



PROGRAM REVIEW



2021-2022

Program Name:

Computer Business Office Technology

Self Study Member:

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PROGRAM REVIEW
Computer Business Office Technology

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PROGRAM REVIEW

1) Status Summary – Final Plan of Action-Post Validation from 2015/2016

During the academic year, 2015, 2016 Computer Business Office Technology (CBOT) completed its program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. That plan of action has been updated and goals added as necessary each year through the annual update.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
<p>In order to ensure students complete the final project used in student learning outcome assessment, have different due dates for each section of the project to allow students to complete it in smaller pieces. Each section of the project will be assigned points.</p>	<p><i>Completed.</i> This was tested in the onsite class of CBOT 132 with success and plans to incorporate this into other classes as needed. Additional strategies were used to ensure successful completion of the final project such as a discussion board introducing the project and requesting the topic from the student (modifications to the topic allowed). Discussion board also used for a portion of the final project for feedback from other students.</p>
<p>Have more hours the instructor is available for student assistance through the CBOT lab course.</p>	<p><i>Will not be implemented.</i> Unfortunately, due to enrollment the lab course was cut from the schedule so this was not completed. The lab course was dropped. However, the instructor has held office hours in a computer classroom so that the instructor can help more students. Additionally, zoom and meetings in the Open Access Computer Lab are held with students as needed.</p>
<p>Allow students to fix errors on the first module for a sample of classes to evaluate if this increases their success and mastery of the skill and to ensure they are reading the feedback and understanding what their mistakes were and how to correct them for the future.</p>	<p><i>Completed.</i> This has worked extremely well and was implemented in several classes for the first module and students have been more successful and very appreciative of being able to correct the first assignment.</p>

<p>Update the CBOT brochures to reflect changes to certificates and degrees with pictures of more males on the brochure an additional pictures of the technology used the classrooms.</p>	<p><i>Completed and on-going.</i> Brochure updated in 2017 and 2020. Brochure has diverse students and males in the pictures. It is available in hard copy and pdf form. It is distributed to CBOT students to promote degree and certificates and handed out at advertising events. Updates due to AP & P changes are submitted and new brochures are printed and distributed to reflect those changes.</p>
<p>Update the CTE Website to advertise the CBOT program & continue to increase enrollment and add pictures of males.</p>	<p><i>Completed and Ongoing.</i> CBOT worked with Hancock’s public relations and had pictures taken in the classes and it was asked that pictures of males be taken to increase advertising to that population.</p>
<p>Add additional courses to selected units to increase options for students and better prepare them for employment.</p>	<p><i>Completed 2016 then strategy changed.</i> Additional courses were added to selected units in 2016. Strategy changed over time to ensure course offerings and completion of certificate and degrees. Now the focus is to be more prescriptive and have less selected units. Changes were made 2019 to be more prescriptive (less selected units).</p>
<p>Increase ability for students to access the CBOT software applications.</p>	<p><i>Completed.</i> The Open Access lab has the current software version taught on all computers needed for the program and students can receive Office 365 (full download) for free. A grant was received and 15 laptops are available for students to check out for free for the semester. The virtual desktop link can be used and all students need is access to an Internet site to complete all of the Microsoft Office application courses.</p>
<p>Work with local high schools to promote the CBOT program and articulated courses. Highlight which articulated courses are in the CBOT program and which degree and certificate they are included in.</p>	<p><i>Completed and Ongoing.</i> We have articulation agreements with the local high schools and the CBOT instructor attended the ROP meetings with local high schools. Handouts were given to all three high schools promoting all business courses at meetings and communication is open between the high schools.</p>
<p>Research with counseling the orientation folder and add notes about how articulation is completed if it is not already in the orientation folder.</p>	<p><i>Completed and ongoing.</i> Concurrent enrollment eliminates some of the articulation process issues. Talks are being held with counseling regarding an orientation and Business involvement. Business is also researching with a student survey the need for a Business and Finance Student Orientation for new and continuing students.</p>

<p>Continue to monitor classes offered at neighboring colleges and make adjustment based on the needs of the community.</p>	<p><i>Completed and ongoing.</i></p> <p>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.</p> <p>Cuesta has an A.S. degree and Certificate program in Business Administrative Assistant, Computer Information Systems and Paralegal. Hancock also has these fields but has more degree options in the Administrative Assistant (CBOT) area.</p> <p>The degrees and certificates at Cuesta include the Introduction to Computer Applications course (CIS 210), Electronic Spreadsheet Applications (CIS 216) and Computerized Accounting Using QuickBooks Pro (ACCT 252).</p> <p>Hancock has Computer Concepts and Applications (CBIS 101), Microsoft Excel – Comprehensive (CBIS 141) and Introduction to Accounting Information Systems (ACCT 150 which uses QuickBooks).</p> <p>Hancock offers several courses that Cuesta does not have that the advisory committee recommends such as, a comprehensive and advanced course in Word (CBOT 131 & 132), a comprehensive course in PowerPoint (CBOT 337), and a comprehensive course in Access (CBIS 142). The Business courses required for the CBOT and Administrative Assistant at Cuesta are similar.</p> <p>Hancock should explore adding a new course that Cuesta offers that Hancock does not called: Adobe Acrobat (CIS 173), 1.5 units. Additionally, Cuesta has a course called Essentials of MS Outlook (CIS 154), 2 units, that may be beneficial to the CBOT</p>
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	<p>program. Outlook is covered briefly in several courses, but not in a stand-alone course. These two courses/skills (Adobe Acrobat and Outlook) should be discussed at the next advisory committee meeting.</p> <p>Cuesta College 2021-2022 Catalog:</p> <p>https://www.cuesta.edu/academics/documents/catalog/catalog-2021-2022/cuesta-catalog_21_full.pdf</p> <p>Santa Barbara Business College has an A.S. degree in Business Administration, and Paralegal Studies but does not have Computer Applications and Office Management or an Administrative Assistant Program. They do have a Computer Applications course (CIS 101) but do not have comprehensive Office applications courses.</p> <p>Santa Barbara Business College 2021 Catalog:</p> <p>https://sbbcollege.edu/catalog/SBBCollege_Catalog_2021.pdf</p>
<p>Based on input from the Advisory Committee make changes to courses, certificates and degrees.</p>	<p><i>Completed.</i></p> <p>Changes are continually being made to courses to reflect technology changes and input from the Advisory committee. Wording of courses and software version updates are made to the schedule and Course Outline of record when needed. A course review of every active course was completed Fall 2021 and changes made. New courses were added to the Legal Office Procedures degree and certificate based on new offerings in the Paralegal area. Required core classes were updated to reflect advisory team recommendations for Computer Applications and Office Management A.S. and certificate programs.</p>
<p>Maintain current facilities, paint building, and remodel bathroom and construct new building. Add air conditioning to K10, K11 and Computer</p>	<p><i>Partially complete.</i></p> <p>Building was painted, bathroom still needs remodel, air conditioning still needed in K10</p>

Resources Center. Plan and construct a new building for the Business Department.	and K11. CRC classroom no longer exists and new building still needed.
Maintain and update CRC, K10, K11 and faculty computers with current hardware and software. Replace chairs for students in K10 and K11. Apply for funding sources available for equipment.	<i>Partially complete.</i> New computers are in K10 and K11 and CBOT faculty received a new laptop. Chairs in K10 and K11 have been submitted every year to replace on annual update and CBOT faculty is working with the facilities committee on replacement of chairs. This is a frustrating process because although there is a strong need, the money has not been allocated. CBOT instructor will continue to put on facilities request and advocate for new chairs
Develop rationale for hiring new full-time faculty and participate in the faculty prioritization process to increase CBOT/CBIS offerings. New faculty would teach in both programs.	<i>Ongoing.</i> Although a full-time faculty member in CBIS retired they were not replaced. This is a concern due to the amount of work in technology oriented programs. Part-time faculty are used for some CBOT/CBIS course offerings.
Hire a full-time classified employee to run Computer Resources Center.	<i>No Longer Needed.</i> The Computer Resources center moved to the Open Access Computer Lab. A full-time classified staff member is no longer needed. The LRC staff maintains that facility.
Attend professional development training to keep current with technology.	Ongoing. Professional development training on Canvas, eLumen (when it was being used), AIM for LAP, Virtual Remote Desktop and Microsoft Office applications are continuous due to technology changes.
Added Goals from Annual Update:	
Update and recruit new advisory members as needed.	Ongoing. Recruitment of community members is always ongoing for the advisory committee. Rabobank outreach employee met with CBOT instructor to brainstorm on ways to employ our students based on their needs and our student's qualifications. Presentations by Rabobank have been given in several classes and will continue. Recently added an employee from Santa Maria Bonita School district in the Human Resources and Training department.

Update distance learning courses using the Quality Matters Model and Rubric.	Completed - Updated CBOT 131, CBOT 132, CBOT 333, CBOT 334 and CBOT/CBIS 337 using the Quality Matters Model for Distance learning.
Suggested Goals from Advisory Committee:	
Strengthen relationship with community to build internships and networking after graduation (work more closely with Career Center)	To be included on next program review. The Business and Finance Success team researched this as one of the themes from our student focus group. The CBOT instructor does work very closely with the Career Center so this task will be researched and the software Jobspeaker will be explored more and advertised to current and recent graduates.
Review topics to add to our programs such as: Application Process, Hiring Process, Soft Skills, Information Systems Security and Outlook.	To be included in goals for our next program review. New programs and topics for courses also came up in the review of course offerings at neighboring colleges. Cuesta has an Adobe Acrobat course and MS Outlook course that we need to further explore offering at Hancock.

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

TYPE OF RESOURCE		APPROXIMATE COST	STATUS
<u>Facility Needs</u>	Update/Remodel Student and Staff Restrooms. Student women's restroom needs new tile and stall doors and separator walls. Women's staff restroom needs new floor tile, baseboards, and paint around toilet paper holder. Both staff restrooms need new doors.	Estimate \$15,000	
	Install air conditioning K10 and K11 classrooms (fans are noisy and do not work sufficiently to cool down room with computers and students).	Estimate \$25,000	
<u>Technology Needs</u>	Maintain K10, K11 and faculty computers with current hardware and software (includes licenses) to keep up with	Estimate \$20,000 per year (computers estimate replacement 5 years)	

	technology and offer students the most recent version applications.	or less, software cost depends on how licensing is handled)	
<u>Staffing Needs</u>	CBOT/CBIS Instructor should be hired to help promote programs, write new courses and teach new courses.	Estimate \$75,579 per year (step 5, column IV starting)	
<u>Equipment (non-technology)</u>	Computer Chairs are needed to be replaced in K10 and K11, (61 chairs x \$500 per chair).	\$30,500	

2) Program Review Self-Study

I) Program Mission

Describe the need that is met by the program or the purpose of the program.

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. The Computer Business Office Technology (CBOT) program supports this mission by providing quality education to all students. The focus of the program is on teaching students to be technically proficient in business and directed towards careers in administrative operations and management to support organizations.

The CBOT degree and certificate curriculum offers a variety of options that are designed to provide students with the computer application and office management skills required for employment. Career fields include office management, office administration, computer applications, administrative support, and information processing in business, government, and education. The program focuses on administrative operations and procedures required to support and manage the offices of organizations and the software application skills needed to be technically proficient.

Students will be trained in all phases of administrative work. Depending on their concentration, training could include emphasis on computer applications and office management, legal office procedures, presentation and publishing skills, as well as other technical office skills.

The program 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.

Hancock offers several courses that Cuesta does not have that the advisory committee recommends such as; a comprehensive and advanced course in Word (CBOT 131 & 132), a comprehensive course in PowerPoint (CBOT 337), and a comprehensive course in Access (CBIS 142).

II) Progress Made Toward Past Program/Department Goals

The goals established at the six-year program review for CBOT were completed or adjusted as needed due to changes in technology, business needs and funding. A detailed list is at the beginning of this document for each goal. Program and Department Goals are broken into 4 areas as follows:

1. **Curriculum, courses, degrees and certificates** – curriculum is continually updated to ensure student success and improvements are ongoing (this includes changes to Canvas, rubrics, adding screenshots, videos, changes to final projects, allowing students to fix first chapter errors to ensure success and retention, updating courses, and making changes to

the degrees and certificates). Student Learning Outcome data was collected and analyzed. All courses are mapped and 100% of the courses have data collected and reported (this was done using eLumen). Changes are continually made to the degrees and certificates due to advisory recommendations, community/employment needs and changes to technology. The concern is that there is only 1 full time CBOT instructor and 1 full time CBIS instructor that must coordinate and complete SLO data, keep up with technology, submit new courses, review existing courses and make certificate and degree changes as needed.

2. **Promotion of the CBOT degree and certificates** – CTE brochures and websites are updated as needed and advertisement at local high schools, junior high schools, career days, and to current students is done each semester. At times the promotional materials are slow to come out and with the delay the changes to the program sometimes happen before the new advertising material is published and have to be updated a second time to ensure updated material is completed. The website has undergone many changes. It can be challenging to keep the information on the website current.
3. **Advisory committee input** – community input is valuable and always appreciated. Course and program changes are made with input from our advisory committee. With advisory committee input the degrees and certificates were made more prescriptive and a change was made from the Administrative Assistant degree to Computer Applications and Office Management.
4. **Resources must be secured and reviewed every year** – Software applications and hardware changes are a huge factor and students need access to the updated software and current hardware to have current skills. Student laptops were secured with a grant to provide laptops for the semester to students (15 laptops are available). The virtual remote desktop is promoted which require only access to the Internet to use the full version of the software application and data can be saved to the virtual desktop (it is hoped that this resource will continue – it is paid for through the IT department. Books and updated computer software is available in the Open Access lab and books are available for check out through Books for Bulldogs. Additionally, tutors are recruited each semester for CBOT courses to help students one-on-one with homework. Funding for hardware, chairs and resources is always a concern. Chairs in K10 and K11 have been asked for through several program reviews and every annual update and still have not been funded.

III) Analysis of Resource Use and Program Implementation

Funds are needed to maintain K10, K11 and faculty computers with current hardware (includes printers) and software (includes licenses) to keep up with technology and offer students the most recent version of the applications and the most current hardware.

Computer Chairs are needed to replace old and worn chairs.

Funds are needed for CBOT advertising brochures and additional advertising materials.

IV) Program SLO/Assessment

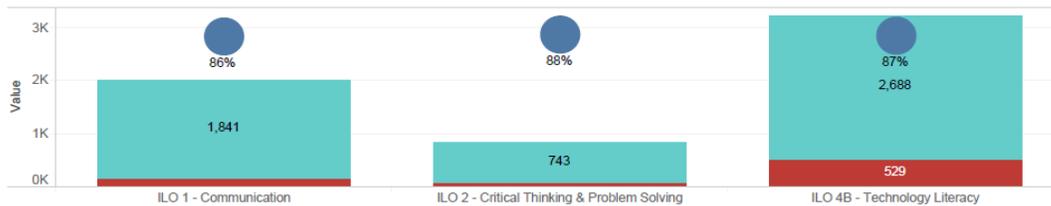
The CBOT program student learning outcomes (PSLO's) are listed as:

- Apply proper administrative operations and procedures for business.
- Demonstrate the use of software applications to accomplish appropriate tasks.
- Analyze and solve problems related to administrative operations.
- Communicate clearly and professionally

All student learning outcome assessment is up to date and current. Courses have been mapped to the program student learning outcomes (PSLO's) and to the institutional learning outcomes (ILO's) and all courses have been assessed.

Courses	SLOs	CBOT Program Outcomes			
		CBOT PSLO - Apply proper administrative operations and procedures for business.	CBOT PSLO - Demonstrate the use of software applications to accomplish appropriate tasks.	CBOT PSLO - Analyze and solve problems related to administrative operations.	CBOT PSLO - Communicate clearly and professionally.
CBOT100			3		
CBOT131		1	1		1
CBOT132			2	1	
CBOT302		1	1		1
CBOT305		1			2
CBOT312			1		2
CBOT333			1		2
CBOT334		2	1	1	
CBOT336			1		
CBOT337			1		2
CBOT350			1		
CBOT351			1		
CBOT360		1			1
CBOT361			1		1
CBOT362			1		1
		6	16	2	13

ILO Performance Chart: Business Office Technology- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.



ILO Performance Table: Business Office Technology- This is the ILO performance of the program for the past 6 academic years.

	# of Connected Courses	Avg. Percent Met	Number Met	Number Not Met
ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	11	86%	1,841	166
ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	6	88%	743	84
ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.	12	87%	2,688	529

PLO Performance Table: Business Office Technology- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

		Number Met	Number Not Met	Percent Met	
Business Office Technology	CBOT1	Analyze and solve problems related to administrative operations.	276	32	90%
	CBOT2	Apply proper administrative operations and procedures for business.	613	70	90%
	CBOT3	Communicate clearly and professionally.	1,682	145	92%
	CBOT4	Demonstrate the use of software applications to accomplish appropriate tasks.	2,701	529	84%

Institutional learning outcomes performance show that 86% or more of the students in those courses linked to ILO's have met standards set for ILO 1- Communication, ILO 2 – Critical Thinking and Problem Solving and ILO4B – Technology Literacy. The goal for Hancock for all types of SLO's (course, program and institutional) is 70% or higher. Program learning outcomes had 90% or higher met for program outcomes 1-3 and 84% met for program outcome 4.

SLO assessment has been completed in 100% of the courses and meetings have been conducted by the CBOT instructor to train part-time instructors on eLumen (it should be noted that eLumen was replaced by Strategic Planning Online, SPOL).

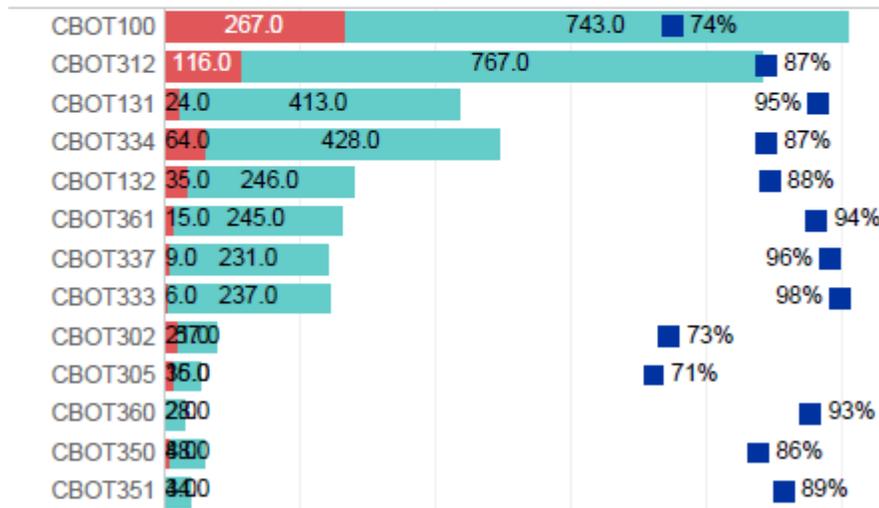
Assessment instruments and rubrics continue to be updated and modified as needed to make sure they are clear and reflect the outcome being assessed. Discussions take place at department meetings and instructors share their findings and many times the exchange of information inspires new ideas and methods. The use of rubrics in speed grader for use by students and faculty was demonstrated at a department meeting by the CBOT instructor.

Based on SLO data some changes are being made. For instance, there were modifications to some final projects used to assess the SLO's. In order to ensure students complete the final projects (which are used to assess the SLO's), the final project in some courses now have different due dates for different sections of the project to allow students to complete it in smaller pieces. Based on the last program review and analysis of SLO's there were 8% of students who were not included in the statistics because they did not complete the evaluated assignment used for the SLO. Changes to the final project and point allocation to the SLO assessments were made to ensure students complete those items.

Program: Business Office Technology All
 Term: _____

Number Met (teal)
 Number Not Met (red)
 Percent Met (blue)

6. Historical Course Performance: Business Office Technology- This is SLO assessment by course, including percent and number of students that met standards.



Course data is depicted above and shows that all courses have SLO data and that all are above the 70% goal. CBOT 305, Legal Office Procedures in at 71%. One of the items that is changing in that course to help promote success is to increase the number of physical textbooks at the bookstore available to students. The instructor requested more physical texts because the online text was confusing to the students. It is hoped that this change will help increase student success.

For CBOT 302 where the standards met is 73% the course the instructor has given more student examples of how to complete required homework.

V) Distance Learning

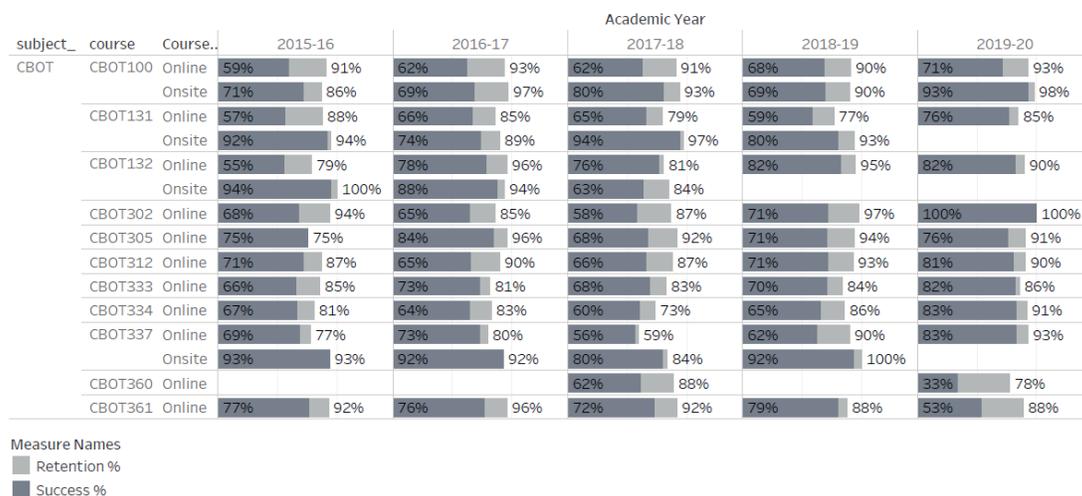
Distance Learning Courses

Distance learning offerings at the previous program review were 58% of CBOT offerings and described as increasingly popular. Prior to COVID-19, some of the in-person CBOT courses struggled to get the number of students in order not to be cancelled. In Fall 2019, two in person courses were cancelled and put into the second eight-week format. The online second eight-week format received enough students. Online courses continue to be a valuable tool to enable students to complete their classes and goals online.

Currently, 100% of the CBOT courses are online. Within the core requirements for CBOT, there are also Business and Computer Business Information System courses. Within this group, 25% are in person or online synchronous.

4 Online / Onsite Retention & Success course comparison CBOT

All online courses and matching onsite courses



Retention and Success Rates Distance Learning compared to Face-to-Face

When comparing online retention and success rate to the same course offered face-to-face the onsite courses had a higher success rate for 3 out of 5 years, for CBOT 100, Keyboarding (one year they had the same success rate and one year the online success rate was higher).

To break it down by class, the CBOT 131 Introduction to Word Processing had higher onsite retention and success rates for 4 years and when offered only online had a 76% success rate and 85% retention rate which is above the college's goal of 70%. For CBOT 337 Presentation Design – PowerPoint, the onsite had a higher success rate 3 years and now is offered online only. The online only success rate was 83% with 93% retention rate for online only for 2019-2020 which is better than the 2017-18 onsite success and retention rates.

For online classes, the quality matters rubric strategy is employed where the course is broken down into smaller modules. Each module is turned into the instructor and individual feedback is given to every student based on the work submitted. The personal feedback includes positive comments in addition to constructive feedback on assignments using speed grader comment feature. The peer review process is used to review courses and the CBOT and CBIS instructor developed the forms and process for the Business Department. That process has been used as a model option for other departments.

The online courses will continue to be improved, new technologies used when available and updated based on student feedback to improve success and retention.

VI) Retention, Success, and Equity

Student Retention

Total retention rate is following an upward trend with a high of 91% in 2019-20 and 2020-21. CBOT total success rate is averaging between 65% and 77%. The CBOT total success and retention rates are shown in the table below by course and by year. It should be noted that CBOT 360 and CBOT 361 (with low success rates in 2019-20, 33% and 50%, are pass/no pass courses offered in Winter and Summer). Institutional effectiveness usually leaves out the Winter data but it was mistakenly added to the total results.

Student Success

The success rate total decreased from 2019-2020 from 77% to 65%. That is a large drop and may be influenced by COVID-19. The 65% success rate is lower than prior years but the retention rate is higher than prior years at 91%. This may mean that students are not being dropped when they have partial work completed. For some reason the student stops submitting homework or taking tests and ends up with not enough points to pass. In most CBOT courses, failing grade means the student stopped submitted homework. Partial credit is given to computer assignments incomplete or incorrect and usually results in some points.

The fact that the CBOT program changed to an 8-week format and shortened term may influence the success rate of students. The positive is that the 8-week format allows students to complete their courses faster and take the beginning and advanced Word Processing course (CBOT 131 and CBOT 132) in the same semester. The negative is that some students may feel there is not enough time to complete the work. The 8-week format needs to continually be analyzed and additional student feedback should be gathered on student success rates. This can be done through Successnet feedback from counselors with use of the Early Alert documentation. Counselors who contact students usually send an email explaining that the case is closed or progress made with the student reason that they are behind.

If the reason that the student is not successful can be determined, they can be analyzed and interventions may be implemented to increase student success. It should be noted that the 8-week format had high success rates in 2019-20 and lower success rates in 2020-21. This may be a result of COVID-19 influencing factors. Successnet for Early Alert is a very valuable tool and should be discussed further with part-time employees to ensure all instructors are using this resource.

1 Retention & Success by academic year by course CBOT

course_	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
CBOT100	63%	89%	63%	94%	66%	91%	69%	90%	76%	94%	64%	96%
CBOT131	66%	90%	68%	86%	73%	84%	61%	79%	76%	85%	62%	87%
CBOT132	69%	86%	82%	95%	70%	83%	82%	95%	82%	90%	69%	94%
CBOT302	68%	94%	65%	85%	68%	87%	71%	97%	100%	100%	69%	86%
CBOT305	75%	75%	84%	96%	68%	92%	71%	94%	76%	91%	59%	88%
CBOT312	72%	88%	65%	90%	68%	87%	71%	93%	81%	90%	62%	90%
CBOT333	66%	85%	73%	81%	68%	83%	70%	84%	82%	86%	61%	86%
CBOT334	67%	81%	64%	83%	60%	73%	65%	86%	83%	91%	66%	94%
CBOT337	76%	82%	77%	83%	66%	69%	71%	93%	83%	93%	78%	87%
CBOT350	82%	96%	62%	71%	85%	96%						
CBOT351	82%	88%	78%	89%								
CBOT360	60%	100%			62%	88%			33%	78%		
CBOT361	77%	92%	76%	96%	72%	92%	79%	88%	53%	88%		
Grand Total	68%	88%	69%	89%	67%	86%	69%	89%	77%	91%	65%	91%

Retention % and Success % for each course, broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201510, 201520, 201540, 202110 and 202130. The CB04 filter keeps C, D and N. The subject filter keeps CBOT. The course filter has multiple members selected.

Measure Names
■ Retention %
■ Success %

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

****Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects****

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time	56	72	0	4.5	91.7%	0.9%		52.8%	-14.1%	11
First Time Tran..	20	36	0	3.1	88.9%	-4.9%	2	69.4%	-3.6%	2
Continuing	275	384	0	26.7	89.8%	-2.5%	10	64.1%	-5.3%	21
Returning	48	67	0	5.0	95.5%	4.4%		76.1%	17.5%	
Special Admit	8	8	0	0.5	100.0%			100.0%		
Grand Total	390	567	0	39.7	90.8%			64.9%		

Student Equity

When you look at equity outcomes, first-time students have the lowest success rate (52% for 2020-2021). First time students may have more questions and different needs than continuing students. The Business and Finance Success Team is working on a project to provide more assistance and additional resources with an orientation to first-time students. The data regarding success rates supports this project.

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

****Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects****

	Academic Year 2020-21										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Asian	9	24	0	1.9	95.8%			91.7%			
Black	8	15	0	1.3	100.0%			86.7%			
Filipino	13	18	0	1.2	100.0%	5.4%		83.3%	7.9%		
Hispanic	189	245	0	15.3	91.8%	-0.1%	1	59.2%	-7.3%	18	
Native Am	10	13	0	0.8	84.6%	-4.0%	1	69.2%	6.1%		
Pac Isl	1	2	0	0.2	100.0%			100.0%			
White	154	242	0	18.5	88.4%	-0.9%	3	64.5%	-0.3%	1	
Unknown	6	8	0	0.4	87.5%			75.0%			
Grand Total	390	567	0	39.7	90.8%			64.9%			

Retention rates by ethnicity show that Hispanic students have the lowest success rates. In order to improve retention and success rates for Hispanic and all student populations additional books were purchased through CBOT and CTEA funds for Books for Bulldog textbooks. An access code is not used to allow students to utilize the used textbooks through the book lending library and to lower the cost of textbooks.

A grant was received from CTEA for 15 student laptops to ensure students have the correct hardware and software. The virtual remote desktop was piloted with CBOT students and is currently being promoted and used.

Courses are reviewed and updated based on student feedback to increase student learning. The Business and Finance Success team has conducted a focus group to better understand the needs of our students. A survey is currently being finalized to send to all students to develop a new and continuing student orientation to help with student success.

VII) Trend Analyses/Outlook

Enrollment																							
1 Outcomes CBOT											EW Grade Exclude EW												
	Sum 2014	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Spring 2021
Sections	4	6	14	2	16	5	15	1	15	4	13	1	16	2	10	2	12	2	10	3	11	12	12
Headcount	81	134	270	48	255	103	304	21	268	80	245	28	283	66	241	50	244	69	266	49	239	243	189
Enrollment	82	161	354	49	354	125	385	21	362	90	320	28	413	73	315	57	320	72	330	70	291	321	246
retained	75	144	303	43	314	112	340	18	326	75	268	25	364	62	288	47	284	63	300	60	214	291	224
Retention %	91%	89%	86%	88%	89%	90%	88%	86%	90%	83%	84%	89%	88%	85%	91%	82%	89%	88%	91%	86%	93%	91%	91%
success	55	101	234	34	254	96	249	12	255	66	217	21	269	50	221	42	217	54	242	40	205	194	174
Success %	67%	63%	66%	69%	72%	77%	65%	57%	70%	73%	68%	75%	65%	68%	70%	74%	68%	75%	73%	57%	89%	60%	71%
FTES	4.3	10.1	23.5	1.6	21.4	8.6	23.7	0.7	22.9	5.1	21.1	0.9	24.9	4.4	21.3	1.8	21.5	4.2	22.6	2.3	18.9	22.9	16.8

Enrollment Patterns (CBOT and AHC)												
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
CBOT Total	354	354	385	362	320	413	315	320	330	291	321	246
AHC Total	28,471	28,153	29,268	28,161	28,754	29,960	28,650	26,193	30,166	26,977	25,401	23,090

CBOT enrollment had its highest semester enrollment during spring 2018. Spring 2021 is the lowest for this period. Hancock’s overall enrollment was at its high point fall 2019 and the lowest spring 2021. COVID-19 started during spring 2019 and believed to still be affecting enrollment.

Additional advertisement should be done with local high schools, the website should be reviewed to ensure proper advertising and changes to curriculum are made in a timely manner, and promotional materials need to be reviewed, updated and produced in a timely manner.

Concurrent Enrollment

The CBOT program is partnering with El Camino Jr. High to pilot concurrent enrollment at the Junior High School. CBOT 312 Keyboarding Speed Development is being piloted Spring 2022 with 4 sections to 8th grade students. The courses are pass/no pass. Based on the success of this pilot program, this trend may continue with other Junior High Schools. Students receive the benefit of the keyboarding skill, college credit and college enrollment forms already being filled out. It is hoped that this will help pave the way to their college career and and success at Allan Hancock College.

Advisory Committee

According to our Advisory committee the trend in business for CBOT graduates continues to be the need for skills in Excel. Based on their recommendation, the (3) unit Excel Comprehensive course was added to the certificate and A.S. degree core units in place of the (1) unit Intro to Excel course.

Labor Market Data

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.

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>

Cost of Books

The cost of books continues to rise and a recovering economy is still an issue. These items affect the student’s ability to have money to purchase books, pay tuition and pay for gas to attend classes. To assist with textbooks, we have a limited number of books available for use at both Santa Maria and Lompoc libraries and in the Open Access Lab in Santa Maria for use to students in those facilities. The book lending libraries has a number of books available for students to check them out for free and the number of books added each year continues to rise through grants and CBOT funds.

The CBOT scholarship is still awarded each year and the CBOT instructor increased her monthly contribution to help raise additional money for the fund. The full-time CBOT faculty member contributes to an annual CBOT scholarship of \$750. The scholarship is now advertised as an option for all donors to make contributions to the CBOT fund. The scholarship dinner is attended by the full-time CBOT instructor and gives the instructor the opportunity to meet with the recipient and present the award.

Technology Updates

Technology changes continue to impact the program and we continue to teach our students the most recent versions of software available. Microsoft Office is now being upgraded to Office 2019 and soon will be upgraded again to the latest version when textbooks are available for the new software. Funds and time allowed for training faculty are a challenge and needs to be supported both financially and with time allotted to train and upgrade skills. The requirement to continually upgrade software and hardware are also a concern with the budget issues and the challenges that arise in order to keep up with technology.

Certificates and Degrees

In 2019-2020 there were 52 degrees and certificates awarded. This is a 30% increase over 2013-2014 when there were 30 degrees and certificates awarded. The most popular of the degrees and certificates is the 15-unit Administrative Office Skill certificate. This certificate is heavily promoted in all classes through e-mails and flyers. According to the student surveys, the goals of the students are to obtain an A.S. degree (38%) certificate (23%), Bachelor’s degree (15%) Master’s degree, 11%, and 13% not certain.

6 Degree/Certificate Comp Bus Office Tech (CBOT)

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc					
				2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Unduplicated Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Sec..	Associate in Science	6	3	5	9	8	1
		Computer App & Offi..	Associate in Science						2
	C1NA	Legal Secretarial	Associate in Science	3	2		1		
		Word/Information Pr..	Associate in Science	4	6	4	4	13	7
	C2	Administrative Offic..	Certificate of Accomplishment	16	15	14	15	22	15
	CT	Admin Assistant/Sec..	Certificate of Achievement	1	2	7	5	4	2
		Legal Secretarial	Certificate of Achievement	1			1	1	
	CT	Word/Information Pr..	Certificate of Achievement	2	1	15	5	4	4
		Comp Business Offic..	Certificate of Accomplishment			1			
	Duplicated Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Sec..	Associate in Science	6	3	5	9	8
Computer App & Offi..			Associate in Science						2
C1NA		Legal Secretarial	Associate in Science	3	2		1		
		Word/Information Pr..	Associate in Science	4	6	4	4	13	7
C2		Administrative Offic..	Certificate of Accomplishment	16	15	14	15	22	15
CT		Admin Assistant/Sec..	Certificate of Achievement	1	2	7	5	4	2
		Legal Secretarial	Certificate of Achievement	1			1	1	
CT		Word/Information Pr..	Certificate of Achievement	2	1	15	5	4	4
		Comp Business Offic..	Certificate of Accomplishment			1			
Unduplicated		Total			26	22	26	28	37
Duplicated	Total			33	29	46	40	52	31

VIII) Long-Term Program Goals and Action Plans (Aligned with the College educational Master Plan)

In order to ensure the CBOT long-term goals and action plan are aligned with the AHC mission, vision and strategic plan, the AHC mission, vision and strategic plan are outlined below.

MISSION STATEMENT

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

VISION STATEMENT

Allan Hancock College makes the following commitments to our students, our community and each other:

- *We will change the odds for students by continuing to provide quality instruction while improving time to completion.*
- *We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.*
- *We will work to address student financial challenges, including food and housing insecurities.*
- *We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.*
- *We will provide an educational culture that values, nurtures, connects, and engages students.*
- *We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.*
- *We will partner with the community to offer relevant and timely programs and services.*
- *We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.*
- *We will strive to ensure fiscal integrity and responsible management of resources.*

VALUES

Student Success, Equity, Academic Freedom, Diversity, Innovation, Mutual Respect, Inclusivity, Collaboration, Lifelong Learning, Excellence, Shared Governance.

SIX FACTORS FOR STUDENT SUCCESS

The College has outlined six factors to for student success which are: Valued, Focused, Engaged, Directed, Nurtured and Connected.

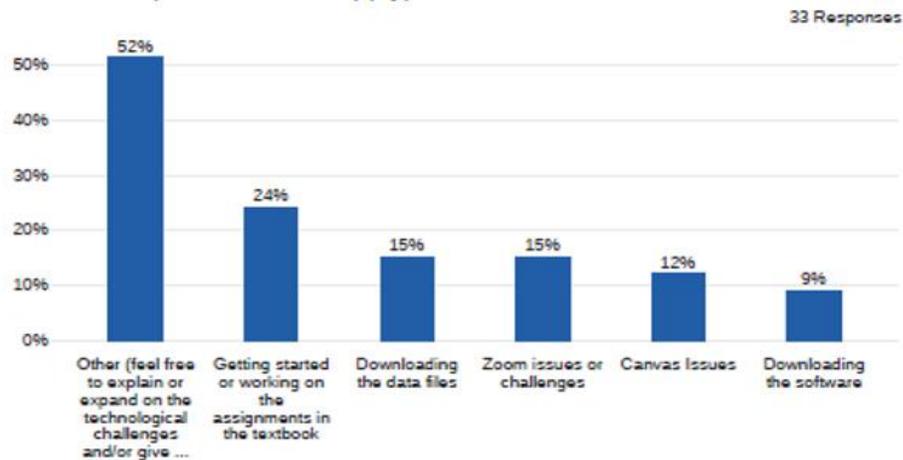
PRE-VALIDATION GOALS ALIGN WITH AHC MISSION, VISION, VALUES AND STUDENT SUCCESS FACTORS

The CBOT plan of Action Pre-Validation has three areas:

- 1) Increase student success rate for first time students (recommendation based on this group having the lowest percentage of success at 52%)
 - a. Explore developing a new student orientation for Business and Finance students
 - b. Continue to utilize Early Alert system (Successnet)
- 2) Assist students with hardware and software issues for computer application courses (recommendation based on data from student survey where 52% of students had technology challenges (other), 24% had issues getting started with textbook assignment, 15% downloading data files, 15% zoom issues, 12% Canvas issues, and 9% downloading data files).
 - a. Increase advertising of laptop availability for check out to students for the semester

- b. Create videos to show how to download data files, how to get started on the first chapter of the textbook, how to download the full version of Microsoft Office software free to students, and how to use Canvas to upload files and post to discussion boards.

Q12 - Do you currently or have you had any technology problems within the course? (Check all that apply) - Selected Choice



- 3) Increase CBOT enrollment (Recommendation based on decrease in enrollment from 2019-20 to 2020-21)
 - a. Continue to monitor and update the CBOT program on the website to advertise the program & continue to increase enrollment.
 - b. Explore additional courses needed for CBOT degree and certificate based on advisory and labor market needs to better prepare students for employment
 - c. Update the CBOT brochures and advertising materials to reflect changes to certificates and degrees
 - d. Continue to explore CBOT concurrent enrollment opportunities
- 4) Maintain facilities to improve the Educational Environment
 - a. Maintain current facilities including remodel student and faculty restrooms
 - b. Add air conditioning to K10, K11 and Computer Resources Center.
 - c. Maintain and update, K10, and K11B and faculty computers with current hardware and software.

Assessment Plan

CBOT Mission

The Computer Business Office Technology (CBOT) degree and certificate curriculum offers a variety of options that will guide students toward successful office administrative management, computer applications, administrative assistant, legal secretarial and information processing careers in business, government, and education. The program focuses on administrative and computer operations and management required to support organizations and the software application skills needed to be technically proficient in an office.

Program Outcomes

Program SLO 1: Apply proper administrative operations and procedures for business.

Program SLO 2: Demonstrate the use of software applications to accomplish appropriate tasks.

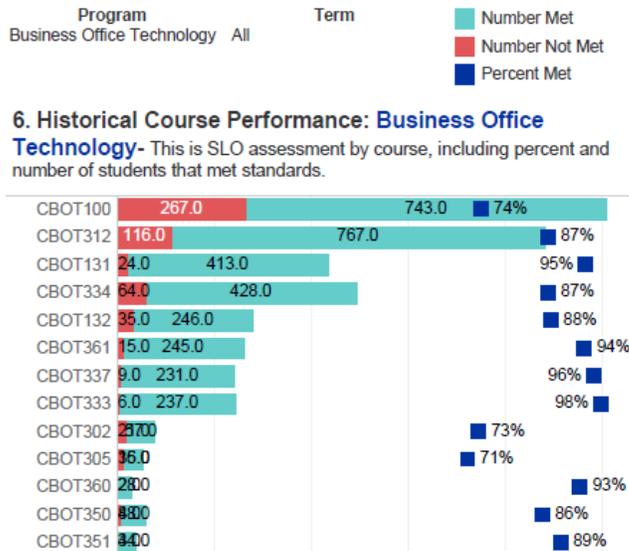
Program SLO 3: Analyze and solve problems related to administrative operations.

Program SLO 4: Communicate clearly and professionally.

Course/Program Alignment

All courses have SLO's completed and all courses are mapped to the program outcomes.

The end of semester project is used whenever possible to ensure mastery of the learning outcome. Rubrics are available and given to students to self-evaluate and the instructor also uses the same rubric to assist in the assessment process



Courses	SLOs	CBOT Program Outcomes			
		CBOT PSLO - Apply proper administrative operations and procedures for business.	CBOT PSLO - Demonstrate the use of software applications to accomplish appropriate tasks.	CBOT PSLO - Analyze and solve problems related to administrative operations.	CBOT PSLO - Communicate clearly and professionally.
CBOT100			3		
CBOT131		1	1		1
CBOT132			2	1	
CBOT302		1	1		1
CBOT305		1			2
CBOT312			1		2
CBOT333			1		2
CBOT334		2	1	1	
CBOT336			1		
CBOT337			1		2
CBOT350			1		
CBOT351			1		
CBOT360		1			1
CBOT361			1		1
CBOT362			1		1
		6	16	2	13

Implementation of Assessment

All CBOT instructors (full-time and part-time) were trained in assessment and how to enter assessment data into eLumen.

Assessment Cycle

All courses have been assessed over the last program review period and all courses have been mapped to program and institutional learning outcomes.

Dissemination of Information

Results are reviewed by individual faculty and by the lead CBOT faculty member for aggregate data evaluation. The information is also used in the annual update and program review where changes and recommendations are suggested and completed as necessary.

REVIEW OF PREREQUISITES, COREQUISITES, AND
ADVISORIES - SUMMARY

CBOT REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES

Summary

List all courses in CBOT Discipline/Program

Course Prefix No	CURRENT Prerequisite/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

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: Business

PROGRAM: Computer Business Office Technology

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Strategic Goals listed below tables)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Increase student success rate for first time students <ul style="list-style-type: none"> • Explore developing a new student orientation for Business and Finance students and/or working with counseling with their new orientation just developed called PD 700 • Continue to utilize Early Alert system (Successnet) 	Goal SLS1	Fall 2023
Assist students with hardware and software issues for computer application courses <ul style="list-style-type: none"> • Increase advertising of laptop availability for check out to students for the semester • Create videos to show how to download data files, how to get started on the first chapter of the textbook, how to download the full version of Microsoft Office software free to students, and how to use Canvas to upload files and post to discussion boards. 	Goal SLS2	Spring 2023
RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS		
Enrollment Changes Increase CBOT enrollment <ul style="list-style-type: none"> • Continue to monitor and update the CBOT program on the website to advertise the program & continue to increase enrollment. • Update the CBOT brochures and advertising materials to reflect changes to certificates and degrees • Continue to explore CBOT concurrent enrollment opportunities 	Goal SLS3	Fall 2024 and Ongoing
Demographic Changes <ul style="list-style-type: none"> • Explore additional courses needed for CBOT degree and certificate based on advisory and labor market needs to better prepare students for employment 	Goal SLS4	Spring 2023

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**

Theme/Objective/
Strategy Number
AHC from Strategic
Plan **TARGET
DATE**

Curricular Changes Increase ability for students to access the CBOT software applications.	Goal SLS7 & Goal IR3	Spring 2023
Co-Curricular Changes Work with local high schools to promote the CBOT program.	Goal SLS2	Spring 2023 and Ongoing
Neighboring College and University Plans Continue to monitor classes offered at neighboring colleges and make adjustment based on the needs of community.	Goal SLS2 & Goal IR3	Spring 2023 and Ongoing
Related Community Plans Based on input from Advisory Committee make changes to courses, certificates and degrees.	Goal SLS2 & Goal IR3	Spring 2023 and ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL
RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan **TARGET
DATE**

Facilities Maintain current facilities, and remodel student and staff restrooms. Add air conditioning to K10, and K11B classrooms.	Goal SLS2 & Goal IR4	Spring 2023 & Ongoing
Equipment Maintain and update K10, and K11B and faculty computers with current hardware and software.	Goal SLS2 & Goal IR3	Fall 2022 & Ongoing
Staffing Develop rationale for hiring new full-time faculty and participate in the faculty prioritization process to increase CBOT/CBIS offerings. New faculty would teach in both programs.	Goal SLS2	Spring 2023

Strategic Goals from 2020 Strategic Plan

- Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.
- Goal SLS2: To support student access, achievement, and success.
- Goal SL3: Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal.
- Goal SLS4: Foster students’ motivation and help them develop the skills needed to achieve their goals.
- Goal SLS5: Convey a sense of caring where students’ success is important and expected. Understand that a broad definition of diversity supports students and values experiences arising from race/ethnicity., socioeconomic background, age, religion, sexual orientation, gender nationality, and veteran status.

- Goal SLS7: Create connections between students and the institution and cultivate relationships that underscore how students' involve with the college community can contribute to their academic and personal success.
- Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.
- Goal IR4: To provide a safe, attractive, and accessible physical environment that enhances the ability to teach, learn, and work.

EXHIBITS

STUDENT DATA SUMMARY

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

STUDENT DATA SUMMARY

STUDENT DATA SUMMARY

Student surveys were administered online Fall 2021 with 62 responses.

POSITIVE FACTORS

The answers to the surveys were overwhelmingly positive.

Quality of Instruction, Content and Educational Goals

100% of the surveys said they were satisfied with the quality of instruction within the program with 97% highly satisfied (Question #2-1). 98% of students said they were satisfied with the content of the program with 90% highly satisfied and no responses that were dissatisfied (Question #2-9) When asked how the program met educational goals, 95% of the students were satisfied with 90% highly satisfied (Question #2-4).

Feedback and assessment of progress

100% of students said they were satisfied with the feedback and assessment of progress towards learning objectives (Question #2-7). These results are very important in the CBOT program because this gives students feedback on how they are doing in the course when turning in assignments so they know if they are doing well or need to make any adjustments.

Availability of courses offered

99% of the students were satisfied with the availability of courses offered in CBOT (Question #2-7). This statistic tells us that students are happy with when and how the courses are offered so they can complete their educational goals

Planning Implications based on Positive factors

Based on the positive comments, we need to continue to offer the classes using the same format and content. Of course, improvements should continue to be made to course content. Regarding course length, 16 weeks vs. 8 weeks, question number 7 stated that there were 48% of the students who preferred 8 weeks, 31% had no preference and 21% liked 16 weeks. That means only 21% would rather have 16 weeks. Regarding online, vs. in person, question number 8 asked which type of course format you most likely enroll in and 79% said online, with 11% no preference and only 6% wanted in person courses. This is probably the reason why when offered in person there are not enough students. It is recommended to continue to teach courses online.

NEGATIVE FACTORS/AREAS THAT NEED IMPROVEMENT

Additional Videos Needed

It was hard to find negative factors on the questions on the surveys because they were overwhelmingly positive. However, there was the question regarding what kind of student support would you find most useful and 44% said Videos rather than screen prints and text and 27% said study groups. Only 17% wanted a technology day via zoom before class starts. This means that the CBOT courses could use some additional videos and study group help as far as setting it up.

Texts are primarily for PC's

The comments mentioned that when students need more help with a MacBook. The texts are geared to PC Microsoft Office applications instead of Mac's Microsoft Office (which is different as far as tabs and where commands are located and some features available on a PC are not available on a Mac). One of the comments stated, "Some of the book's assignments do not align with my Mac book". Another student comment said, "This program was not the best for MacBook but my teacher helped me".

Software and Hardware issues

Computer Software and hardware issues are evident in the comments. One student said, "I do not have the proper technology for my CBOT class. IT makes it very difficult to complete". Another student stated, "This semester I've seemed to have issues with my laptop not having the most up to date options within the programs as my desktop does. My instructor has been made aware and has been accommodating and understanding and we've found other ways around it". A Chromebook user said, "With having a HP Chromebook, it took me awhile to figure out how to use the F1-F12 keys (since they don't appear on the keyboard)".

Planning Implications based on Areas Needing Improvement

Based on student feedback, students like to see more videos when explaining how to get started with the class. More videos instead of text and screen print should be added to Canvas.

Recently 15 student laptops were secured through a grant. A separate announcement can be added highlighting how students can rent the laptop for the semester directly from the full-time CBOT instructor.

Continue to be flexible and assist students who prefer to use a Mac for the course instead of a PC.

STUDENT DATA

Student Data

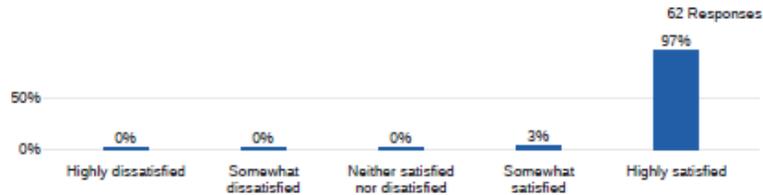
The student surveys were conducted online Fall 2021 with 62 responses. The results are below:

1

CBOT Program Review Fall 2021 Total Surveys: 62

Please answer the following questions as they pertain to your experience in this course and all other courses in the CBOT program at Allan Hancock College.

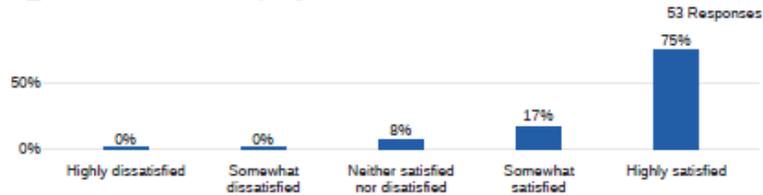
Q2_1 - Quality of instruction within the program



Q2_2 - The way textbooks and other materials used in courses within the program help me learn



Q2_3 - Advice about the program from counselors

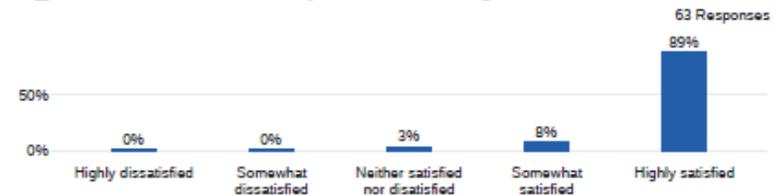


2

Q2_4 - The way this program meets your educational goals



Q2_5 - Contribution towards your intellectual growth



Q2_6 - Clarity of course goals and learning objectives



Q2_7 - Feedback and assessment of progress towards learning objectives



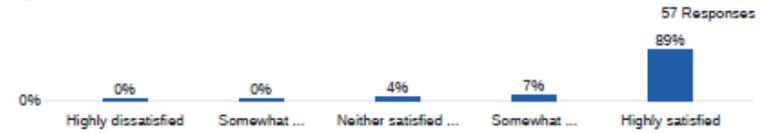
Q2_8 - The availability of courses offered in the CBOT Program



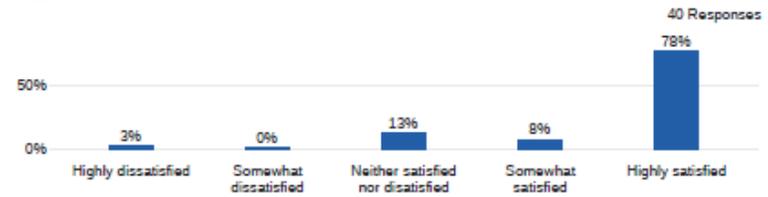
Q2_9 - The content of courses offered in the CBOT program



Q2_10 - The coordination of courses offered in the CBOT program and courses offered in other departments that may be required for your major



Q2_11 - The physical facilities and space (e.g., classrooms, labs)



Q2_12 - Instructional equipment (e.g., computers, lab equipment)



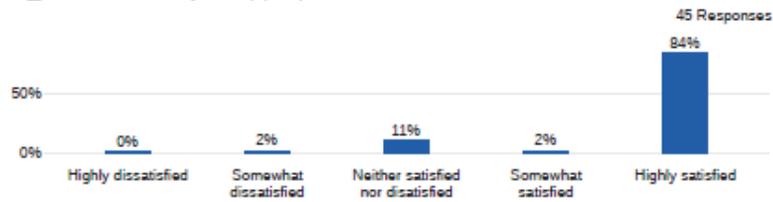
Q2_13 - Presentation of classes via the college's Canvas course management system



Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

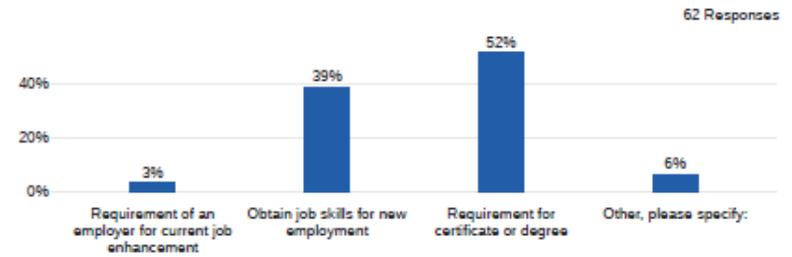


Q2_15 - Availability of appropriate resources in the libraries



Part II. Please answer the following questions about the CBOT program.

Q4 - Which of the following best describes your reason for taking this and other courses in CBOT - Selected Choice



Q4_5_TEXT - Other, please specify: - Text

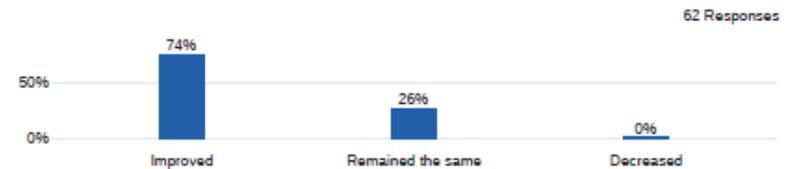
Other, please specify: - Text

I needed an extra unit and this class was available at the time

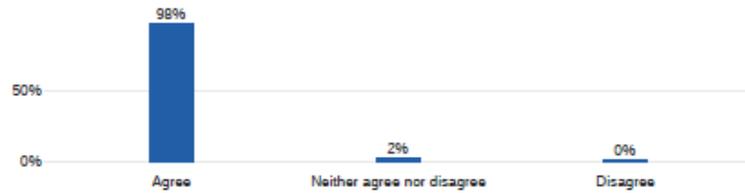
Update Skills

getting familiar with the software, advancing my knowledge

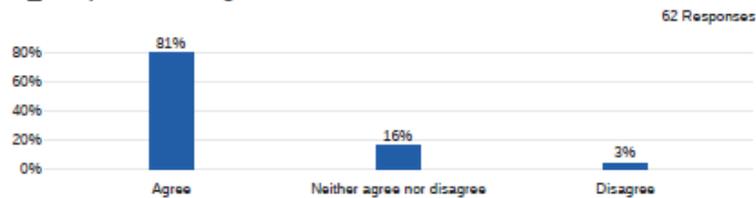
Q5 - Compared to the beginning of the semester, your attitude about CBOT has...



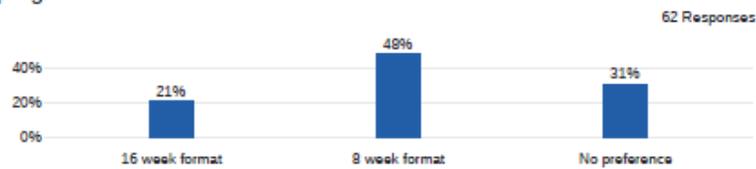
Q6_1 - I would recommend taking courses in CBOT.



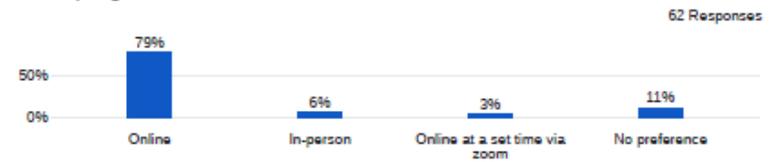
Q6_2 - I plan on taking additional courses in CBOT.



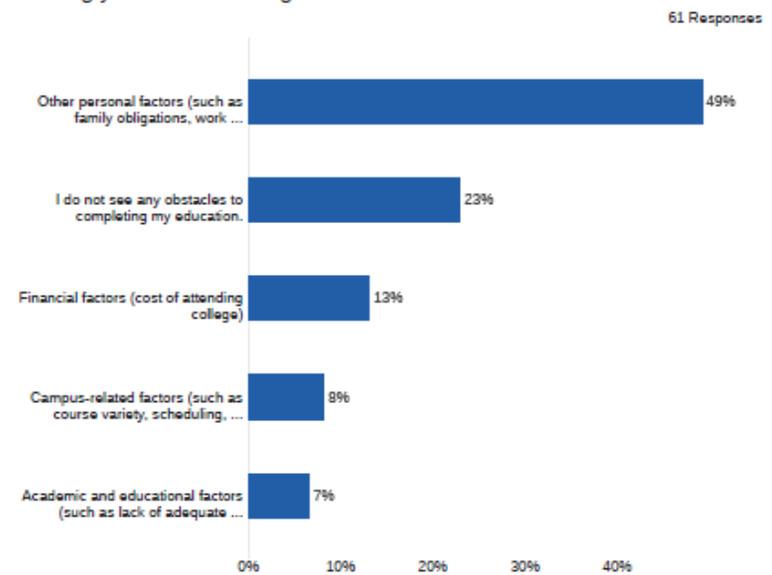
Q7 - Which course length would you prefer to enroll in for the CBOT program:



Q8 - Which type of course format would you most likely enroll in for the CBOT program:



Q9 - Which one of the following presents the greatest obstacle to reaching your educational goals?



Q12_6_TEXT - Other (feel free to explain or expand on the technological challenges and/or give suggestions on how to eliminate problems in the future) comments - Text

Other (feel free to explain or expand on the technological challenges and/or give suggestions on how to eliminate problems in the future) comments - Text

no issues

I would type in words correctly and the program would say it's wrong

With having a HP Chrombook, it took me awhile to figure out how to use the F1-F12 keys (since they don't appear on the keyboard).

none

no problems

no

This semester I've seemed to have issues with my laptop not having the most up to date options within the programs as my desktop does. My instructor has been made aware and has been accommodating and understanding and we've found other ways around it.

I do not have the proper technology for my CBOT class. IT makes it very difficult to complete.

The Typetastic software is great but the big problem is that it makes my Macbook overheat really bad to the point where my keyboard is like burning hot at the bottom and the site also drains my battery very quickly because of this. I love the Typetastic program but that is the only major downfall about it.

I have not had any technological problems

no problems

This program was not the best for MacBook but my teacher helped me

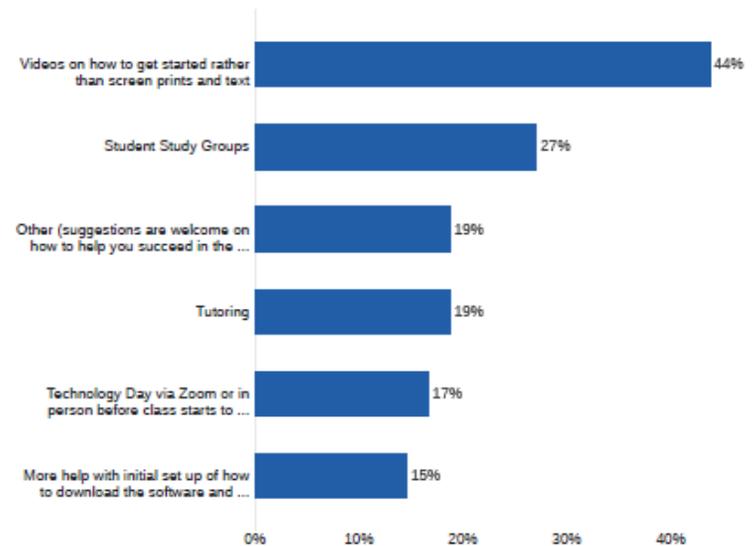
I have had multiple issues using digital books for my other courses. This should be addressed because when I have technical issues it is not a fast fix and I am worried about how it can affect my assignments I am worried that more issues will happen. been on time. And

MAC issues

Some of the book's assignments do not align with my Mac book.

Q13 - What kind of student support for the course would you find most useful? (Check all that apply) - Selected Choice

48 Responses



Q13_6_TEXT - Other (suggestions are welcome on how to help you succeed in the course) comments - Text

Other (suggestions are welcome on how to help you succeed in the course) comments - Text

none

I'm happy with everything.

I think my professor has given me enough help and tools to succeed!

I think that a combination of how to and a day class with supporting video's would be great :)

I love the course just the way it is!

I think the program is good and it works

My son is an it analyst and has been so much help to me

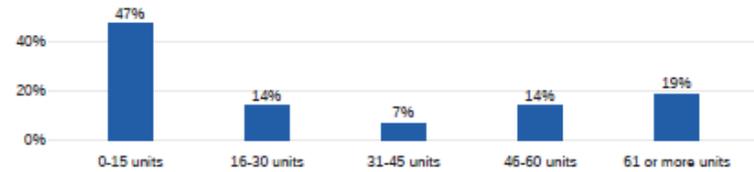
tutoring is a good chose but also I love how one of my instructors includes files of videos on how to complete steps and compare what our work should like like. It has been immensely helpful.

Help on a Mac book

Part III. Background questions.

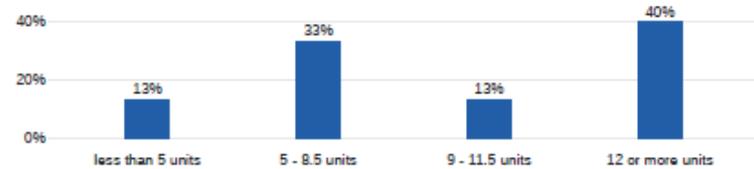
Q16 - How many units have you completed prior to this semester?

59 Responses



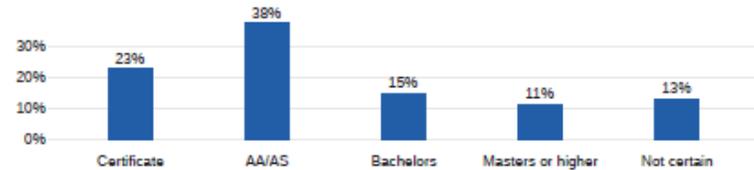
Q17 - In how many units are you currently enrolled?

60 Responses



Q18 - What is your final academic goal?

61 Responses



STATISTICS

Program Data

STEP 1 | Choose subjects: CBOT

Subjects: CBOT

STEP 2 | Choose awards: Comp Bus Office Tech (CBOT)

Awards: Comp Bus Office Tech (CBOT)

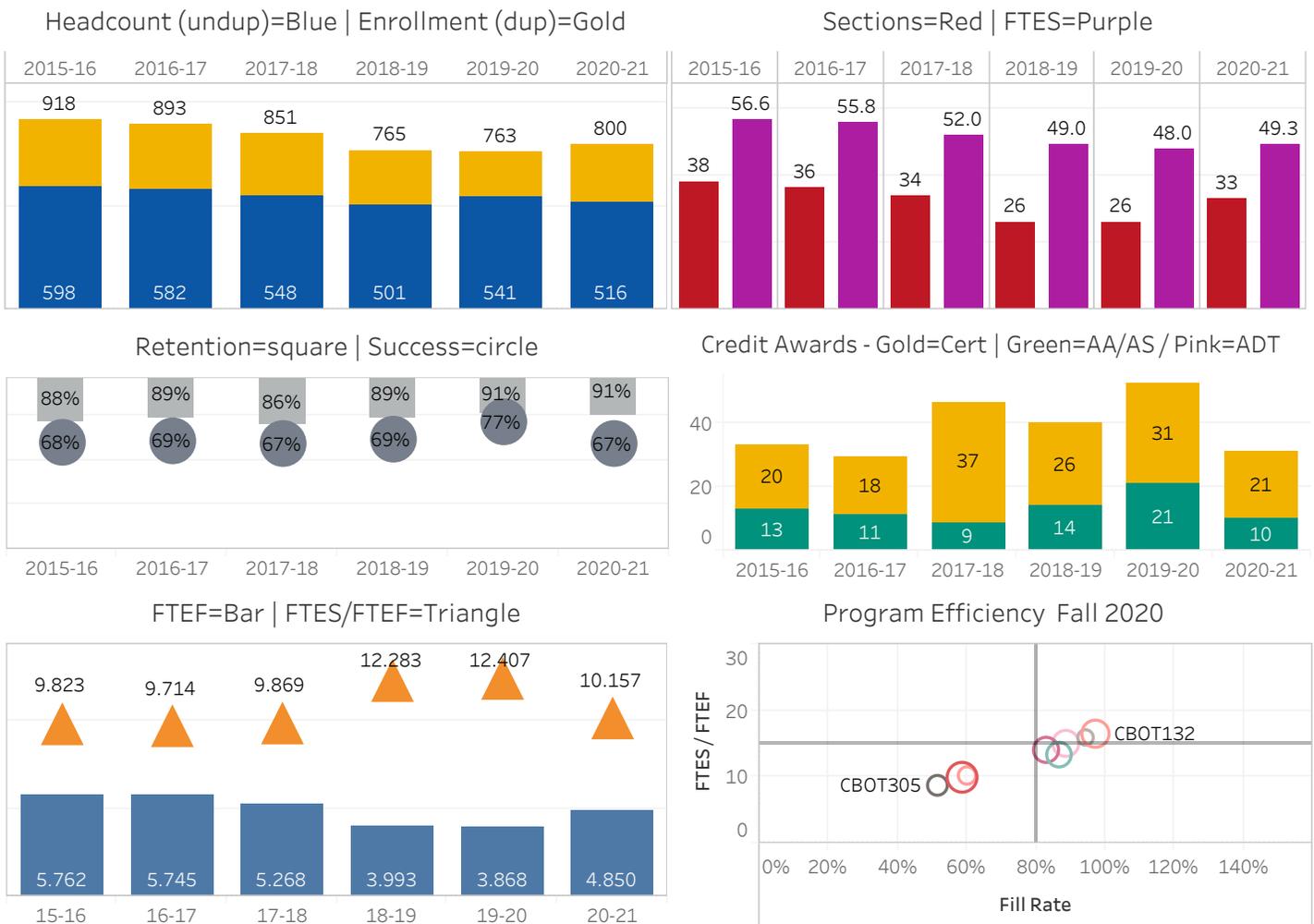
STEP 3 | Choose majors: Comp Bus Office Tech (CBOT)

Student Majors: Comp Bus Office Tech (CBOT)

Contents

- 1 - Enrollment, headcount, sections, FTES, retention, success
- 2 - Demographics
- 3 - Equity outcomes
- 4 - Online\Face to face comparison
- 5 - Efficiency
- 6 - Program awards & majors
- 7 - Faculty load
- A - Course demographic detail
- B - Awards by major detail

Quick Program Facts



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

1 Outcomes CBOT

course_
All

EW Grade
Exclude EW

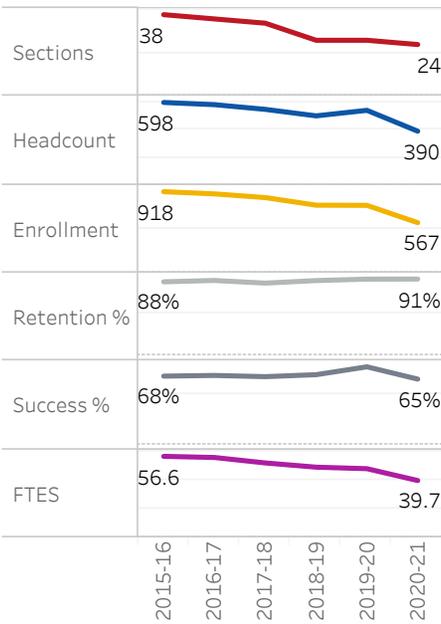


	Sum 2014	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Spring 2021
Sections	4	6	14	2	16	5	15	1	15	4	13	1	16	2	10	2	12	2	10	3	11	12	12
Headcount	81	134	270	48	255	103	304	21	268	80	245	28	283	66	241	50	244	69	266	49	239	243	189
Enrollment	82	161	354	49	354	125	385	21	362	90	320	28	413	73	315	57	320	72	330	70	291	321	246
retained	75	144	303	43	314	112	340	18	326	75	268	25	364	62	288	47	284	63	300	60	214	291	224
Retention %	91%	89%	86%	88%	89%	90%	88%	86%	90%	83%	84%	89%	88%	85%	91%	82%	89%	88%	91%	86%	93%	91%	91%
success	55	101	234	34	254	96	249	12	255	66	217	21	269	50	221	42	217	54	242	40	205	194	174
Success %	67%	63%	66%	69%	72%	77%	65%	57%	70%	73%	68%	75%	65%	68%	70%	74%	68%	75%	73%	57%	89%	60%	71%
FTES	4.3	10.1	23.5	1.6	21.4	8.6	23.7	0.7	22.9	5.1	21.1	0.9	24.9	4.4	21.3	1.8	21.5	4.2	22.6	2.3	18.9	22.9	16.8

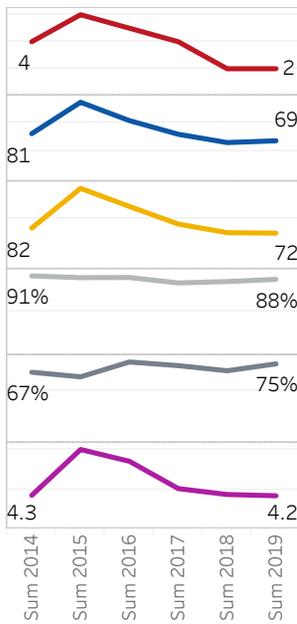
Outcomes Allan Hancock College Credit

	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021
Sections	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159	299	1,208	1,212	272	1,119	1,107
Headco..	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580	4,940	12,091	11,342	4,633	10,462	10,076
Enrollm..	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193	7,252	30,166	26,977	7,364	25,401	23,090
Retention %	90%	86%	84%	89%	90%	88%	87%	88%	90%	87%	87%	88%	90%	87%	88%	88%	92%	88%	92%	90%	88%	89%
Success %	77%	70%	71%	73%	80%	71%	77%	74%	80%	71%	79%	74%	80%	71%	79%	74%	81%	72%	85%	80%	72%	75%
FTES	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827	846	4,136	3,763	827	3,531	3,231

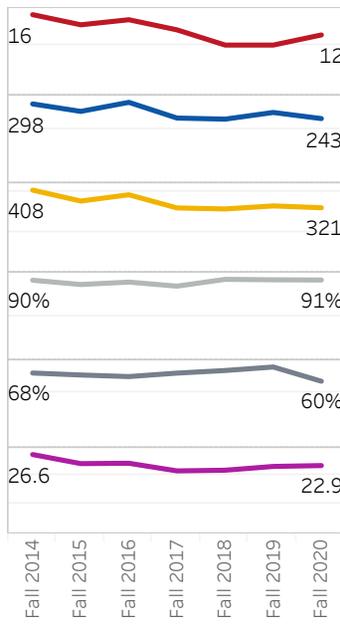
CBOT Academic Year



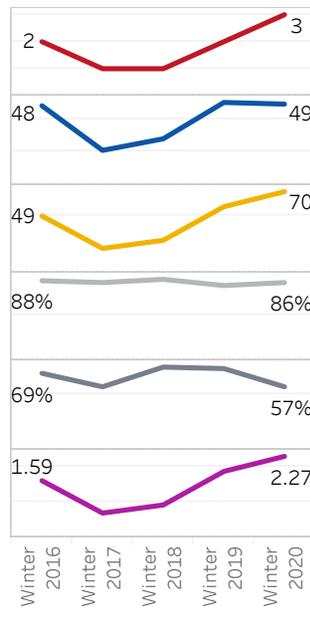
Summer Terms



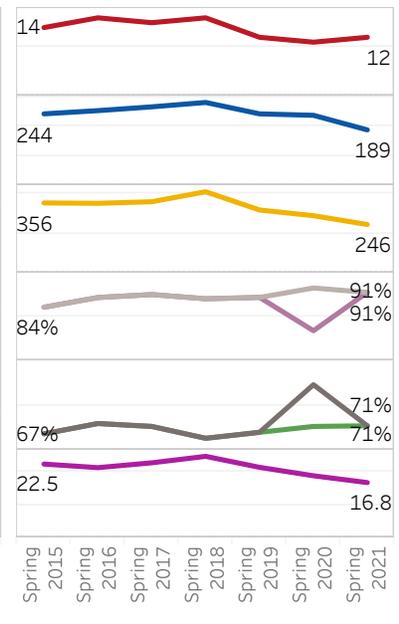
Fall Terms



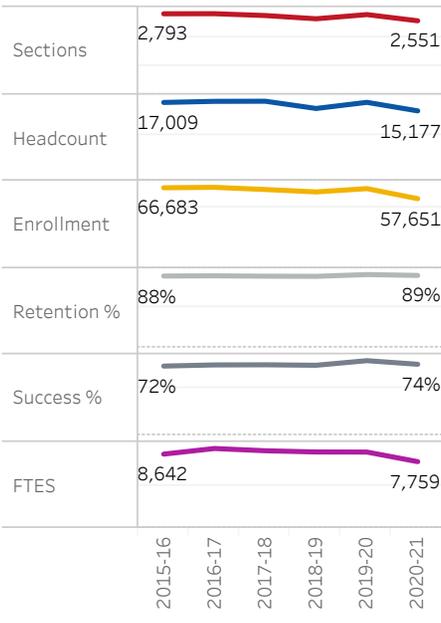
Winter Terms



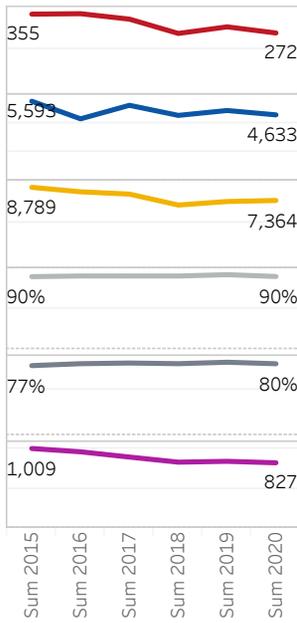
Spring Terms



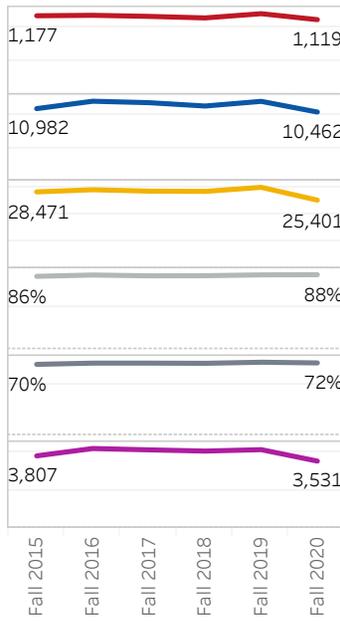
AHC Credit Academic Year



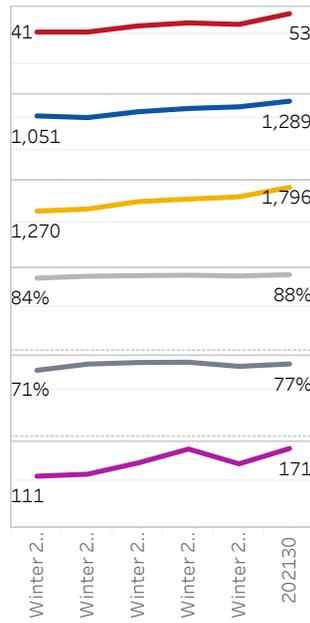
Summer Terms



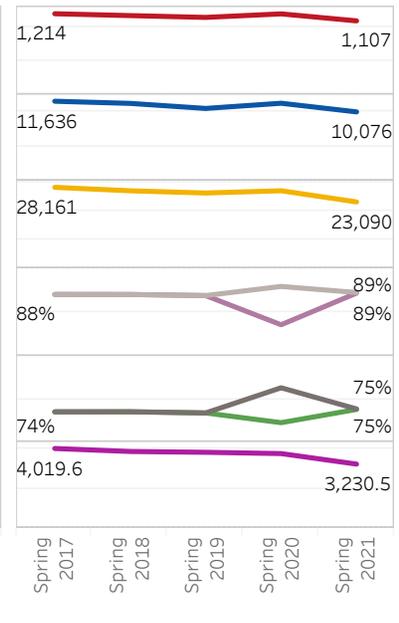
Fall Terms



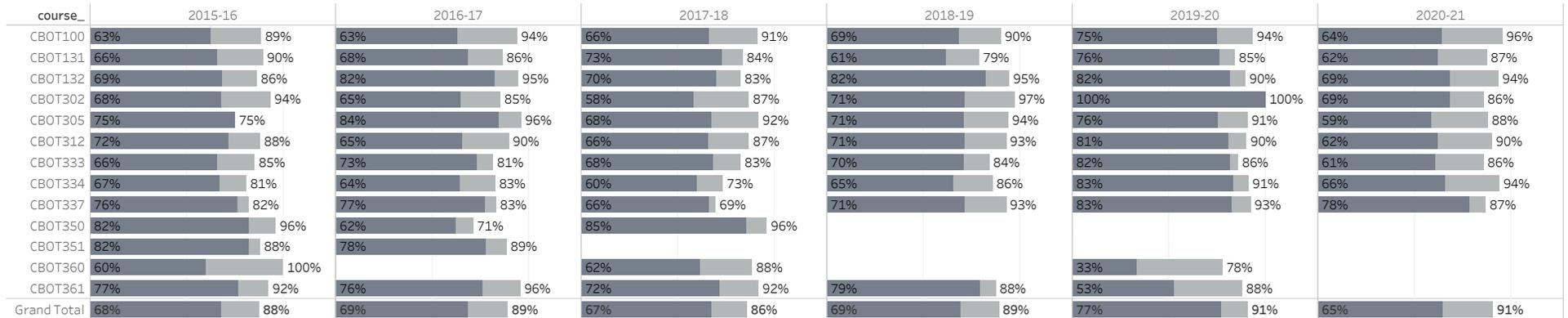
Winter Terms



Spring Terms



1 Retention & Success by academic year by course CBOT



Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201510, 201520, 201540, 202110 and 202130. The CB04 filter keeps C, D and N. The subject filter keeps CBOT. The course filter has multiple members selected.

Measure Names

- Retention %
- Success %

1 Retention & Success by summer term by course CBOT

course	Term Code_					
	Sum 2015	Sum 2016	Sum 2017	Sum 2018	Sum 2019	Sum 2020
CBOT100	48% 96%	81% 96%	72% 88%	74% 90%	79% 91%	73% 88%
CBOT131	63% 91%	72% 90%	68% 77%	61% 77%	69% 83%	88% 94%
CBOT312	74% 89%	79% 90%	79% 88%			85% 100%
CBOT333	65% 78%	74% 84%				
CBOT334						57% 64%
CBOT337	75% 85%	77% 86%	75% 75%			
CBOT360						75% 92%
CBOT361						75% 92%
Grand Total	63% 89%	77% 90%	73% 83%	68% 85%	75% 88%	77% 90%

Measure Names

- Retention %
- Success %

1 Retention & Success by fall term by course CBOT

course_	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CBOT100	65% 90%	63% 92%	71% 89%	70% 94%	64% 93%	62% 98%
CBOT131	65% 87%	62% 85%	81% 91%	59% 82%	76% 85%	63% 88%
CBOT132	55% 79%	88% 94%	63% 84%	85% 97%	81% 94%	62% 94%
CBOT302						67% 86%
CBOT305	75% 75%	82% 94%	59% 82%	87% 100%	67% 83%	44% 78%
CBOT312	62% 84%	53% 89%	63% 82%	74% 91%	76% 90%	58% 88%
CBOT333	65% 91%	78% 83%	62% 77%	68% 88%	84% 91%	38% 79%
CBOT334	59% 72%	66% 88%	67% 82%	63% 83%	81% 94%	61% 100%
CBOT337	93% 93%	67% 72%	45% 50%	62% 90%	77% 90%	80% 87%
CBOT350	75% 94%	38% 63%	92% 100%			
CBOT351	80% 80%	73% 91%				
Grand Total	66% 86%	65% 88%	68% 84%	70% 91%	73% 91%	60% 91%

Measure Names

- Retention %
- Success %

1 Retention & Success by spring term by course CBOT

course_	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
CBOT100	66% 85%	60% 99%	58% 95%	65% 90%	92% 99%	67% 93%
CBOT131	69% 92%	73% 87%	67% 80%	63% 78%	86% 86%	61% 87%
CBOT132	94% 100%	78% 96%	76% 81%	76% 88%	82% 82%	86% 93%
CBOT302	68% 94%	65% 85%	58% 87%	71% 97%	100% 100%	71% 86%
CBOT305		89% 100%	75% 100%	58% 89%	86% 100%	75% 100%
CBOT312	75% 87%	71% 91%	63% 92%	69% 94%	88% 91%	67% 93%
CBOT333	67% 87%	65% 76%	80% 93%	74% 79%	76% 76%	85% 93%
CBOT334	74% 88%	63% 78%	52% 63%	67% 88%	88% 88%	74% 84%
CBOT337	60% 67%	92% 92%	80% 84%	92% 100%	100% 100%	75% 88%
CBOT350	92% 100%	77% 77%	79% 93%			
CBOT351	83% 92%	86% 86%				
CBOT360	60% 100%		62% 88%			
CBOT361	77% 92%	76% 96%	72% 92%			
Grand Total	72% 89%	70% 90%	65% 88%	68% 89%	89% 93%	71% 91%

Measure Names

- Retention %
- Success %

2 Program Demographics CBOT

course_
All

Choose individual course via filter or see Appendix A for full demographic course details

Age Category	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	109	5.7	116	6.0	113	6.3	126	6.6	153	8.2	107	7.3
20-24	184	14.2	168	14.2	181	13.7	138	11.9	160	12.8	113	8.9
25-29	92	10.2	97	11.2	88	8.8	78	10.4	82	8.4	50	5.4
30-34	63	6.3	45	5.0	47	4.7	59	6.8	38	4.3	33	4.7
35-39	43	5.5	48	5.1	38	5.0	28	4.0	49	6.0	30	4.4
40-49	61	7.6	57	7.3	35	5.0	38	4.0	29	3.2	36	4.3
50+	50	7.1	56	7.1	52	8.5	41	5.5	36	5.2	27	4.8

ETHNICITY	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	13	1.3	9	1.4	10	0.7	13	1.0	7	0.6	9	1.9
Black	29	2.7	15	1.5	15	1.3	18	2.1	19	1.5	8	1.3
Filipino	21	1.7	16	1.4	23	2.3	13	1.2	14	1.0	13	1.2
Hispanic	365	30.7	347	30.3	276	24.9	239	21.2	260	21.0	189	15.3
NativeAm	3	0.4	5	0.4	19	2.4	19	1.6	18	1.4	10	0.8
Paclsl	1	0.0	2	0.1	3	0.1			4	0.4	1	0.2
White	166	19.8	187	20.5	202	20.2	197	21.8	216	21.7	154	18.5

Gender	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	448	44.8	426	44.2	393	40.4	362	40.2	389	37.3	272	30.3
Male	150	11.8	154	11.5	151	11.5	135	8.6	148	10.2	107	8.8
Unknown			1	0.0	2	0.1	2	0.1			5	0.2

Enrollment Status	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	90	5.4	61	3.6	60	4.7	75	3.6	73	3.8	54	4.4
First Time Transfer	28	2.4	26	2.4	35	2.5	23	2.1	23	2.1	20	3.1
Continuing	408	38.0	441	43.4	394	36.9	363	37.4	357	35.2	271	26.4
Returning	98	10.4	70	5.8	79	7.6	60	5.5	71	5.2	48	5.0
Special Admit	9	0.4	6	0.5	6	0.2	6	0.3	29	1.2	7	0.4
Grand Total	598	56.6	581	55.6	546	51.9	499	48.9	537	47.5	384	39.3

2 Demographics Allan Hancock College Credit

Age Category	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES										
Under 20	4,528	2,759	5,805	3,105	6,308	3,155	6,018	3,326	7,482	3,583	6,828	3,029
20-24	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070	4,867	2,853	4,251	2,441
25-29	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101	2,060	1,089	1,831	986
30-34	1,533	528	1,379	578	1,327	556	1,173	560	1,130	507	1,109	550
35-39	969	292	924	357	891	328	758	319	844	342	706	296
40-49	1,262	356	1,042	379	1,040	384	801	328	874	324	732	306
50+	966	248	789	227	676	210	608	189	583	185	447	151

ETHNICITY	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES										
Asian	582	275	512	264	469	214	386	186	378	187	280	140
Black	673	359	583	326	555	278	459	259	491	278	437	232
Filipino	473	292	483	309	462	269	450	305	488	259	405	234
Hispanic	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071	7,536	4,047	6,704	3,456
NativeAm	263	133	307	144	348	167	358	198	360	190	325	164
Other	2	0	4	1	5	2	2	1	2	1	2	1
Paclsl	97	50	119	62	141	62	131	74	167	81	128	62
White	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751	7,129	3,648	6,533	3,319

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES										
Female	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877	8,777	4,837	8,274	4,467
Male	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916	7,521	3,767	6,316	3,053
Unknown	3	2	109	23	181	51	121	52	228	88	209	88

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES										
First Time	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240	2,620	1,189	2,263	995
First Time Transfer	2,634	616	2,111	541	2,352	656	1,766	564	1,540	447	1,312	380
Continuing	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120	9,325	5,977	8,237	5,234
Returning	3,196	675	2,277	551	2,382	539	1,964	496	2,231	504	1,926	495
Special Admit	935	173	2,260	353	2,578	424	2,281	425	3,521	574	3,288	505
Unknown	6	2	4	0	1	0	1	0	2	0		
Grand Total	17,004	8,641	17,217	9,126	17,235	9,014	15,597	8,845	16,523	8,691	14,794	7,608

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Under 20	107	132	0	7.3	94.7%	4.9%		60.6%	-3.7%	5
20-24	113	144	0	8.9	93.1%	1.7%		67.4%	3.1%	
25-29	50	72	0	5.4	90.3%	-1.8%	2	70.8%	-0.1%	1
30-34	33	59	0	4.7	84.7%	-4.5%	3	55.9%	-7.1%	5
35-39	30	53	0	4.4	84.9%	-2.1%	2	75.5%	15.8%	
40-49	36	54	0	4.3	92.6%	1.6%		61.1%	-4.6%	3
50+	27	53	0	4.8	86.8%	-5.8%	4	64.2%	-1.6%	1
Grand Total	390	567	0	39.7	90.8%			64.9%		

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	9	24	0	1.9	95.8%			91.7%		
Black	8	15	0	1.3	100.0%			86.7%		
Filipino	13	18	0	1.2	100.0%	5.4%		83.3%	7.9%	
Hispanic	189	245	0	15.3	91.8%	-0.1%	1	59.2%	-7.3%	18
Native Am	10	13	0	0.8	84.6%	-4.0%	1	69.2%	6.1%	
Pac Isl	1	2	0	0.2	100.0%			100.0%		
White	154	242	0	18.5	88.4%	-0.9%	3	64.5%	-0.3%	1
Unknown	6	8	0	0.4	87.5%			75.0%		
Grand Total	390	567	0	39.7	90.8%			64.9%		

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Female	276	418	0	30.6	90.4%	-2.0%	9	66.0%	1.1%	
Male	108	141	0	8.9	92.2%	2.2%		61.7%	-0.9%	2
Unknown	6	8	0	0.3	87.5%			62.5%		
Grand Total	390	567	0	39.7	90.8%			64.9%		

3 Program Equity Outcomes CBOT

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time	56	72	0	4.5	91.7%	0.9%		52.8%	-14.1%	11
First Time Tran..	20	36	0	3.1	88.9%	-4.9%	2	69.4%	-3.6%	2
Continuing	275	384	0	26.7	89.8%	-2.5%	10	64.1%	-5.3%	21
Returning	48	67	0	5.0	95.5%	4.4%		76.1%	17.5%	
Special Admit	8	8	0	0.5	100.0%			100.0%		
Grand Total	390	567	0	39.7	90.8%			64.9%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

DemoChoice

Age

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Under 20	6,318	21,130	40	2,684	89.4%	1.3%	
20-24	3,806	14,590	42	2,106	87.5%	-1.7%	242
25-29	1,639	5,059	13	842	87.6%	-0.8%	41
30-34	1,009	3,021	15	472	88.6%	0.3%	
35-39	642	1,812	15	258	90.5%	1.4%	
40-49	660	1,821	7	266	89.0%	0.2%	
50+	407	1,058	13	134	91.0%	1.9%	
Grand Total	13,986	48,491	145	6,762	88.6%		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 20	6,318	21,130	40	2,684	71.0%	-3.9%	831
20-24	3,806	14,590	42	2,106	73.1%	-0.6%	89
25-29	1,639	5,059	13	842	75.4%	2.2%	
30-34	1,009	3,021	15	472	77.6%	4.6%	
35-39	642	1,812	15	258	80.9%	6.7%	
40-49	660	1,821	7	266	79.9%	5.7%	
50+	407	1,058	13	134	81.1%	6.5%	
Grand Total	13,986	48,491	145	6,762	73.4%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

DemoChoice

Ethnicity

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Asian	242	833	0	120	90.3%	1.7%	
Black	398	1,352	7	202	88.1%	-1.1%	15
Filipino	378	1,445	2	207	90.6%	1.8%	
Hispanic	6,317	21,790	55	3,035	87.9%	-1.6%	349
Native Am	308	1,013	8	145	85.9%	-2.7%	28
Other	2	6	0	1	83.3%		
Pac Isl	125	418	0	56	87.1%	-1.6%	7
White	5,871	20,576	72	2,859	89.4%	1.7%	
Unknown	363	1,058	1	137	88.7%	0.0%	
Grand Total	13,986	48,491	145	6,762	88.6%		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Asian	242	833	0	120	77.4%	4.8%	
Black	398	1,352	7	202	69.3%	-5.8%	78
Filipino	378	1,445	2	207	78.9%	5.3%	
Hispanic	6,317	21,790	55	3,035	70.9%	-4.6%	1,010
Native Am	308	1,013	8	145	67.7%	-5.9%	60
Other	2	6	0	1	83.3%		
Pac Isl	125	418	0	56	68.9%	-3.7%	15
White	5,871	20,576	72	2,859	76.2%	5.0%	
Unknown	363	1,058	1	137	73.1%	-0.6%	6
Grand Total	13,986	48,491	145	6,762	73.4%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

DemoChoice

Gender

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Female	7,724	27,366	75	3,881	88.9%	0.6%	
Male	5,985	20,284	69	2,770	88.3%	-0.5%	99
Unknown	283	841	1	111	87.0%	-1.8%	15
Grand Total	13,986	48,491	145	6,762	88.6%		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	7,724	27,366	75	3,881	74.4%	2.3%	
Male	5,985	20,284	69	2,770	72.4%	-1.8%	361
Unknown	283	841	1	111	66.1%	-8.0%	68
Grand Total	13,986	48,491	145	6,762	73.4%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

DemoChoice
Student Type

	Academic Year						
	2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
First Time	2,157	7,000	27	898	86.4%	-2.2%	157
First Time Tran..	978	2,011	4	302	89.6%	1.8%	
Continuing	8,004	31,977	98	4,704	87.9%	-2.5%	798
Returning	1,544	2,932	11	385	87.8%	-0.3%	10
Special Admit	3,298	4,570	5	472	97.7%	9.7%	
Unknown	1	1	0	0	100.0%		
Grand Total	13,986	48,491	145	6,762	88.6%		

	Academic Year						
	2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,157	7,000	27	898	60.4%	-13.5%	945
First Time Tran..	978	2,011	4	302	78.4%	5.8%	
Continuing	8,004	31,977	98	4,704	74.0%	0.6%	
Returning	1,544	2,932	11	385	73.1%	0.8%	
Special Admit	3,298	4,570	5	472	87.3%	14.6%	
Unknown	1	1	0	0	100.0%		
Grand Total	13,986	48,491	145	6,762	73.4%		

4 Online / Onsite course comparison CBOT

All online courses and matching onsite courses

subject	course	Course Type	Academic Year																			
			2015-16				2016-17				2017-18				2018-19				2019-20			
			Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES
CBOT	CBOT100	Online	173	174	6	5.6	213	215	7	7.0	188	192	6	6.2	219	221	6	7.2	220	223	6	7.2
		Onsite	73	73	3	2.4	32	32	1	1.0	60	61	2	2.0	58	59	2	1.9	51	51	2	1.7
	CBOT131	Online	93	99	3	9.6	90	95	3	9.2	85	86	3	8.4	96	99	3	9.6	88	91	3	8.8
		Onsite	36	36	2	3.7	38	38	2	3.9	32	32	2	3.3	15	15	1	1.6				
	CBOT132	Online	33	33	1	3.2	23	23	1	2.2	21	21	1	2.0	56	56	2	5.4	51	52	2	5.1
		Onsite	18	18	1	1.9	16	16	1	1.7	19	19	1	2.0								
	CBOT302	Online	31	31	1	2.0	34	34	1	2.2	31	31	1	2.0	38	38	1	2.5	33	33	1	2.1
	CBOT305	Online	28	28	1	2.7	51	51	2	5.0	37	37	2	3.6	34	34	2	3.3	52	52	2	5.1
	CBOT312	Online	131	135	4	4.4	147	149	5	4.8	134	134	5	4.3	70	70	2	2.3	78	78	2	2.5
	CBOT333	Online	60	61	3	5.9	57	59	3	5.7	39	41	2	4.0	44	44	2	4.3	50	50	2	4.9
	CBOT334	Online	61	63	2	6.1	61	64	2	6.2	57	60	2	5.8	63	63	2	6.1	49	50	2	4.9
	CBOT337	Online	34	35	2	3.4	40	40	2	3.9	34	34	2	3.3	29	29	1	2.8	48	48	2	4.7
		Onsite	15	15	1	1.6	13	13	1	1.3	25	25	1	2.6	13	13	1	1.3				
	CBOT360	Online								26	26	1	0.8					18	18	1	0.6	
	CBOT361	Online	13	13	1	0.4	25	25	1	0.8	25	25	1	0.8	24	24	1	0.8	17	17	1	0.6

4 Online / Onsite course comparison CBOT

All online courses and matching onsite courses

subject	course	Course Type	Academic Year 2020-21			
			Hea..	Enr..	Sect..	FTES
CBOT	CBOT100	Online	182	187	6	6.1
		Onsite	29	29	2	0.9
	CBOT131	Online	93	96	5	9.3
		Onsite				
	CBOT132	Online	46	48	2	4.7
		Onsite				
	CBOT302	Online	35	35	2	2.3
	CBOT305	Online	33	34	2	3.3
	CBOT312	Online	94	96	3	3.1
	CBOT333	Online	55	56	2	5.4
	CBOT334	Online	61	64	3	6.2
	CBOT337	Online	46	46	2	4.5
		Onsite				
	CBOT360	Online	55	55	2	1.8
	CBOT361	Online	54	54	2	1.7

4 Online / Onsite Retention & Success course comparison CBOT

All online courses and matching onsite courses

subject_	course	Course..	Academic Year				
			2015-16	2016-17	2017-18	2018-19	2019-20
CBOT	CBOT100	Online	59% 91%	62% 93%	62% 91%	68% 90%	71% 93%
		Onsite	71% 86%	69% 97%	80% 93%	69% 90%	93% 98%
CBOT131	CBOT131	Online	57% 88%	66% 85%	65% 79%	59% 77%	76% 85%
		Onsite	92% 94%	74% 89%	94% 97%	80% 93%	
CBOT132	CBOT132	Online	55% 79%	78% 96%	76% 81%	82% 95%	82% 90%
		Onsite	94% 100%	88% 94%	63% 84%		
CBOT302	CBOT302	Online	68% 94%	65% 85%	58% 87%	71% 97%	100% 100%
CBOT305	CBOT305	Online	75% 75%	84% 96%	68% 92%	71% 94%	76% 91%
CBOT312	CBOT312	Online	71% 87%	65% 90%	66% 87%	71% 93%	81% 90%
CBOT333	CBOT333	Online	66% 85%	73% 81%	68% 83%	70% 84%	82% 86%
CBOT334	CBOT334	Online	67% 81%	64% 83%	60% 73%	65% 86%	83% 91%
CBOT337	CBOT337	Online	69% 77%	73% 80%	56% 59%	62% 90%	83% 93%
		Onsite	93% 93%	92% 92%	80% 84%	92% 100%	
CBOT360	CBOT360	Online			62% 88%		33% 78%
CBOT361	CBOT361	Online	77% 92%	76% 96%	72% 92%	79% 88%	53% 88%

Measure Names

- Retention %
- Success %

4 Online / Onsite Retention & Success course comparison CBOT

All online courses and matching onsite courses

subject_	course	Course..	Academic Year	
			2020-21	
CBOT	CBOT100	Online	64%	93%
		Onsite	76%	100%
	CBOT131	Online	67%	89%
		Onsite		
	CBOT132	Online	69%	94%
		Onsite		
	CBOT302	Online	69%	86%
	CBOT305	Online	59%	88%
	CBOT312	Online	70%	94%
	CBOT333	Online	61%	86%
	CBOT334	Online	64%	88%
	CBOT337	Online	78%	87%
		Onsite		
	CBOT360	Online	73%	91%
	CBOT361	Online	70%	89%

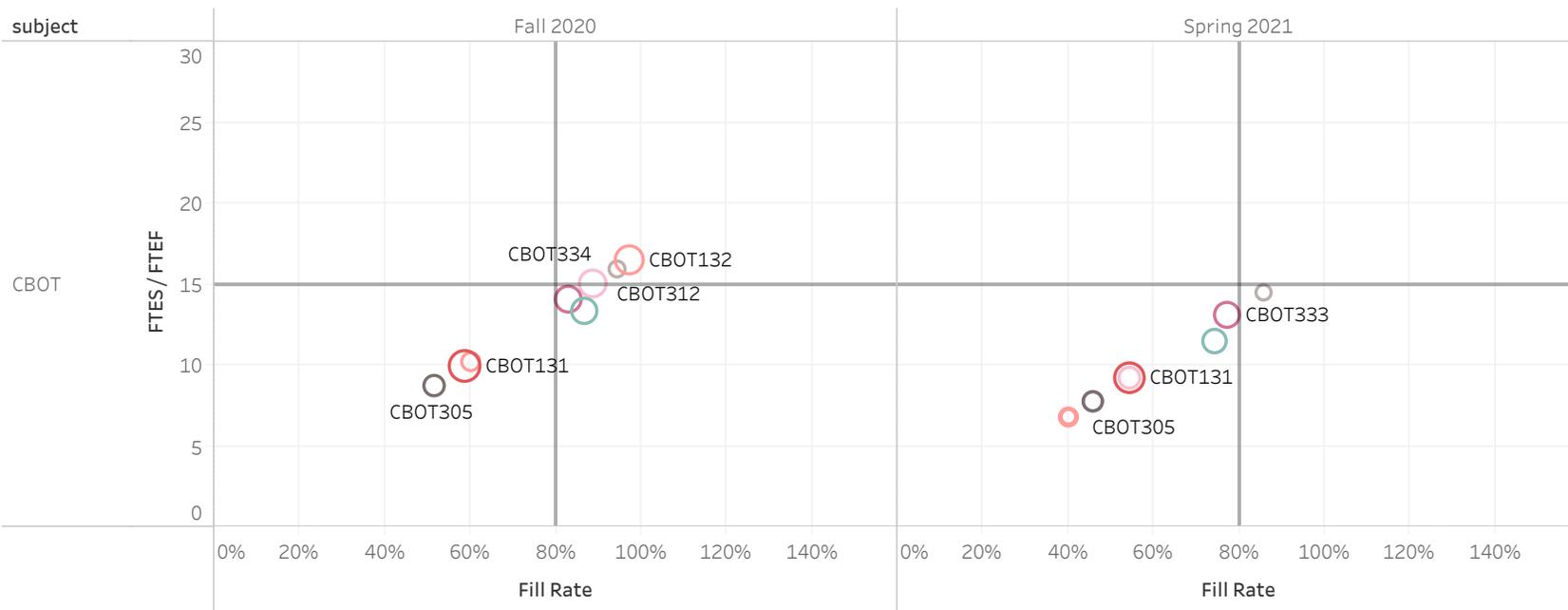
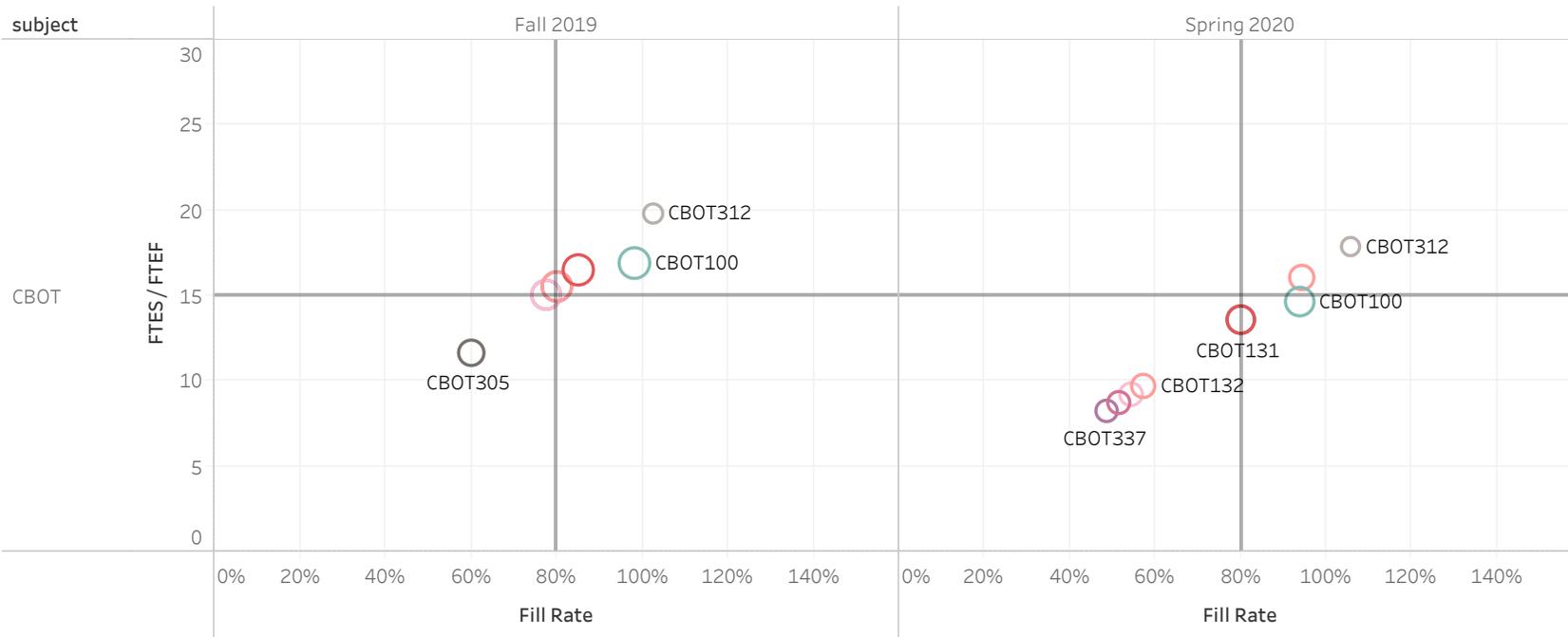
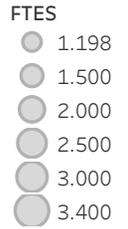
Measure Names

- Retention %
- Success %

4 Online / Onsite credit course comparison Allan Hancock College

Course Type		Academic Year					
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Online	Headcount	7,580	7,006	7,152	6,744	7,040	7,440
	Enrollment	15,710	15,695	15,548	15,081	15,957	18,025
	Sections	509	517	501	457	487	586
	Retention %	83%	83%	84%	85%	87%	87%
	Success %	64%	66%	67%	68%	73%	71%
	FTES	1,496	1,524	1,523	1,490	1,569	1,790
Onsite	Headcount	13,623	14,458	14,466	13,515	14,715	13,013
	Enrollment	50,973	51,353	49,698	48,165	50,024	39,626
	Sections	2,284	2,279	2,231	2,164	2,278	1,965
	Retention %	90%	90%	89%	89%	91%	90%
	Success %	75%	76%	76%	75%	80%	76%
	FTES	7,145	7,775	7,511	7,403	7,313	5,969
Grand Total	Headcount	17,009	17,251	17,276	15,700	17,034	15,177
	Enrollment	66,683	67,048	65,246	63,246	65,981	57,651
	Sections	2,793	2,796	2,732	2,621	2,765	2,551
	Retention %	88%	88%	88%	88%	90%	89%
	Success %	72%	74%	74%	73%	78%	74%
	FTES	8,642	9,298	9,034	8,893	8,881	7,759

5 Efficiency Graph CBOT



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

5 Efficiency Table CBOT

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2019-20	Sum 2019	CBOT100	1	0.150	9.3	43	40	40	108%
		CBOT131	3	0.424	6.6	29	40	40	73%
		Total	4	0.574	7.3	72	80	40	90%
	Fall 2019	CBOT100	3	0.201	16.9	105	107	36	98%
		CBOT131	3	0.200	16.5	34	40	40	85%
		CBOT132	3	0.200	15.5	32	40	40	80%
		CBOT305	2	0.200	11.7	24	40	40	60%
		CBOT312	1	0.067	19.8	41	40	40	103%
		CBOT333	3	0.200	15.5	32	40	40	80%
		CBOT334	3	0.200	15.1	31	40	40	78%
		CBOT337	3	0.200	15.1	31	40	40	78%
	Total	23	1.468	15.4	330	387	39	85%	
	Winter 2020	CBOT100	1	0.075	15.1	35	35	35	100%
		CBOT360	1	0.075	7.8	18	35	35	51%
		CBOT361	1	0.075	7.3	17	35	35	49%
		Total	2	0.225	10.1	70	105	35	67%
	Spring 2020	CBOT100	3	0.201	14.7	91	97	32	94%
		CBOT131	3	0.200	13.6	28	35	35	80%
		CBOT132	2	0.200	9.7	20	35	35	57%
		CBOT302	2	0.133	16.1	33	35	35	94%
CBOT305		3	0.200	13.6	28	35	35	80%	
CBOT312		1	0.067	17.9	37	35	35	106%	
CBOT333		2	0.200	8.7	18	35	35	51%	
CBOT334		2	0.200	9.2	19	35	35	54%	
CBOT337		2	0.200	8.3	17	35	35	49%	
Total		19	1.601	11.8	291	377	34	77%	
Total		48	3.868	12.4	763	949	37	80%	
2020-21	Sum 2020	CBOT100	1	0.150	7.1	33	35	35	94%
		CBOT131	2	0.424	3.9	17	35	35	49%
		CBOT312	1	0.075	14.2	33	35	35	94%
		CBOT334	1	0.424	3.2	14	35	35	40%

5 Efficiency Table CBOT

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2020-21	Sum 2020	CBOT360	0	0.075	5.2	12	35	35	34%
		CBOT361	0	0.075	5.2	12	35	35	34%
		Total	6	1.223	4.8	121	210	35	58%
	Fall 2020	CBOT100	3	0.201	13.4	84	97	32	87%
		CBOT131	4	0.400	10.0	41	70	35	59%
		CBOT132	3	0.200	16.5	34	35	35	97%
		CBOT302	1	0.133	10.2	21	35	35	60%
		CBOT305	2	0.200	8.7	18	35	35	51%
		CBOT312	1	0.067	15.9	33	35	35	94%
		CBOT333	3	0.200	14.1	29	35	35	83%
		CBOT334	3	0.200	15.1	31	35	35	89%
		CBOT337	3	0.000		30	35	35	86%
	Total	23	1.601	14.3	321	412	34	78%	
	202130	CBOT100	1	0.075	11.7	27	35	35	77%
		CBOT360	1	0.075	18.6	43	45	45	96%
		CBOT361	1	0.075	18.1	42	45	45	93%
		Total	4	0.225	16.1	112	125	42	90%
	Spring 2021	CBOT100	2	0.201	11.5	72	97	32	74%
		CBOT131	4	0.400	9.2	38	70	35	54%
		CBOT132	1	0.200	6.8	14	35	35	40%
		CBOT302	1	0.133	6.8	14	35	35	40%
		CBOT305	2	0.200	7.8	16	35	35	46%
		CBOT312	1	0.067	14.5	30	35	35	86%
CBOT333		3	0.200	13.1	27	35	35	77%	
CBOT334		2	0.200	9.2	19	35	35	54%	
CBOT337		2	0.200	7.8	16	35	35	46%	
Total	17	1.801	9.3	246	412	34	60%		
Total			49	4.850	10.2	800	1,159	35	69%
Grand Total			97	8.718	11.2	1,563	2,108	36	74%

6 Degree/Certificate Comp Bus Office Tech (CBOT)

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc						
				2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Unduplicated	Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Sec..	Associate in Science	6	3	5	9	8	1
			Computer App & Offi..	Associate in Science						2
			Legal Secretarial	Associate in Science	3	2		1		
			Word/Information Pr..	Associate in Science	4	6	4	4	13	7
		C1NA	Administrative Offic..	Certificate of Accomplishment	16	15	14	15	22	15
		C2	Admin Assistant/Sec..	Certificate of Achievement	1	2	7	5	4	2
			Legal Secretarial	Certificate of Achievement	1			1	1	
			Word/Information Pr..	Certificate of Achievement	2	1	15	5	4	4
		CT	Comp Business Offic..	Certificate of Accomplishment			1			
		Duplicated	Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Sec..	Associate in Science	6	3	5	9
Computer App & Offi..	Associate in Science									2
Legal Secretarial	Associate in Science				3	2		1		
Word/Information Pr..	Associate in Science				4	6	4	4	13	7
C1NA	Administrative Offic..			Certificate of Accomplishment	16	15	14	15	22	15
C2	Admin Assistant/Sec..			Certificate of Achievement	1	2	7	5	4	2
	Legal Secretarial			Certificate of Achievement	1			1	1	
	Word/Information Pr..			Certificate of Achievement	2	1	15	5	4	4
CT	Comp Business Offic..			Certificate of Accomplishment			1			
Unduplicated	Total					26	22	26	28	37
Duplicated	Total			33	29	46	40	52	31	

6 Majors Comp Bus Office Tech (CBOT) - Headcount

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Admin Assistant/Secretarial	132	123	115	100	103	84
Computer App & Office Mngmt						15
Legal Secretarial	28	29	22	22	31	26
Word/Information Processing	30	27	23	19	23	26
Grand Total	190	178	159	140	157	148

6 Comp Bus Office Tech (CBOT) Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	Academic Year Graduation Desc											
					2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
					HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Secretarial	Associate in Science	Match	2	33%			3	60%	7	78%	5	63%	1	100%
				Split	4	67%	3	100%	2	40%	2	22%	3	38%		
		Computer App & Offic..	Associate in Science	Split											2	100%
		Legal Secretarial	Associate in Science	Split	3	100%	2	100%			1	100%				
		Word/Information Processing	Associate in Science	Match	1	25%					1	25%	5	38%	1	14%
	Split			3	75%	6	100%	4	100%	3	75%	8	62%	6	86%	
C1NA	Administrative Office ..	Certificate of Accomplishment	Split	16	100%	15	100%	14	100%	15	100%	22	100%	15	100%	
C2	Admin Assistant/Secretarial	Certificate of Achievement	Match	1	100%	1	50%	4	57%	3		3	75%	2	100%	
			Split			1	50%	3	43%	2	50%	1	25%			
	Legal Secretarial	Certificate of Achievement	Split	1	100%					1	100%	1	100%			
	Word/Information Processing	Certificate of Achievement	Match	2	100%			2	13%			1	25%	1	25%	
			Split			1	100%	13	87%	5	100%	3	75%	3	75%	
CT	Comp Business Office ..	Certificate of Accomplishment	Split					1	100%							
Total					26		22		26		28		37		26	

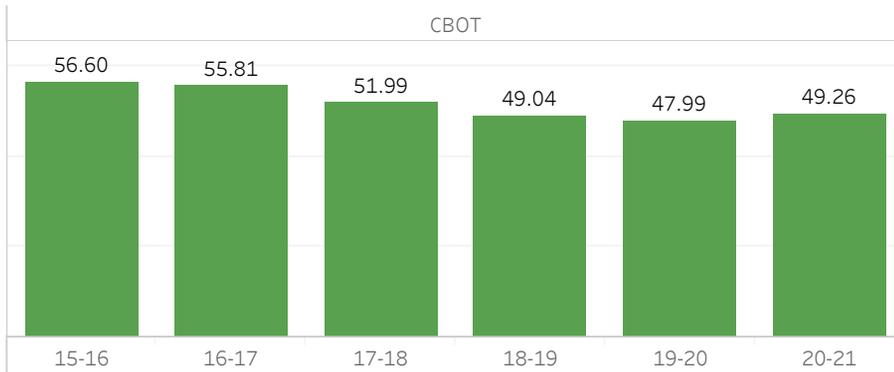
6 Degree/Certificate Allan Hancock College

		Academic Year Graduation Desc					
	Degree Desc (group)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Unduplicated	Associate in Arts	494	523	493	589	882	885
	Associate in Arts - Transfer	92	126	159	164	218	262
	Associate in Science	277	319	313	321	304	310
	Associate in Science-Transfer	95	128	126	191	228	249
	Certificate of Accomplishment	381	419	416	372	423	328
	Certificate of Achievement	681	795	791	876	810	1,156
	NC Cert 48 to <96 hrs	3	10	22	21	22	5
	NC Cert 144 to <192 hrs						6
	NC Cert 192 to <288 hrs	7	5	1	6	13	
	NC Cert 288 to <480 hrs	2	27	46	38	32	3
	NC Cert 480 to <960 hrs			2	9	32	
Duplicated	Associate in Arts	709	726	737	814	1,437	1,616
	Associate in Arts - Transfer	95	130	163	165	229	341
	Associate in Science	307	347	345	350	335	332
	Associate in Science-Transfer	99	133	138	207	237	323
	Certificate of Accomplishment	404	501	491	417	478	373
	Certificate of Achievement	722	846	870	958	865	1,636
	NC Cert 48 to <96 hrs	3	10	23	21	22	5
	NC Cert 144 to <192 hrs						6
	NC Cert 192 to <288 hrs	7	5	1	6	13	
	NC Cert 288 to <480 hrs	2	34	46	39	33	3
	NC Cert 480 to <960 hrs			2	9	32	
Unduplicated	Total	1,491	1,703	1,673	1,804	1,972	1,983
Duplicated	Total	2,348	2,732	2,816	2,986	3,681	4,635

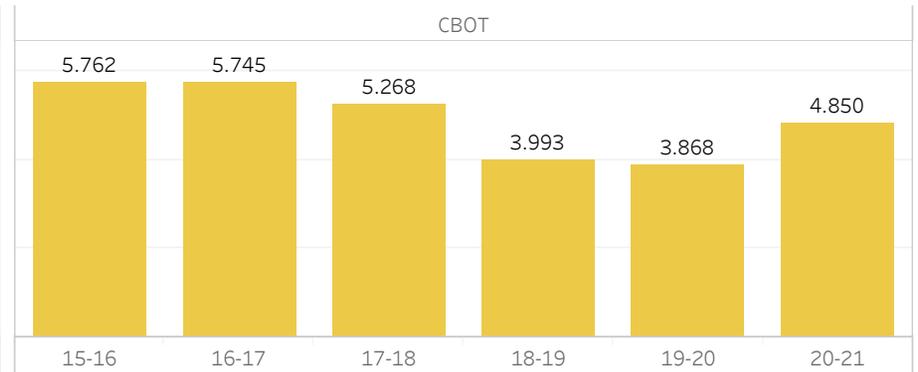
7 FTEF+Overload, FTES & Efficiency - CBOT

Academic Year																	
2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF
5.762	56.60	9.82	5.745	55.81	9.71	5.268	51.99	9.87	3.993	49.04	12.28	3.868	47.99	12.41	4.850	49.26	10.16

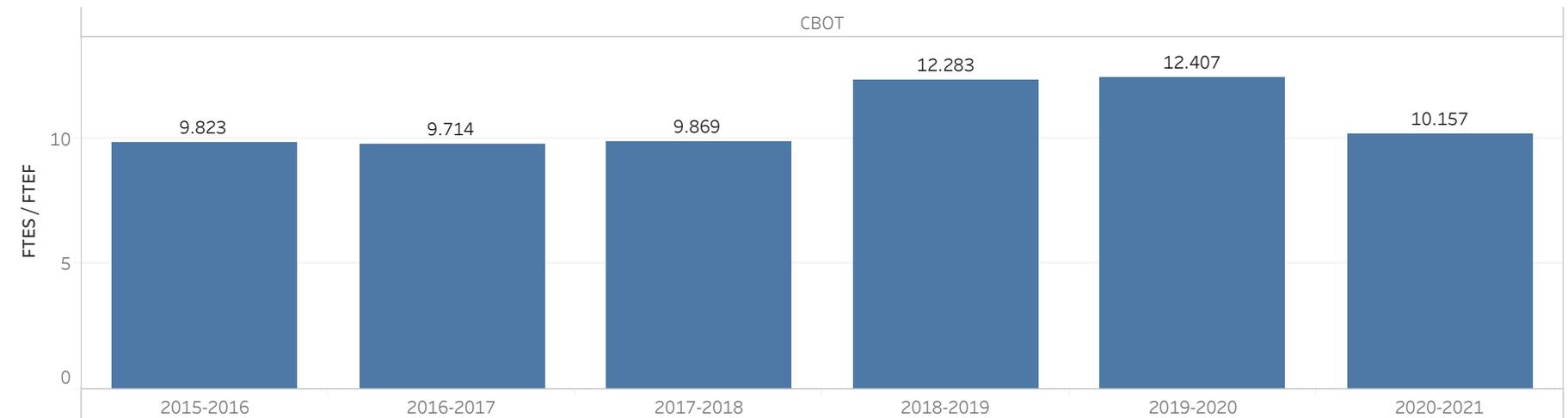
FTES



FTEF



FTEF/ FTES

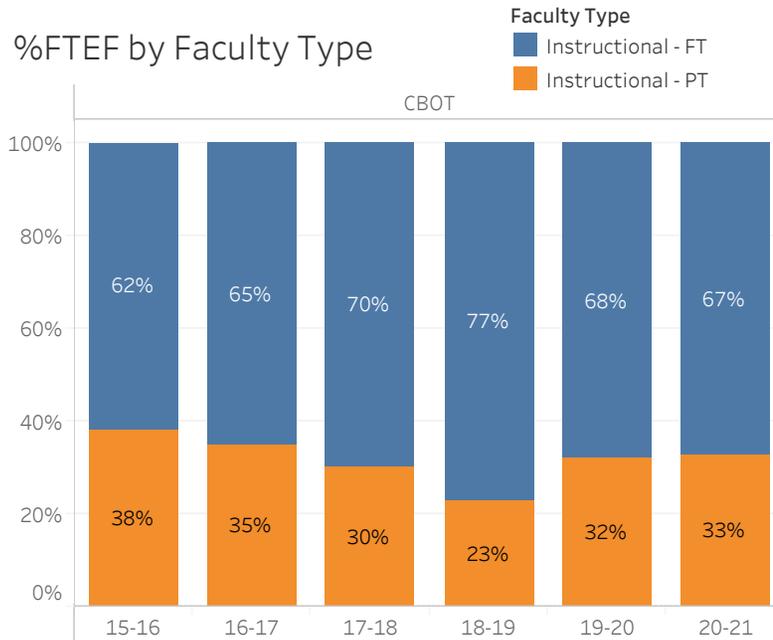


Faculty Type

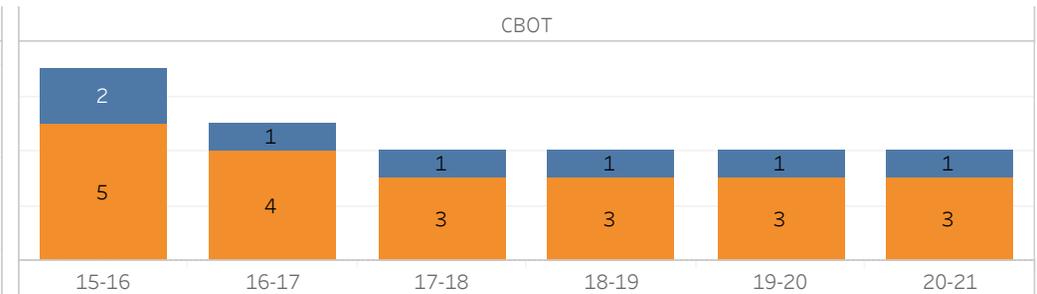
subject_	Faculty Type	2015-2016				2016-2017				2017-2018			
		FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections
CBOT	Instructional - FT	2.574	1.597	2	25	2.574	1.796	1	24	2.499	1.683	1	22
	Instructional - PT	1.591	0.000	5	13	1.375	0.000	4	12	1.086	0.000	3	12
Grand Total		4.165	1.597	7	36	3.949	1.796	5	34	3.585	1.683	4	34

subject_	Faculty Type	2018-2019				2019-2020				2020-2021			
		FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections
CBOT	Instructional - FT	2.29	1.02	1	20	1.91	1.06	1	17	2.30	1.43	1	20
	Instructional - PT	0.68	0.00	3	6	0.89	0.00	3	9	1.12	0.00	3	12
Grand Total		2.97	1.02	4	26	2.80	1.06	4	26	3.42	1.43	4	32

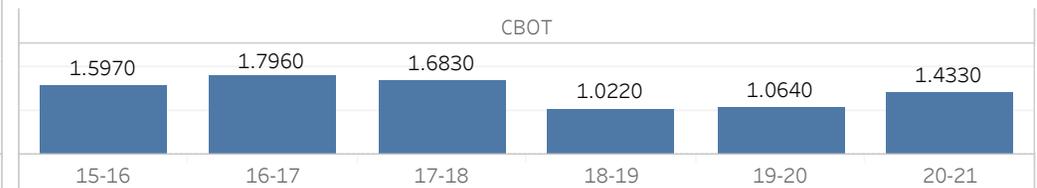
%FTEF by Faculty Type



Faculty count by type



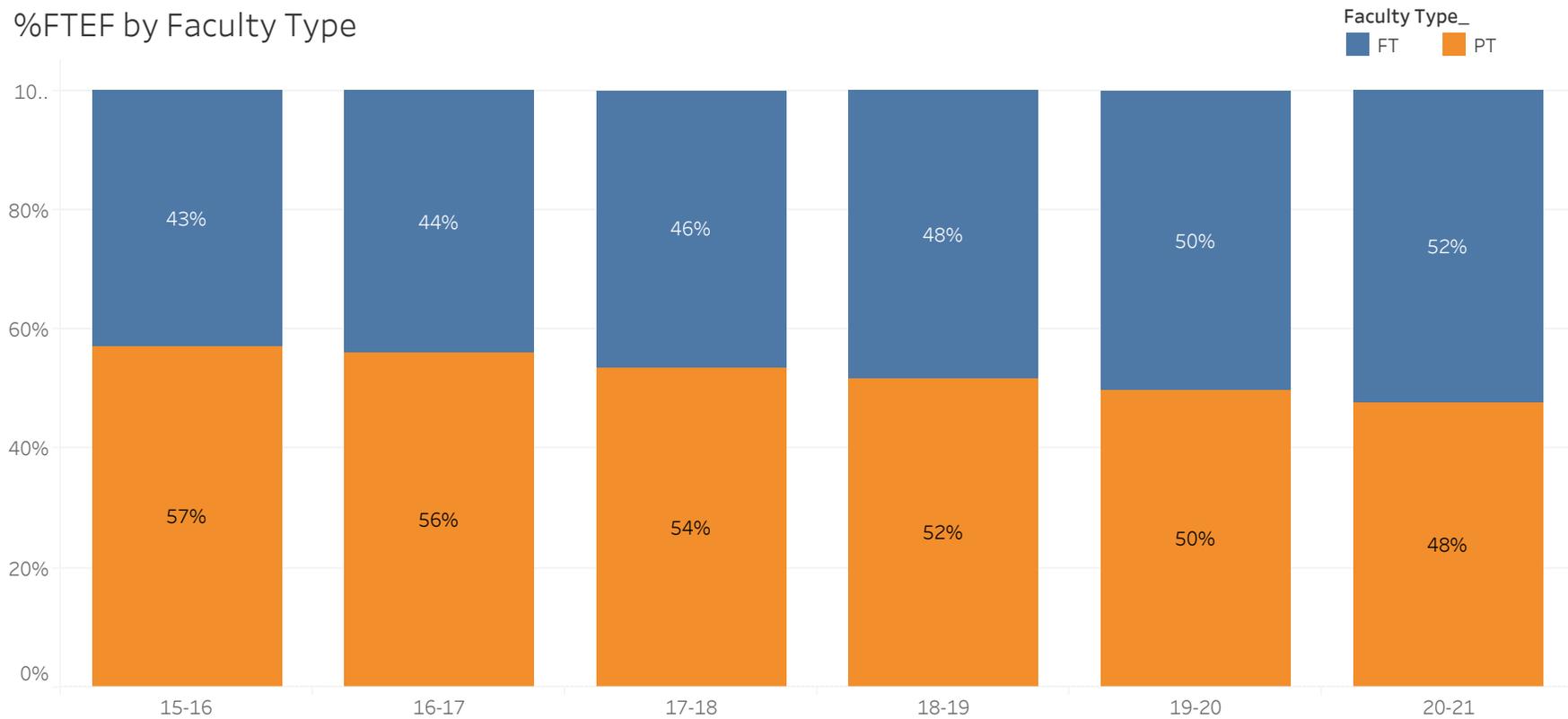
Overload



7 FTEF+Overload by Faculty Type Allan Hancock College

Instruction ..	Faculty Type	Academic Year					
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Instructional	Instructional - FT	310.594	331.703	344.107	343.923	340.591	328.688
	Instructional - PT	359.820	355.797	331.111	315.432	300.351	263.265
	Total	670.414	687.500	675.218	659.355	640.942	591.953
Grand Total		670.414	687.500	675.218	659.355	640.942	591.953

%FTEF by Faculty Type



Appendix A: Program/Course Demographics by Outcome CBOT

		Academic Year											
		2018-19				2019-20				2020-21			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CBOT100	Under 20	103	3.4	92%	65%	118	3.8	95%	73%	67	2.2	96%	62%
	20-24	72	2.3	96%	68%	80	2.7	89%	72%	52	1.7	94%	60%
	25-29	37	1.2	84%	76%	32	1.0	97%	81%	15	0.5	93%	73%
	30-34	27	0.9	78%	74%	10	0.3	100%	90%	6	0.2	100%	50%
	35-39	11	0.4	100%	73%	18	0.6	94%	72%	4	0.1	100%	100%
	40-49	18	0.6	83%	67%	7	0.2	100%	100%	7	0.2	100%	86%
	50+	9	0.3	89%	67%	6	0.2	80%	80%	2	0.1	100%	50%
CBOT131	Under 20	14	1.4	93%	57%	10	1.0	88%	63%	18	1.7	94%	72%
	20-24	27	2.7	71%	57%	28	2.7	85%	85%	16	1.6	100%	69%
	25-29	27	2.6	78%	59%	11	1.1	70%	50%	12	1.3	77%	46%
	30-34	16	1.6	88%	63%	8	0.9	100%	89%	9	0.9	89%	56%
	35-39	7	0.7	57%	57%	16	1.7	81%	81%	7	0.7	86%	86%
	40-49	10	1.0	90%	80%	7	0.7	86%	71%	9	0.9	78%	44%
	50+	11	1.2	75%	67%	8	0.9	88%	75%	7	0.7	71%	57%
CBOT132	Under 20	2	0.2	100%	100%	3	0.3	100%	100%	7	0.8	100%	63%
	20-24	12	1.2	100%	83%	12	1.2	91%	82%	9	0.9	89%	89%
	25-29	13	1.3	100%	92%	13	1.4	86%	79%	3	0.3	100%	100%
	30-34	11	1.1	82%	64%	7	0.7	100%	86%	8	0.8	88%	50%
	35-39	6	0.6	83%	83%	7	0.7	83%	83%	6	0.6	100%	83%
	40-49	3	0.3	100%	100%	3	0.3	67%	67%	5	0.5	80%	40%
	50+	9	0.9	100%	78%	6	0.6	100%	83%	9	0.9	100%	67%
CBOT302	Under 20	4	0.3	75%	25%	2	0.1	100%	100%	3	0.2	100%	33%
	20-24	8	0.5	100%	75%	12	0.8	100%	100%	9	0.6	100%	78%
	25-29	9	0.6	100%	89%	9	0.6	100%	100%	4	0.3	75%	50%
	30-34	6	0.4	100%	83%	2	0.1	100%	100%	3	0.2	67%	67%
	35-39	3	0.2	100%	67%	3	0.2	100%	100%	8	0.5	75%	75%
	40-49	4	0.3	100%	50%					6	0.4	100%	100%
	50+	4	0.3	100%	75%	5	0.3	100%	100%	2	0.1	50%	0%
CBOT305	Under 20	2	0.2	50%	50%	8	0.8	86%	57%	4	0.4	100%	25%
	20-24	9	0.9	100%	78%	8	0.8	75%	63%	4	0.4	75%	50%

Appendix A: Program/Course Demographics by Outcome CBOT

		Academic Year											
		2018-19				2019-20				2020-21			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CBOT305	25-29	4	0.4	100%	75%	11	1.1	100%	89%	5	0.5	100%	80%
	30-34	3	0.3	67%	33%	7	0.7	100%	100%	4	0.4	75%	50%
	35-39	3	0.3	100%	100%	6	0.6	80%	60%	7	0.7	86%	71%
	40-49	4	0.4	100%	75%	4	0.4	100%	100%	4	0.4	100%	75%
	50+	9	0.9	100%	67%	8	0.8	100%	71%	6	0.6	83%	50%
CBOT312	Under 20	9	0.3	89%	33%	10	0.3	78%	44%	15	0.5	87%	47%
	20-24	21	0.7	95%	71%	30	1.0	93%	86%	21	0.7	90%	81%
	25-29	13	0.4	100%	85%	16	0.5	93%	79%	7	0.2	100%	57%
	30-34	8	0.3	75%	75%	6	0.2	83%	83%	8	0.3	89%	56%
	35-39	6	0.2	100%	100%	6	0.2	83%	83%	3	0.1	67%	0%
	40-49	7	0.2	100%	57%	7	0.2	100%	100%	5	0.2	100%	60%
	50+	6	0.2	83%	83%	3	0.1	100%	100%	3	0.1	100%	100%
CBOT333	Under 20					8	0.8	75%	63%	5	0.5	100%	80%
	20-24	11	1.1	91%	64%	9	0.9	100%	100%	11	1.1	82%	55%
	25-29	13	1.3	85%	77%	7	0.7	86%	86%	10	1.0	90%	80%
	30-34	5	0.5	100%	80%	6	0.6	83%	83%	7	0.7	71%	43%
	35-39	5	0.5	40%	40%	8	0.8	88%	75%	8	0.8	75%	75%
	40-49	4	0.4	100%	75%	5	0.5	100%	100%	7	0.8	100%	38%
	50+	6	0.6	83%	83%	7	0.7	71%	71%	7	0.7	86%	57%
CBOT334	Under 20	2	0.2	100%	100%	2	0.2	50%	50%	5	0.5	100%	60%
	20-24	14	1.4	86%	71%	14	1.4	82%	73%	9	1.0	90%	50%
	25-29	16	1.6	94%	75%	10	1.0	90%	80%	5	0.5	100%	80%
	30-34	11	1.1	73%	64%	5	0.5	100%	80%	9	0.9	78%	56%
	35-39	8	0.8	88%	75%	8	0.8	100%	88%	6	0.6	100%	83%
	40-49	4	0.4	100%	0%	6	0.6	100%	100%	6	0.6	100%	50%
	50+	8	0.8	75%	50%	5	0.5	100%	100%	9	0.9	100%	89%
CBOT337	Under 20	5	0.5	80%	80%	7	0.7	100%	80%	5	0.5	80%	60%
	20-24	8	0.9	100%	56%	9	0.9	89%	67%	11	1.1	100%	82%
	25-29	10	1.0	100%	70%	10	1.0	100%	100%	10	1.0	90%	90%
	30-34	6	0.6	83%	83%	4	0.4	100%	100%	4	0.4	100%	100%

Appendix A: Program/Course Demographics by Outcome CBOT

		Academic Year											
		2018-19				2019-20				2020-21			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CBOT337	35-39	4	0.4	75%	50%	5	0.5	80%	80%	4	0.4	75%	75%
	40-49	4	0.4	100%	75%	3	0.3	100%	100%	4	0.4	75%	75%
	50+	4	0.4	100%	100%	10	1.0	83%	67%	8	0.8	75%	63%
CBOT360	Under 20					4	0.1	25%	0%				
	20-24					6	0.2	100%	50%				
	25-29					2	0.1	100%	0%				
	35-39					2	0.1	100%	100%				
	50+					4	0.1	75%	25%				
CBOT361	Under 20	3	0.1	100%	100%	2	0.1	50%	0%				
	20-24	7	0.2	100%	86%	11	0.4	91%	73%				
	25-29	2	0.1	50%	50%	1	0.0	100%	0%				
	30-34	5	0.2	80%	80%								
	35-39	1	0.0	100%	100%	1	0.0	100%	0%				
	40-49	3	0.1	100%	67%								
	50+	3	0.1	67%	67%	2	0.1	100%	50%				

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc						
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Match	Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Secretarial	Admin Assistant/Secretarial	Associate in Science	2		3	7	5	1	
				Word/Information Processi..	Word/Information Processing	Associate in Science	1			1	5	1
		C2	Admin Assistant/Secretarial	Admin Assistant/Secretarial	Certificate of Achieveme..	1	1	4	3	3	2	
				Word/Information Processi..	Word/Information Processing	Certificate of Achieveme..	2		2		1	1
		Total					5	1	7	9	10	4
Total					5	1	7	9	10	4		
Split	Comp Bus Office Tech (CBOT)	AS	Admin Assistant/Secretarial	Accounting	Associate in Science	1						
				Administration Of Justice	Associate in Science	1						
				Anthropology for Transfer CSU	Associate in Science			1				
				Arts and Humanities	Associate in Science					1		
				Business Admin for Trnsfr CSU	Associate in Science						1	
				Business Administration	Associate in Science	1	2				1	
				Computer Business Info Syste..	Associate in Science			1				
				Elementary Education	Associate in Science	1						
				Human Services General	Associate in Science						1	
				Recreation Management	Associate in Science					1		
				Sociology for Transfer CSU	Associate in Science						1	
				Computer App & Office Mngmt	Accounting	Associate in Science						1
					Admin Assistant/Secretarial	Associate in Science						1
		Legal Secretarial	Accounting	Associate in Science	1							
			Business Admin for Trnsfr CSU	Associate in Science	1							
			Business Administration	Associate in Science			1					
			Paralegal Studies	Associate in Science					1			
			Registered Nursing	Associate in Science				1				
			Social Sciences	Associate in Science	1							
			Word/Information Processing	Accounting	Associate in Science	1				2	1	
				Admin Assistant/Secretarial	Associate in Science			1	1	5	3	
				Anthropology for Transfer CSU	Associate in Science			1				
				Arts and Humanities	Associate in Science					1		
				Business Administration	Associate in Science			2		1	1	
				Computer Business Info Syste..	Associate in Science			1				
				Computer Science	Associate in Science					1		

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc					
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Split	Comp Bus Office Tech (CBOT)	AS	Word/Information Processing	ComputerScience for Trnsfr C..	Associate in Science						1
				Electronic Engineering Tech	Associate in Science		1				
				Electronic Technology	Associate in Science	1					
				Elementary Education	Associate in Science	1					
				Photography	Associate in Science		1				
				Recreation Management	Associate in Science			1			
				Registered Nursing	Associate in Science		1				
				Sociology for Transfer CSU	Associate in Science					1	
	C1NA	Administrative Office Skills	Accounting	Certificate of Accomplis..	1	1		1	1	1	
	Admin Assistant/Secretarial		Certificate of Accomplis..	8	7	4	4	5	4		
	Admin Justice for Trnsfr CSU		Certificate of Accomplis..					1	1		
	Administration Of Justice		Certificate of Accomplis..				1	1			
	Agricultural Science		Certificate of Accomplis..						1		
	Arts and Humanities		Certificate of Accomplis..				1				
	Business Admin for Trnsfr CSU		Certificate of Accomplis..					1			
	Business Administration		Certificate of Accomplis..	1	2	2	1	2	1		
	Computer App & Office Mngmt		Certificate of Accomplis..						2		
	Computer Business Info Syste..		Certificate of Accomplis..	2			3	2	1		
	Computer Science		Certificate of Accomplis..			2					
	Culinary Arts and Management		Certificate of Accomplis..						1		
	Culinology		Certificate of Accomplis..	1							
	Dental Assisting		Certificate of Accomplis..			1	1				
	Early Chldhd Studies General		Certificate of Accomplis..			1					
	English		Certificate of Accomplis..		1						
	Entrepreneurship		Certificate of Accomplis..			1					
	Graphics		Certificate of Accomplis..					1			
	Human Services General		Certificate of Accomplis..			2					
Management	Certificate of Accomplis..			1		3	1				
Paralegal Studies	Certificate of Accomplis..				1	1					
Photography	Certificate of Accomplis..			1							
Psychology	Certificate of Accomplis..					1					
Registered Nursing	Certificate of Accomplis..				1	1	1				

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc						
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Split	Comp Bus Office Tech (CBOT)	C1NA	Administrative Office Skills	Social and Behavioral Sciences	Certificate of Accomplis..	1						
				Sociology for Transfer CSU	Certificate of Accomplis..				1			
				Word/Information Processing	Certificate of Accomplis..	2		2	1	1	1	
				C2	Admin Assistant/Secretarial	Arts and Humanities	Certificate of Achieveme..				1	
						Business Admin for Trnsfr CSU	Certificate of Achieveme..				1	
						Business Administration	Certificate of Achieveme..		1	1		
						Computer Business Info Syste..	Certificate of Achieveme..				1	
						Recreation Management	Certificate of Achieveme..				1	
						Word/Information Processing	Certificate of Achieveme..				1	
						Legal Secretarial	Paralegal Studies	Certificate of Achieveme..				1
		CT	Comp Business Office Skills	Social Sciences	Certificate of Achieveme..	1						
				Accounting	Certificate of Achieveme..			1				
				Admin Assistant/Secretarial	Certificate of Achieveme..			7	1	3	1	
				Arts and Humanities	Certificate of Achieveme..				1			
				Business Admin for Trnsfr CSU	Certificate of Achieveme..						1	
				Business Administration	Certificate of Achieveme..				2			
				Computer Business Info Syste..	Certificate of Achieveme..					3		
				Computer Science	Certificate of Achieveme..				1			
				ComputerScience for Trnsfr C..	Certificate of Achieveme..						1	
				Electronic Engineering Tech	Certificate of Achieveme..			1				
				Recreation Management	Certificate of Achieveme..				1			
				Sociology for Transfer CSU	Certificate of Achieveme..				1			
									1			
	Total				22	22	25	20	31	23		
	Total				22	22	25	20	31	23		
Grand Total					26	22	26	28	37	26		

ARTICULATION STATUS OF COURSES

SUMMARY OF ARTICULATION AGREEMENT FOR CBOT AND CBIS

Note: Articulation agreements are in the process of being updated through Career Center staff and estimated date of completion is for Fall 2022.

Allan Hancock College and Cabrillo High School

High School Course Title	Equivalent to Allan Hancock College Course	Student must take one of the following:
Keyboarding	CBOT 100 & CBOT 360	Any CBOT course
ROP Communication Technology	CBOT 360, & 361 & CBIS 371 & CBIS 372	CBOT 132 or CBOT 337 or CBIS 337 or CBIS 141 or CBIS 142

Allan Hancock College and Lompoc High School

High School Course Title	Equivalent to Allan Hancock College Course	Student must take one of the following:
Jump Start	CBOT 360, & 361 & CBIS 371	Any CBOT or CBIS Course
ROP Office Technology	CBOT 100 & 360, & 361 & CBIS 371	CBOT 132 or CBOT 337 or CBIS 337 or CBIS 141
Exploring Computer Science	CBIS 301	Any CBIS
ROP Web Design & App Development	CBIS 321	Any CBIS

Allan Hancock College and Pioneer Valley High School

High School Course Title	Equivalent to Allan Hancock College Course	Student must take one of the following:
Computer Applications I	CBOT 100 & 360, & 361 & CBIS 371 & CBIS 372	CBOT 132 or CBOT 337 or CBIS 337 or CBIS 141 or CBIS 142
Web Site Design	CBIS 327	Any CBIS course
ROP Communication Technology	CBOT 312, CBOT 360, CBOT 361	CBOT 132 or CBOT 337 or CBIS 337

SUMMARY OF ARTICULATION AGREEMENT FOR CBOT AND CBIS

Allan Hancock College and Righetti High School

High School Course Title	Equivalent to Allan Hancock College Course	Student must take one of the following:
Computer Applications A & B	CBOT 100	Any CBOT course
ROP Communication Technology A & B	CBOT 312 & 360 & 361	Any CBOT course

Allan Hancock College and Santa Maria High School

High School Course Title	Equivalent to Allan Hancock College Course	Student must take one of the following:
Computer Applications I	CBOT 100 & 360	Any CBOT course
ROP Office Technology	CBOT 360 & 361 & CBIS 371 & 372	CBOT 132 or 337 or CBIS 141 or CBIS 142
ROP Professional Business Communications	CBOT 131	Any CBOT course
Survey of Business	CBOT 100 & CBOT 360	Any CBOT course
Web Site Design	CBIS 327	Any CBIS course

APPENDICES

APPROVED COURSE OUTLINES

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE

APPROVED COURSE OUTLINES

Board Approval: 03/16/1993
PCA Established:
DL Conversion: 09/12/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Office Technologies Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or

Department: Business Education

Prefix and Number: CBOT 100

Catalog Course Title: Keyboarding

Banner Course Title: Keyboarding

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Elementary keyboarding by touch techniques for those who need to develop keyboarding and keypad skills necessary for using computer keyboards.

Course Content

Lecture

- I. Orientation.
 - II. Safety
 - a. Correct keyboarding posture
 - b. Office and keyboarding safety
 - III. Learning Proper Reaches for the Alphabet, Numbers, and symbols on the Keyboard.
 - IV. Keyboard Review
 - V. Technique Builders
 - VI. Special Speed Builders
 - VII. Five Minute tests and progress tests
-

Course Objectives

At the end of the course, the student will be able to:

- 1. operate the computer as a writing instrument.
 - 2. apply the proper reaches for attaining an acceptable level of keyboard speed.
 - 3. demonstrate elementary keyboarding skills using touch techniques.
-

Methods of Instruction

- **Distance Learning**
 - **Lecture**
-

Assignments

- **Outside Assignments**

Student's self-evaluation of keyboarding technique. Completion of all assigned lessons. Practice correct reaches for the alphabet numbers, and symbols. Timed writings at the end of each lesson to show students how they are progressing. Completion of review of difficult keys. Completion of practice tests. Completion of typing games, word drills, and paragraph drills to increase speed and accuracy.

Methods of Evaluation

- **Exams/Tests**
- **Class Performance**
- **Other**

Technique Evaluation

Timed performance tests evaluating speed and accuracy

Performance checks for completion of lessons

Completion of all assigned lessons and drills

Texts and Other Instructional Materials

Adopted Textbook

1. Typing Master Software *TypeTastic* 2021

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. CBOT100 SLO1 - Demonstrates ability to use the full range of the keyboard.
 2. CBOT100 SLO2 - Display proper posture and hand positions for keyboarding.
 3. CBOT100 SLO3 - Demonstrates acceptable level of keyboard speed and accuracy with all letters.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 1.000

Contact Types

1. Telephone Contacts
2. Email Communication (group and/or individual communications)
3. Orientation Sessions
4. Testing

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Flyers, schedules, orientations, individual contact, and Canvas listings.

Additional Comments

N/A

Board Approval: 05/15/2001
PCA Established: 09/20/2015
DL Conversion: 12/16/2003
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Service Technology or
Computer Science (Masters Required) or Office Technologies

Department: Business Education

Prefix and Number: CBOT 131

Catalog Course Title: Introduction to Word Processing

Banner Course Title: Intro to Word Processing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

CBOT 100 Keyboarding

Entrance Skills

Upon entering this course, the student should be able to:

1. CBOT 100 - Keyboarding
-

Catalog Description

An introduction to word processing designed to develop skills in formatting and editing documents. Topics include setting tabs, creating headers and footers, inserting tables, creating newsletters, applying styles, using templates and printing envelopes and labels. Time saving tips and techniques will also be discussed.

Course Content

Lecture

1. Introduction to Word/Information Processing Concepts
 2. Basic Text Editing and Printing
 3. How to Perform Document Revisions and Format a Letter
 4. How to Manage and Locate Files
 5. Spelling, Thesaurus, and Grammar, AutoComplete, and AutoCorrect
 6. Formatting a Document and Changing Default Settings
 7. How to Apply Character and Paragraph Formats and Styles
 8. How to Paginate a Document
 9. Advanced Printing and Page Layout Commands
 10. Understanding and Setting Tabs
 11. Preparing and Printing Envelopes and Labels
 12. Creating Newsletters using Columns
 13. Inserting and Drawing Tables
 14. Creating and Modifying Headers and Footers
-

Course Objectives

At the end of the course, the student will be able to:

1. list the components of a word processing system.
2. perform word processing commands to prepare business documents such as letters, memorandums, and reports.

3. arrange and revise documents using correct formats and styles.
 4. edit, save, and retrieve documents.
-

Methods of Instruction

- **Distance Learning**
- **Lecture**
- **Methods of Instruction Description:**

Assignments from Textbook and feedback on each homework assignment. Student peer feedback through discussion boards.

Assignments

- **Outside Assignments**

Letters, memos, tables, and business documents will be created, stored, retrieved, revised, and printed. All documents will be checked for correct format, spelling, and punctuation.

Methods of Evaluation

- **Exams/Tests**
- **Class Participation**
- **Home Work**
- **Other**

1. Students will be required to complete all assigned exercises with an acceptable level of accuracy. 2. Students will be evaluated through written and practical exams using the computer. Exams will assess whether the instructional objectives mentioned above have been mastered by the student.

Texts and Other Instructional Materials

Adopted Textbook

1. Rutkosky, N. *Microsoft Word 2019 Signature Series* 2020

Supplemental Texts

1. USB Mini-Drive if using the lab to complete homework and not saving to a cloud service.

Instructional Materials

None

Student Learning Outcomes

1. CBOT131 SLO1 - Create a work-based sample of business documents that can be used in a portfolio.
 2. CBOT131 SLO2 - Create letters, memorandums, and documents using the correct business format.
 3. CBOT131 SLO3 - Show the ability to follow written and oral instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Other (please specify)

Homework Assignments

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.

- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information will be given at the Orientation.

Additional Comments

N/A

Board Approval: 05/15/2001
PCA Established: 09/20/2015
DL Conversion: 03/28/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 132

Catalog Course Title: Advanced Word Processing

Banner Course Title: Advanced Word Processing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

CBOT 131 Introduction to Word Processing

Entrance Skills

Upon entering this course, the student should be able to:

1. CBOT 131 - Introduction to Word Processing

- list the components of a word processing system.
 - perform word processing commands to prepare business documents such as letters, memorandums, and reports.
 - arrange and revise documents using correct formats and styles.
 - edit, save, and retrieve documents.
-

Catalog Description

An advanced word processing experience designed to develop industry proficiency in the skills required for processing information in today's electronic office. Includes inserting graphics and WordArt to create flyers and newsletters, creating online forms, inserting a table of contents and index for reports and books, creating hyperlinks, bookmarks, and cross-references, completing a mail merge, recording macros and saving documents using different file formats.

Course Content

Lecture

1. Inserting Graphics and WordArt
 2. Customizing Toolbars
 3. Performing a Mail Merge and Sorting Data and Data Fields
 4. Creating hyperlinks, bookmarks and cross-references and saving documents using different file formats
 5. Creating and Using Online Forms
 6. Inserting a Table of Contents and Index
 7. Recording and Using Macros
 8. Managing Files
 9. Integrating Word Processing Documents with other Applications
-

Course Objectives

At the end of the course, the student will be able to:

1. perform advanced word processing commands to prepare business documents.
 2. compare various software and hardware products and identify the strengths and weaknesses of each product.
 3. gather and process data for management's use in making business decisions.
 4. arrange and revise documents using advanced formats and styles.
-

Methods of Instruction

- **Distance Learning**
 - **Lecture**
-

Assignments

- **Other Assignments**

1. Students will create letters, reports, flyers, and business documents using advanced word processing skills. All documents will be checked for correct format, spelling, and punctuation.
 2. Students will write a report taken from an approved source comparing the strengths and weaknesses of a software or hardware product. Sample: 1. Create a main document and data source to produce form letters utilizing the mail merge command. 2. Complete a report using an approved source comparing either software or hardware products based on compatibility, support, price, and features. Based on the report findings, the student will then recommend which software or hardware product a small business should purchase and the basis for their decision.
-

Methods of Evaluation

- **Exams/Tests**
- **Class Participation**
- **Home Work**
- **Other**

1. Students will be required to complete all assigned exercises and they will be graded for correct organization, layout and mechanics. 2. Students will be evaluated through written and practical exams using the computer. The tests will assess whether the instructional objectives mentioned above have been mastered by the student.
-

Texts and Other Instructional Materials

Adopted Textbook

1. Rutkosky, N *Word 2019 Signature Series* 2020

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. CBOT132 SLO1 - Compare and analyze the advantages and disadvantages of a software program or hardware item and determine the best product based on criteria.
 2. CBOT132 SLO2 - Create a report with a cover page, table of contents, index, and works cited using the correct business format.
 3. CBOT132 SLO3 - Create a work-based sample of business documents.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)

Individual meetings

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

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- Virtual offices hours
- Other: None

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4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information posted on the course syllabus and through external links section of Canvas.

Additional Comments

N/A

Board Approval: 12/15/1998
PCA Established:
DL Conversion: 12/17/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 302

Catalog Course Title: Records Management

Banner Course Title: Records Management

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A comprehensive course in the principles and practices of records management. The course covers the rules of indexing and alphabetizing and various records management systems including geographic, numeric, and subject plus the organization and operation of records management programs.

Course Content

Lecture

1. Nature of Records and Records Management
 - a. records storage
 - b. alphabetic method of records storage
 2. Rules for Alphabetic Filing and Cross-Referencing
 3. Procedures for Retrieving Records Manually
 4. Geographic Method of Records Storage
 5. Numeric Method of Records Storage
 6. Subject Method of Records Storage - Card Files and Visible Records
 7. Special-Purpose Records - Retrieving Records Mechanically
 8. Microrecords
 9. Organization and Operation of Records - Management Programs
 10. Control of Records Systems
-

Course Objectives

At the end of the course, the student will be able to:

1. assemble files accurately according to the rules for alphabetic filing and cross-references.
 2. differentiate and properly sequence names associated with geographic, numeric and subject filing.
 3. formulate and design a records management program.
-

Methods of Instruction

- **Activity**
- **Demonstration**
- **Distance Learning**

- **Lecture**
-

Assignments

- **Outside Assignments**

1. Answer review and discussion questions at end of each chapter. 2. Completion of simulations related to appropriate chapters. 3. Project demonstrating "hands on" experience with equipment utilized in the field. Sample assignment: Using all 12 filing rules from the Association of Records Managers and Administrators, Inc. (ARMA), correctly index each record into the appropriate units, alphabetize the records, then create an Access database and enter all records correctly with each indexing unit as a field in Access.

Methods of Evaluation

- **Quizzes**
- **Class Participation**
- **Home Work**
- **Other**

Graded chapter assignments. Graded end of chapter exercises. Quizzes based on lecture, end of chapter exercises, and chapter work.

Texts and Other Instructional Materials

Adopted Textbook

1. Read & Ginn *Records Management* Edition: 10 2017

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. CBOT302 SLO1 - Apply alphabetic, geographic, numeric and subject filing rules.

2. CBOT302 SLO2 - Create properly sequenced files using alphabetic, geographic, numeric and subject filing rules.
 3. CBOT302 SLO3 - Show the ability to follow written and oral instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 2.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Testing

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools

- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
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11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Flyers, schedules, orientations, individual contact, and Canvas listings.

Additional Comments

N/A

Board Approval: 12/15/1998
PCA Established: 12/08/2015
DL Conversion: 09/02/2004
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 305

Catalog Course Title: Legal Office Procedures

Banner Course Title: Legal Office Procedures

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Course focuses on law office procedures and terminology for the purpose of employment as a secretary and/or paralegal in a law office. The law office principles and management skills learned in this course may be applied to employment in any legal practice area (civil, criminal, family, probate, etc.) as well as other professional office settings.

Course Content

Lecture

Topics Include:

1. The legal team, law practices, and law firm governance
 2. Types of law practices
 3. Law practice organization structures
 4. Legal administration and technology
 5. Ethics and malpractice
 6. Client relations and communication skills
 7. Legal fees, timekeeping, and billing
 8. Client trust funds and law office accounting
 9. Calendaring, docket control, and case management
 10. Legal marketing
 11. File and law library management
-

Course Objectives

At the end of the course, the student will be able to:

1. understand the role that the legal secretary and/or paralegal plays within a law office
 2. identify the procedures that will be in place for the legal secretary and/or paralegal to function within this role
 3. appreciate the contribution and importance of the legal secretary and/or paralegal within a law office setting
 4. develop skills to be applied to future employment within the role of a legal secretary or paralegal in a law office
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Other Assignments**

Define and explain the concepts and terminology used in the law office.

Methods of Evaluation

- **Quizzes**
- **Class Participation**
- **Home Work**
- **Other**

Evaluation is based quizzes, discussion board posts and final exam.

Texts and Other Instructional Materials

Adopted Textbook

1. Cynthia Traina Donnes *Practical Law Office Mangement* Edition: 4 2017

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. CBOT305 SLO1 - Recall significant Legal Office Procedures issues, rules and applications.
2. CBOT305 SLO2 - Describe and apply appropriate legal rules to solve common Legal Office Procedures issues.
3. CBOT305 SLO3 - Demonstrate the ability to follow instructions.

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)

Group meetings as needed in person or online.

Adjustments to Assignments

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- Students can also submit assignments through district email or the messaging service in the district CMS.
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- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

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12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information about online services will be posted on Canvas.

Additional Comments

N/A

Board Approval: 03/15/1994
PCA Established: 10/15/2015
DL Conversion: 12/17/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 312

Catalog Course Title: Keyboarding Speed and Development

Banner Course Title: Keyboarding Speed/Development

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	-	-	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

CBOT 100 Keyboarding

Entrance Skills

Upon entering this course, the student should be able to:

1. CBOT 100 - Keyboarding

- operate the computer as a writing instrument.
 - apply the proper reaches for attaining an acceptable level of keyboard speed.
 - demonstrate elementary keyboarding skills using touch techniques.
-

Catalog Description

Designed to follow the formal computerized keyboarding courses in order to bring up students' speed and accuracy by the touch method before they enter the job market.

Course Content

Lecture

The sequence of lessons listed below is repeated throughout the course:

1. Speed Builders
 - a. keyboard review
 - b. technique builders
 - c. basic skill builders
 - d. special speed builders Five Minute Test
2. Repeat the Above Sequence
3. Progress Test, Three and Five Minute Timed Writings

Keyboarding Speed/Development - CBOT 312 -- The above lessons are repeated throughout the course.

Course Objectives

At the end of the course, the student will be able to:

1. operate the computer as a writing instrument.

2. keyboard meeting the following standards: 35 words per minute or higher on a typing test using all keys with 90% accuracy or higher.
 3. demonstrate speed and accuracy skills to meet the requirements of business and industry.
-

Methods of Instruction

- **Demonstration**
 - **Lecture**
-

Assignments

- **Other Assignments**

Each lesson is a source of basic skill building practice to accompany individualized problem/production materials that place their total emphasis on the development of problem/production competence.

- **Outside Assignments**

Homework includes keyboarding lessons, timed writings, and skill building to improve speed and accuracy.

- **Sample Assignment(s)**

Three and Five minute timed typing exercises covering the full keyboarding and giving students individual feedback.

Methods of Evaluation

- **Exams/Tests**
- **Home Work**
- **Class Performance**
- **Other**

Exams and tests are evaluated by timed typing tests to monitor student's speed (gross and net) and accuracy. Homework and class performance is evaluated based on 80 to 100 timed-writing performance checks.

Texts and Other Instructional Materials

Adopted Textbook

1. Typing Master Software *TypeTastic version of software 2021*

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. CBOT312 SLO1 - Describe proper posture position for keyboarding.
 2. CBOT312 SLO2 - Demonstrate acceptable level of improvement in keyboard speed.
 3. CBOT312 SLO3 - Demonstrates the ability to use full range of the keyboard.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 1.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Testing

Adjustments to Assignments

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- When appropriate, instructors may use group assignments.

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- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

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12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Flyers, schedules, orientations, individual contact, e-mail, and Canvas listings.

Additional Comments

N/A

Board Approval: 04/17/1996

PCA Established:

DL Conversion: 03/28/2002

Date Reviewed: Fall 2021

Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 333

Catalog Course Title: Business Desktop Publishing

Banner Course Title: Business Desktop Publishing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Basics of desktop publishing for business documents using Microsoft Publisher. Learn to create newsletters, brochures, advertising mailers, flyers, event invitations, business cards and other marketing materials for business. Topics include page layouts, formatting, inserting objects, and mail merge.

Course Content

Lecture

1. Getting Acquainted with Desktop Publishing
2. Understanding the Complexity of Desktop Publishing
3. Assembling Page Layouts

4. Assembling Graphics Using Desktop Publishing Tools
 5. Importing and Manipulating Text and Graphics
 6. Produce Effective Publications with Multimedia Elements
 7. Working with Imported Text and Graphics
 8. Working with Scanned Images
 9. Creating a brochure, newsletter, mailer, mail merge publication, flyers, and other business advertising items.
 10. Creating a Business Publication for use online
-

Course Objectives

At the end of the course, the student will be able to:

1. use the Internet as a business publication tool.
 2. identify and use various multimedia elements in business documents and publications.
 3. prepare business documents utilizing page layout and design skills.
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Other Assignments**

1. Create a business newsletter and brochure using appropriate layout and design criteria. 2. Create a publication that can be converted for use on a web page for a business. 3. A typical outside reading assignment will be to locate and read an article concerning desktop publishing and give a brief written and oral synopsis of the article.

Methods of Evaluation

- **Quizzes**
- **Projects**
- **Home Work**
- **Other**

1. Students will be required to complete all assigned exercises with an acceptable level of accuracy. 2. Students will be evaluated by written and performance tests. The quizzes will

assess whether the instructional objectives mentioned above have been mastered by the student. Example: The student will be required to demonstrate the skill needed to create an original desktop publishing document such as a newsletter. The student will demonstrate the skill needed to create, revise, and print the document in appropriate format. The document will then be submitted for grading.

Texts and Other Instructional Materials

Adopted Textbook

1. Starks *Microsoft office 365 & Publisher 2019 Comprehensive Shelly Cashman Series 9780357360026* Edition: 1 2019

Supplemental Texts

1. USB mini-drive (if using the computer lab and not saving to the cloud)

Instructional Materials

None

Student Learning Outcomes

1. CBOT333 SLO1 - Describe features used in Desktop Publishing.
 2. CBOT333 SLO2 - Create a professional publication for business use.
 3. CBOT333 SLO3 - Show the ability to follow written instructions and work independently.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Other (please specify)
meeting with Internet students outside of office hour

2. Discussion Board
3. Telephone Contacts
4. Email Communication (group and/or individual communications)
5. Other (please specify)

Individual meetings

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

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- When appropriate, instructors may use group assignments.

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- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.

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12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information posted on the course syllabus and through external links section of Canvas.

Additional Comments

N/A

Board Approval: 03/16/1993
PCA Established: 09/20/2015
DL Conversion: 09/06/2003
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 334

Catalog Course Title: Administrative Office Procedures

Banner Course Title: Admin Office Procedures

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

CBOT 131 Introduction to Word Processing

Entrance Skills

Upon entering this course, the student should be able to:

1. CBOT 131 - Introduction to Word Processing

- list the components of a word processing system.
 - perform word processing commands to prepare business documents such as letters, memorandums, and reports.
 - arrange and revise documents using correct formats and styles.
 - edit, save, and retrieve documents.
-

Catalog Description

This course focuses on both the computerized and non-computerized administrative tasks performed by administrative assistants and office managers in today's electronic office. Topics include effective communication in the workplace, records management, customer service and teamwork.

Course Content

Lecture

1. The Changing Workplace
 2. Importance of Ethics
 3. Stress, Anger, and Time Management
 4. Effective Communication (oral and written)
 5. Interpersonal Communications
 6. Information Processing
 7. Records Management
 8. The Workplace Team
 9. Customer Service
 10. Mail, Travel, Meetings, and Conferences
 11. Job Search and Advancement
-

Course Objectives

At the end of the course, the student will be able to:

1. sort, verify, and file business documents using ARMA rules.
 2. write a resume and cover letter, and participate in a job interview.
 3. describe how a manager can increase productivity using motivational techniques.
 4. create memos and letters addressing critical thinking assignments.
 5. prioritize and complete a variety of tasks, projects, and assignments in appropriate periods of time.
 6. recognize the qualities of successful teams to accomplish goals.
 7. explain what equal opportunity, sexual harassment and discrimination is in the workplace and identify any laws that cover these areas.
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Other Assignments**

1. Homework from each chapter. 2. Research on the Internet. Web Search Sample Assignment: Search the Web for articles on the changing workplace and information on diversity, age, and gender statistics for California. Summarize your findings and include the web address used as your source. 2. Informational Interview. Interview Question Sample Assignment: Read and follow the instructions below for the interview assignment to create a Frequently Asked Question Training Tool. Interview someone that is currently employed and ask them the following questions: a) What is the name of their position? b) Who do they interact with? c) Do they have a standard greeting when they answer the phone? - If yes- what is it? d) What are the top 10 questions they are asked and what are the standard answers or the procedures for answering? Type up the answers to the items listed a-c then for item #d type each question and the standard answer. For example, one question and answer may look like this: Question #1: What are your hours? Answer: We are open Monday - Thursday from 9:00 am to 7:45 pm and Fridays from 9:00 am - 1:45 pm. e) Then ask yourself the following question: Would this sheet of paper with the answers to "a-d" be a good training tool for a new employee? Why?

Methods of Evaluation

- **Quizzes**
- **Class Participation**
- **Home Work**
- **Other**

1. Homework from each chapter. 2. Quizzes. 3. Memos and letters that address critical thinking cases. 4. Outside assignments. Sample essay question: In relation to the critical thinking case, what administrative management issues did this situation expose? Are the issues widespread or do they just involve one employee? What policies and procedures could be put in place to prevent similar situations in the future?

Texts and Other Instructional Materials

Adopted Textbook

1. Rankin and Shumack *Administrative Professional: Technology and Procedures* Edition: 15 2017

Supplemental Texts

1. Word Processing Software
2. USB mini-drive (if completing homework in the lab and not saving to the cloud)

Instructional Materials

None

Student Learning Outcomes

1. CBOT334 SLO1 - Apply proper administrative operations and procedures for business.
 2. CBOT334 SLO2 - Create a resume and cover letter.
 3. CBOT334 SLO3 - Create memos and letters addressing critical thinking assignments.
 4. CBOT334 SLO4 - Show the ability to follow written and oral instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Telephone Contacts
2. Email Communication (group and/or individual communications)

3. Other (please specify)

Discussion board

4. Other (please specify)

Individual meetings written feedback on homework is given.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.

- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information posted on the course syllabus and through external links section of the college's course management system.

Additional Comments

N/A

Board Approval: 12/12/2000
PCA Established:
DL Conversion: 05/21/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or
Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 337

Catalog Course Title: Presentation Design - PowerPoint

Banner Course Title: Pres. Design - PowerPoint

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introduction to computer-based business presentations and their development using PowerPoint. Topics include creating dynamic, non-linear presentations with animation, designing colorful handouts, installing and using templates, inserting sound, action buttons, video and creating slide masters. Time saving tips and techniques will also be discussed.

Course Content

Lecture

1. Introduction to presentation and design
 2. Create different types of presentation media such as handouts, notes and posters
 3. Develop and research presentations using storyboards
 4. Insert and animate pictures and clip art
 5. Animate slide transitions, bullets, and objects
 6. Use templates, slide masters, styles, layouts and triggers
 7. Create and use custom themes and backgrounds
 8. Insert sound, video, hyperlinks, headers and footers, navigation and action buttons
 9. Create, present and critique business presentations
 10. Time saving tips and techniques
-

Course Objectives

At the end of the course, the student will be able to:

1. create different types of media for a business presentation such as slide shows, handouts, posters, notes and non-linear, interactive, kiosk presentations.
 2. research, create, present and critique business presentations.
 3. create, format and edit slide presentations and handouts
 4. animate slide transitions, bullets, and clip art objects.
 5. add sound, video hyperlinks, headers and footers navigation and action buttons.
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Outside Assignments**

Research a company and create a storyboard, and presentation that includes graphics, navigation buttons, slide transitions, animation and sound. Present the presentation and receive feedback.

- **Outside Assignments**

Complete assigned exercises at the end of the chapter.

Methods of Evaluation

- **Quizzes**
- **Projects**
- **Home Work**
- **Other**

1. Graded Homework Assignments

2, Assignments, final project, peer review and critique

Texts and Other Instructional Materials

Adopted Textbook

1. Poatsy, M. *Exploring Microsoft PowerPoint 2019 Comprehensive ISBN 9780135436844* Edition: 1 2020

Supplemental Texts

1. USB Mini-drive (if using the computer lab and not saving to the cloud)

Instructional Materials

None

Student Learning Outcomes

1. CBOT337 SLO1 - Describe features used in PowerPoint.

2. CBOT337 SLO2 - Create a professional presentation with animation, clip art, transitions, hyperlinks, action buttons, sound and video.
 3. CBOT337 SLO3 - Show the ability to follow written and oral instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Telephone Contacts
2. Other (please specify)

Homework

3. Email Communication (group and/or individual communications)
4. Discussion Board
5. Testing

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments

- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Students will be referred to AHC student services.

Additional Comments

N/A

Board Approval: 12/15/1998
PCA Established:
DL Conversion: 12/17/2002
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Science (Masters Required) or Computer Information Systems or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 360

Catalog Course Title: Word - Basics

Banner Course Title: Word - Basics

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introductory course in the basics of word processing. Learn to create letters, memos, reports, tables and flyers using word processing software.

Course Content

Lecture

1. Introduction to word processing software and commands
 2. Create, save, edit and print documents
 3. Format paragraphs and characters
 4. Create letters, memos, and reports
 5. Insert headers, footers, footnotes and tables
 6. Create letterhead
 7. Use and modify templates
-

Course Objectives

At the end of the course, the student will be able to:

1. create, save, edit and print documents.
 2. perform text editing functions such as inserting, deleting, moving, and copying.
 3. format documents in four different style types -- letters, memos, reports, and tables.
 4. integrate and link word processing with other windows applications.
-

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

1. Review of assigned reading material, followed by instructor-guided demonstrations.
 2. Instructor-led class discussions
 3. Hands-on exercises applying concepts covered
-

Assignments

- **Other Assignments**

The student will accomplish various word processing based assignments. A typical generalized assignment will be: Create a document using the word processing application. Using the features in the application, format, edit, spell check and insert objects into the document. Save and know how to print the document.

Methods of Evaluation

- **Class Participation**
- **Home Work**
- **Other**

1. Students will be required to complete all assigned homework items. 2. Students will be evaluated by submitting completed homework assignments. Example: The student will be required to demonstrate the skill needed to create and format a document, revise it and save the document.

Texts and Other Instructional Materials

Adopted Textbook

1. Cable *Microsoft Office 365 & Office 2019 Introductory Shelly Cashman Series ISBN 9780357026434* Edition: 1st 2020

Supplemental Texts

1. USB mini-drive (if working in the lab on campus and not saving to the cloud)

Instructional Materials

None

Student Learning Outcomes

1. CBOT360 SLO1 - Create letters, memorandums, and documents using the correct business format.
 2. CBOT360 SLO2 - Show the ability to follow instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 1.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
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11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Class schedule, orientations, course management system.

Additional Comments

N/A

Board Approval: 12/15/1998
PCA Established:
DL Conversion: 12/17/2012
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College Course Outline

Discipline Placement: Computer Information Systems or Computer Science (Masters Required) or Computer Service Technology or Office Technologies

Department: Business Education

Prefix and Number: CBOT 361

Catalog Course Title: Intro to PowerPoint

Banner Course Title: Intro to PowerPoint

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introductory course in using presentation design software. Students will learn how to create dynamic presentations, with animation, transitions and graphics. Students will also learn how to use templates and modify design themes.

Course Content

Lecture

1. Introduction to presentation design software and commands
 2. Create, save, and format slides.
 3. Add images and illustration objects
 4. Add animation and slide transitions
 5. Insert headers and footers to slides, notes and handouts
 6. Add tables and charts
 7. Use and modify templates
-

Course Objectives

At the end of the course, the student will be able to:

1. create, save, edit and format presentations.
 2. evaluate design templates.
 3. format and design presentation slides.
 4. apply techniques to add images and illustration objects to a presentation.
-

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

1. Review of assigned reading material, followed by instructor-guided demonstrations
 2. Instructor-led class discussions
 3. Hands-on exercises applying concepts covered
-

Assignments

- **Other Assignments**

1. Required chapter assignments
 2. Required end of chapter exercises
-

Methods of Evaluation

- **Home Work**
- **Other**

1. Graded chapter assignments
 2. Class participation
-

Texts and Other Instructional Materials

Adopted Textbook

1. Cable *Microsoft Office 365 & Office 2019 Introductory Shelly Cashman Series ISBN 9780357026434* Edition: 1st 2020

Supplemental Texts

1. USB mini-drive (if using the lab and not saving to the cloud)

Instructional Materials

None

Student Learning Outcomes

1. CBOT361 SLO1 - Create presentations and design templates using the correct business format.
 2. CBOT361 SLO2 - Show the ability to follow instructions.
-

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 1.000

Contact Types

1. Telephone Contacts
2. Email Communication (group and/or individual communications)

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

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- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.

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4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
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11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Class schedule, orientations, course management system.

Additional Comments

n/a

DEGREE AND CERTIFICATE REQUIREMENTS

CBOT degree and certificate options are outlined on the brochure below and also at the link to the website: <https://www.hancockcollege.edu/pathways/business-finance/cbot.php>

Computer Applications and Office Management

(A.S. & Certificate of Achievement)

A major of 29 units is required for the associate in science degree and certificate.

The Computer Applications and Office Management degree and certificate programs are designed to provide students with the computer application and office administration skills required for employment in a wide variety of fields. Training includes all phases of administrative operations, management essentials and business communication with emphasis on software applications, such as word processing, business desktop publishing, spreadsheets, presentation graphics and records management. The degree and certificate options prepare students for occupations in office management, computer support, records management and employment as an administrative or executive assistant.

The graduate of the Associate in Science in Computer Applications and Office Management will:

- Demonstrate proper administrative operations and procedures for business.
- Demonstrate the use of appropriate software applications to analyze and solve problems related to office administration.
- Communicate clearly and professionally.
- Apply business principles to produce work-based learning projects.

Required core courses (29 units):

CBOT 131	Introduction to Word Processing	3 units
BUS 160	Business Communication	3 units
BUS 302	Essentials of Management	3 units
CBOT 302	Records Management	2 units
CBOT 132	Advanced Word Processing	3 units
CBOT/CBIS 337	Presentation Design- PowerPoint	3 units
CBOT 333	Business Desktop Publishing	3 units
BUS 107	Human Relations in Business	3 units
CBOT 334	Admin Operations and Procedures	3 units
CBIS 141	Microsoft Excel- Comprehensive	3 units

Legal Secretarial

(A.S. & Certificate of Achievement)

A major of 27 units is required for the associate in science degree and certificate.

Legal Secretarial is designed to provide training for specialized secretarial/administrative assistant careers in law offices, legal departments of businesses, real estate firms, and civil service. Training includes all phases of administrative/secretarial work with emphasis on business law and legal office procedures.

The graduate of the Associate in Science in Computer Business Office Technology: Legal Secretarial will:

- Demonstrate the use of software applications to accomplish appropriate tasks.
- Analyze and solve problems related to legal office procedures and administrative operations.
- Communicate clearly and professionally.
- Apply proper administrative operations and procedures for business.

Required core courses (27 units):

CBOT 131	Introduction to Word Processing	3 units
CBOT 132	Advanced Word Processing	3 units
CBOT 305	Legal Office Procedure	3 units
CBOT 334	Admin Operations and Procedures	3 units
BUS 160	Business Communications	3 units
BUS 110	Business Law: Contracts and Sales	3 units
BUS 107	Human Relations in Business	3 units
PLGL 101	Introduction to Paralegal Studies	3 units
PLGL 105	Legal Analysis and Writing	3 units



Word/Information Processing

(A.S. & Certificate of Achievement)

A major of 24 units is required for the associate in science degree and certificate.

Word/Information Processing, is designed to provide specialized training for the development of the skills needed for those in management positions that want to enhance their technical office skills. Training includes administrative office procedures with emphasis on word processing, desktop publishing and presentation graphics.

The graduate of the Associate in Science in Computer Business Office Technology: Word/Information Processing will:

- Demonstrate the use of software applications to accomplish tasks.
- Apply proper administrative operations and procedures for business.
- Analyze and solve problems related to administrative operations.
- Communicate clearly and professionally.

Required core courses (15 units):

CBOT 131	Introduction to Word Processing	3 units
CBOT 132	Advanced Word Processing	3 units
CBOT 333	Business Desktop Publishing	3 units
CBOT 334	Admin Operations and Procedures	3 units
CBOT/CBIS 337	Presentation Design- PowerPoint	3 units
Plus a minimum of 9 units selected from the following:		
ACCT 105	Introduction to Accounting	3 units
BUS 101	Introduction to Business	3 units
BUS 160	Business Communications	3 units
BUS 372	Workplace Diversity	.5 credit
BUS 377	Managing Service Quality	.5 credit
CWE 149	Cooperative Work Experience	1-3 units
CBIS 141	Excel- Comprehensive	3 units
CBIS 142	Access- Comprehensive	3 units

Computer Business Office Tehchnology: Office Skills

(Certificate of Accomplishment)

Four units constitute the certificate.

BUS 377	Managing Service Quality	.5 credit
BUS 362	Management: People Skills	.5 credit
CBOT 360	MS Word- Basics	1 credit
CBOT 361	Intro to Powerpoint	1 credit
CBIS 371	Intro to Excel	1 credit

Computer Business Presentations and Publishing

(Certificate of Accomplishment)

Five and one-half units constitute the certificate.

BUS 392	Advertising & Public Relations Strategies	.5 credit
Or		
BUS 394	Managing Verbal	.5 credit
CBOT 333	Business Desktop Publishing	3 credit
CBOT 361	Introduction to PowerPoint	1 credit
CBOT 360	MS Word- Basics	1 credit

Computer Business Office Tehchnology: Administrative Office Skills

(Certificate of Accomplishment)

Fifteen units constitute the certificate.

CBOT 131	Introduction to Word Processing	3 units
CBOT 132	Advanced Word Processing	3 units
CBOT 333	Business Desktop Publishing	3 units
CBOT 334	Admin Operations and Procedures	3 units
CBOT/CBIS 337	Presentation Design- PowerPoint	3 units



ADVISORY COMMITTEE MEMBERSHIP

CBOT ADVISORY COMMITTEE MEMBERS.

The advisory committee is shown below taken directly from the AHC website and is current on the site, here is the link: <https://www.hancockcollege.edu/advisory/cbot-cbis/index.php#>

Members

- Susan Appel, Mechanics Bank
- Christian Cerda, Santa Maria Bonita School District
- Darlene Chavez
- Jody Derry, Allan Hancock College
- Karen Draper, Santa Maria High School
- Jose Huitron, Your People Professionals
- Pam Johnson, Community Bank of Santa Maria
- Linda Lindner, Coast Hills Federal Credit Union
- Carmen Montanez-Rodriguez, Allan Hancock College
- Marina Muscio, Santa Maria-Bonita School District
- Michelle New, City of Santa Maria
- Rick Rantz, Allan Hancock College
- Cindy Quaid, Santa Maria High School
- Erika Quintana, Pioneer Valley High School
- Amy Romberger, Allan Hancock College
- Corrin Terrones, California Polytechnic State University

VALIDATION

EXECUTIVE SUMMARY

PLAN OF ACTION – POST VALIDATION

EXECUTIVE SUMMARY **(Validation Team Report)**

1. MAJOR FINDINGS

Strengths of the program/discipline:

- Quality of Instruction, content and ability to meet educational goals of students. Student surveys indicate 100% of students satisfied with quality of instruction, 98% satisfied with content and 90% stated the program met educational goals.
- Students satisfied with feedback and assessment of progress towards learning objectives. Student surveys stated 100% of students were satisfied with feedback and assessment of progress.
- Course availability is satisfactory to students. Student survey stated 99% of students were satisfied with the availability of courses offered in the CBOT program.
- Learning Outcome Assessment of CBOT program is current. Course assessment, program assessment mapping and mapping to Institutional Learning outcomes are all completed.
- Resources for students. Textbooks are available for students through reserve copies at Lompoc and Santa Maria campus libraries and the Santa Maria Open Access Lab. Textbooks are also available through Books for Bulldog lending library program. 15 laptops are now available to students for direct checkout from CBOT instructor. Remote/virtual desktop is available for students to use and only requires an Internet connection.
- There is personal concern expressed for students by program's full-time faculty member. A nurturing environment is created by going the extra mile to help students by being accessible and open for face to face meetings at any time convenient for students and providing encouragement with each student interaction.

Concerns regarding the program/discipline:

- Technology changes. Instructors must keep up with technology changes and many times have to wait for the publisher to publish textbooks in time to keep up with the technology. Open Education Resource texts and materials are behind technology and are not available for the computer office technology area. Software needs to be available to students and creates student challenges and obstacles at times. Hardware and software need to be maintained in the classroom and students need the correct materials to be successful in the courses.
- Air conditioning is not installed in K10 and K11B computer classrooms. At times it is very hot and fans are loud and not efficient for cooling down the room for students and computers.
- Success rate for first time students in business is lower than other student groups.
- There is only 1 instructor in the CBOT area that has to keep up with all the requirements of a Career Technical Education program.

2. RECOMMENDATIONS

- Continue to provide resources to CBOT program to assist with technology changes (support with Laptops, updated hardware and software, instructor training, Books for Bulldogs and virtual remote desktop).
- Install air conditioning in K10 and K11A.
- Provide resources for advertising materials to promote certificate and degrees to new and first time business and finance students to motivate and assist with career exploration.
- Support additional CBIS/CBOT instructor to develop new courses and promote the CBOT and CBIS programs and teach in both programs.
- Explore developing a new student orientation for Business and Finance students and/or working with counseling with their new orientation just developed called PD 700.
- Follow up with Career Center staff regarding updates to the high school articulation process.

VALIDATION TEAM SIGNATURE PAGE

Clint Freeland

Clint Freeland (Apr 29, 2022 15:08 PDT)

Stephanie Robb

Stephanie Robb (Apr 29, 2022 15:09 PDT)

Brent W. Darwin

Brent W. Darwin (Apr 30, 2022 10:03 PDT)

Rick Paul

PLAN OF ACTION - POST VALIDATION

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT BUSINESS PROGRAM Computer Business Office Technology (CBOT)

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT	Theme/Objective /Strategy Number/AHC from Strategic Plan	TARGET DATE
Increase student success rate for first time students <ul style="list-style-type: none"> Explore developing a new student orientation for Business and Finance students and/or working with counseling with their new orientation just developed called PD 700 Continue to utilize Early Alert system (Successnet) Assist students with hardware and software issues for computer application courses	Goal SLS1	Fall 2023
<ul style="list-style-type: none"> Increase advertising of laptop availability for check out to students for the semester Create videos to show how to download data files, how to get started on the first chapter of the textbook, how to download the full version of Microsoft Office software free to students, and how to use Canvas to upload files and post to discussion boards. 	Goal SLS2	Spring 2023

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Increase CBOT enrollment <ul style="list-style-type: none"> Continue to monitor and update the CBOT program on the website to advertise the program & continue to increase enrollment. Update the CBOT brochures and advertising materials to reflect changes to certificates and degrees Continue to explore CBOT concurrent enrollment opportunities 	Goal SLS3	Fall 2024 and Ongoing

Demographic Changes <ul style="list-style-type: none"> Explore additional courses needed for CBOT degree and certificate based on advisory and labor market needs to better prepare students for employment 	Goal SLS4	Spring 2023
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RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**

Theme/Objective/
Strategy Number
AHC from Strategic
Plan
**TARGET
DATE**

Curricular Changes <ul style="list-style-type: none"> Increase ability for students to access the CBOT software applications. 	Goal SLS7 & Goal IR3	Spring 2023
Co-Curricular Changes <ul style="list-style-type: none"> Work with local high schools to promote the CBOT program. Follow up with Career Center staff regarding updates to the high school articulation process. 	Goal SLS2 Goal SLS2	Spring 2023 and Ongoing Fall 2022
Neighboring College and University Plans <ul style="list-style-type: none"> Continue to monitor classes offered at neighboring colleges and make adjustment based on the needs of community. 	Goal SLS2 & Goal IR3	Spring 2023 and Ongoing
Related Community Plans <ul style="list-style-type: none"> Based on input from Advisory Committee make changes to courses, certificates and degrees. 	Goal SLS2 & Goal IR3	Spring 2023 and ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan
**TARGET
DATE**

Facilities <ul style="list-style-type: none"> Maintain current facilities, and remodel student and staff restrooms. Add air conditioning to K10, and K11B classrooms. 	Goal SLS2 & Goal IR4	Spring 2023 & Ongoing
Equipment <ul style="list-style-type: none"> Maintain and update K10, and K11B and faculty computers with current hardware and software. 	Goal SLS2 & Goal IR3	Fall 2022 & Ongoing
Staffing <ul style="list-style-type: none"> Develop rationale for hiring new full-time faculty and participate in the faculty prioritization process to increase CBOT/CBIS offerings. New faculty would teach in both programs. 	Goal SLS2	Spring 2023

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Jody Derry

Date: 4/29/2022

Date: _____

Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

Robert Bryant

Robert Bryant (Apr 29, 2022 16:47 PDT)

Date: Apr 29, 2022

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Rick Paul

Date: May 2, 2022

Vice President, Academic Affairs

Robert Curry
Robert Curry (Jun 9, 2022 15:02 PDT)

Date: _____

CBOT Program Review 2021-2022 Final with Signature Pages

Final Audit Report

2022-06-09

Created:	2022-06-09
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
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