Annual Update Report

Academic - Business Office Technology (BOT) - (CE)

Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs. (Goal 1)

Program Goal: Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs. (**X**)

- **Eliminate Equity Gaps in Course Success:** Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs. (**X**)

Summary of Progress or Results
Summary Date: 10/22/2024
Summary of Progress or Results: We encourage instructors to participate. Carryover to next year.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
I encourage faculty to participate in several equity training opportunities such as the DEI (Diversity, Equity and Inclusion), EMTLI (Equity-Minded Teaching and Learning Institute), and EPPA (Equity Pedagogy and Practice Academy). A faculty member is currently in the process of completing the EMTLI program, another adjunct is planning to attend the same program next semester. An adjunct instructor attended the 2024 Online Teaching Conference in Long Beach and participated in the presentation from Sonya Christian, PhD, who promoted the value of equity in student learning, access, success and economic mobility. The instructor also participated in the session on equity, such as one on "Reflection & Revision for Online Equity," which explored how to reduce race and gender barriers and incorporate multicultural curricula.

Bi-lingual tutors

Program Goal: Hire bi-lingual embedded tutors with a special emphasis on Hispanic populations
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Eliminate Equity Gaps in Course Success:** Hire bi-lingual embedded tutors with a special emphasis on Hispanic populations (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Hire bi-lingual embedded tutors with a special emphasis on Hispanic populations (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Hire bi-lingual embedded tutors with a special emphasis on Hispanic populations (**X**)

Summary of Progress or Results
Summary Date: 10/31/2024
Summary of Progress or Results: New goal
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
The department has actively tried to recruit a bilingual Spanish-English tutor to serve our Hispanic population. We interviewed several people, but did not find a suitable candidate. We continue to seek out a possible candidate for the bilingual tutoring job.

Program Overview and Update

Lead Author
Angham Yousif

Collaborator(s)
Hadar Ikzir, Aseel Hanna, Annie Zuckerman, Marisela Cobian, Diana Jacobs, Layla Shaba, Khalil Khalil

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
I discussed with my Grossmont counterpart about merging courses in the BOT department with the Grossmont BOT department to offer more comprehensive lessons and address the demand for new and trending technologies. Last semester, my Grossmont counterpart and I worked on adding a social media component from the BOT 113 (Social Media for Job Seekers) course to the BOT 106 (Effective Job Search) course to create a new course that is more aligned with current employer expectations and industry trends. I also collaborated with classified staff regarding course improvement needs, lesson enhancements, and hardware and software issues based on course content and student feedback.
Additionally, I worked with adjunct instructors during workshops, training sessions, and department meetings to identify opportunities for curriculum updates. We discussed the need to modernize our course content so that students are better prepared and more competitive in the workplace. Looking ahead, we will be working with the college library representative to develop a new Artificial Intelligence (AI) course for BOT and write the curriculum to integrate AI tools and skills into our program offerings.
Finally, this semester we partnered with the nonprofit organization, Public Consulting Group (PCG), to strengthen our community outreach. PCG helps market our department and connects community members with opportunities to enroll in our programs.

Dean/Manager(s)
George Dowden

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
I collaborated with my Dean to explore the development of stackable certificates designed to provide more academic opportunities in the BOT department and increase student enrollment. We discussed how offering short, incremental certificates that could help students build skills that stack toward larger degree programs, making pathways more accessible and career-focused. The Dean also identified outreach opportunities to promote BOT programs at local high schools, job fairs, and the Economic Development Council Manufacturing Expos. These discussions aligned with our shared vision of expanding access, improving workforce readiness, and increasing community engagement in BOT programs.
Also, My Dean and I discussed developing new AI-focused stackable certificates courses such as *Artificial Intelligence for Business Office Technology*. These courses will be designed as 3-unit classes to meet the growing and labor-intensive demand for AI skills in certain fields. Offering these courses will give our students a valuable advantage and make them more competitive in the workforce. This increasing demand highlights the need for an additional full-time faculty member in the BOT department.

Annual Update

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
Since the last program review, the BOT department has made significant progress in supporting student success, equity, and curriculum alignment. We provided 20 laptops to financially disadvantaged students to help close the equity gap. This initiative successfully removed technology barriers and ensured that students had the necessary tools to complete their coursework.
The department also welcomed a new Specialty Lab Technician III, which has strengthened instructional support for faculty, staff, and students. This addition has improved lab operations and ensured that the program continues to meet its instructional and technical needs.
In collaboration with Grossmont College, we are aligning and merging BOT 106 Effective Job Search with Grossmont's BOT 106/113 Social Media for Job Search course. This update increases the course units from 1.0 to 1.5 and integrates essential social media concepts into the curriculum, ensuring that students gain the most current and competitive job search skills.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
Yes

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.
> Yes, the BOT department is on track with the 4-year assessment cycle. I participated in a training session to learn the Nuventive Improve software and ensure accurate reporting of Student Learning Outcomes (SLOs). We are currently up to date on our SLO assessments, and adjunct faculty have been trained to use Canvas to incorporate and submit SLO forms. The department continues to review and discuss assessment results collaboratively to ensure continuous improvement in teaching and learning outcomes.

Which courses have not been assessed in the last 4 years?
All BOT courses have been assessed within the last four years, with all SLO results showing achievement rates above 70%. The department remains current with assessments and continues to demonstrate strong compliance and commitment to continuous improvement. Overall, BOT has done very well in maintaining consistent SLO evaluation, ensuring that students are meeting or exceeding expected learning outcomes across all courses.

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.
The BOT department has successfully completed all required SLO assessments for the past year and remains current with data submission. At this time, our program is not experiencing any barriers to assessment or reporting and does not require additional outcomes or assessment support.

Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.
During the past year, all SLOs have been aligned with PLOs to support the Academic and Career Pathways (ACP) framework. The campus website now features an updated academic map that outlines the recommended sequence of BOT courses each semester, helping students stay on track to complete their degrees in a timely manner.

Additionally, many BOT courses incorporate work-based learning (WBL) projects that emphasize equitable, student-centered, and career-focused assessment strategies. These projects include student participation in job and career fairs, mock interviews, resume writing, job application preparation, and networking with industry professionals. Through these activities, students gain hands-on experience that connects classroom learning to real-world employment opportunities, strengthening both skill development and learning outcomes.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.

The BOT department continues to perform above the college average with a 90% retention rate and 84% success rate, compared to 89% and 77% collegewide. While overall results are strong, equity gaps remain among male, African American/Black, and Hispanic/Latino students, especially in fully online courses.

To address these gaps, the BOT department will continue its laptop loan program to economically disadvantaged students, expand community outreach to provide faculty professional development on equitable and culturally responsive teaching. Ongoing data monitoring and increased engagement in the BOT Lab will ensure equitable access, persistence, and success for all students.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

BOT enrollment has remained stable with a slight increase over the past year, while the college overall has seen small fluctuations. Enrollment has stayed strong across both fall and spring terms, showing steady student enrollment. This stability contrasts with enrollment declines in some other programs across the college. The increase reflects BOT's ongoing curriculum updates, including the new curriculum involving the use and concepts of AI. We are also adding a social media component to the Effective Job Search course. We are offering flexible HyFlex and online formats that continue to attract working adults and returning students seeking career advancement.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

There has not been a significant decline in enrollment over the past year for the BOT Department. BOT enrollment has remained stable with a slight increase over the past year.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

The Business Office Technology (BOT) department ensures Regular and Substantive Interaction (RSI) in all distance education courses through intentional design and active instructor engagement aligned with Cuyamaca College's Distance Education (DE) guidelines and federal standards. Faculty maintain consistent communication with students through weekly announcements, discussion boards, personalized feedback in Canvas, and regular email or Zoom interactions.

Instructors provide substantive interaction by initiating discussions related to course content, offering individualized guidance and support, evaluating assignments with detailed feedback, and facilitating collaborative learning opportunities. Courses are designed with structured weekly modules, clear expectations, and opportunities for both synchronous and asynchronous engagement.

Annual Update

To enhance the online learning experience, the department also creates student surveys to gather feedback on what aspects of the class were most helpful or challenging. Additionally, short instructional videos are developed to guide students through key assignments and simplify complex steps.

Faculty participate in professional development and DE training to stay current with RSI best practices, ensuring that online instruction at Cuyamaca College remains engaging, student-centered, and fully compliant with state and federal requirements.

Program Goals

Program Goals Status
I have updated the progress on my previous goals.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review

Dean Review