

# #4

**COMPLETE**

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**First Name:** Pat  
**Last Name:** Newman  
**Email:** bri.c.hays@gmail.com  
**Custom Data:** BOT  
**IP Address:** 68.7.85.4

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## Page 1: I. Program Overview and Update

### Q1

I.1. Department(s) Reviewed:

Business Office Technology

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### Q2

I.2. Lead Author:

Pat Newman

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### Q3

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Annie Zuckerman, Angham Yousif, Aseel Hanna, Diana Jacobs, Diane Woods, Hadar Ikzir, Jon Colon, Layla Shaba, Marisela Cobian

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### Q4

I.4. Dean/Manager(s):

Larry McLemore

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### Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/12/2021**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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## Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

BOT collaborated with the Arabic Studies program to create a computer skills course that will incorporate typing in Arabic along with computer skills needed to be successful in the Arabic Studies degree. This course is cross-listed in Arabic Studies and BOT.

The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University in February 2021 for students who may want to pursue a Bachelor's in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for Business Office Technology, Administrative Assistant and Executive Assistant degrees.

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## Page 2: II. Assessment and Student Achievement

### Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

Fall 2021 starts the new 4-year assessment cycle for BOT. Course SLO's are updated regularly on the five-year curriculum update cycle, and sometimes more frequently than that. The Business & Professional Studies ACP wrote new PLO's this semester. Forms are being prepared to update PLO's through the curriculum process. All SLO's will be mapped to the new PLO's once they are approved and entered in TracDat.

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### Q8

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

**BOT SLO assessment plan - FA 21.pdf (71.9KB)**

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## Page 3: II. Assessment and Student Achievement

## Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

Over the last 5 years BOT success rates have improved 6 points in fall to 84%, and held steady in spring at 83%, both of which are higher than college-wide success rates of 74% in fall and 75% in spring. It is especially noteworthy that equity gaps were eliminated in 2021 for African American/Black and Hispanic/LatinX students. In the recent five-year period success rates for African American/Black students increased 18 points to 78% and for Hispanic/LatinX students increased 16 points to 86% which is higher than success rates for BOT overall. BOT has a higher percentage of English language learners than the college average. We have seen an increase in student success through the support from bi-lingual lab aides and teaching assistants. The success rates for Hispanic/LatinX students increased within a few semesters of hiring an English/Spanish bi-lingual adjunct instructor to teach several classes and serve as a mentor to these students. We will continue to monitor the data as it emerges for Middle Eastern students because we have a high percentage of this demographic in BOT.

BOT has 30% fewer students age 18-24 when compared to the college average. BOT also has more females (72%) than males (28%) when compared to the college average, which reflects the trend in the workforce. We plan to focus on increasing access to the BOT program for the 18-24 age group.

[see file attachment: "BOT success rate equity gap eliminated - FA 21"]

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## Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

We plan to continue providing bi-lingual assistance to students from instructors, lab aides, and teaching assistants because it is working. We continue to encourage all instructors to participate in Equity, Diversity, and Inclusion trainings and to increasingly incorporate strategies to close equity gaps.

We plan to open the BOT lab for students in our classes to come in for in-person help or to use the computers to complete their work. BOT enrollments declined in the 2 semesters following the closure of the campus during Covid. Many students chose to sit out for the semesters when the BOT lab was closed. First, they didn't have a computer at home that would run the required software for our classes. Second, they wanted in-person help in the BOT lab. During the semesters with remote learning we provided a drop-in zoom room 5 days a week for students to meet with lab assistants, but that did not overcome the issues for students who needed a computer. We told these students about the loaner laptops available from the college, but only a handful wanted to do this. A good number are waiting to take more BOT classes until we reopen the lab in Spring 2022.

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## Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

- The students are more comfortable to talk with the instructor one-on-one in zoom (i.e. during office hours) because nobody else can hear what they said. Students sometimes feel their question is stupid, or they are self-conscious about making a grammatical mistake when they talk.
  - In an online classroom students need MORE reaching out and attention from instructors than they would in an in-person class. It is very easy for the student to "check out" and complete the course without utilizing the full benefits of the class. Getting to know students and understand their expectations (even briefly) over zoom has helped in how smooth the class runs overall.
  - The instructor has to be more in contact with students to keep them on track making sure they are on top of assignments and understanding the class.
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**Q12**

Yes

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

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Page 4: II. Assessment and Student Achievement continued

**Q13**

II.B.5. Please share your observations about the employment rate for your program over the past several years.

One year of employment rate data is an outlier at 13% and is best excluded from any analysis when compared to the other seven years which range from 63% to 83%.

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**Q14**

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

The lowest acceptable employment rate for the BOT top code is 75%, which is the average of the seven years ranging from 63-83%.

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**Q15**

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

The stretch goal for BOT top code employment rate is 85% which is 2 points above the highest employment rates in the recent two years of data.

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Page 5: II. Assessment and Student Achievement continued

**Q16**

Yes

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

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Page 6: II. Assessment and Student Achievement

**Q17**

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Yes, the success rate for in-person classes was higher than online, but only in the spring. In addition, the average BOT success rate for in-person (80% fall, 91% spring) and online (80% fall & spring) were higher than the college-wide averages of in-person (76% fall, 78% spring) and online (69% fall, 72% spring). Most BOT classes are short-term online (5-, 6-, and 8-weeks) offered sequentially. BOT has consistently had higher success rates in online classes than the college average and has been commended on this in past program reviews. We believe the short-term scheduling contributes to higher success rates because students stay engaged knowing classes end soon.

Instructors know and understand current effective practices for online teaching that support student success, and apply that knowledge to the design and implementation of the courses. They also know the importance of teacher student communication, and apply this knowledge in various ways to meet the Title 5 requirements for regular and effective contact.

In the instructors' own words:

- I write a welcome letter in which I identify myself as a Hispanic Instructor and mention some of the adversities and ethnic assumptions that I have overcome through my entire life.
- I write a congratulation comment regarding each assignment that the students have completed. Send a personal email to ask them what is the reason that they didn't do a specific assignment. Met with them in different hours than my office hours are to help them when they need it.
- Reaching out weekly to every student through canvas to "check in" on their thoughts on the class, their progress, questions they might have etc. I encourage all students to come to office hours OR make an appointment on my calendar just to let them see/talk to the instructor in real time. Even if they don't have a question, I encourage them to virtually come say hi and tell me about themselves.
- Connecting students to the appropriate student services. Reaching out to students to let them know throughout the semester that certain services exist. Posting them on canvas, sending them through announcements etc.
- understanding student backgrounds more through discussion questions that allows me to tailor my interview lessons for example
- I have re-written my syllabus to try to make it more inclusive. I have encouraged students to reach out to the instructor if they are struggling. I refer them to tutorial services for assistance.
- I create recorded video lessons and try to simplify concepts as much as possible. I encourage students to pause, rewind and forward the videos to grasp the concepts. I show students how to enable the closed caption portion of the videos as well as how to access the video transcripts. I provide links for videos on how to use and navigate through Canvas.
- Some students have personal challenges with food insecurity. I posted a list of food distribution sites at local Churches and Charities. There is also a food pantry at the college. There is also a Cuyamaca Cares program that provide assistance with food, housing, emergency funds and more.
- Using a group in the class between different cultures to help engage students can be helpful to work together to learn more
- Every week I email my students and give them a list of assignments that need to be completed that week. The list is then posted in Announcements for them to review at their leisure.
- BOT lab assistants call all students the week prior or the first week of the semester to remind them about specifics of the classes, best option to purchase class materials, cover the technology to be used for their class, login procedures, and answer any questions.
- Instructors hold open office hours via zoom where students can join without making an appointment.
- Discussion boards for specific topics.
- Help discussion board where students and instructor answer questions and help each other.
- Feedback on assignments is provided through rubrics, annotated markup, and feedback comments.
- Instructors contact students throughout the course using Canvas Inbox, email, Canvas gradebook messaging feature, and phone calls when students are inactive or behind on assignments

**Q18**

1. Previous Goal 1:

Bi-lingual class support with emphasis on Hispanic/LatinX and Middle Eastern populations

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**Q19**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q20**

**In Progress - will carry this goal forward into next year**

3. Goal Status

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Page 8: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q23**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

BOT data for the past 20 years has shown an increase in success and retention when students have bi-lingual classroom support.

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**Q24**

**No**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q25**

**Respondent skipped this question**

1. Previous Goal 2:

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**Q26** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q27** Respondent skipped this question

3. Goal Status

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Page 11: III. Previous Goals: Update continued

**Q28** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q29** Respondent skipped this question

Do you have another goal to update?

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Page 12: III. Previous Goals: Update (If Applicable) continued

**Q30** Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q31** Respondent skipped this question

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q32** Respondent skipped this question

1. Previous Goal 3:

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**Q33** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q34** Respondent skipped this question

3. Goal Status

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Page 14: III. Previous Goals: Update continued

**Q35**

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q36**

Respondent skipped this question

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q37**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q38**

Respondent skipped this question

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q39**

Respondent skipped this question

1. Previous Goal 4:

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**Q40**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q41**

Respondent skipped this question

3. Goal Status

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Page 17: III. Previous Goals: Update continued

**Q42**

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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Page 18: III. Previous Goals: Update continued



**Q43**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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Page 19: IV. New Goals

**Q44**

Yes

Would you like to propose any new goal(s)?

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Page 20: IV. New Goals continued

**Q45**

1. New Goal 1:

Monitor the Afghan immigrant situation in East County to prepare for new students

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**Q46**

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q47**

3. Please describe how this goal advances the college strategic goal(s) identified above.

Immigrant students need guidance to navigate the educational system in the US and complete their educational path, which is very different from what they are accustomed to.

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**Q48**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

At the height of the Iraqi immigration to East County, the BOT program saw a huge increase in enrollment. If the Afghan immigration situation is similar, we anticipate an increase again. We want to be prepared for this by asking what we need to do to support them and forming a plan. We want to be able to support them in their language. Some speak Arabic, but not all. We can already support Arabic speakers, but may need to recruit new teaching assistants for other languages.

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**Q49**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Monitor enrollments

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**Q50**

6. How will this goal be evaluated?

It is unknown how quickly Afghan immigrants will settle in the community, and as they are introduced to various services, may eventually come to Cuyamaca College for ESL classes or career training to transition to the workforce. We may have to continue this goal additional years until we see if this population comes to the college.

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**Q51**

**Yes**

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q52**

1. New Goal 2:

Increase enrollments for 18-24 age demographic

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**Q53**

**Guided Student Pathways**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q54**

3. Please describe how this goal advances the college strategic goal(s) identified above.

We will engage with the 18-24 population to recruit them to the BOT program. The Business program is in the same ACP as BOT. About 50% of the students in Business are age 18-24. There are opportunities to cross-market BOT degrees and certificates to Business students. Many students don't realize they can earn multiple degrees and certificates simultaneously.

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**Q55**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

BOT data shows that we have a smaller percentage of students age 18-24 than the college average. We have participated by presenting our program and showing the BOT lab when high school groups tour the campus. We have participated in various outreach events and career fairs.

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**Q56**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- Do a cross-walk of BOT and Business degrees to see overlaps and intersections
  - Survey Business students to gain information for marketing BOT program to them
  - Continue outreach efforts to high school students
  - Research similar programs in the area and around the US to look for emerging trends and new ideas that would attract a younger demographic
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**Q57**

6. How will this goal be evaluated?

Future enrollment data will show whether our efforts yield any results.

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**Q58**

**Yes**

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q59**

1. New Goal 3:

Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs

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**Q60**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q61**

3. Please describe how this goal advances the college strategic goal(s) identified above.

Student Validation & Engagement has as one of its activities "Providing robust professional development opportunities focused on culturally competent curriculum and cultural awareness". This program goal seeks to meet this college goal by giving faculty the opportunities to learn about aspects of equity and how to incorporate activities into their courses that advance equity.

The use of EMTLI strategies will keep students engaged in our courses with the goal of increasing success and retention for at-risk groups.

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**Q62**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by the faculty who have completed the various types of Equity training, incorporated tools and techniques into their courses, and surveyed the results. It is all qualitative data. This is in line with the college's equity goals and its current anti-racism efforts. The program will continue to engage in activities and training that support the college's policies

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**Q63**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Many opportunities exist to improve student success and equity in the BOT program. Two faculty participated in the Strong Workforce Faculty Institute to begin this work. One faculty participated in the @ONE Equity and Culturally Responsive Teaching course simultaneously with the Strong Workforce Faculty Institute. Both were excellent. We will be encouraging the rest of the faculty to participate in EMTLI and other similar trainings.

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**Q64**

6. How will this goal be evaluated?

We expect to see substantive differences in course syllabi, assignments, classroom activities and applications. Truly significant data would be linked to changes in recruitment, retention, and success in our program's underrepresented populations.

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**Q65**

**Yes**

Do you have another New Goal?

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Page 23: IV. New Goals continued

**Q66**

1. New Goal 4:

Incorporate work-based learning activities in all BOT course outlines

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**Q67**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q68**

3. Please describe how this goal advances the college strategic goal(s) identified above.

Several BOT courses already have work-based learning activities in them. We will review all BOT course outlines to insert the appropriate language to insert work-based learning in the SLOs. Formalizing these WBL activities through the curriculum process will ensure they are being taught in all classes. Students are more engaged in the learning process when they see the application to real life and their future career.

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**Q69**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This was informed by the work-based learning trainings offered on campus and the college interest in focusing on WBL activities.

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**Q70**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- Review list of BOT courses to see which already have WBL activities and which don't
  - Compare this to the 5-year curriculum review cycle to see which classes are needing review and provide a starting point
  - Edit course outlines from this group to insert WBL activities
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**Q71**

6. How will this goal be evaluated?

Future work-based training sessions. SLO assessment results.

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Page 24: Resources Needed to Achieve Program Goal(s)

**Q72**

**Faculty Resource Needs**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

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Page 26: Final Check

**Q73**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."

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