YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name Computer Business Office Technology (CBOT) **Academic Year 2024**

1. Has your program mission or primary function changed in the last year?
   No

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
   No

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

   Yes, the program map is in place and no challenges.

4. Were there any staffing changes?

   No

5. What were your program successes in your area of focus last year?

   A collaboration between Delta High School took place where there were 10 students in the fall that signed up for CBOT 100 online as College Now students. At Delta they attended a dedicated classroom set up to support them in the class. Their teacher was taught how to use the TypeTastic software and the CBOT instructor made several visits to speak to the students to ensure success. All 10 students from Delta in the dedicated class passed with a "B" or better. There were 8 "A's" and 2 "B's". The "A" student means they had a keyboarding speed of 25 net wpm on a typing test and completed 20 hours of keyboarding in the keyboarding application program. The students that received "B's" did not have enough hours dedicated to the homework practicing the keyboarding but did have the speed for a higher grade. In the spring that number increased to 20 students and the course is currently in session.

Learning Outcomes Assessment

    a. Please summarize key results from this year's assessment.

    All courses were mapped to the Program Learning Outcomes (PLO's) and verified in the Strategic Planning Software (SPOL) and updated for accuracy as necessary during the last 2 years. See below.

Business Office Technology

Skill Level I Introduced D Developed M Mastery N Not Associated A Not Applicable   Introduced, Developed, Mastery   Introduced, Developed   Introduced, Mastery   Developed, Mastery   Associated No Attainment Level

Course / Outcome	1 - CBOT1- Analyze and solve problems related to ad	2 - CBOT2- Apply proper administrative operations a	3 - CBOT3- Communicate clearly and professionally.	4 - CBOT4- Demonstrate the use of software applicat
CBOT100	A	A	I	I
CBOT131	A			
CBOT132	A			M
CBOT302	D	D	D	I
CBOT305	D	D	A	A
CBOT312	A	A	A	D
CBOT333	A			
CBOT334				M
CBOT337	A			

Course Data was entered into SPOL from previous semesters for each course that mapped to the Program Learning Outcome. All four Program Learning Outcomes had results higher than the 70% target goal. See below:

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The target goal of 70% was surpassed on all four PLO's by over 9% and as high as 17%. The results ensure that students are mastering the learning outcomes based on this performance.

During the previous year the CBOT instructor secured grant funds and purchased 15 laptops with the full version of Office downloaded on the PC's and checks them out to students. This has helped tremendously for student success when a student has a Chromebook or Mac and cannot download the software used in the course, a PC can be loaned to the student.

Due dates for homework have been extended for students who need more time to get started in the class due to downloading the software, data files or just becoming comfortable with how the course works.

When students do not turn in homework the CBOT full time instructor will call students and offer a zoom meeting or to meet in person to help the student.

All these factors contribute to student success.

     c. Please summarize recommendations and/or accolades that were made within the program/department.

A student success factor was completed through the Business and Finance Success team. Over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Here are the answers to each question.
1. Do you feel Directed (you have a goal and know how to achieve it)? Yes 86% No 14%
2. Are you focused (you stay on track and keep your eyes on the prize)? Yes 90% No 10%
3. Do you feel Nurtured (feeling somebody wants to help you succeed)? Yes 85% No 15%
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)? Yes 68% No 32%
5. Are you Connected (feel as though you are part of the college community)? Yes 64% No 36%
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus ad feel your contributions are appreciated)? Yes 77% No 23%

     d. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning.

None

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the _Rubric for Assessing Regular and Substantive Interaction in Distance Education Course_s)

     a. Which courses were reviewed for regular and substantive interactions (RSI)?

        Peer review forms were developed prior to the Senate forms just released for DE Peer review. For next year, the new forms will be used. To date there have been 3 classes reviewed: CBOT 131, CBOT 132 and CBOT 333. The review forms are attached.

b. What were some key findings regarding RSI?

- Some strengths:

Instructor sends welcome message with getting started instructions before DE course starts and opens up on Canvas the Thursday before class starts. Instructor gives individual feedback on discussion boards and all homework.

- Some areas of possible improvement:

Add a rubric for the discussion board for grading. The rubric was added.

Add more videos and specifically a welcome video. A welcome video was added.

Add more resource information. A module with resources was added and a video on JobSpeaker created by the instructor.

c. What is the plan for improvement?

Improvements were made and the full time CBOT instructor and one part-time CBOT instructor completed the Distance Education Cohort 30 hour training course.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Yes.

According to the labor market data found from the site: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html the data shows that several CBOT degrees and certificates lead to jobs in growing areas. Some of those growing occupations for students are Administrative Services and Facilities Managers. Typical entry level is a bachelor's degree however the CBOT program is a stepping stone to this field and there is a 9% growth estimated from 2020 - 2030. Computer Support Specialists also has an estimated 9% growth from 2020 – 2030 and entry level can be with an associates degree. The Computer Applications and Office Management would be the best A.S. degree option for students entering both of these fields.

One of the degree options for CBOT is Legal Secretarial which would be included in the career outlook for Paralegals and Legal Assistants and has a 12% estimated growth.

The last job highlighted is the Secretarial and Administrative Assistant field although on decline there are still over 3 million jobs estimated for 2020. See below:

Quick Facts: Administrative Services and Facilities Managers	
2020 Median Pay	$98,890 per year $47.54 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2020	322,000
Job Outlook, 2020-30	9% (As fast as average)
Employment Change, 2020-30	28,600

https://www.bls.gov/ooh/management/administrative-services-managers.htm

Quick Facts: Computer Support Specialists	
2020 Median Pay	$55,510 per year $26.69 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	844,600
Job Outlook, 2020-30	9% (As fast as average)
Employment Change, 2020-30	72,200

https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm

Quick Facts: Paralegals and Legal Assistants	
2020 Median Pay	$52,920 per year $25.44 per hour
Typical Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	345,600
Job Outlook, 2020-30	12% (Faster than average)
Employment Change, 2020-30	41,400

https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

Quick Facts: Secretaries and Administrative Assistants	
2020 Median Pay ❓	$40,990 per year $19.71 per hour
Typical Entry-Level Education ❓	High school diploma or equivalent
Work Experience in a Related Occupation ❓	See How to Become One
On-the-job Training ❓	See How to Become One
Number of Jobs, 2020 ❓	3,363,900
Job Outlook, 2020-30 ❓	-7% (Decline)
Employment Change, 2020-30 ❓	-226,200

https://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm

b. How does the program address needs that are not met by similar programs?

The program addresses the needs not met by similar programs and does not represent an unnecessary duplication of other vocational or occupational training programs in the area. Cuesta College and Santa Barbara Business College are the closest colleges physically to Allan Hancock College. The CBOT area at Hancock has three A.S. degrees and 6 certificate options where both Cuesta College and Santa Barbara Business College have far less offerings and options for A.S. and certificates in the CBOT area.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Retention in total CBOT courses is 87% for the period 2022-2023 and is the same as AHC overall retention rate. The success rate is currently 63% which is lower than Hancock's success rate. The success rate is an area that needs to be improved. Some ways to address this will be to continue to use Successnet, make phone calls to students, email students more often, and post additional announcements with due dates. Tutors and office hours will be advertised and encouraged. Individual courses will be looked at to improve success rate by course as well.

JobSpeaker is encouraged to be utilized for employment and the CBOT instructor made a video explaining the benefits and how to use JobSpeaker. The CBOT instructor in the capstone course emphasized resumes, job seeking sites online, interview questions and offers to give each student a job recommendation.

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention — Success % | Retention %

		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	88%	72%	82%	74%	88%	71%	86%	72%	87%

		2018-19		2019-20		2020-21		2021-22		2022-23	
Grand Total		69%	89%	71%	84%	67%	91%	67%	86%	63%	87%
CBOT100	ALL	69%	90%	70%	87%	66%	94%	65%	88%	62%	86%
CBOT131	ALL	61%	79%	70%	78%	67%	89%	55%	76%	59%	80%
CBOT132	ALL	82%	95%	77%	85%	69%	94%	77%	88%	64%	90%
CBOT302	ALL	71%	97%	76%	76%	69%	86%	64%	89%	58%	94%
CBOT305	ALL	71%	94%	65%	77%	59%	88%	68%	97%	59%	89%
CBOT312	ALL	71%	93%	76%	85%	70%	94%	78%	87%	64%	98%
CBOT333	ALL	70%	84%	84%	88%	61%	86%	58%	81%	80%	90%
CBOT334	ALL	65%	86%	78%	86%	64%	88%	64%	84%	57%	83%
CBOT337	ALL	71%	93%	71%	79%	78%	87%	70%	85%	73%	73%
CBOT360	ALL			33%	78%	73%	91%	64%	86%		
CBOT361	ALL	79%	88%	53%	88%	69%	87%	75%	92%		

		2018-19		2019-20		2020-21		2021-22		2022-23	
TOTAL	ALL	69%	89%	71%	84%	67%	91%	67%	86%	63%	87%

    d.   Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the course review of prerequisites and advisories have been done within the past 2 years. See below.

CBOT REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
Summary
List all courses in CBOT Discipline/Program

Course Prefix No	CURRENT Prequisite/Coreq/Advisory/ Limitation on Enrollemnt	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP- Major or Minor)
CBOT 100	None			None
CBOT 131	Advisory: CBOT 100	Student feedback and review by faculty	Keep advisory	None
CBOT 132	Advisory: CBOT 131	Student feedback and review by faculty	Keep advisory	None
CBOT 302	None			None
CBOT 305	None			None
CBOT 312	Advisory CBOT 100	Student feedback and review by faculty	Keep advisory	None
CBOT 333	None			None
CBOT 334	Advisory: CBOT 131	In class student feedback and review by faculty	Keep advisory	None
CBOT 337	None			None
CBOT 360	None			None
CBOT 361	None			None

    e.   Have recommendations from the previous report been addressed?

Recommendations and analysis from previous years and the current year are addressed every semester. Many times, interventions happen during the semester or an 8 week class. Because the program is technology-based changes happen rapidly and must be addressed as soon as possible to ensure student success.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Business Department Peer Mentor Review Form

Course Being Reviewed (course prefix and name): CBOT 131

Semester & Year: Fall 2019

Reviewer and Date: Carmen Montanez Rodriguez 9/23/19

Criteria*		Meets Criteria**	Needs Improvement		Comments/Suggestions by Reviewer
B1: Pre-Course Contact	☒	Instructor initiates contact prior to or at the beginning of the course. Instructor provides multiple resources to help students successfully start the course.	Instructor does not initiate contact prior to or at the beginning of the course.	☐	Verified. Instructor posts an annoucement with Getting Started Information that walks students through how to get started with Canvas for the first week of class, find class document (syllabus and schedule), computer files for semester projects, etc.
B2: Regular Effective Contact	☒	The course design includes regular instructor-initiated contact with student using Canvas management system communication tools. The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.	The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	☐	Verified. Instructor has different ways of contacting the students during the semester: emails through Canvas inbox, announcements, assignment comments and responses through email to Outlook account. Homework feedback is provided on a weekly basis. Since the instructor also contacts students through the phone, I suggested that she follows up with a student sending a brief message from Canvas, as a way of documenting the communication.
B3: Student-Initiated Contact	☒	Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times. Students are provided with multiple means of contacting the	Instructor contact information, including expected response times, is missing or not easy to find.	☐	Verified. Instructor posts contact information on class syllabus with information on response times for emails and has a variety of options for students to contact her: email, phone, in-person office hour. All details are provided: frequency of email being checked and response time.

Criteria*	Meets Criteria**		Needs Improvement		Comments/Suggestions by Reviewer
	instructor and are encouraged to do so throughout the course.				
B4: Student-Initiated Contact with Other Students	Opportunities for student-initiated interaction with other students are available and encouraged.	☒	Students are not given opportunities to initiate interaction with other students in the course.	☐	Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post.
B5: Regular Effective Contact Among Students	Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☒	Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	☐	Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post.

Suggested to instructor including questions for the peer posts that enhance student interaction, allow the opportunity for students to problem solve and also share solutions, tips and tricks that they have learnt for the specific topic. |
| B6: Participation Levels | Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided. A rubric or equivalent grading document is a great way to explain how participation will be evaluated. | ☒ | Guidelines explaining required levels of student participation are not provided. | ☐ | Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post. Standards of participation and how it will be graded is part of a activity description.

Instructor will be adding a rubric based on the information on the narrative for improved communication. |

*Criteria taken from California Community Colleges Online Education Initiative Course Design Rubric revised 10/2/18

CCC OEI website: http://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf

**Documentation for Regular and Substantive Instructor Initiated Contact is attached showing Type and Frequency of Contact

Business Department Peer Mentor Review Form

Course Being Reviewed (course prefix and name): CBOT 132

Semester & Year: Fall 2019

Reviewer and Date: Carmen Montanez Rodriguez 9/30/19

Criteria*		Meets Criteria**	Needs Improvement	Comments/Suggestions by Reviewer
B1: Pre-Course Contact	☒	Instructor initiates contact prior to or at the beginning of the course. Instructor provides multiple resources to help students successfully start the course.	☐ Instructor does not initiate contact prior to or at the beginning of the course.	Verified. Instructor posts an annoucement with Getting Started Information that walks students through how to get started with Canvas for the first week of class, find class document (syllabus and schedule), computer files for semester projects, etc.
B2: Regular Effective Contact	☒	The course design includes regular instructor-initiated contact with student using Canvas management system communication tools. The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.	☐ The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	Verified. Instructor has different ways of contacting the students during the semester: emails through Canvas inbox, announcements, assignment comments and responses through email to Outlook account. Homework feedback is provided on a weekly basis. Since the instructor also contacts students through the phone, I suggested that she follows up with a student sending a brief message from Canvas, as a way of documenting the communication.
B3: Student-Initiated Contact	☒	Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times. Students are provided with multiple means of contacting the	☐ Instructor contact information, including expected response times, is missing or not easy to find.	Verified. Instructor posts contact information on class syllabus with information on response times for emails and has a variety of options for students to contact her: email, phone, in-person office hour. All details are provided: frequency of email being checked and response time.

Criteria*	Meets Criteria**		Needs Improvement		Comments/Suggestions by Reviewer
	instructor and are encouraged to do so throughout the course.				
B4: Student-Initiated Contact with Other Students	Opportunities for student-initiated interaction with other students are available and encouraged.	☒	Students are not given opportunities to initiate interaction with other students in the course.	☐	Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post.
B5: Regular Effective Contact Among Students	Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☒	Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	☐	Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post. Suggested to instructor including questions for the peer posts that enhance student interaction, allow the opportunity for students to problem solve and also share solutions, tips and tricks that they have learnt for the specific topic.
B6: Participation Levels	Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided. A rubric or equivalent grading document is a great way to explain how participation will be evaluated.	☒	Guidelines explaining required levels of student participation are not provided.	☐	Verified. Instructor provides opportunites for students to interact with each other through discussion boards completing projects and asking specific questions from peers throug peer posts. A minimum of two peer posts is required for every student in addition to their original post. Standards of participation and how it will be graded is part of a activity description. Instructor will be adding a rubric based on the information on the narrative for improved communication.

*Criteria taken from California Community Colleges Online Education Initiative Course Design Rubric revised 10/2/18

CCC OEI website: http://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf

**Documentation for Regular and Substantive Instructor Initiated Contact is attached showing Type and Frequency of Contact

Documentation for Regular and Substantive Instructor Initiated Contact
Ref: AHC Regular and Substantive Instructor Initiated Contact Policy

Instructor:_ Jody Derry _____

Term: _____ Fall _____   Year: _____ 2019 _____

Course: (CRN) _ 20225 CBOT 132 _   Course Name:_ Advanced Word Processing _____

Please provide documentation of instructor initiated contact in your online course. Please include type and frequency. Examples may include, but are not limited to:

- Threaded discussion forums with instructor participation
- LMS Inbox messaging feature
- General email
- Announcements in the Course Management System
- Timely feedback for student work
- Real-time audio/video conferencing

- Interactive mobile technologies
- Chat room
- Telephone
- Live orientation or review sessions
- In-person labs/exams
- Face-to-face meetings
- Recently created materials (text, video, audio, etc.)

■ All instructor initiated contact is contained within the LMS and is easily identifiable.

See Attached Table with Type and Frequency of Instructor Initiated Contact

You may attach examples from the list you provided

Documentation for Regular and Substantive Instructor Initiated Contact
Ref: AHC Regular and Substantive Instructor Initiated Contact Policy

Instructor: Jody Derry

Term: Fall   Year: 2019

Course: (CRN) 20225   CBOT 132   Course Name: Advanced Word Processing

Type	Frequency
B1: Pre-Course Contact	
E-mail welcome announcement message that includes steps on how to start the course, where to view the syllabus on Canvas and contact information of instructor provided.	One time (sent a couple of days before first day of class)
B2: Regular Effective Contact	
General Announcements and specific homework and software Announcements in Canvas	Weekly
Threaded discussion questions in Canvas (instructor responds to each student individually)	Every week and a half (10 Discussion Boards per semester)
Timely feedback for student Homework. Assignments graded and feedback given to each student individually on homework assignments within 2-3 days of due date. If any homework is missing, then student receives documentation on exactly what is still missing.	Every other week (8 chapters)
Canvas inbox messaging feature	Checked daily (questions are usually answered within 24-48 hours)
Online Office Hour within Canvas inbox or direct to instructor's e-mail	Office hours listed on syllabus and held weekly
Hancock e-mail inbox	Checked daily (questions are usually answered within 24-48 hours)
Drop in Office hours located in K10 computer classroom on Mondays 11-12. Students can drop in and work on assignments from all classes and get help as needed.	Weekly
Telephone by instructor or in response to student's phone call (instructor sometimes suggests a phone call when necessary)	As needed
Non-credit lab class, students can sign up for VOCE 7108A and work in the Open Access Computer Lab	Weekly
Final Grade in Canvas (Individual comment for each student giving feedback on their grade)	One time (last week of semester)
B3: Student-Initiated Contact	
Student must post discussion questions in Canvas	Every week and a half (10 Discussion Boards per semester)
Student uploads 7-8 assignments per chapter (8 chapters) on Canvas	Every other week
Student completes test on Canvas	Every 4th week (4 tests)

Type	Frequency
Students are encouraged to contact instructor with questions through comments on graded homework.	Every other week
Students are encouraged to e-mail instructor direct or visit office hours in office, in computer classroom or in the Open Access Computer Lab.	Weekly through announcements, discussion boards, missing homework, and incomplete homework.
B4: Student-Initiated Contact with Other Students	
Students are required to reply to 2 students on discussion questions. The length of the reply is defined.	Every week and a half (10 Discussion Boards per semester)
B5: Regular Effective Contact Among Students	
Students are required to reply to 2 students on discussion questions. The length of the reply is defined.	Every week and a half (10 Discussion Boards per semester)
B6: Participation Levels	
Students are required to reply to 2 students on discussion questions. The length of the reply is defined.	Every week and a half (10 Discussion Boards per semester)

Documentation for Regular and Substantive Instructor Initiated Contact
Ref: AHC Regular and Substantive Instructor Initiated Contact Policy

Instructor: Jody Derry

Term: Spring   Year: 2020

Course: (CRN) 42767 CBOT 333   Course Name: Business Desktop Publishing

Please provide documentation of instructor initiated contact in your online course. Please include type and frequency. Examples may include, but are not limited to:

- Threaded discussion forums with instructor participation
- LMS Inbox messaging feature
- General email
- Announcements in the Course Management System
- Timely feedback for student work
- Real-time audio/video conferencing

- Interactive mobile technologies
- Chat room
- Telephone
- Live orientation or review sessions
- In-person labs/exams
- Face-to-face meetings
- Recently created materials (text, video, audio, etc.)

☒All instructor-initiated contact is contained within the LMS and is easily identifiable.

Note: Please see information on next page for more detailed instructor-initiated contact and any other areas outside of Canvas that students may have communication with the instructor.

Documentation for Regular and Substantive Instructor Initiated Contact
Ref: AHC Regular and Substantive Instructor Initiated Contact Policy

Instructor: Jody Derry

Term: Spring Year: 2020

Course: (CRN) 42767 Course Name: CBOT 333 Business Desktop Publishing

Type	Frequency
B1: Pre-Course Contact	
E-mail welcome announcement message that includes steps on how to start the course, with syllabus attached and contact information and instructions on how to e-mail through Canvas and instructor's e-mail direct outside of Canvas.	One time (sent a couple of days before first day of class)
B2: Regular Effective Contact	
General Announcements and specific homework and software Announcements in Canvas.	Weekly
Threaded discussion questions in Canvas (instructor responds to each student individually).	Every week and a half (10 discussion questions) with individual feedback in Speed Grader comments on Canvas
Timely feedback for student Homework. Assignments graded and feedback given to each student individually on homework assignments within 2 days of due date. If any homework is missing, then student receives documentation on exactly what is still missing and has 1 week after due date to turn in late missing homework with points deducted.	Every other week (8 chapters) with individual feedback in Speed Grader comments on Canvas
Canvas inbox messaging feature.	Checked daily (questions are usually answered within 24 hours)
Online Office Hour within Canvas inbox or direct to instructor's e-mail.	Office hours listed on syllabus and held weekly
Hancock e-mail inbox.	Checked daily (questions are usually answered within 24 hours)
Telephone by instructor or in response to student's phone call (instructor sometimes suggests a phone call when necessary).	As needed
E-mail sent to student if the first chapter homework or first test is missing (other e-mails about missing assignments sent as needed).	After first chapter and first test (2 times) at a minimum
Early Alert message sent through Success Net (Starfish) for counselor follow up.	Second week, sent if student has not logged into Canvas and as needed throughout the semester
Final Grade in Canvas (Individual comment for each student giving feedback on their grade).	One time (last week of semester) Individual comment for each student in Speed Grader comment.

B3: Student-Initiated Contact	
Student must post discussion questions in Canvas	Every week and a half (10 discussion questions)
Student uploads 4 assignments per chapter (8 chapters) on Canvas and 1 final project.	Every other week
Student completes test on Canvas.	Every 4th week (4 tests)
Students are encouraged to contact instructor with questions through comments on graded homework.	As needed by student and as often as needed
Students are encouraged to e-mail instructor direct or visit office hours.	Weekly through announcements, missing homework, and incomplete homework.
B4: Student-Initiated Contact with Other Students	
Students are required to reply to 2 students on discussion questions.	Every week and a half (10 discussion questions)
B5: Regular Effective Contact Among Students	
Students are required to reply to 2 students on discussion questions.	Every week and a half (10 discussion questions)
B6: Participation Levels	
Students are required to reply to 2 students on discussion questions.	Every week and a half (10 discussion questions)

Instructor self-evaluation suggestions and goals to improve course for self-improvement:
Create a rubric for discussion board questions for students to use as a guideline for posting and replying to other students on the discussion boards.

Business Department Peer Mentor Review Form

Faculty Member: Jody Derry **Course Being Reviewed (prefix, name & CRN):** CBOT 333 Business Desktop Publishing CRN 42767

Semester & Year: Spring 2020

Reviewer and Date: Carmen Montanez Rodriguez 1/29/20

Criteria*	Meets Criteria**	Needs Improvement	Comments/Suggestions by Reviewer
B1: Pre-Course Contact	☒ Instructor initiates contact prior to or at the beginning of the course. Instructor provides multiple resources to help students successfully start the course.	☐ Instructor does not initiate contact prior to or at the beginning of the course.	Verified. Instructor posts an announcement with Getting Started Information that walks students through how to get started with Canvas for the first week of class, find class document (syllabus and schedule), computer files for semester projects, etc.
B2: Regular Effective Contact	☒ The course design includes regular instructor-initiated contact with student using Canvas management system communication tools. The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.	☐ The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	
B3: Student-Initiated Contact	☒ Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times. Students are provided with multiple means of contacting the	☐ Instructor contact information, including expected response times, is missing or not easy to find.	

Criteria*	Meets Criteria**		Needs Improvement		Comments/Suggestions by Reviewer
	instructor and are encouraged to do so throughout the course.				
B4: Student-Initiated Contact with Other Students	Opportunities for student-initiated interaction with other students are available and encouraged.	☒	Students are not given opportunities to initiate interaction with other students in the course.	☐	
B5: Regular Effective Contact Among Students	Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☒	Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	☐	
B6: Participation Levels	Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided. A rubric or equivalent grading document is a great way to explain how participation will be evaluated.	☒	Guidelines explaining required levels of student participation are not provided.	☐	

Recommendations for Improvement:

Document each phone call with a brief follow up in Canvas to document communication.

*Criteria taken from California Community Colleges Online Education Initiative Course Design Rubric revised 10/2/18

CCC OEI website: http://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf

**Documentation for Regular and Substantive Instructor Initiated Contact is attached showing Type and Frequency of Contact\

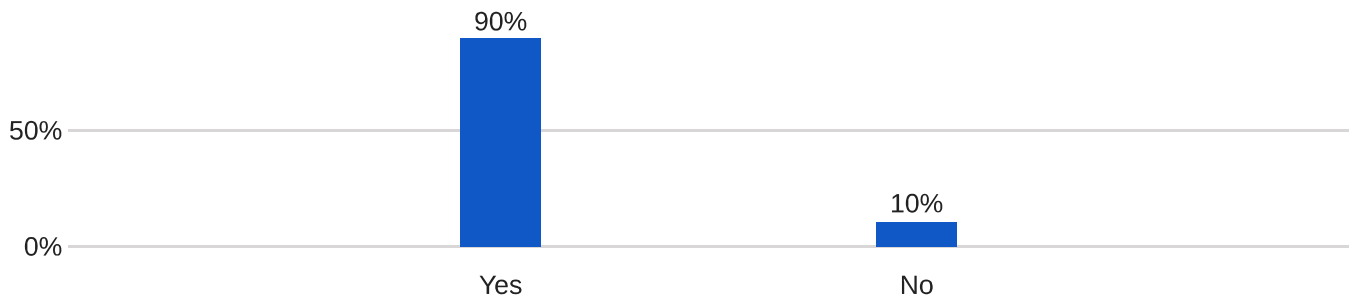# Business and Success Team Survey
Fall 2023/Spring 2024

Do you feel Directed (you have a goal and know how to achieve it)?

231 Responses
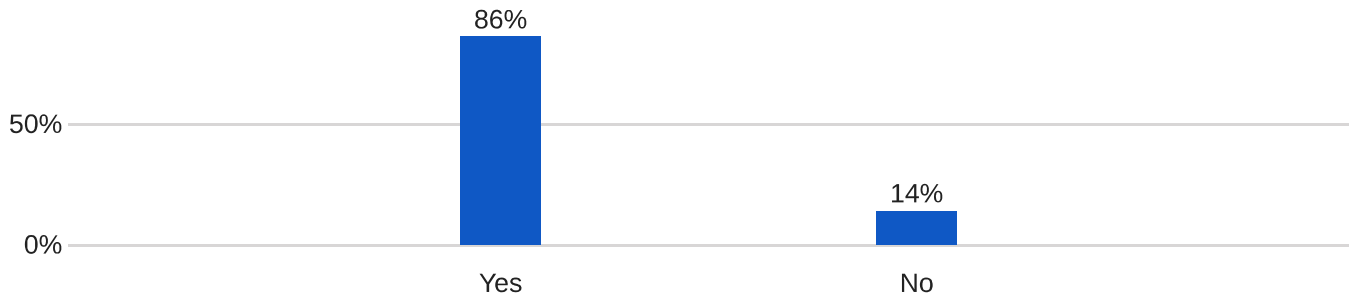
Are you focused (you stay on track and keep your eyes on the prize)?
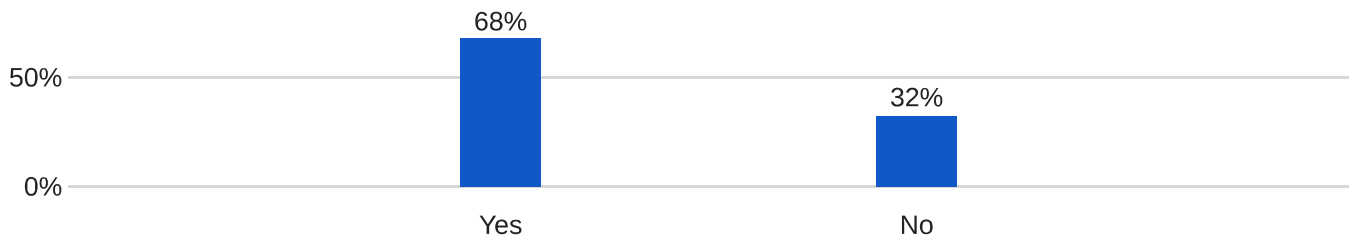
231 Responses

Do you feel Nurtured (feeling somebody wants to help you succeed)?
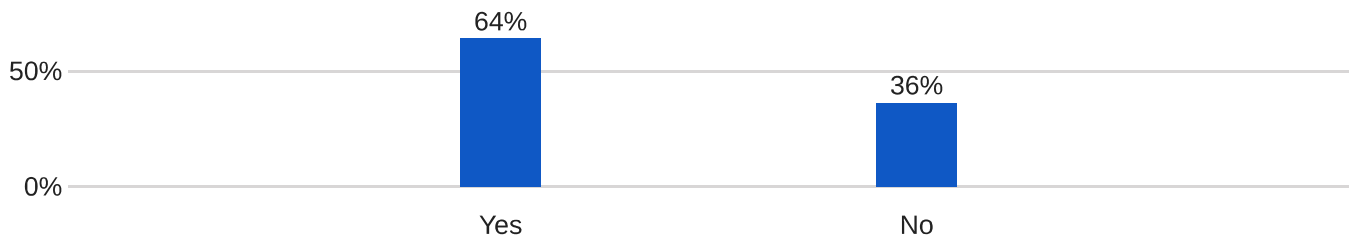
231 Responses

Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?
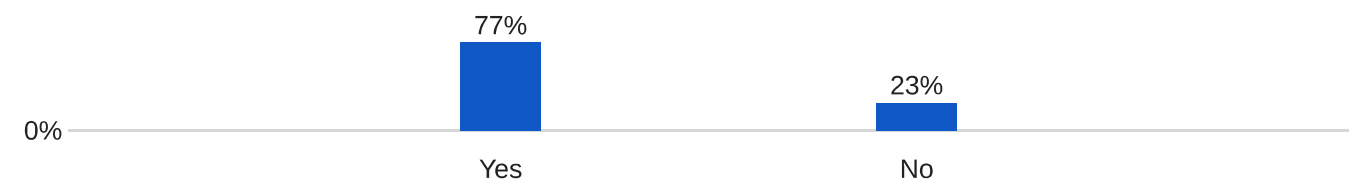
230 Responses

```
68%
          32%
Yes        No
```

Are you Connected (feel as though you are part of the college community)?

231 Responses

```
64%
          36%
Yes        No
```

Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)?

230 Responses

```
77%
          23%
Yes        No
```

Q12 - You may expand on any of your answers here if you would like. We appreciate your time and feedback!

You may expand on any of your answers here if you would like. We appreciate your time and feedback!

Mr.Bryant and Dr. Murray are amazing instructors and truly care about their student's success.

No

Dear Business Department. I am a Hancock College student pursuing a degree in accounting. I am a hard worker. I have been studying and working hard in order to achieve my goal. I work in a packing cooler in the morning, and I study in the evening. It is hard for me to get an accounting tutor at this moment. I hope I can have assistance in the evening during my free time. Thank you very much for your time and consideration. Have a great day.

I am just someone who goes to class and comes back home. I don't really socialize so that's not really on you guys. Maybe my only thing is to not have teachers who are just very by the book. Like relax and chill out. It is a minor nit pick.

I am an online student while working part time I am trying to achieve my goal. Some of the questions are not answerable as they don't describe me.

It's okay.

I haven't had much to complain about to be honest. The instructor has been so great to work with. I mainly take online classes as I live in SLO and haven't felt it necessary to have to drive to Santa Maria for an in-person class. One exception for me is personal needs in certain areas of academia like math. I'm just not a math person.
I do think the more in-depth classes that require a lot of material to be learned should have a hybrid option. I know I would prefer it.

Thank you for all your time and everything you do!

Everyone is so nice on campus to help guide my way.

At this point i'm currently just starting here at college this is my first time attending college and taking classes, so i'm looking forward to learning new things and hopefully finding some type of direction.

For most of the answers i have not really done anything yet to have a solid reply so with time im sure ill be able to answer these questions more dilligently.

This is my first time at Hancock and hope to engage more soon!

I'm taking classes with Instructor Robert W. Bryant on Tuesdays and Wednesdays at 9:30 AM at the Lompoc campus, and I want to say that he is an awesome teacher. He truly cares about his students' success.

I don't recall

I love Hancock. The school is awesome. I have received a tremendous of support from all staff members. Including my LEP, EOPS and university transfer center counselors. I also want to think the staff at the writing center, math center and the tutoring center. All of my success could not have been achieved without their help.

I am an older student. I have only taken online courses for the most part. I am not heavily involved in the school. I have a four year degree, I work as a substitute teacher and am getting business to improve myself and I am taking the Spanish as it is so helpful for me to help our student population. I don't really feel I am at the same life stage as many of my peers. I feel that I connect with my professors more. They have been wonderful.

Honestly I feel like the community isn't really meant for me. This is not a bad thing. I haven't made the effort to really see what things are available, and most stuff is geared towards the younger students, and this is perfectly fine. From what I have seen the campus has so many amazing resources and is a wonderful junior college. I feel that Allan Hancock is a wonderful institution. The lack of connection here is really my fault more than anything. I just don't feel like it my space.

Business department employees are very encouraging and helpful.

The last three are listed as no simply because I do not actually attend any college classes on campus so I couldn't feel engaged, connected, or valued on campus.

I'm currently taking online classes so I haven't had much interaction with other students. Although I've had a great experience with the basic needs center and the counseling department.

I feel I keep myself out of the community type feeling of the school but you can tell there is effort to make people feel connected which is nice.

I am trying to get connected, I have not been in any credit classes in over 20 years and feel somewhat disconnected due to the technology in use now vs what was in use then for communication purposes.

I work full-time so I don't have time to participate in extracurricular activities. Otherwise I would.

Instructor experience has been great. The outreach programs are rude and show no willingness to help. The staff who work in the offices seem miserable and unhappy. My personal experience, not just once about 7 different occasions. I feel extremely lost, confused and now reluctant to ask for help.

I am just very excited to go to college and learn more about my major.

There are many resources here at Hancock that support students in achieving success.

I'm engaged in my classes, but I'm not interested in the fluff and frivolity of extracurricular activities.

A lot of of adults and teachers here at Delta have helped me and one in specific has told me that i would be a good teacher/ counselor. With my kind heart and understanding mind.

I feel awesome knowing that I am accepted and can complete my goals at this age.

Thank you for having amazing business professors who love their students.

I'm unable to dedicate my time because of my hectic schedule between life and work.
I'm learning and trying to be a better student but it's really hard. I'm trying to connect more so I can be successful.

Recently I have been feeling a better experience for myself and the college.

I am sometimes focus

My time back at AHC has been pleasant, all of the professors are great.

I do feel that the school wants to help me succeed. They help me in all my problems and I appreciate that.

I don't understand why we are getting asked these questions.

Thank you so much for this amazing opportunity. I will looking forward to be success in this upcoming future.

I am only taking classes to hone my computer skills not to further my education per se.

The only reason I answered no to the last question is because I am only taking online classes.

I chose "NO" for the last two questions because, "Not Applicable" was not an option. I am an online student only, so due to the limited interaction with other students, I don't feel these questions are applicable.

Due to the fact I do not really attend in-person classes since I am still a high school students, I don't really get to be involved in certain aspects of Hancock. Nonetheless, I think it's a wonderful school with much to offer.

Me as a College student I do feel confident in the beginning of each semester, which I always try in giving the best of me in all my classes. Hopefully I could stay focus in all the semester from January until June.

I actively participate in class, but do not participate in extracurricular activities.

There was a lot people that help and encourage me when I needed it. they all give me that scent being able and belonging

I enjoyed my first semester back. I couldn't have picked better coursed and professors to start going back to school.

I am an online student so I do not feel engaged at no fault of the school its self.

I have been at Hancock even since I graduated college and have never felt more welcome. I have had nothing but great experiences and great communication with all my professors and any body who represents the college.

The Bus Dep is good as it is.

I would appreciate having more professors caring about our educational goals. Also, for them to educate us on different paths available in our education. Professor Robert Bryant is an excellent example of a person who encourages, and informs his students.

When reaching out for help, there is always someone to help me.

I wasn't able to give an evaluation on a business class I took this semester. How often are you allowing students to give an evaluation?
-thank you

I am excited about what my degree can do for me in the future.

I said yes to all because even though I didn't know to much about computer I had received alot of help from people to pass my class

I said yes to all because even I don't know to much i did get alot of help and got as much as I could done

My experience with Allan Hancock has been exceptional.

For the fourth question, I have neither the time nor the energy to participate in extracurricular activities. I do actively participate in class activities.

Just had a consoler meeting last week and feel like I know what I need to transfer.

Testing comments from the QR code.

Testing the form and comments.

Area of Focus Discussion Template
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

> **Possible topics:**
> - Review scheduling matrices – program map alignment, successes, and challenges.
> - Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
> - Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
> - Address scheduling conflicts or dependencies across disciplines or general education areas.
> - Student access – cultivate majors, support cohorts and interdisciplinary connections.
> - Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

➢ The Heatmap was analyzed and changes were made to night courses in Santa Maria and Lompoc. Scheduling is done to ensure students can complete certificates and degrees.

Goal: Adjust scheduling, when possible, to allow students to enroll in more courses and complete their degrees and certificates in less time.

- Scheduled CBIS 101 on Tuesday night in Lompoc. Reviewed Heat Map of Lompoc and focused on courses starting at 6:30. Made adjustment to CBIS 101 course to schedule Tuesday night in Lompoc when there are no other Business department night courses. Some of the degrees and certificates require courses in multiple areas: ACCT, BUS, CBOT and CBIS.
- Moved CBIS 141 to Thursday night. CBIS 141 is required core for CBOT, CBIS and ACCT degree and Thursday had the least number of BUS courses at night.
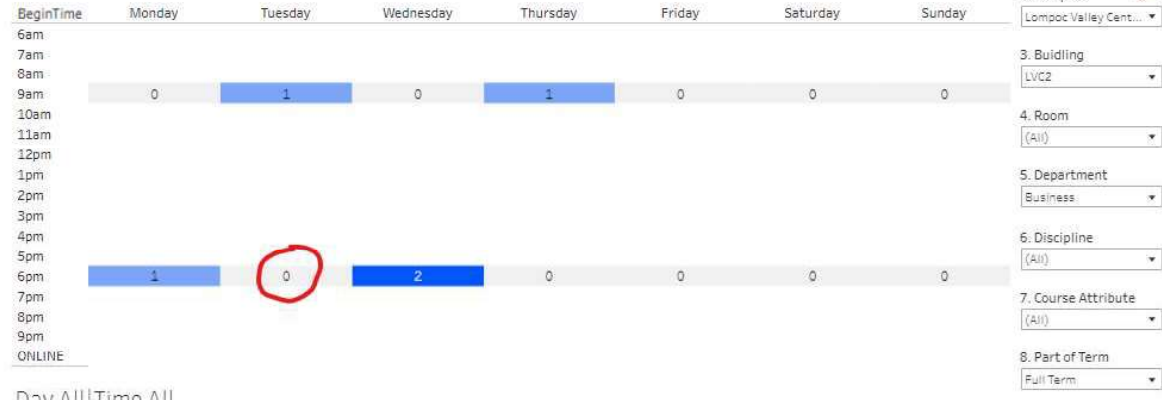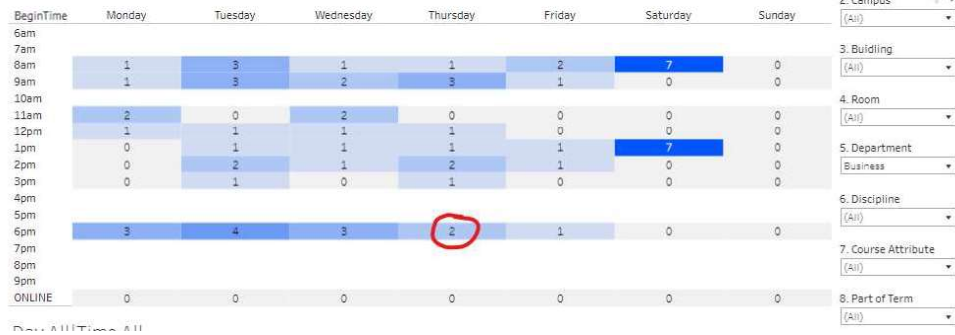
HEATMAP COURSE

Section Heat Map (data as of 8/20/23)
grouped by hour of section begin time
Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Spring 2023|Campus Lompoc Valley Center|Department Business|Discipline All|
Course Attribuite All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am							
9am	0	1	0	1	0	0	0
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm	1	0	2	0	0	0	0
7pm							
8pm							
9pm							
ONLINE							

Day All|Time All

1. Term
Spring 2023

2. Campus
Lompoc Valley Cent...

3. Buidling
LVC2

4. Room
(All)

5. Department
Business

6. Discipline
(All)

7. Course Attribute
(All)

8. Part of Term
Full Term

HEATMAP COURSE

Section Heat Map (data as of 8/20/23)
grouped by hour of section begin time
Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Spring 2023|Campus All|Department Business|Discipline All|
Course Attribuite All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	1	3	1	1	2	7	0
9am	1	3	2	3	1	0	0
10am							
11am	2	0	2	0	0	0	0
12pm	1	1	1	1	0	0	0
1pm	0	1	1	1	1	7	0
2pm	0	2	1	2	1	0	0
3pm	0	1	0	1	0	0	0
4pm							
5pm							
6pm	3	4	3	2	1	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

Day All|Time All

1. Term
Spring 2023

2. Campus
(All)

3. Buidling
(All)

4. Room
(All)

5. Department
Business

6. Discipline
(All)

7. Course Attribute
(All)

8. Part of Term
(All)

> ➢ Reviewed enrollment patterns and degrees and certificates earned. Goal: Determine trends in enrollment and degrees and analyze the data to come up with suggestions on how to increase enrollment, degrees, and certificates.

In Business (all disciplines) enrollment, headcount and FTES are steady and saw a slight increase over the five-year period 2018- 2023. In 2018-19 Business Enrollment (all disciplines) was 4,141 and increased to 4,214 in 2022-23. For Hancock, the total enrollment in 2018-2019 was 63,319 and then decreased to 57,380. The Business department's (all disciplines) enrollment numbers have increased by about 2% while during the same period Hancock's credit enrollment decreased about 9%. Comparing Business courses online modality for the same period, it has remained relatively the same, 54% in 2018-2019 and 55% for 2022-2023. Business (all disciplines) had 2,075 headcount/students and Business contributed 362 FTES in 2022-23.
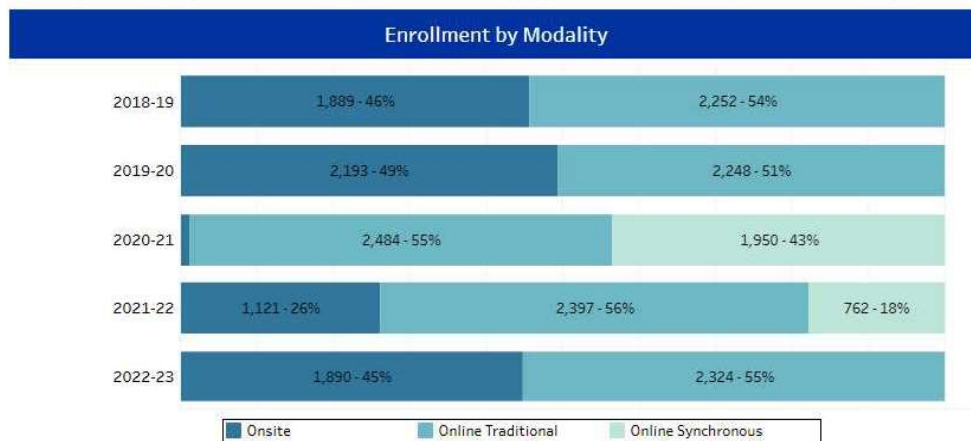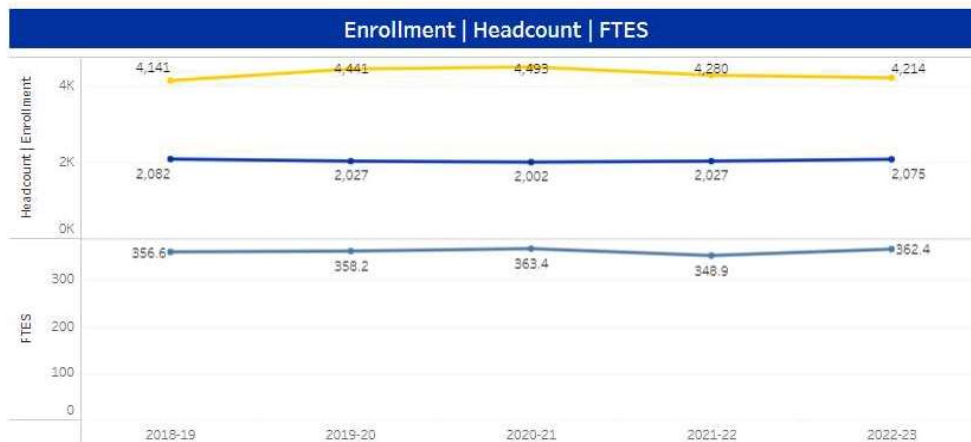
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

PROGRAM REVIEW: AWARDS

PROGRAM REVIEW: AWARDS

AWARD CROSSWALK PDF
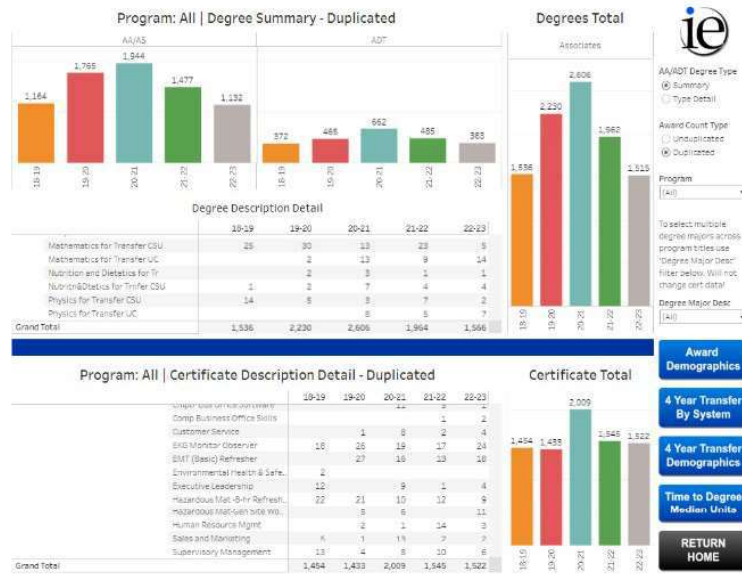
- Data shows that Degrees and Certificates have been down over the last five years for Business and Hancock's overall number.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
   - The ethnicity of the Business student has increased in the category of Hispanic students from 59% to 66% over the last five years and White students decreased from 29% to 22% during the same period. During this same time, student success and retention did decrease.
   - The Business and Finance Success team conducted a Student Success Factor survey December 2023 and Spring 2024 (see attachment). The survey found over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged. Student success factors will continue to be the focus of the Business and Finance Success Team.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

Headcount Demographics

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	43	2%	38	2%	45	2%	42	2%	27	1%
Black	59	3%	42	2%	43	2%	39	2%	57	3%
Filipino	39	2%	43	2%	37	2%	41	2%	42	2%
Hispanic	1,219	59%	1,259	62%	1,242	62%	1,296	64%	1,364	66%
Native Am	18	1%	14	1%	13	1%	8	0%	12	1%
Pac Isl	6	0%	9	0%	10	0%	10	0%	14	1%
Two or More	87	4%	68	3%	71	4%	72	4%	64	3%
Unknown	1	0%	17	1%	21	1%	32	2%	29	1%
White	610	29%	537	26%	520	26%	487	24%	466	22%
Grand Total	2,082	100%	2,027	100%	2,002	100%	2,027	100%	2,075	100%

Enrollment & HC By Program

Enrollment & HC By Course

Fill Rate & Efficiency

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention — Success % | Retention %

3. What are your plans for change or *innovation*?

- Increase awareness of Degrees and Certificates
  - ✓ Advertise Student Educational Plans, September (SEPtember) and February
  - ✓ Develop flyers and marketing tools to promote our courses and degree and certificate programs
- Continue to use data to schedule courses
  - ✓ Look at Heatmap data for scheduling
  - ✓ Review Guided pathway on website to ensure the course sequence is correct
  - ✓ Check the required courses for certificates and degrees to ensure students do not have scheduling conflicts to complete their degree and certificate
- Monitor the change in ethnicity that may result in challenges to student success
- Student success factors will continue to be the focus of the Business and Finance Success Team.
- In CBOT & CBIS, 8 week courses are scheduled to enable students to complete degrees and certificates more quickly.
- In BUS there are weekend courses that are offered in person to give students more options for short term courses.
- In BUS (all disciplines) the sequence of courses allows students to start a program in Fall and Spring.

4. How will you *measure* the results of your plans to determine if they are successful?

- Degrees and certificates can be calculated based on the number of certificates and degrees award using Allan Hancock data
- Number of Student Education plans can be measured through Counseling office
- Flyers, emails and other methods of advertising can be produced
- Course sequence on the website for guided pathways degrees and certificates will be up to date and monitored regularly
- Student Success and Retention can be evaluated by data from Hancock College

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
   - Guided Pathway Business and Finance Success Team has validated the findings
   - Data taken from Hancock College Heatmaps, Enrollment, Headcount, FTEF and Ethnicity Reports
   - Advisory team meetings are held each year for every discipline in Business and give input on the classes offered and the needs of the community

2. Are there specific recommendations regarding the core topic responses from the validation team?
- Advisory teams are in support of advertising degrees and certificates and validate the courses offerings and recommend new courses and changes based on business community needs

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25
Description: *(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)* The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

	New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:		
Planning years:	*(The academic years this will take to complete)*	

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Program Review Signature Page:

Jody Derry
<small>Jody Derry (Apr 12, 2024 11:19 PDT)</small>

Program Review Lead

Apr 12, 2024

Date

Rick Rantz

Program Dean

Apr 12, 2024

Date

Vice President, Academic Affairs

Date

2024 CBOT YPU and Innovative Scheduling Report_3.26.24

Final Audit Report   2024-04-12

Created:	2024-04-12
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
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"2024 CBOT YPU and Innovative Scheduling Report_3.26.24" History

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2024-04-12 - 3:15:52 PM GMT

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2024-04-12 - 7:43:07 PM GMT

CBOT 2024-25 Yearly Planning Update and Innovative Scheduling Report

Final Audit Report   2024-04-15

Created:	2024-04-12
By:	Christy Lopez (clopez@hancockcollege.edu)
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"CBOT 2024-25 Yearly Planning Update and Innovative Scheduling Report" History

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