



# **Computer Business Office Technology (CBOT)**

**Program Review - Comprehensive Review**

2022- 2023

# Computer Business Office Technology (CBOT) - Comprehensive Review

2022 - 2023

## Program Context

### 1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The purpose of the CBOT program is to train students for 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 in The Learning Center, current technologies, along with personalized attention from instructors, students are able to achieve success.

### 2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

No Known Changes.

### 3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

No known changes.

Changes in technology and licensing from companies such as Microsoft and Adobe have affected our students. Both companies had previously offered free software subscriptions to students. Microsoft and Adobe now only offer a limited version of Microsoft Office for students. This version is obsolete for teaching. The library is offering computers with software for students to borrow. However, there are limited number of computers to loan to students. To address the equity issue – all students need access to the full versions of Microsoft Office and Adobe Creative Suite, as well as a dedicated classroom or lab with computers on campus.

Due to COVID, there have not been any recent advisory group meetings.

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## Looking Back

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### 4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

COVID has affected our program. The college closed down in March of 2020 due to the pandemic. Classes that met face-to-face, became virtual or online asynchronous. Difficulties for access to computers or software programs affected students. The college began to offer free loaner computers with software through the library. To help with the internet access – the college offered free “Hot Spots”. Building 13 has been closed for renovations. Students no longer had access to Instructional aids in the labs, laptop carts and free software. Support for students has been through the Learning Center, Library, DRC, and utilizing Early Alerts. Due to construction in Building 13, students lack a dedicated space for computers and labs.

### 5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

#### SLO Assessment

RESPONSE: We have developed and posted a 3-year assessment cycle and are up to date with this plan and have posted on **Nuventive Improve**.

(SLO Assessment - Compliance).

### 5. SLO Assessment – Impact

Response: Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

#### 6. PLO Assessment –

Response: We have now developed and posted a 3-year assessment cycle and are up to date with this plan and have posted on **Nuventive Improve**.

### 7. Enrollment Trends:

Enrollment prior to Pandemic dropped. After the pandemic enrollment stabilized. Load has slowly declined over the past 5 years. Sections have decreased slightly from 2020-2021.

Enrollment by Ethnicity shows that Hispanics have continued to have the highest enrollment rate, followed by White Non-Hispanic.

Due to Covid all classes for CBOT are Online. Success for Online classes has increased from 63% (2019-2020) to 73% (2021-2022) Census enrollment had also increased However, this data may be inconclusive due to COVID.

### 8A. Access & Completion:

Gaps are most prevalent for low income students. Access to computers and software have had a disproportionate impact

Results are somewhat inconclusive. Most classes became DE due to COVID. There was an increase in success for DE, but there was no other alternative offered during COVID

During COVID all classes became online/hybrid classes Increase in enrollment for online courses from 129 in 2019/2020 to 201 in 2021/2022. Withdrawal rates dipped in 2020/2021 to 16% and increased in 2021/2022 to 20.4%.

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This increase can be attributed to software access that changed in the Fall of 2021. Microsoft and Adobe stopped offering free full versions of their software. These gaps could be reduced by offering free software to students.

### 5B. Progress Report - Prior Program Goals

**Provide a summary of the progress you have made on the program goals identified in your last program review.**

Result - NEUTRAL - The plans of the newly designed and technologically successful Business HUB were beginning to gain momentum until these events occurred: Modernization of Building 13 which closed building 13, including the newly designed Business HUB. The new furniture purchased specifically for the hub and the technology purchased specifically for the hub were distributed around the campus. The technology (laptops) were distributed to faculty and staff during COVID-19. The modernization of 13 was to replace all the laptops and technology, with the caveat of money remaining after the modernization which has experienced over-runs.

An adjunct instructor was hired to coordinate needs for the department with hiring, assessments, staff coordination, articulation, program review and Advisory Meetings. CBOT department still has only adjunct instructors and no full time instructors

### 6A. Impact of Resource Applications

**Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?**

Inconclusive at this time.

### 6B. Impact of Staffing Changes

**Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."**

The CBOT department hired two new Adjunct instructors and a part time coordinator. The part time coordinator has been able to assist in hiring new instructors, completing assessments for SLO's, and PLO's, scheduling, and other coordination duties. Due to COVID there has been no significant impact.

## Current State of the Program

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### 7A. Enrollment Trends

**Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.** Enrollment prior to Pandemic dropped. After the pandemic enrollment stabilized. Load has slowly declined over the past 5 years. Sections have decreased slightly from 2020-2021.

Enrollment by Ethnicity shows that Hispanics have continued to have the highest enrollment rate, followed by White Non-Hispanic.

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### 7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

No significant changes in changes to the program.

### 7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

Success for Online classes has increased from 63% (2019-2020) to 73% (2021-2022) Census enrollment had also increased However, this data may be inconclusive due to COVID.

Department needs resources for reoccurring development for teaching and development. Computers and a dedicated lab, and free software for students

### 8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

It was possible to complete certificates in the CBOT Department at Cañada College. Success rate for grades increased from 56% to 68% in 2021- 2022.

Overall outcomes by demographics for Census Enrollment has increased from in 2021-2022. Success and retention has dropped slightly, from 76% to 73%

Access to computers and software may have affected the Withdrawal rate. College can improve student completion and success by providing students with access to computers and software.

### 8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Students 18 – 22 who are not low income are less likely to be impacted. Students who do not have access to technology are more apt to enroll. Access to technology is essential to improving outcomes

### 8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

During COVID all classes became online/hybrid classes Increase in enrollment for online courses from 129 in 2019/2020 to 201 in 2021/2022. Withdrawal rates dipped in 2020/2021 to 16% and increased in 2021/2022 to 20.4%. This increase can be attributed to software access that changed in the Fall of 2021. Microsoft and Adobe stopped offering free full versions of their software. These gaps could be reduced by offering free software to students.

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### 9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO assessment has been completed according to the 3 year PLO/SLO schedule. Results are posted in Nuventive Improve

### 9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

SLO's do not seem to affect enrollment at this time. Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

### 10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's **Three Year Assessment Plan** Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Program Learning Outcomes are assessed on a three year assessment plan. Results are posted in Nuventive Improve.

### Looking Ahead

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**Next Step:** After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

### Supporting Information

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#### General Supporting Documents

[Certificate of achievement - completion of classes.PNG](#)

[equity and enrollment.PNG](#)

[Salary Growth and Careers.PNG](#)

[Salary Growth and Careers.PNG](#)

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## Tables & Graphs

### Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
	2021-2022	181.0	100.0%	100.0%	0.0%	7.3%



AY 17-18  
to 21-22

Disaggregation

None

Academic Year

2021-2022

Term

(All)

Interest area

(All)

Division

Bus. Design & Workforce

Department

Comp. Bus. Office Tech...

Course Number

(All)

Contact type

(All)

Time of Day

(All)

### Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
	2021-2022	220.0	70.5%	70.5%	0.0%	6.6%

### Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
	2021-2022	220.0	22.7%	22.7%	0.0%	6.6%

\* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/28/2022 11:13:02 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

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