



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

Department/Program Title: CBOT Dept.

Date submitted: March 31, 2014

CBOT Annual Program Review for year 2013 – 2014

0. Key Findings: The CBOT Department is doing a good job despite a decrease in FTES. Marketing of our classes continues to be an important component in making people aware of our offerings. With a new certificate program in Customer Service debuting in the coming Spring semester, marketing continues to be an important focus. We will continue to update our courses and develop new certificate programs based on emerging areas of growth. A recent poll of local businesses in the Bay Area shows that businesses are not anticipating updating to Microsoft Office 2013 within the next year, so immediate transition to the newest versions of the Windows operating system and Microsoft Office suite. However, by Fall 2015, we will most likely be updating to the new operating system and Microsoft 2013 applications. Staff training will be essential so that we are prepared to teach and our students will benefit from our training.

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

1. Writing Team and Contact Person:

Writing Team
Carolyn Jung, Contact person
Rose Berta
Mallory Stevens
Charlene Suda

3. Program Information



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A. Program Personnel

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

FT Faculty: Carolyn Jung
PT Faculty: Georgia Clark, Robert Haick, Ethel Harris, Janice Weeks, Rose Berta,
and Mallory Stevens
FT Classified: None
PT Classified (hrs./wk): Charlene Suda (22 hrs./week) and Fleeta Rodriguez (22 hrs./week)
Volunteers: None
Student Workers:

Name	Hours/Week
Maricel Bianco	20.0
Patricia Oliver	20.0
Amado Renteria	19.0
Alejandro Castillo*	4.25

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. (200 word limit)

The purpose of the CBOT program is to train students for vocational careers and for 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 are in line with employment trends, ensuring that students of all backgrounds receive quality instruction supporting personal development, improved employment opportunities, 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.



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

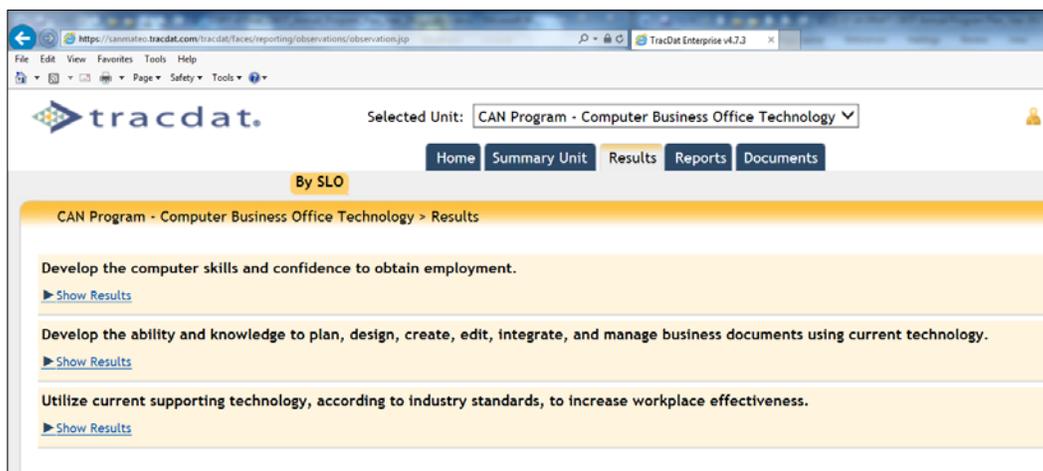
The CBOT PSLOs (Program Student Learning Outcomes) are the following:

PSLO #1—*Develop the computer skills and confidence to obtain employment.* The assessment tool is the CBOT Dept. Novi Survey, first used in a test run in the Summer of 2013. The survey needs some modifications and revisions before administration in Spring 2014. Currently, that is being done.

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. Novi Survey.

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

The screen shot below is a copy of the current CBOT PSLO on Tracdat and are up-to-date.



The three screenshots below are the CBOT PSLO currently entered on TracDat.

PSLO #1



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https://canmateo.tracdat.com/tracdat/faces/reporting/observations/observation.jsp

Selected Unit: CAN Program - Computer Business Office Technology

Home Summary Unit Results Reports Documents

By SLO

CAN Program - Computer Business Office Technology > Results

Develop the computer skills and confidence to obtain employment.

Hide Results

Date	Result	Actions	Related Documents	Reporting Cycle	
12/18/2013	In fall 2013, we used Novi Survey to assess our PSLOs for the CBOT Dept. There were 236 responses on this survey, the results shows that for PSLO #1, 79.70% of our students Strongly Agreed or Agreed with statements in support of this PSLO #1. In total, 16.42% were neutral. Only 3.88% disagreed or strongly disagreed with this statement. The results of this survey are also shown in the related Excel document. Also attached is Novi Survey for Fall 2013.	0	2	2012 - 2013	edit add Action
8/10/2013	Beginning in the Summer of 2013, the CBOT Department used a survey called Novi Survey provided through the district. We launched a "test run" using the CBOT summer classes to test the survey. Ninety-eight students responded to this survey. Students were permitted to take the survey only once during that summer. The purpose of using this survey is to evaluate our PSLO for the CBOT Dept. However, in order to help our CBOT Dept. plan better, the survey also evaluated: 1. Educational goals (i.e. upgrade skills, certificate, degree) 2. Interest in taking other specific CBOT classes. 3. New CBOT courses they would like to take. 4. What day and times they would like CBOT classes to be offered. The results of this survey shows that for this SLO 1 students evaluated showed that 1. Students (81 students strong	0	1	2012 - 2013	edit add Action

[Add Result](#)

PSLO #2

Selected Unit: CAN Program - Computer Business Office Technology

Home Summary Unit Results Reports Documents

By SLO

CAN Program - Computer Business Office Technology > Results

Show Results

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

Hide Results

Date	Result	Actions	Related Documents	Reporting Cycle	
12/18/2013	In Fall 2013, the CBOT Dept. surveyed PSLO#2. There were 236 respondents. The results of PSLO #2 shows that 77.49% of the students Strongly Agreed or Agreed to PSLO #2 and 17.80% were Neutral; and 4.71% Disagreed or Strongly Disagreed. The results are also shown in the related document. Also related is the Novi Survey for Fall 2013.	0	2	2012 - 2013	edit add Action
8/10/2013	For PSLO 2 in Summer 2013, our CBOT Dept. used Novi Survey for the first time to evaluate our PSLO. Please see the page 13 of the related document for the results of the survey of PSLO 2.	0	0	2012 - 2013	edit add Action
5/24/2013	In a paper survey administered in Spring 2013 to the 307 CBOT students to assess PSLO #2, on a scale of 1 through 5, with 5 being "Strongly Agree" and 1 being "Strongly Disagree," the students rated PSLO #2 with an average of 4.26 (which is an increase of 0.06 pt. since the last assessment). This indicates that the students agree they have developed the ability and knowledge to plan, design, create, edit, and manage business documents using current technology.	0	3	2012 - 2013	edit add Action
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 1 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

Utilize current supporting technology, according to industry standards, to increase workplace effectiveness.

[Add Result](#)

PSLO #3



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Utilize current supporting technology, according to industry standards, to increase workplace effectiveness.

Date	Result	Actions	Related Documents	Reporting Cycle	edit	add Action
12/18/2013	For PSLO #3 for Fall 2013, the survey shows that 77.86% of the students Strongly Agreed or Agree with PSLO #3; 17.01% were Neutral; and 3.81% Disagreed or Strongly Disagreed with the statement. The results are shown in the related Excel document. Also related is the Novi Survey taken by the students, the results are shown in the related document.	0	2	2012 - 2013	edit	add Action
8/10/2013	For PSLO 3 for Summer 2013, the CBOT Dept. for the first time, used Novi Survey to evaluate the PSLO. Please see the results of the survey of PSLO 3 on page 13 of the related document.	0	1	2012 - 2013	edit	add Action
5/24/2013	In a paper survey administered to our 307 CBOT students in Spring 2013 to assess PSLO #3, on a scale of 1 through 5, with 5 being "Strongly Agree" to 1 "Strongly Disagree" (a zero being Not Applicable), which indicates that the students agree that they can utilize current supporting technology to increase workplace effectiveness.	0	3	2012 - 2013	edit	add Action
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

See the following attachments:

- **Statistics of Three PSLO Analysis Fall 2013 (on Excel Spreadsheet)**
- **Novi Survey for Fall 2013**

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.

In the Annual Program Plan/Review Feedback Form—the date reviewed was on May 9, 2013, and the following recommendations were listed under the following categories:

- I. **Curriculum Offerings:** Under the column of *Incomplete Information* the following comment was made by the review committee:
“Need some indication of possibly growing courses and collaboration with other departments.”

In response to this comment, the CBOT Dept. has been working with Diana Espinoza and Jenny Castillo of the ESL Dept. to mutually schedule the best time to offer CBOT classes that would allow ESL students to take CBOT classes. In addition, the CBOT coordinator has made presentation to the ESL students to encourage the students to take CBOT courses that would benefit them.

In addition, in the planning stage is a new CBOT certificate for *Office Manager* which will require collaboration with the Business Department.



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Also, in the working stage in a new certificate for a *Customer Service Representative*. Currently, this is in progress and curriculum is currently being written by Mallory Stevens to present to the Curriculum Committee for approval in April 2014. A new CBOT course is being developed for this new program with the course name of CBOT 465 Customer Service. Industry research shows that this field is in high demand.

These address all the concerns from the IPC committee under the category of Curriculum Offerings.

- II. **Program Level Data:** Under this second level, all comments were stated as being “Completed.” There was one comment in this category stating: “Didn’t understand “unchecked” column. No further information was given as to what this comment means.
- III. **Action Plan:** IPC statements indicate we have “Complete information, some analysis.” The comment in this section states: “Need some indication of possibly growing courses and collaboration with other departments.” This has already been addressed in the prior section.
- iva. **Faculty and Staff Hiring Needs:** No recommendations and no comments here. However, in this annual program review, I will address this issue and recommend that the CBOT Dept. replace the one full-time faculty member who plans to retire in Fall 2015. This will be addressed in the appropriate section of this annual program review.
- ivb. **Professional Development needs:** No recommendations and no comments here.
- ivc. **Classroom and Instructional Equipment needs:** In this section, the last annual program review for 2012- 2013, the suggested vendor and the costs were not included, but will be supplied in this current annual program review.
- IVd. **Office of Planning, Research & Student Success data needs:** No recommendations and no comments here.
- IVe. **Facility Needs:** No recommendations or comments here.

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>



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

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](#)).

All of our CBOT department SLOs are current and uploaded to Tracdat through Fall 2013. CBOT 415, 417, 430, 431, 435, 436, 448, 457, 460, 470, 472, 474, 475, 476, and 480.

See 23 page attachment: **CBOT Dept. SLOs for Fall 2013 Courses.**

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

This last fall, the CBOT Dept. updated the course outline for the following courses which was approved by the Curriculum Committee in December 2013 and effective Fall 2014:

Course No.	Name	Last Curriculum Approval Date	Effective Date
CBOT 415	Beginning Computer Keyboarding	December 2013	Fall 2014
CBOT 417	Skill Building	December 2013	Fall 2014
CBOT 430	Computer Applications, Part I	December 2013	Fall 2014
CBOT 470	Advanced Spreadsheets	December 2013	Fall 2014
CBOT 472	Beginning Word Processing	December 2013	Fall 2014
CBOT 475	Using Outlook	December 2013	Fall 2014
CBOT 476	Adobe Acrobat	December 2013	Fall 2014
CBOT 480	Internet—A Communication Tool	December 2013	Fall 2014

Course No.	Name	Curriculum Approval Date	Proposed Effective Date
CBOT 431	Computer Applications, Part II	Pending	Fall 2014
CBOT 435	Spreadsheets	Pending	Fall 2014
CBOT 436	Database Management	Pending	Fall 2014
CBOT 457	Using PowerPoint in Business	Pending	Fall 2014
CBOT 448	Using Microsoft Windows	Pending	Fall 2014
CBOT 460	Office Procedures in Today's World	Pending	Fall 2014
CBOT 474	Intermediate Word Processing	Pending	Fall 2014

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.



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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)

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)

* A new CBOT 465 Customer Service class is currently being developed to present to the Curriculum Committee for approval in Spring 2014.

**CBOT 436 was canceled in Spring 2013; rescheduled and last taught in Fall 2013. Due to low enrollment this class will be taught every three semesters. Next class will be taught in Spring 2015 to enhance enrollment.

In order to help our department schedule classes at the best time of the day, our survey asked the following question: “What times would you like to have classes offered?”

The results show the most desirable times to offer classes are shown below. This indicates that students prefer to take classes in the evenings or in the mornings to accommodate their school and work schedule, indicating that our current schedule is in alignment with student requirements.

What times would you like to have classes offered?		
Answer	Count	Percent Answer
Evening 3 hours, once a week	105	47.9%
Weekday morning between 8:00 am & 12:30 pm	92	42.0%
Saturday morning	55	25.1%



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Online only	28	12.8%
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The next question in the survey was: What weekdays do you prefer to have daytime classes?

What weekdays do you prefer to have daytime classes?			
Answer	Count and Rating 1	Count and Rating 2	Count and Rating 3
Monday/Wednesday	80 (56.6%)	43 (29.9%)	21 (14.6%)
Tuesday/Thursday	44 (30.6%)	79 (54.9%)	21 (14.6%)
Fridays	20 (13.9%)	22 (15.3%)	102 (70%)

(Rank 1 to 3, 3 being the lowest preference.)

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 data packets for Fall 2012 and Spring 2013 from the Office of Planning, Research, & Student Success & Student Success below.



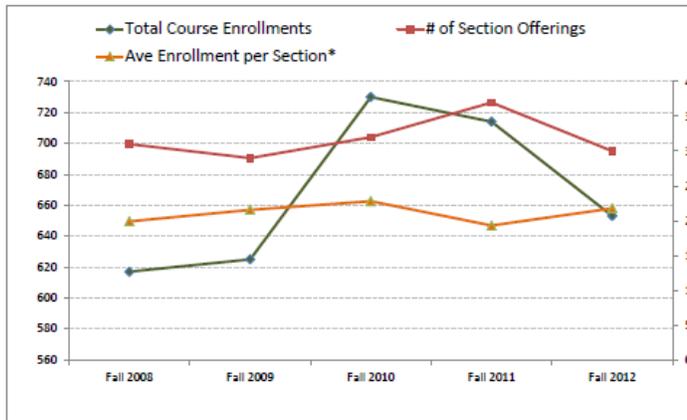
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Program Review Department Data Packet - CBOT

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CBOT	Student Headcount	373	378	462	440	465
	Total Course Enrollments	617	625	730	714	653
	# of Course Offerings	9	10	9	9	9
	# of Section Offerings	31	29	32	37	30
	Ave Enrollment per Section*	19.9	21.6	22.8	19.3	21.8

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.
 Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department.
 Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
 # of Course Offerings is the number of courses offered within the department for that term.
 # of Section Offerings is the number of course sections offered within the department for that term.
 Ave Enrollment per Section is the average number of students per section (Average Class Size).



Some questions to get you thinking:

- * Compare course enrollments to section offerings. What is the relationship between the two trends?
- * Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings?
- * How does your Department's average enrollment per section compare to the college average? Why might they be different?
- * Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students?
- * Do the trends suggest any goals or enrollment targets for the department?



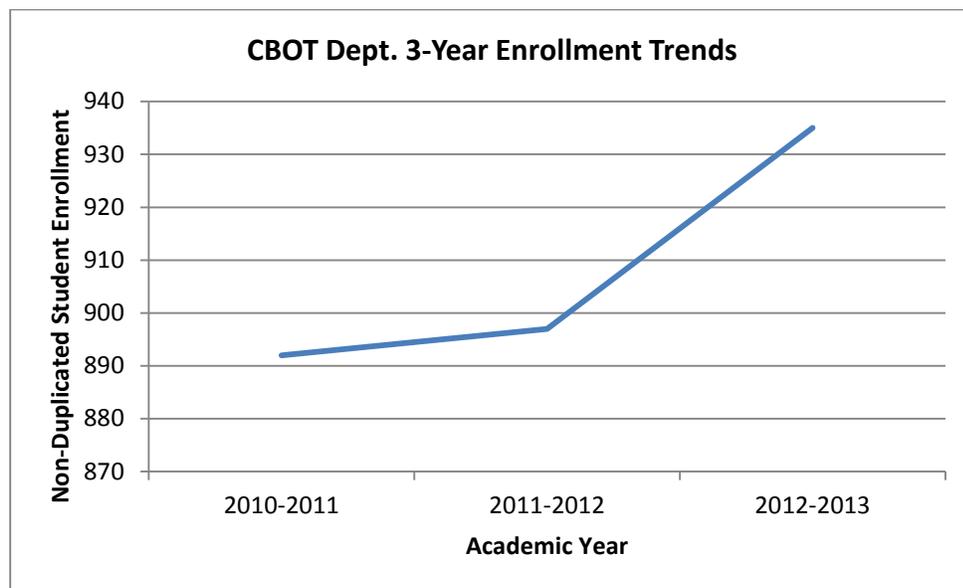
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ENROLLMENT PATTERNS & COURSE OFFERINGS

Student Headcount—

The student headcount has been increasing over the last two years after a drop in 2010/2011, based on the following data:

- **2010/2011 Academic Year:** In Fall 2010 our student headcount was 462 students (no duplicates) enrolled in all CBOT courses. In the following Spring 2011 our student headcount was 430 students—which represents a decrease over the previous Fall 2010 semester of 6.9%.
- **2011/2012 Academic Year:** In Fall 2011, the student headcount was 440 students. In Spring 2012 our headcount was 457 students—an increase over the previous semester (Fall 2011) of 3.9%.
- **2012/2013 Academic Year:** In Fall 2012, the student headcount was 465. In the following Spring 2013, the student headcount was 470, which represents a 1% increase in students.



With the exception of year 2010 – 2011 which saw a decrease in student headcount, the last two years have seen an increase in enrollment due to economic factors facing students who are coming to school to learn new skills or upgrade their current skills in order to find employment



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Total Course Enrollments--Total course enrollments (the sum of all filled seats in our department) in Fall 2010 was 730 students. In the following Spring 2011, total course enrollment was 673 students—representing a 7.8% decrease in total course enrollments. In Fall 2011, total course enrollments was 714 students and the following Spring 2012 was 646—a decline of 9.5%. In Fall 2012 total enrollments were 653 students and the following spring was 759 students—an increase of 16.2%.

Several factors negatively impact headcount and enrollment:

1. As of Fall 2011 the Computer literacy requirement was removed so that students no longer have to take a CBOT class to prove their knowledge of computer applications.
2. Increasing number of students doing a Credit by Exam for the CBOT 430 class.
3. Students are requesting to challenge the pre-requisite of CBOT 472 Beginning Word Processing in order to take the CBOT 474 Intermediate Word Processing class.
4. Enforcement of prerequisites by the registration system —students cannot register for classes unless the prerequisite is met in the system.
5. 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.
6. Economic factors facing students, causing them to reduce their participation in school. The California unemployment rate in the beginning of Fall 2010 was a high of 12.40%. In beginning of Spring 2012 was a high of 11.00%. With this high unemployment rate, students are not able to afford to enroll.

of Course Offerings—In both Fall 2010 and Spring 2011 the department offered 9 courses. In Fall 2011, we offered 9 courses and the following Spring 2012, we increased the number of course offerings to 10. The increase was the introduction of the CBOT 460 *Office Procedures in Today's World*—a new course. In Fall 2012, our course offerings were 9 courses, and in the following Spring 2013, the number of courses offerings decreased by 1 to 8 courses due to cancellation of courses due to low enrollments.

Average Enrollment per Section—

Fall 2010	Fall 2011	Fall 2012
22.8	19.3	21.8
Spring 2011	Spring 2012	Spring 2013
21.7	17.9	20.0



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Conclusion--In comparing the number of sections offered in comparison with the average enrollment per section, the less number of sections offered, the higher the average enrollment per section. This leads to the conclusion that we need to offer fewer sections where there are multiple sections with low enrollment.

DEPARTMENT EFFICIENCY

Program Review Department Data Packet - CBOT

Table 2. Department Efficiency

Department	Metric	Term				
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CBOT	WSCH	2213	1936	1111	1256	945
	FTEs	73.8	64.5	37.1	41.9	31.5
	FTE	2.7	2.53	2.73	3.2	2.4
	Load*	819	764	407	393	394

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.
 FTEs is the total Full Time Equivalent Student value resulting from all enrollment within the department.
 FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.
 Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Program Review Department Data Packet - CBOT

Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CBOT	WSCH	2197	1583	1302	1311	1140
	FTEs	73.2	52.8	43.4	43.7	38.0
	FTE	2.6	2.96	2.8	2.9	3.03
	Load*	845	535	465	452	376

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.
 FTEs is the total Full Time Equivalent Student value resulting from all enrollment within the department.
 FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.
 Load is the ratio of WSCH to FTE and a standard measure of department efficiency.



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From Fall 2010 to Spring 2013, our WSCH (the total Weekly Student Contact Hours resulting from all enrollment in the department) has been decreasing. Throughout the years, an increasing number of students are introduced to computers at a very young age. Our feeder high schools teach the same computer courses and students receive credit for our classes through the articulation process. The economy also has an influence on the number of students in that students are taking fewer classes because they are combining both school and work.

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>

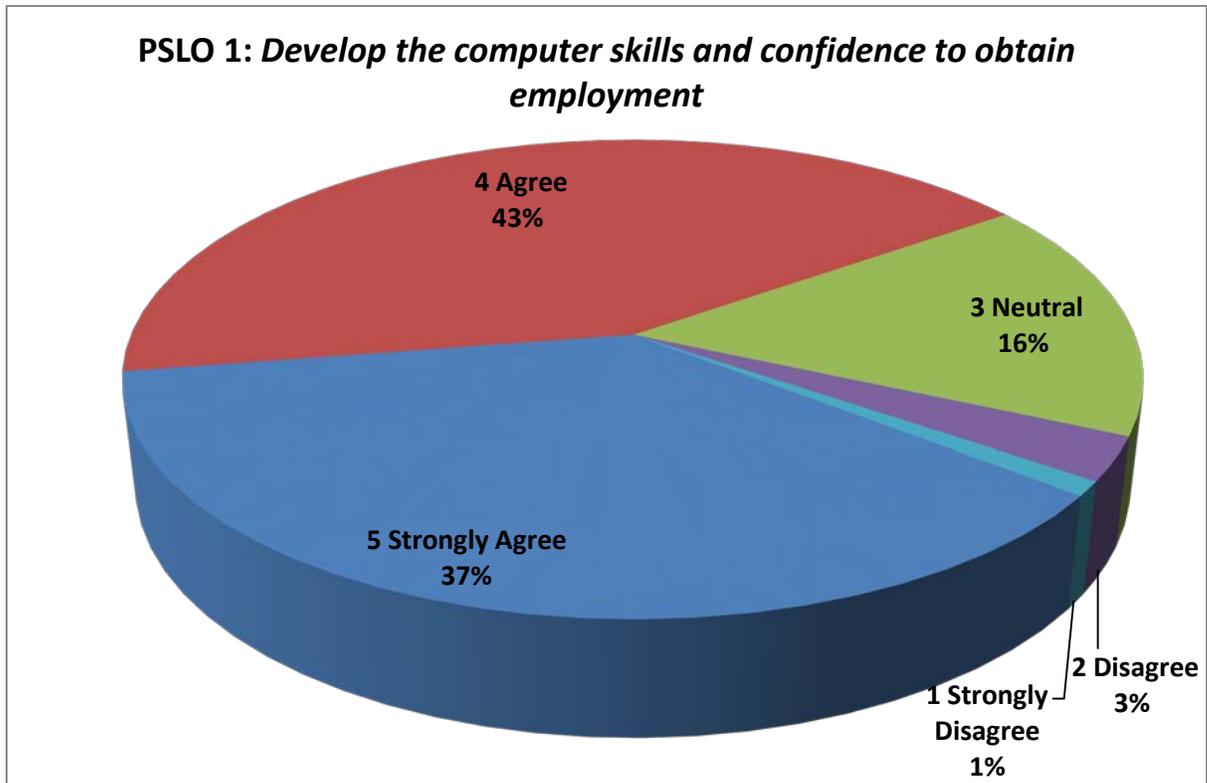
Guidelines:

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

Cañada Colleges CBOT courses focus on skills and technology that will be applicable to a wide variety of jobs. The goal in every course is to teach students how to use current technology to solve real-world problems. The assignments that students are given are designed to reflect activities that would be found in a real-world job.

All students were asked to respond to a departmental survey each semester. If they were enrolled in multiple courses, they were asked to respond only once. This survey included 8 questions where students were asked to evaluate their skills development. These were then mapped to the PSLOs, allowing the evaluation of each PSLO.

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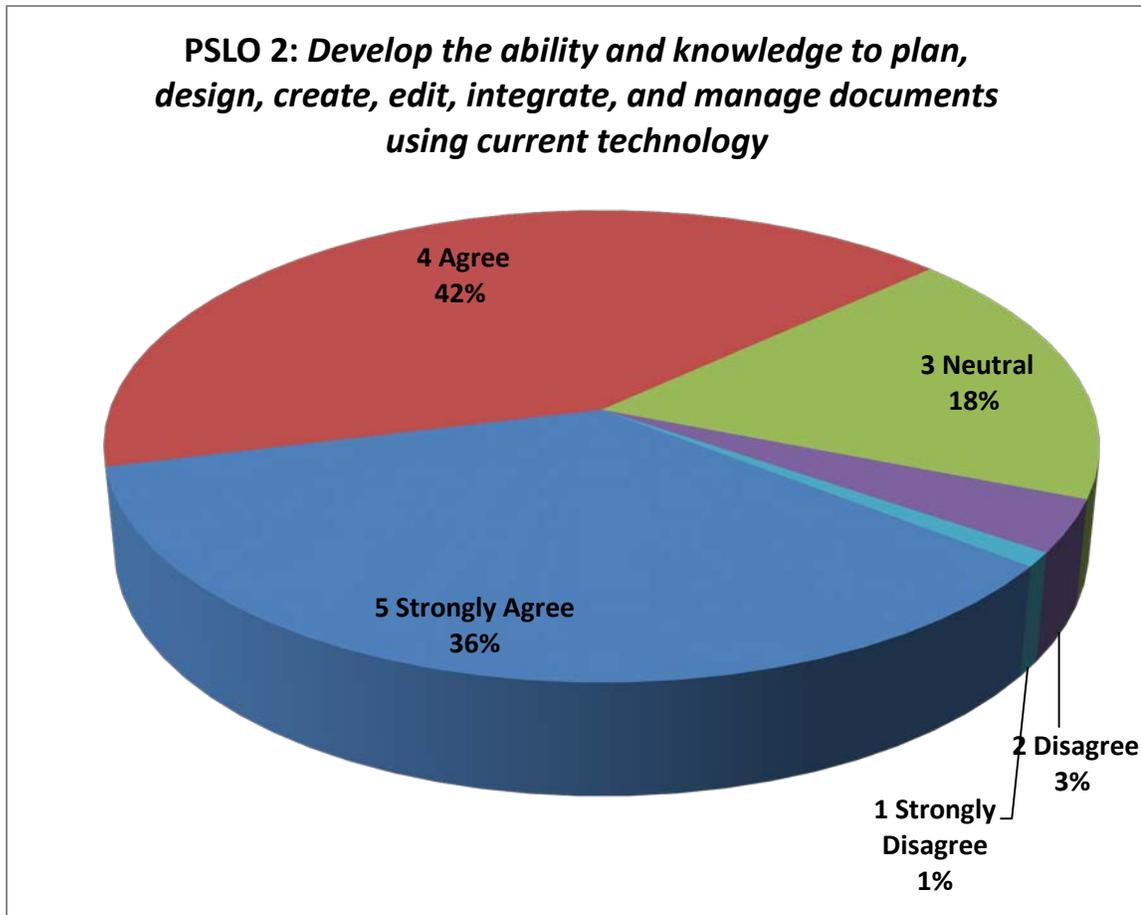


PSLO 1 was evaluated based on evaluating student responses to the following 5 statements:

- My computer & office skill level has improved as a result of this class.
- The course helped me with my goals.
- I am prepared to move on to the next level of learning as a result of this class.
- I have developed self-confidence with computers.
- I have developed the knowledge to use technology for better productivity.

Based on a total of 1,183 responses from 235 students, 80% of all students either Agreed or Strongly Agreed with the statement that indicated that they developed computer skills and confidence to obtain employment. Only 4% either Disagreed or Strongly Disagreed.

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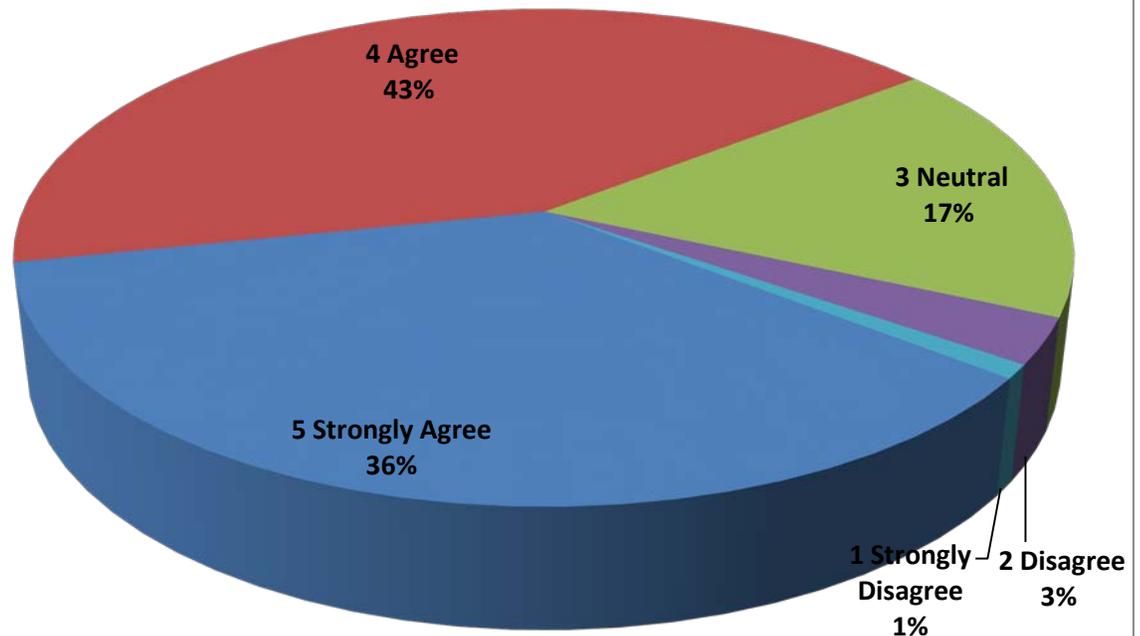
PSLO 2 was evaluated based on evaluating student responses to the following 6 statements:

- My computer & office skill level has improved as a result of this class.
- I am able to apply what I have learned.
- I can create professional looking business documents.
- The course helped me with my goals.
- I am prepared to move on to the next level of learning as a result of this class.
- I have developed better critical thinking skills.

Based on a total of 1,334 responses from 235 students, 78% of all students either Agreed or Strongly Agreed with statements that indicated they developed the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology. Only 5% either Disagreed or Strongly Disagreed.

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PSLO 3: Utilize current supporting technology, according to industry standards, to increase workplace effectiveness



PSLO 3 was evaluated based on evaluating student responses to the following 7 statements:

- My computer & office skill level has improved as a result of this class.
- I am able to apply what I have learned.
- The course helped me with my goals.
- I am prepared to move on to the next level of learning as a result of this class.
- I have developed self-confidence with computers.
- I have developed better critical thinking skills.
- I have developed the knowledge to use technology for better productivity.

Based on a total of 1,578 responses from 235 students, 79% of all students either Agreed or Strongly Agreed with statements that indicated that based on their CBOT classes they are able to utilize current supporting technology, according to industry standards, to increase workplace effectiveness. Only 4% either Disagreed or Strongly Disagreed.

Through the CBOT Advisory Board, we continue to evaluate the requirements for employment in our area. High school instructors, industry professionals, and college faculty work together to explore the current needs of industry, and of our students, in order to develop programs that will make students employable. Through these discussions, evaluate which technologies are in regular use (for example, discussing the timing of updating to MS Office 2013), as well as



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what new course offerings are required (for example, what skills are needed in Customer Service Roles, which lead to the development of our CBOT 465 Customer Service class).

Each course's individual SLOs were developed in line with the PSLOs. In addition to the end-of-semester survey, all student results are evaluated by looking at student performance and achievement around the skills outlined in the SLOs. The effectiveness of the course is evaluated and action plans are created as necessary to enhance teaching and ensure that the objectives are being met.

C. Other Considerations

Our Customer Service Certificate and associated CBOT 465 Customer Class were developed based on data indicating that this sector is an area that has significant projected growth in our area.

In Fall of 2013, the CBOT department offered CBOT 475 Outlook as an online class. In addition, all classes were reviewed and submitted to the Curriculum review process so that online and/or hybrid sections may be offered. The offering of online sections allows students more flexibility with work schedules, removing a significant barrier to enrollment. These sections will also be marketing to local employers as employee development opportunities.

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 questions 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.



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The assessment results of our last PSLOs outcomes indicate that our department is doing a good job. The challenge in administering our survey is to determine not what a good job we are doing, but what we can do to improve our department. What are we not doing that we should be doing? The challenge is to develop a survey to determine both what we are doing well, and what we need to do to improve. We have not yet been able to determine the verbiage to do that, but will work on accomplishing that goal.

Overall, there seems to be continued support for our core course (e.g. CBOT 430, 431, 435, 472, 474, etc.). Our research shows that our CBOT students take our classes for a combination of five main reasons:

1. Acquire job skills for employment—55.5%
2. Personal development—43.6%
3. Upgrade skills—36.4%
4. Earn an AA/AS degree—31.8%
5. Transfer to a four year college/university—30.9%

Employers are demanding that their employees have degrees along with their certificates, and experience when they hire. More students working towards obtaining a degree as indicated by Tables 5 below:

Program Review Department Data Packet - CBOT

Table 5. Student Goal Orientation

Department	Metric	Term				
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CBOT	Transfer (w/ or w/o Degree)	89	125	115	141	146
	Career Dev (Degree, Certificate, License)	123	149	170	150	171
	Educational Development	90	38	115	94	108
	4 Yr College Student attending Cañada	36	23	21	20	9
	Undecided on Goal	21	30	32	35	28
	% Transfer (w/ or w/o Degree)	24%	33%	25%	32%	31%
	% Career Dev (Degree, Certificate, License)	33%	39%	37%	34%	37%
	% Educational Development	24%	10%	25%	21%	23%
	% 4 Yr College Student attending Cañada	10%	6%	5%	5%	2%
	% Undecided on Goal	6%	8%	7%	8%	6%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.
Note 1: Percentages do not sum to 100% because the Transfer category also includes some degree seeking students.



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Program Review Department Data Packet - CBOT

Table 5. Student Goal Orientation

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CBOT	Transfer (w/ or w/o Degree)	105	124	122	123	126
	Career Dev (Degree, Certificate, License)	158	171	133	204	168
	Educational Development	52	88	122	90	126
	4 Yr College Student attending Cañada	32	18	14	7	10
	Undecided on Goal	27	36	33	33	34
	% Transfer (w/ or w/o Degree)	27%	28%	28%	27%	27%
	% Career Dev (Degree, Certificate, License)	41%	38%	31%	45%	36%
	% Educational Development	13%	20%	28%	20%	27%
	% 4 Yr College Student attending Cañada	8%	4%	3%	2%	2%
	% Undecided on Goal	7%	8%	8%	7%	7%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category also includes some degree seeking students.

Reaching out to our ESL students about the importance of learning how to type correctly and taking the basic computer application program has been a challenge because of their busy schedules—combining school and work. Last semester, the coordinator, with the cooperation of the ESL faculty, did a presentation to the ESL students to discuss the importance of taking CBOT 415 *Beginning Keyboarding* and the *Computer Applications, Part I* class. This current semester, students evaluated their experience in the CBOT 415 class and found the experience to be positive in that they can type without looking at the keyboard and at a much faster rate than they did previously using correct typing techniques. It was a win-win situation and students wanted to know what class they should take next.

As mentioned in previous sections, we are adding a new program to our curriculum called *Customer Service*, which is still in progress, and has been submitted to Curriculum for approval.

The focus of inquiry for the following year will be to research what other new programs we can add to our curriculum that will meet industry demands for our local area. As with any new program, marketing of this new program is one of the keys to success. Our CTE Coordinator is reaching out to our high school partners to advertise concurrent enrollment. Our new courses, CBOT 460 *Office Procedures in Today's World* has had a difficult time with enrollment, but the new Customer Service program incorporates this class and should see increased enrollments. The CBOT 470 Advanced Spreadsheet is being offered in the day for the coming fall semester.



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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.

CBOT Department currently has one full time faculty where there previously were three full-time instructors. The full-time instructor anticipates retiring at the end of Fall 2015 or in Spring 2016. At that time a replacement will be needed. A second full-time instructor should be considered because the load for one full time instructor to handle six part-timers and other responsibilities can then be shared.

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 anticipation of the adoption of Windows 8 and Microsoft Office 2013, faculty will need training to learn this new OS and software and recommend that Lynda.com be purchased for the faculty to use for professional training in order to learn the new system and applications. Students will benefit from the new knowledgeable that the instructor will learn.

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.



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Classroom and Instructional Equipment Requested for Main Campus: See Attachment of below

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)					
CLASSROOM & INSTRUCTIONAL EQUIPMENT REQUESTS FOR MAIN CAMPUS					
Company	QTY	Item	Description	Price Each	Total Price Excluding
Office Depot.com	115	100564	HON Volt Mid-BackChair, Black	195	22,424
The chairs we currently have are starting to show the wear and tear. Wheels do not roll easily, knobs getting stripped and not able to tighten as well as becoming stained and not looking good. The hydraulics are wearing and some of the chairs we are not able to adjust. We have tried cleaning numerous times and after awhile the cleaning doesn't help, we cannot get some of the stains out. We have had these chairs for many years and the age of them is starting to show.					
Cañada College	1set	Bldg. 13-217	Audio---(speakers, power amp, cabling) in 13-213 & 13-217. Whatever it is that required		
	1set	Bldg. 13-213	to mount the the speakers on the wall and Pixie Boxes, cabling etc. I have a call into Mike Tyler to get a pricing.		
Pricing is unknown as this time because this involved both Facilities and the IT Department.					
We have been asking continuously for this work to be done. Having the speakers mounted on the wall helps the sound project throughout the whole classroom.					
Hewitt Packard Printer	4	All three CBOT Labs	HP LaserJet Enterprise 600 Printer M603dn	1749	6,996
We have a large amount of printing that goes on in each of our classrooms. We need printers that can handle this heavy volumn of printing. Right we have had a few problems with the printers we now have in 13-217, which is the model prior to what is listed above. Not knowing how long it will be before we get new printers we may need for all three classrooms. So the Quantity may be two(2) or five(5).					
Computer (13-214)	35	E1Z88UT	HP EliteDesk 800 G1 Ultra-slim PC(Energy Star)	984	34,440
Hewitt Packard Monitor	35	D7P53A8	HP Z Display Z241i 24-inch IPS LED Backlit Monitor (Energy Star)	339	11,865
Fed-X/Kinkos	3	Keyboard Poster	24" x 48" Poster Package Print, Laminated-Mount on Board w/grommets OR	137	412
	3	Keyboard Poster	24" x 48" Canvas w/Grommets	135	405
Ventura Educational Systems	20	SpeedSkin	PeakProof Covers for Teaching Typing	8	159
Total:				3,547	76,296

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Classroom and instructional Equipment Requested for our Menlo Park Campus:

- “Smart Classroom” in the HMSV classroom at the Menlo Park Center. Overhead projection system (see district equipment details and cost estimate below). This equipment will be used to enhance the students’ classroom experience with presentations. As well as, to bring the classroom up-to-date with technology and safety standards. Currently, there are multiple cables on the floor running from a cart to numerous plugs. These cables are in the front of the classroom and path of the students and the professor.



CAN Menlo Park Center Smart Classroom Estimate			
QTY	Description	Cost	Supplier
1	Electrical/data	\$ 2,000.00	Atlas/Young
1	Projector EPSON PowerLite D6250 XGA 3LCD Projector	\$ 1,600.00	
1	Projector mount Chief RPA projector mount and ceiling plate	\$ 500.00	
1	Screen10' x 10' Dalite Model C screen	\$ 800.00	
1	Blue Ray Blu-Ray player	\$ 200.00	
	Additional AV Roemtech PMA-245H Audio Mixer-Amp Atlona AT-RGB45SR VGA extender kit Atlona AT-HDTX-RSNET HDMI transmitter Atlona AT-HDRX-RSNET HDMI receiver, Pixie Control panel Plus various CAT6 cables, speaker cables and audio cables.	\$ 1,400.00	
1	Labor to move white board, patch and paint, install screen	\$ 2,500.00	Eternal
1	media cabinet	Redeployed?	

Estimated Total: \$ 9,000.00

- 2 new whiteboards for the HMSV classroom at the MPC
6' long, 4'tall at \$700 each = \$1400
- 1 storage cabinet for classroom materials \$300



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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 CBOT Dept. would like to see the following data for all registered students:

- List their current jobs status of our students (e.g. employed, unemployed, part-time)
- What new, upcoming jobs for our area are anticipated so that we can develop programs

E. Facilities requests

Guidelines:

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

We need to have speakers mounted in both 13-213 and 13-217—especially in 13-217 because that is the largest CBOT classroom and movies and shown to enhance learning and would provide a more dynamic learning environment for the students.