



CBOT Dept. Program Review - Instructional Program Plan for Year 2014 - 2015

Program Title CBOT Dept. (Computer Business Office Technology)

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Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

The strength of our CBOT program is the application of up-to-date technology to teach students to apply the real world skills required in the workforce. In the assessment by the students of our program, they confirm that the CBOT Department is doing a good job of preparing them for work in the current marketplace. The challenge is to broaden the CBOT certificate offerings beyond administrative positions, in order to provide more employment opportunities for our students. Low enrollment continues to be a challenge, as well as the need to find targeted ways to advertise our "new" course offerings (i.e. CBOT 460, 465 and 470) to the public. These courses are designed to develop the skills identified as crucial by our advisory board, but have not had the enrollment required to make them viable. In response, we are looking at offering courses at later times in the day (e.g. 12:40 – 2:00 p.m.) and offering courses on days not previously offered (e.g. Friday), in order to increase enrollment. In Fall 2015, our department is upgrading to Microsoft Office 2013 and staff training is essential to prepare.

Program Context

1. Mission: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical Basic Skills Transfer Lifelong Learning

If your program has a mission statement, include it here.

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 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.

We provide quality instruction in career technical education with up-to-date technology, equipment, and facilities and encourage and foster student in academic success. Due to continual updates in software technology, our program encourages lifelong learning when students return to upgrade their computer knowledge.



2. **Articulation:** Describe how your program’s articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

We continue to review high school course offerings, as Academy offerings are eliminated, created and expanded, creating updated articulation agreements. New courses and certificate and degree offerings (i.e. the proposed Customer Service class and certificate) are reviewed for alignment with 4 year offerings, and to ensure that they are not in competition with other local offerings.

For a full list of articulations, see:

<http://www.smccd.edu/ctetransitions/files/CanadaAgreement%20.pdf>



3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

In cooperation with our CBOT Advisory Board, our department researched data showing that our area, Silicon Valley, has a growing need for people in the Customer Service area. In order to expand our certificate offerings beyond the administrative positions in industry, the CBOT Dept. designed a Customer Service Certificate of Achievement to prepare students for employment in customer service roles in a variety of business settings. A customer service representative interacts with customers to provide information in response to inquiries about products and services and to handle and resolve complaints. Regional trends show that on the national, state, and regional level, there is an increasing need for need for Customer Service Reps. For the San Mateo County region in 2014, there were 2,361 new jobs, paying a median earning of \$22.81/hr. Currently, we are waiting for approval from the State for this Certificate.

Microsoft Office 2013 is now the only supported version, so our department is transition to this version effective Fall 2015. We will continue with Windows 7 platform, until we move to Windows 10 in the next year.

The CBOT Dept. regularly holds an Advisory meeting and the group provided input that was fed into the creation of this new Customer Service certificate and approved it, as recorded in the minutes of the November 8, 2013 advisory meeting. The following are dates on which our department has held an advisory meeting since spring of 2012: (a) May 11, 2012 (b) October 26, 2012 (c) May 3, 2013 (d) November 8, 2013 (e) May 8, 2014 and (f) October 30, 2014. The next CBOT Advisory meeting will be on April 23, 2015.

Looking Back

- Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.



In Fall 2014 the CBOT Dept. created a new Customer Service Certificate of Achievement that was endorsed by the BACCC (Bay Area Community College Consortia) on May 15, 2014. The PDF containing Form CCC-501 and our applications was sent to the Chancellors Office. The rationale for this change was to offer a certificate that expanded beyond the administrative certificate positions and provided students training for jobs in an identified growth area.

Enrollment in some sections continues to be an issue. Part of the problem is that our beginning CBOT 430 classes have a recommended eligibility of: READ 836 and ENGL 836 or ENGL 847 or ESL 400 along with a recommendation that they should know how to type properly (this means touch typing). Frequently, students will register for the beginning class without any knowledge of typing and have limited English skills. When this occurs, a student will eventually drop out of the class because they cannot keep with the pace, or they do not have enough English comprehension to remain in the class. This affects our success rate and our retention of students. On the first day of class, we recommend that students take the CBOT 415 Beginning Keyboarding class before they take CBOT 430. Some students are able to take both the CBOT 415 and CBOT 430 classes concurrently.

Traditionally, our latest CBOT day classes usually end at 12:30 pm in the afternoon, but we are experimenting with offering classes in the early afternoon 12:45 to 2 p.m. slot. We anticipate using this new time block to have CBOT classes and help increase our enrollment. Examples of these changes are:

1. In Fall 2014, we experimented with offering a CBOT 415BX and CBOT 417 classes at 12:40 – 2:00 pm on Monday/Wednesday.
2. Currently, we are offering a Spring 2015 CBOT 430AC course will begin on Monday/Wednesday, March 30 at 12:45 – 2:00 pm. The course currently shows enrollment at 15 students and we anticipate that more students will add this class since there is still time to enroll.
3. We offered CBOT 480 on Friday mornings in Fall 2015. This class had low enrollment the last time it was offered in the evening in Spring of 2012. With the change from evening to Friday morning, we saw over a 60% increase in enrollment, going from 12 to 21 students

New time slots still present a challenge. On Oct. 13, 2014 enrollment reports showed that 24 students were enrolled in CBOT 415BX and 8 students were enrollment in the CBOT 417BX class (taught concurrently), for a total of 32 students. This class was being offered in the 12:30 to 2 p.m. experimental slot. The high enrollment boded well for this new slot, but on the first day of class, many of the registered students did not attend causing the class to be canceled. Instructors follow up and remind students to come on the first day, but often it is hard to evaluate true enrollment. We will continue to support students in reminding them of class starts for new time slot offerings. In addition, new time slots will not be offered mid-semester, since there seems to be a higher rate of dropping or not showing up for mid-semester start classes.

- **Progress Report:** Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.
Link: [2013-2014 Program Plan and Feedback forms](#)



In the Annual Program Plan/Review Feedback Form—the date the Annual Program Review (for years 2013 – 2104) was reviewed was on May 18, 2014, and the following recommendations were listed under the following categories:

I. Curriculum Offerings

(1) Status of curriculum updates for all courses, the column was check under Complete information, analysis, plan.

(2) Status of SLOAC for all courses, the Complete information, analysis was checked.

(3) A description of the complete curriculum offering cycle, the last column under Course information analysis, plan was checked.

(4) A plan for necessary curriculum development, again the last column was also checked.

Comments/Questions: Had the following “CBOT 460, 470, have no SLO results. Otherwise, looks good. Very thorough analysis of course offerings.”

Response: The reason no SLO results were entered for these two CBOT courses was that all these three classes were canceled due to low enrollment.

II. Program Level Data

(1) Identification of trends on data packet. The feedback response was “Good job with survey of business needs.”

(2) Identification of program performance. The feedback response was “Good analysis. Removal of TBA caused drop in Load.

(3) Identification of PLOs (Program Learning Outcomes) assessment plan. The Feedback response was “Complete information, analysis, plan.”

(4) Analysis of PLOs (Program Learning Outcomes) results. No response was checked in any of the four columns.

Guidelines: The data is prepared by the Office of Research and Planning and is to be attached to this document. For the annual program review for 2014 – 2015 we will attach the data prepared by the Office of Research and Planning.

Comment: PLO results are they filed in correct portion of TracDat? Reword survey questions for students regarding PLOs. Any plans for direct assessments of PLOs?”

Response: Our department goal is to redo our on-line Novi Survey prior to Summer 2015, with input from PRIE. The initial release to evaluate the effectiveness of the redesign is targeted for the Summer 2015. The redesign will focus on shortening the number of questions asked, simplify the questions for clarity, and adjusting the focus on gathering quantifiable feedback that will result in focused change to curriculum offerings. In Fall 2015, after any revisions, we will have the CBOT students in Fall 2015 use the finalized on-line survey.

III. Action Plan

(1) Reflections on Department/Program needs and goals. Feedback response was “Complete information, analysis, plan.” We will include this in our next program review for 2014 – 2015.

(2) An action plan for what is to be accomplished for the next year. Feedback response was “complete information, analysis, plan.” We will include this in the 2014- 2015 annual program review.



The Comments/Questions: The feedback comments were: “With respect to Student Survey design, work with PRIE to increase validity of student responses. How can the results be useful to Program development? Continue to plan for alignment of courses with business demands.” Response: We will be revising Novi Survey with support from PRIE to assess our PSLOs.

Iva. Faculty and Staff hiring needs

(1) Justification is consistent with accurate data. The feedback was “Complete information, analysis.”

(2) Justification fits Department/Division/College needs. The feedback was “Complete information, analysis.”

Comments/Questions: Feedback was “Thanks for the early warning of future needs.”

Response: In our next request for year 2014 – 2015 we will explain clearly and with supporting data how replacing a full time instructor will serve the Department/Program/Division/College needs.

Ivb. Professional Development needs

(1) Justification is consistent with Department/Program needs. Feedback response was “Complete information, analysis, plan.”

Comments/Questions: Feedback comment “Seems reasonable to get training on new software.”

Response: We have renewed our subscription for Lynda.com, an on-line training program, which will train instructors in the Microsoft Office 2013 applications in preparation for Fall 2015.

Ivc. Classroom and Instructional Equipment needs

(1) Complete source/cost information (item description, suggested vendor, number of items, total costs).

Feedback was “Complete Information, analysis, plan.”

(2) Justification is consistent with Department/Division/College needs (uses previous program plan information). Feedback was “Complete information, analysis, plan.”

Comments/Questions: Feedback was “Projector and associated tech would be useful.”

Response: For the current annual program review for 2014 – 2015 there is a separate spreadsheet file to complete for Instructional equipment needed.

IVd. Office of Planning, Research & Student Success data needs: No recommendations and no comments here. In our annual program review our department asked for two items:

(1) List of the current job status of our students (e.g. employed, unemployed, part-time)

(2) What new, upcoming jobs for our areas are anticipated so that we can develop (new) programs.

The feedback was that our request of the Office of Planning, Research and Student Success should explain clearly how the request will serve Department/Program/Division/College.

Response: We will do that with the next annual program review for 2014 – 2015.

IVe. Facility Needs

Feedback response is: “Justification is consistent with Department/Division/College needs.

Response: At our next annual program review for 2015 – 2016, we will explain clearly our facility needs will serve our Department/Program/Division/College.



- Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

Currently, our staff includes 2 Instructional Aide II positions and 4 Student Assistants, as follows:

Name of Staff	Position	PT/FT status
Fleeta Rodriguez	Instructional Aide II	Part time
Charlene Suda	Instructional Aide II	Part time
Maricel Bianco*	Student Assistant (SA)	Part time
Amado Flores Renteria	Student Assistant (SA)	Part time
Anne Kong	Student Assistant (SA)	Part time
Patricia Oliver	Student Assistant (SA)	Part time

*Maricel Bianco is currently a “Sub” for Fleeta Rodriguez who is current on disability.

The two instructional aides work in the three computer labs in 13-213, 3-214, and 13-217. Ms. Rodriguez works in the lab during the day from 7:15 am – 1:00 pm, and Ms. Suda works in the evenings from 4:30 pm – 10:00 pm. Primarily, the two aides work with the instructors, the SAs, and the students to assist the instructors in the classroom and work with the students in the class. The four student assistants work with both of instructor in the classroom and the students both before and after class with their classwork and homework. The impact of all of these resources above is to help students to accomplish their educational goals, acquire computer skills, and to foster student success.

Since the CBOT Department’s primary goal is working with computers, equipment is very important resource to the success of our department’s program. All of the equipment (and software) must be up-to-date and in working condition. Besides computers, our equipment includes:

- Monitors
- Keyboards
- Mice
- Printers
- Overhead projects
- Screens
- Speakers (two) for films

Our three labs (facilities) had the electrical updated. In June 2015, we are getting new furniture for one of the labs (Room 214) as well as new computers. In addition, we are getting new ergonomic chairs for all three labs. The computers in Room 217 were newly installed in Fall 2014. We still need to update the computers in Room 213.

Current State of the Program

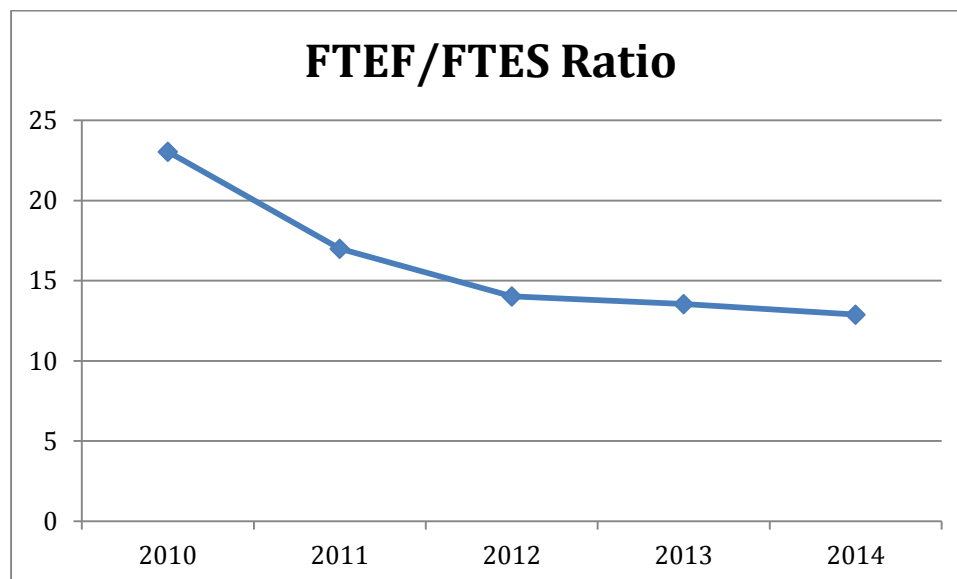
Data packets link <http://www.canadacollege.edu/programreview/datapackets1314.php>

- Connection & Entry:

- A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

Despite a drop in course enrollment over the last 4 years in the Business, Design and Workforce division (falling from a high of 10,118 in 2009/2010 to the current enrollment of 8,555), CBOT enrollments have remained fairly consistent (plus or minus > 10%). The improving economy and availability of jobs is a factor in the decrease in division numbers and the fact that CBOT has not seen a similar dip indicates that the department offerings continue to be interesting to students in terms of skills development whether they are looking for a job, are updating their skills for their current employment or are working toward transfer. There has been a slight decrease in unique headcount, indicating that students are taking lower numbers of courses in a given semester. In looking at our ratio of FTES to FTEF, in 2010, each FTEF had around 23 students. Currently, due to low enrollment, that number has fallen to just over 12 students, which is also reflected in a decrease in our load (387 in 2014 vs. 691 in 2010).

Productivity by Year									
	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
2009/10	1,359	1,084	5.09	117.28	3,519	691	58	1,742	78.0%
2010/11	1,271	1,033	4.73	80.44	2,413	510	55	1,619	78.5%
2011/12	1,432	1,188	6.10	85.58	2,667	421	73	2,130	67.2%
2012/13	1,365	1,118	5.13	69.51	2,085	408	64	1,785	76.5%
2013/14	1,270	992	5.20	67.07	2,012	387	86	2,431	52.2%



- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends.



As a department, we are experimenting with offering classes on new days and times (e.g. in the early afternoon and on Friday mornings) in order to attract new students and allow students greater flexibility. In addition, we are planning on offering more online and hybrid classes to increase accessibility for students who have conflicts with work schedule or difficulty with transportation. A vast majority of classes offered currently are traditional classes (99%), so there is a huge opportunity in this area. Scheduling of classes each year is a challenge. The coordinator looks at enrollment from the prior year when scheduling classes for the following year. The cancellation of low enrolled classes reduces the number of sections being taught and affects the number of classes offered following year. We have focused on reducing the number of CBOT 430/431 sections in order to increase the per section enrollment average.

Articulation connects students to our certificate and AS programs, providing them with up to 6 units of credit toward a certificate and 12 units toward an AS/Transfer degree. While this may negatively impact potential enrollment in introductory classes, it provides a connection to our certificate programs and an influx of students prepared for our intermediate level classes.

Better connection to internships and job shadowing will provide students with valuable real-world experience, connections and an incentive to complete a CBOT degree or certificate, instead of just taking course occasionally for skills development.

- Progress & Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

Overall, success rates and retention rates have dropped over the last 4 years. In the last two years, we have not met our success rate goal of 70%, achieving a success rate of 65% for 2013/2014. In addition, our retention rate has also dropped, from 82% in 2012/2013 to 79% in 2013/2014. Over half of our students are Hispanic (59.3%). Those students have a lower success rate than average (-6%) and a lower retention rate (-4%). The same is true for the African American students (17% of our students)... their success rate lags by 13% and retention rate by 4%. In addition, 68% of our student population is female and only 32% male. Males have a success rate 5% below the average and a retention rate 2% below the average. By age, our lowest success rate and retention rate is with the 29 to 39 year old and 40 to 49 year old groups. In both cases, the success rate and retention rates are 4% to 5% below the average. Finally, evening students have a much lower success rate (71% vs 60%) and retention rate (84% vs 75%). Enrollment status does not seem to be a significant factor in success or retention rates. Two-thirds of our students list themselves as continuing.



Annual Retention and Success

	Enrollments	Success Count	Success Rate	Success Rate Goal	Success Rate Diff	Retention Count	Retention Rate	Retention Rate Goal	Retention Rate Diff
2009/2010	1,503	1,158	77%	70%	7%	1,339	89%	84%	5%
2010/2011	1,574	1,122	71%	70%	1%	1,382	88%	84%	4%
2011/2012	1,486	1,035	70%	70%	-0%	1,288	87%	84%	3%
2012/2013	1,534	1,057	69%	70%	-1%	1,263	82%	84%	-2%
2013/2014	1,409	914	65%	70%	-5%	1,113	79%	84%	-5%

Retention and Success by Ethnicity

2012/2013	African Am.	137	93	68%	109	80%
	Asian	87	64	74%	71	82%
	Filipino	19	15	79%	15	79%
	Hispanic	801	525	66%	657	82%
	Native Am.	1	1	100%	1	100%
	Unknown	192	134	70%	156	81%
	White	297	225	76%	254	86%
	Totals & Averages	1,534	1,057	69%	1,263	82%

Retention and Success by Day or Evening

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Day	675	535	79%	602	89%
	Evening	828	623	75%	737	89%
2010/2011	Day	722	578	80%	674	93%
	Evening	852	544	64%	708	83%
2011/2012	Day	748	590	79%	675	90%
	Evening	738	445	60%	613	83%
2012/2013	Day	796	590	74%	672	84%
	Evening	738	467	63%	591	80%
2013/2014	Day	663	468	71%	556	84%
	Evening	746	446	60%	557	75%

- B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses. Currently, we are not offering enough online classes to have effective data on this. Only 1% of our CBOT students take classes were offered online in 2013/2014.
- C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? Students who take classes in the evening are often employed during the day. This combination of work and study may account for lower success and retention rates. Since students in the evening classes also tend to be older, this same challenge may be reflected in the age demographics that show the 29 to 49 year olds having the lowest success rates. The introduction of more hybrid and online classes will offer greater flexibility for these students, as will new timeframes for traditional class offerings. In addition, many Hispanic students face the challenge of being non-native speakers. Selecting textbooks that are designed with less text and more supporting visual aids will support their learning. In addition, retention is impacted by students' financial stability and



ability to pay fees and purchase textbooks. The creation of the SparkPoint center at Cañada will be instrumental in providing students with the knowledge and resources needed to be financially successful. To encourage students to leverage these resources, instructors will be asked to invite SparkPoint to make presentations to CBOT students either prior to or during all CBOT classes to raise visibility. In addition, students will be provided with opportunities to reinforce these skills with budgeting projects created for CBOT 435.

- SLO Assessment:

<https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx>

- A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

All curriculum is reviewed every two years and SLOs are reviewed as part of this process. In 2015, the computer lab will be upgraded to Office 2013. As part of this upgrade, new textbooks will need to be selected and courses will need to be updated. All SLOs will be reviewed as part of this process.

In the CBOT Dept., we assess our SLO results each semester for all classes offered—in the fall, spring, and summer months. We are currently up-to-date in our Fall 2014 assessments of our department SLOs. The latest department SLOs for Fall 2014 were uploaded to Tracdat on February 7, 2015. Each semester, a SLO spreadsheet is sent to all instructors for them complete for each of the classes which they taught. The completed SLO assessments are e-mailed to the department's coordinator who compiles all the data onto a spreadsheet or Word document and upload the results to Tracdat. Every SLO has "Related Documents" showing the results of the SLOs. In the feedback from the prior annual program review for 2013 – 2014, noted that there were no SLO results for CBOT 460 and CBOT 470—both of these classes were canceled due to low enrollment.

- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

SLO assessments tell us what we need to do to improve our teaching. For some instructors, the assessments has resulted in their changing their teaching methods to incorporate more activities, hands on learning and instruction in certain chapters and decreasing time spent on exercises in chapters students easily understood. Another example in the Microsoft Word class assessment, the assessment showed that students did not know how to type envelopes using data sources from Access, Excel, or Word. The teaching was revised to include this and the results were remarkably improved at the next assessment cycle. SLO assessment not only shows the strengths of a program, but also the weaknesses that would benefit from modification. This is where SLOs are the most helpful and tells the instructors what changes in their teaching approach needs to be done to correct any deficiencies. The SLO process also gives instructors a chance to reflect on whether the current SLOs are still in alignment with the course.



- PLO Assessment:

PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/

A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

Prior to Fall 2013, our CBOT Dept. assessed our PLOs using a paper survey. The task of tallying all of the data was time consuming and error prone. Our department worked on creating an on-line survey using NoviSurvey and did a test run in Summer 2013. After some modifications and revisions Novi Survey was launched in Fall 2013 and has been used successfully for the last two years. The students rate the PSLO according to a scale from 1 through 5.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

The results of the PSLO for these two years have shown that our students feel that they have developed the computer skills to obtain employment, and they have developed the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology according to industry standards to increase workplace effectiveness. Generally, 97%+ students rate all PSLOs a 5 or a 4. We have used survey results to target new class times that convenient for students. We have found that asking students which classes they plan to take does not lead to interesting data, because the intention does not hold them to a timeframe. In addition, when students are asked what class is not offered that they would like to take, it is often outside our discipline or not meaty enough for a full class (topic driven), so generally have not lead to course creation.

B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The major findings of our CBOT PSLOs (Program Student Learning Outcomes (PSLOs) are the following:

PSLO#1—Develop the computer skills and confidence to obtain employment.

For Fall 2014, NoviSurvey showed that students PSLO#1: Strongly Agree = 71%; Agree = 22%; Neutral = 7%; Disagree = 0%; and Strongly Disagree = 0%. A total of 93% either Strongly agreed or agreed that they have developed the computer skills and confidence to obtain employment.

PSLO#2—Develop the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology.

For Fall 2014, NoviSurvey showed that students rated PSLO#2: Strongly Agree = 58%; Agree = 33%; Neutral = 9%; Disagree = 0%; and Strongly Disagree = 0%. A total of 91% of the students either Strongly Agreed or Agreed that they have developed the ability and knowledge to plan, design, create, edit, integrate, and manage documents using current technology.



PSLO#3—Utilize current support technology, according to industry standards, to increase workplace effectiveness.

For Fall 2014, NoviSurvey showed that students rated PSLO#3: Strongly agree = 57%; Agree – 34%; Neutral = 8%; Disagree = 0%; Strongly Disagree = 0%. A total of 91% of the students either Strongly agreed or Agreed that they are able to utilize current support technology, according to industry standards, to increase workplace effectiveness.

Though the results of the three PSLO are very good, the survey for Fall 2014 only showed that 59 students completed the survey. Actually many more students took the survey, but not all the responses were included in Novi Survey. Some of the data was lost.

Prior to this, in Summer 2014 we had 59 responses because we have a limited number of summer classes in session. However, for Spring 2014, we had 227 responses. Our department used Novi Survey to assist in department planning. For example, what would be the best time and day to offer classes? The survey indicated that students would take a Friday class (1st choice is Monday/Wednesday and 2nd choice is Tuesday/Thursday, and Friday was 3rd choice). Our department has never offered Friday classes and we decided to schedule a CBOT 480 Internet class in Fall 2014 at 8:10 – 11:00 am. The class was held with an enrollment was 20 students.

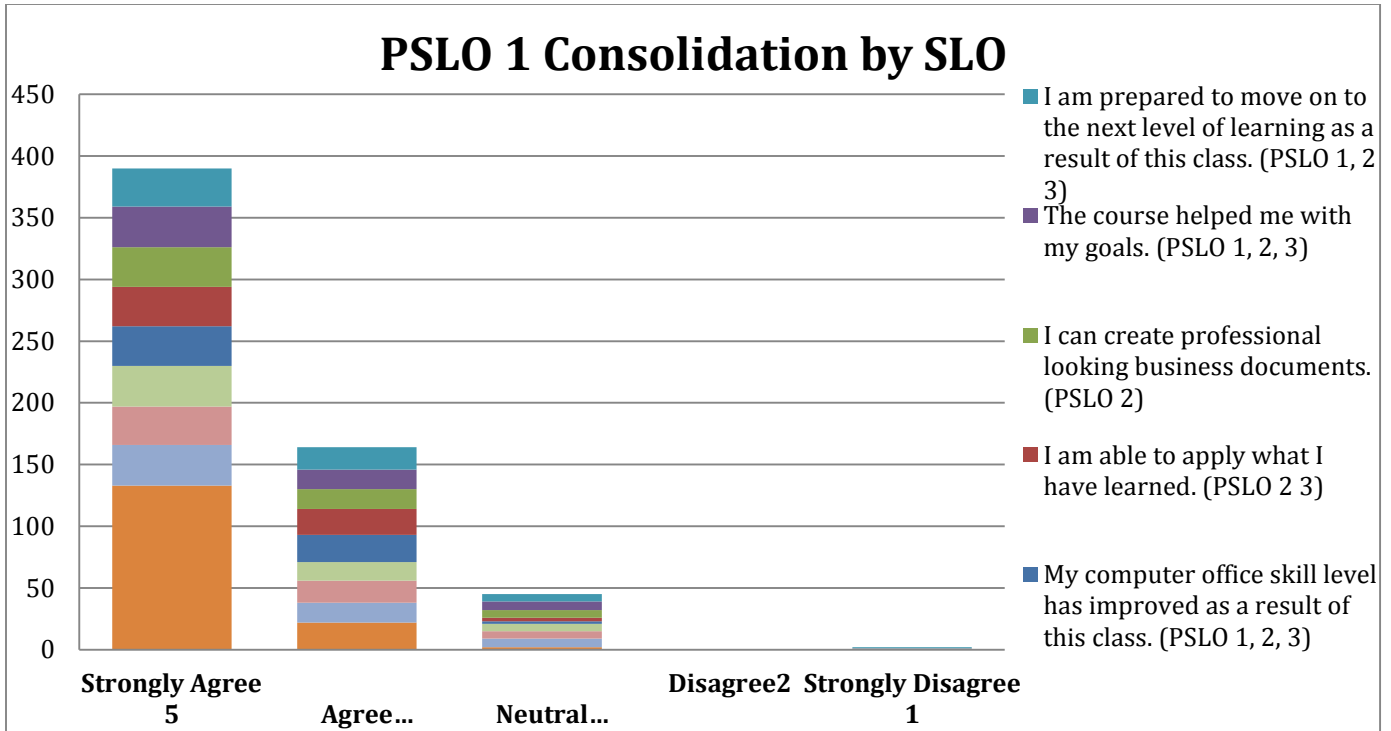
In addition, for Fall 2014, we also scheduled a CBOT 415 Beginning Keyboard class and a CBOT 417 Skillbuilding on Mon./Wed. at 12:40 – 2:00 pm--at a time slot that has never been tried before by our department. Amazingly, there were 25 students registered for CBOT 415 and an additional 7 students registered in the CBOT 417 Skillbuilding class. This is a grand total of 32 students! However, disappointingly many of the registered students did not show up for the class, which caused the two classes to be canceled. When I asked the students who were present that day in class, why they registered for this particular class, their response was, “the time worked out for me.” This Spring 2015, we have a CBOT 430AC class schedule for Monday/Wednesday at 12:45 – 2:00 pm. beginning on March 30. These are examples of using the results of our PSLO assessments to assist us in planning our classes in order to increase enrollment.

In terms of improvement, we definitely need to improve the Novi Survey form, focusing on making the following changes:

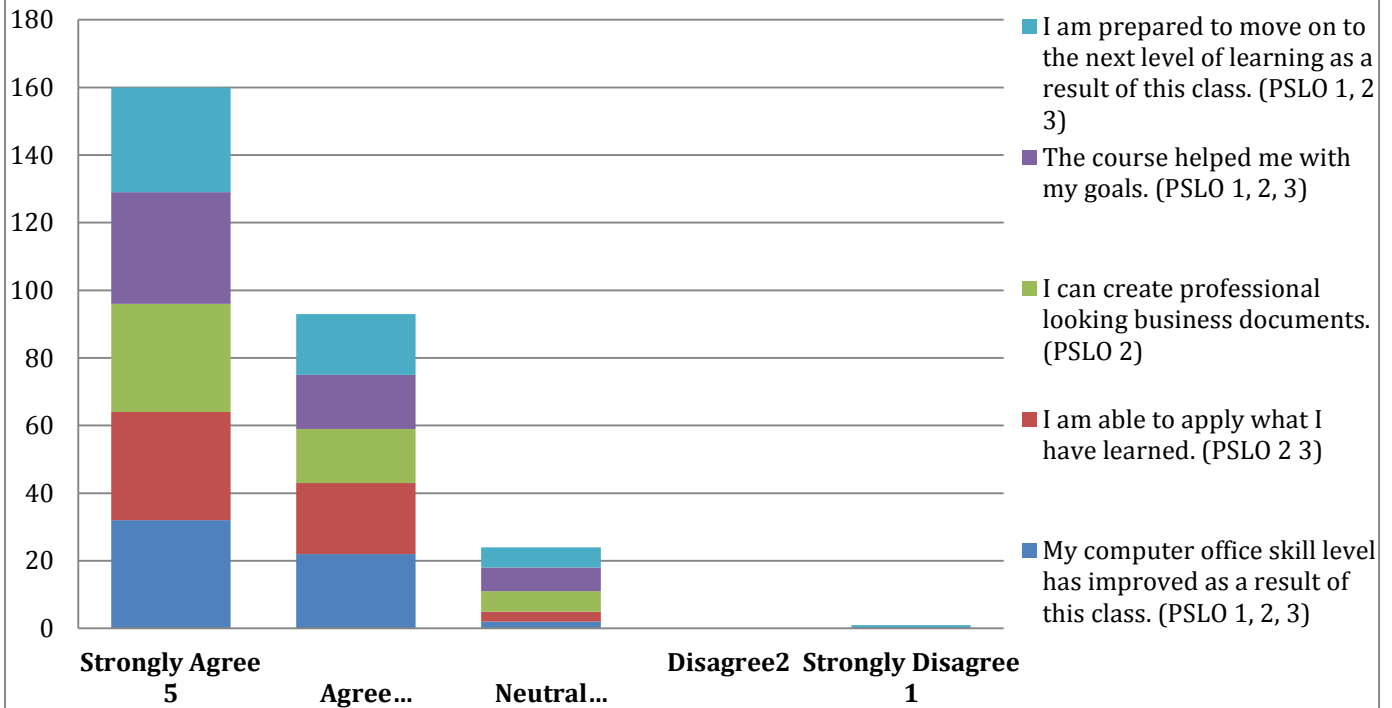
- (1) delete and/or simplify some of the questions (e.g. the question regarding their educational goal—this question is in our data packet from Office of Research and Planning)
- (2) Add questions that will reveal what we need to do as a department to improve our program.
- (3) Re-evaluate whether we want a direct survey to evaluate PSLOs or an indirect evaluation methods.

It is our intention currently to keep our on-line Novi Survey because it is more efficient and less error prone than a paper survey. Our goal is to have an updated survey by Summer 2015, then launch the revised Novi Survey in Fall 2015.

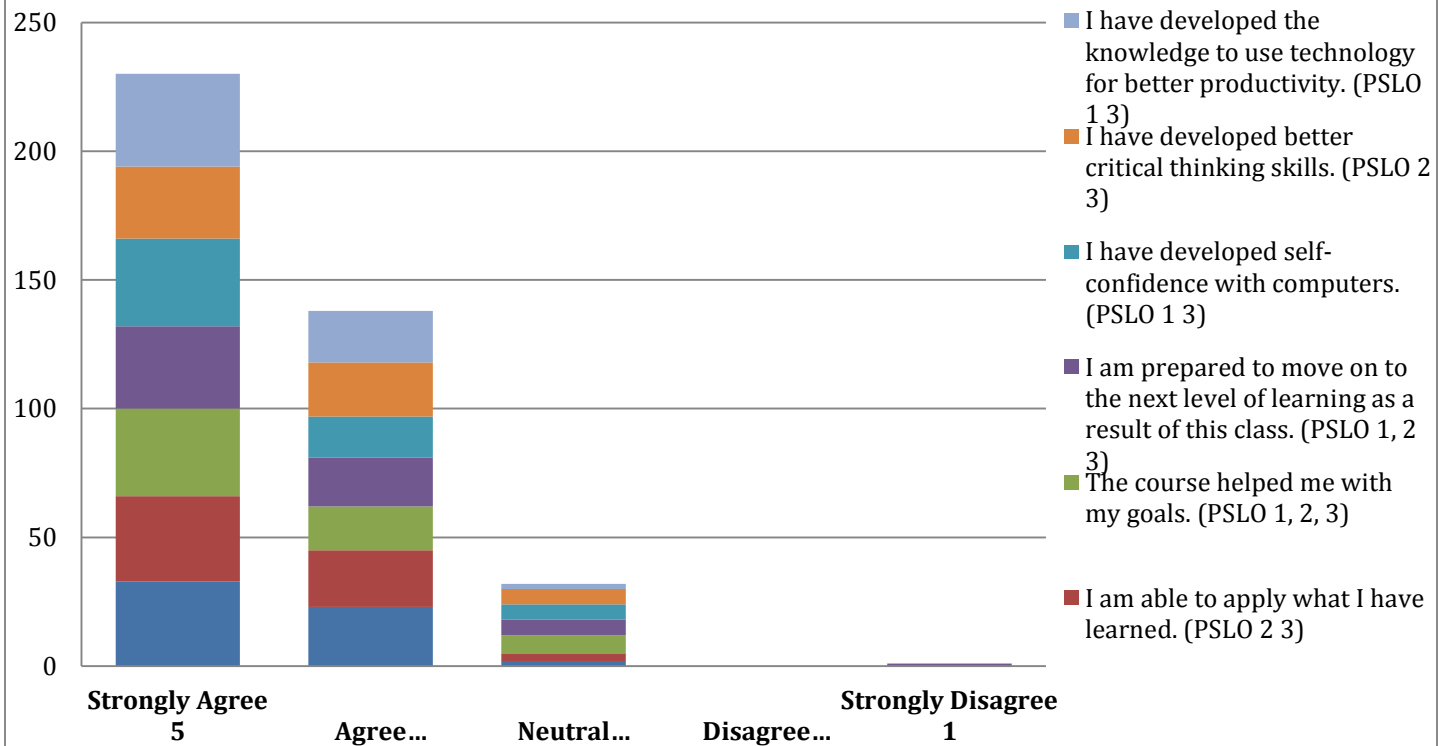
For your reference, please see an overview of PSLO 1 – 3 responses for Fall 2014 on the following pages.



PSLO 2 Consolidation by SLO



PSLO 3 Consolidation by SLO





Looking Ahead

- Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible party	Resources required
Enrollment, retention and the success rate are a concern. Our action plan should be two pronged. First, we will schedule classes at days and times that are more variable than our more traditional day/time offerings and in a broader range of modalities (hybrid and online). Courses and instructors will need to be identified for best fit to develop and offer online and hybrid versions of existing classes.	Effective Fall 2015	All CBOT instructors	None
Second, we need to make students aware that classes have recommendations that may need to be met (e.g. eligibility for ENG 836 or ENG 847 or ESL 400) before they register for a class in order to attain success (and ultimately retention). Counselors also need to be aware of this when they schedule students for the beginning CBOT classes.	Effective Fall 2015	CBOT Instructors, Counseling Department	None
Through the CTE Transitions grant, we will continue to develop new articulations (e.g. Digital Media, Computer Science, Medical Assisting) and renew existing ones. In addition, we continue to create opportunities for students to come on campus (increasing from 1 to 2 visits across the district in 2014). We have also, as part of this grant, created a CTE Intern position, that will increase support and visibility at the schools.	Ongoing	CTE Transitions Program Director	CTE Transitions Grant
We will complete the approval process for the Customer Service Certificate and offer the new customer service class.	Effective Fall 2015	CBOT Dean and Coordinator	None



We will review and update the PSLO survey to gather more interesting and useful data.	Effective Summer 2015 for evaluation, and final in Fall 2015	CBOT Coordinator	None
Upgrade the labs to current technology.	MSOffice 2013 by Fall 2015 and Windows 10 TBD. Rotating upgrade of lab hardware.	IT	Hardware and Software budget. Professional development for staff around new technology.



Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.

Link to resource request form <http://www.canadacollege.edu/programreview/instruction-forms.php>