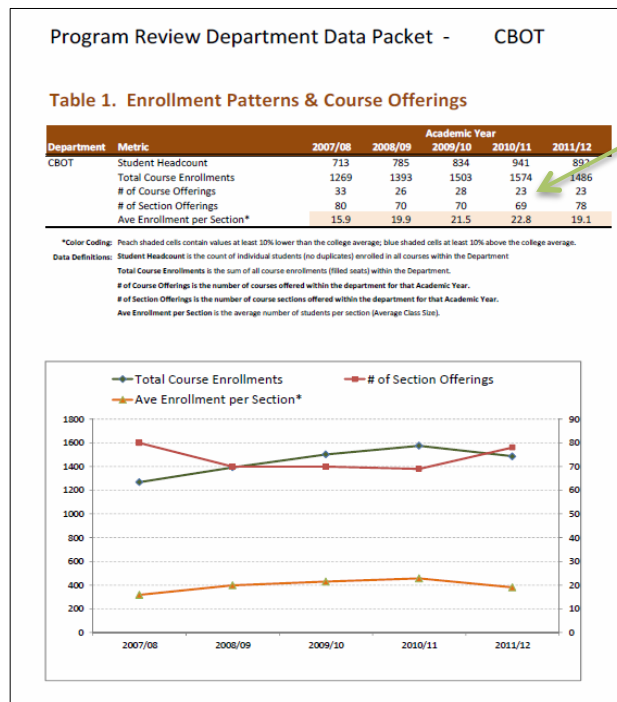




ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The reduction in enrollment has further impacted departmental efficiency, which is below the college average. The FTE has remained relatively constant in the department (although part-time adjuncts have replaced one of the two full time instructors), while the Full Time Equivalent Students (FTES) have decreased. The goal is to increase our FTES number by increasing enrollment through offering classes that are pertinent and convenient to our student population.

Our number of course offerings has stayed consistent at 23 classes, but course offerings have updated to better meet our students' needs. Courses in low demand have been banked. New classes are being evaluated and existing classes are being updated to reflect changes in technology. The 23 classes offered continue to reflect 30% reduction in course offerings from 2007, since the department continues to have only one full time instructor.



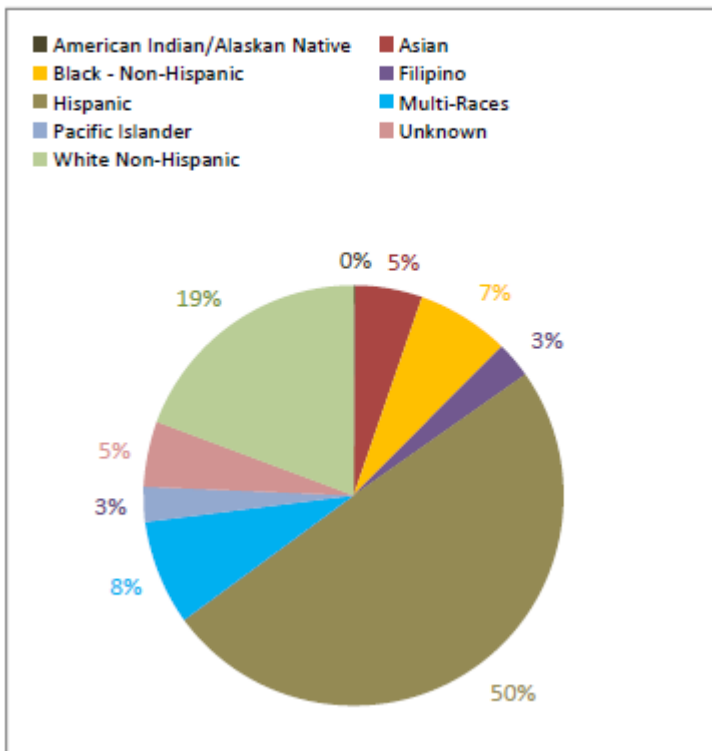
In order to an increase in student headcount, the department is continually reviewing course offerings and considering the needs and requirements of our student population. The latest new offerings are the CBOT 460 *Office Procedures* class and the CBOT 470 *Advanced Spreadsheets* classes. The CBOT 470 class is being offered for the first time in Spring 2013. There is current interest at our feeder high schools to articulate the CBOT 460 *Office Procedures* class with the college. The CBOT 460 *Office Procedures* class is part of the core requirements for the Administrative Assistant certificate program, and is part of the selective courses for the Administrative Support Assistant certificate program. In addition, the department will offer its first online course in Fall of 2013: CBOT 475 *Outlook*. This class will replace the traditional section of this class, which has suffered from low enrollment. Several other classes are also being evaluated for expansion to include online and hybrid offerings. The addition of online sections should lead to increased enrollment because they will be of interest to broader number of students and reduce barriers to participation that face some of our student body.

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
 ASGC ADOPTED SPRING 2011

We have seen a reduction in the student performance profile, dropping 11% over the last 5 years. This is reflective of a trend toward an increasing number of students whose goals are educational development for employability, rather a transfer/degree/certificate. These students make up over 57% of our student body (listing Career Development or Education Development as their primary goal). These students tend to remain in class to gain any knowledge that they can, even when outside commitment impact their grade performance. The student retention rate remains high, at 87%.

Our student ethnicity demographics as follows:

2011/12



In considering student demographics, such as age, gender and ethnicity, there have not been any relevant changes from previous years. Our student body remains heavily non-white, with half being Hispanic. Student enrollment status profiles have also remained consistent. Our focus continues to be on servicing the needs of this diverse population.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC sharepoint** <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Attached, for reference, is a copy of the CBOT Survey (2 pages) administered to the CBOT students each semester.

The CBOT Dept. Survey is attached for reference. In Spring of 2011, it was completed and returned by 138 CBOT students. The survey was completed in the last half of the semester, so students enrolled in short courses at the beginning of the term are not represented.

In Fall 2012, the survey was completed and returned by 222 students. This represents an increase of 38% in respondents. The surveys are administered at the end of each CBOT course—prior to final exams.

Based on feedback, we have made improvements to the survey by:

- a) adding a N/A option to account for students who are enrolled in courses that are outside the SLO being measured,
- b) improving wording for clarity, and
- c) dividing the education goals that for AA/AS and transfer into separate responses).
- d) revising the survey on 3-9-2012 by adding a sixth column titled “Not applicable.”

Finally, we are also transitioning to an on-line response method. Our department has received permission to subscribe to *Survey Monkey* and anticipate using this method in Fall 2013. Utilizing Survey Monkey will eliminate cumbersome paper work to print the survey, distribute them to teachers, and tallying the data and inputting the data into a spreadsheet, providing more accurate data. In addition, it will be easier for students to complete, which may increase our response rate.

Our goal is to revise our PSLO survey and during the summer of 2013 test Survey Monkey with a smaller population of students before administering it in Fall 2013 to a larger group. In addition our revision will include questions regarding whether students prefer to take classes during the day or evenings to help us schedule classes during the most popular time slots.

The results of the survey are as on the following page:



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011**

1. What are your current educational goals? (PSLO 1)

CBOT PSLO Survey		
Fall 2012 Second Part		
Response Count by Statement		
	Unchecked	Checked
Acquire job skills for employment	143	173
Earn AA/AS	197	119
Transfer to a four year college/university	241	75
Upgrade skills	178	138
Earn a vocational certificate	204	112
Personal development	178	138
Undecided	305	11

% Response by Question		
	Unchecked	Checked
Acquire job skills for employment	45%	55%
Earn AA/AS	62%	38%
Transfer to a four year college/university	76%	24%
Upgrade skills	56%	44%
Earn a vocational certificate	65%	35%
Personal development	56%	44%
Undecided	97%	3%



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

2. What CBOT courses are you interested in taking?

CBOT PSLO Survey Fall 2012 Third Part	
Response Count by Statement	
Courses	Checked
CBOT 415	45
CBOT 417	60
CBOT 430	92
CBOT 431	122
CBOT 435	129
CBOT 436	122
CBOT 448	115
CBOT 457	134
CBOT 460	120
CBOT 470	128
CBOT 472	101
CBOT 474	106
CBOT 475	120
CBOT 476	136
CBOT 480	124



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

% Response by Question	
Courses	Checked
CBOT 415	14%
CBOT 417	19%
CBOT 430	29%
CBOT 431	39%
CBOT 435	41%
CBOT 436	39%
CBOT 448	36%
CBOT 457	42%
CBOT 460	38%
CBOT 470	41%
CBOT 472	32%
CBOT 474	34%
CBOT 475	38%
CBOT 476	43%
CBOT 480	39%

*** Students were allowed multiple responses, so total is greater than 100%**

Interesting, one of the courses that had responses in the 40 percentile was the CBOT 457 PowerPoint class, but enrollment for this class has been low and in Fall 2011 this class was canceled. Comments in the last two surveys show a high interest in taking CBOT 457. The comments in this last survey show that students prefer to take this class during the day because they had to work in the evenings. This class has always been offered as an evening course. These surveys indicate that we need to offer CBOT 457 as a day course also.

We measured responses to the following statements in the survey administered in Fall 2012:

4. I believe that my computer/office skill level has improved as a result of this class.
5. I feel that I am better able to apply what I have learned.
6. I feel that I can create professional looking business documents.
7. I believe the course helped me with my goals.
8. I feel prepared to move on to the next level of learning as a result of this class.
9. I have developed self-confidence.
10. I have developed better critical thinking skills.
11. Develop the knowledge to effectively use key Outlook features (Emails, Contacts, Tasks, Calendar) for enhanced productivity.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Response Count by Statement:

	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Response Average
Question 4	1	0	0	14	93	132	4.44
Question 5	4	0	2	14	87	133	4.37
Question 6	35	0	11	46	63	85	3.68
Question 7	3	1	3	24	83	126	4.31
Question 8	3	0	3	23	86	125	4.32
Question 9	6	1	1	34	81	117	4.26
Question 10	12	1	3	44	96	84	4.01
Question 11	8	0	2	20	97	113	4.28

Response Count by Percentage:

	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Question 4	0.42%	0.00%	0.00%	5.83%	38.75%	55.00%
Question 5	1.67%	0.00%	0.83%	5.83%	36.25%	55.42%
Question 6	14.58%	0.00%	4.58%	19.17%	26.25%	35.42%
Question 7	1.25%	0.42%	1.25%	10.00%	34.58%	52.50%
Question 8	1.25%	0.00%	1.25%	9.58%	35.83%	52.08%
Question 9	2.50%	0.42%	0.42%	14.17%	33.75%	48.75%
Question 10	5.00%	0.42%	1.25%	18.33%	40.00%	35.00%
Question 11	3.33%	0.00%	0.83%	8.33%	40.42%	47.08%



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Responses Grouped by Positive and Negative:

	Negative (Disagree or Strongly Disagree)	Positive (Agree or Strongly Agree)
Question 4	0.00%	93.75%
Question 5	0.83%	91.67%
Question 6	4.58%	61.67%
Question 7	1.67%	87.08%
Question 8	1.25%	87.92%
Question 9	0.83%	82.50%
Question 10	1.67%	75.00%
Question 11	0.83%	87.50%

Across the board, students are very positive about their experience with courses in the CBOT department. Looking at statement #6 (I feel that I can create professional looking business documents), almost 15% were neutral. The reason for the Neutral response is that for some of our courses, such as CBOT 415 Beginning Computer Keyboarding and CBOT 417 Skillbuilding are classes to help student learn how to type correctly and accurately and increase their speed. These courses do not cover the creation of business documents such as letters, memos, or reports.

Taking the response averages and listing the responses from the highest average to the lowest average, it is possible to consider where the department is most effective and where additional attention may result in improved response (although the responses are overwhelmingly positive):

- I believe that my computer/office skill level has improved as a result of this class. 4.44
- I feel that I am better able to apply what I have learned. 4.37
- I feel prepared to move on to the next level of learning as a result of this class. 4.32
- I believe the course helped me with my goals. 4.31
- Develop the knowledge to effectively use key Outlook features (Emails, Contacts, Tasks, Calendar) for enhanced productivity. 4.28
- I have developed self-confidence. 4.26
- I have developed better critical thinking skills. 4.01
- I feel that I can create professional looking business documents. 3.68



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Each of the questions was identified as tied to one of the three PSLOs, which are as follows:

PSLO #1—Develop the computer skills and confidence to obtain employment. (Question #s 4, 7, 8, 9 and 11)

PSLO #2—Develop the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology. (Question #s 4, 5, 6, 7, 8 and 10)

PSLO #3—Utilize current supporting technology, according to industry standards, to increase workplace effectiveness. (Question #s 4, 5, 7, 8, 9, 10 and 11)

Response Count by PSLO:

	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Average for PSLO
PSLO 1	24	2	9	115	440	613	4.32
PSLO 2	58	2	22	165	508	685	4.19
PSLO 3	37	3	14	173	623	830	4.28

Response Percentage by PSLO:

	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
PSLO 1	6%	0%	1%	9%	35%	49%
PSLO 2	5%	0%	2%	11%	35%	47%
PSLO 3	4%	0%	1%	10%	36%	48%

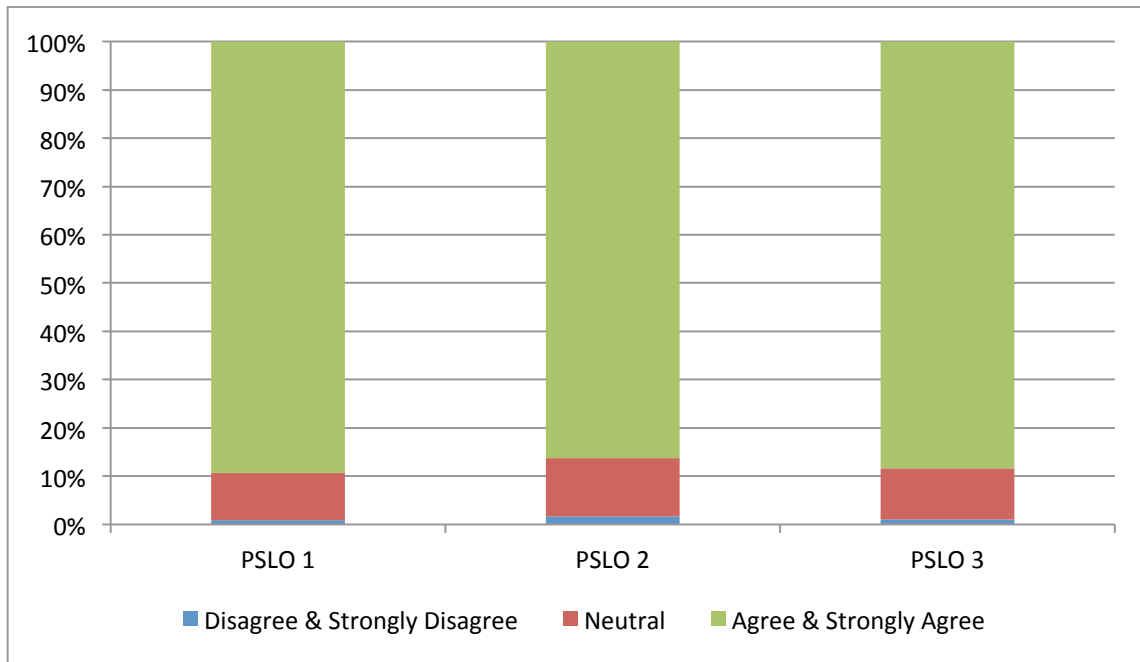
The averages for each PSLO, ranging from 4.13 to 4.40, shows that students agree that the courses they are taking allow them to achieve each of the three PSLOs. The breakdowns of positive vs. negative responses are as follows:

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
PSLO 1	1%	9%	84%
PSLO 2	2%	11%	82%
PSLO 3	1%	10%	85%



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The balance between positive responses (Strongly Agree/Agree), Neutral responses, and negative responses (Strongly Disagree/Disagree), are further illustrated in the following chart:



Comment: Students enrolled in the courses surveyed are satisfied with the quality and content of the course offerings.

C. Other Considerations

n/a

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify Statements that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

Given the high percentage of students working toward AA/AS degrees and/or transfer, articulation of offered courses continues to be a high priority. In addition, applicability in the workforce (upgrade skills/acquire job skills) is also a high priority for our students. All courses continue to be evaluated with these two criteria in mind. The three year goals included a 10% increase in students completing certificates and degrees. Although we have not yet seen an increase in certificate awards, students have indicated interest. CBOT classes are required by many other departments, including ESL, Human Services and Fashion and these course offerings are critical, despite the fact that these students are not working toward a CBOT certificate.

Overall, there seems to be continued support for our core courses (e.g. CBOT 435, 430, 472, etc.). In reviewing the data collected each semester regarding student interest in current course offerings, mid-level courses had more support, because many of our students have already taken our most basic classes (e.g. CBOT 415/417 and CBOT 430/431). Although we see that there is a group of students who could benefit from keyboarding, but do not choose to take it. Another example of this is our CBOT 460 Business Office Procedures is continuously identified by our Advisory Board as critical, but does not have support in the student body. More focused marketing on the benefits of good basic education could rectify this. In addition, while our mid-level classes are well attended (e.g. CBOT 474 and CBOT 435), our advanced offerings have not been well-adopted. There is a need for these skills... the challenge is convincing the student population. Again, good marketing is key.

Additional comments on surveys included request for the following classes: Advanced Excel, Publisher, and Advanced Word. An Advanced Excel class has been developed and will be offered. In addition, in Fall 2011, we upgraded our Outlook, Excel and Word classes to use MSOffice 2010 and the Windows class to use Windows 2007, in order to ensure that the most current technology is in use.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Currently, there is one full-time faculty for the CBOT Department. In the past, we have had three full-time instructors, two of which have retired—the last in spring 2010. The current full-time faculty member may retire in 2 - 3 years and a full-time faculty instructor will need to be replaced.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The current full-time faculty does the following:

- teaches at least 10 – 13 courses (15 units) per semester
- serves as CBOT Department Coordinator beginning Fall 2012
- coordinates the Menlo Park off-campus site
- supervises the three computer labs on main campus
- plans the student assistant work schedule each semester
- serves on Academic Standards and Trustee committees
- currently serves on the committee to hire a Project Director for Menlo Park
- currently serves on the Multimedia instructor hiring committee
- is the faculty lead for the CBOT Dept. PSLOs and SLOs
- sets up and coordinates the CBOT Advisory Committee meetings
- works with CBOT adjunct instructors
- volunteers for school events

Adjunct faculty does not have these responsibilities and cannot replace a full-time headcount.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

In previous semesters, we have used *Lynda.com* (an on-line training software) for professional development and incorporated what we have learned in those training session into our classroom for our Access classes, Excel, and Word classes. These techniques and new skills are incorporated into our curriculum so that our students are prepared with up-to-date skills and develop the confidence when they are ready to enter the job market. *Lynda.com* has been a valuable training software for professional development. Staff attends conferences and workshops for professional development. Updating and learning new technology and applications allows staff to incorporate this into our curriculum. In addition, the districts STOT 1 and STOT 2 offerings (which give a foundation in the creation of online and hybrid classes) have provided training to support online course development.

Our interaction with our Advisory Committee members enables us to be current in business and industry standards in educating our students for employment. This year, we will continue to look for creative ways to gain insight into the needs of the hiring managers in the workforce. We have a new advisory member who will join us in our May 2103 meeting.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Microsoft products are updated approximately every 2 – 3 years and instructors are required to be knowledgeable in the latest Microsoft products. Faculty would like to continue to subscribe to *Lynda.com* to continue to update their skills and attend publishers' conferences to learn the latest trends and developments.

Professional development activities help improve student learning outcomes by helping instructors acquired skills and knowledge around the latest developments in software. The instructors, in turn, prepare students for the workforce, training them in the latest software and technology. Professional development is essential to providing the most up-to-date information for our students.

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

The CBOT Dept. needs the following new classroom and instructional equipment:

- 40 new computers for room 13-217.
- 1 laser printer for Room 214
- electric outlet on the tables for students with laptops
- 1 paper shredder for 13-217
- new Keyboarding and Skillbuilding software for our typing classes

The oldest computers (40 in number) are 3 years old and are located in 13-217 and will need to be replaced. Microsoft has recently released Windows 8 OS (in 2012) and the new MS Office 2013 (in February 2013) has been released. Based on discussions with the IT department, the CBOT Dept. has decided to continue with the current 2010 software for another year before we update to the newest version of OS and Microsoft Office.

In Spring 2013, we acquired two new laser printers for Room 13-217. We will need a new laser printer for Room 13-214. Students are using laptops for portability and convenience and electric outlets on tables is desirable for our labs, as well. This will allow us to service more students with no increase in hardware investment. In addition, a paper shredder is needed because we have documents that have confidential information and should be shredded for security reasons.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

Our department would like to see the following for all registered students:

- list current employment status (i.e. full-time, part-time, un-employed)
- how many jobs, and industry growth
- hours employed per week and
- preferred time (day or evening) for educational offerings

The data will impact on the number of courses offered and the time/day courses should be offered.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

The department needs the following:

- new ergonomic computer tables in Bldg. 13-213 and 13-214.
- ergonomic chairs,
- mounted speakers in 13-217

Our computer tables and chairs are showing wear. We need ergonomic computer tables with ports for connections for laptops and other electronic devices. We serve students with various disabilities and having ergonomic tables and chairs would help address issues that they face, as well as improve the experience for all students. Mounted speakers in 13-217 are needed because instructors use that room to show movies to enhance learning and provide a more dynamic learning environment.