

Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

Division - Program

CABOT

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review</u> Committee by the Division Chair.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
CABOT/BUSOT	2008-2009	200	19	339	49.4%	75.0%	71.8%	87
	2009-2010	202	17	379	40.1%	78.2%	74.5%	89
	2010-2011	197	17	376	37.2%	85.0%	76.2%	37
	2011-2012	207	18	366	38.7%	80.5%	74.9%	39
	% Change	+3.6%	-4.3%	+8.2%	-10.6%	+5.5%	+3.1%	-55.2%
	Four-Year Trend	stable	stable	stable	decreasing	stable	stable	decreasing

1.1 Describe how these trends have affected student achievement and student learning:

The decrease in full-time faculty as well as an increase in student enrollment and fill rate has resulted in an overflowing of classes. The offering of awards to students has decreased due to the lack of full-time faculty who can develop, change, and upgrade courses and/or programs to meet the constantly changing needs of the Business community.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

The decrease in full-time faculty has impacted the ability to effectively evaluate the programs within the CABOT department. It is exceedingly difficult to accomplish such tasks as SLOs, PLOs, faculty evaluations, program review, book orders, advisory committee meetings, community outreach, etc. with a full-time staff of one.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count	% of Courses with SLOs Defined	% of Courses Assessed
2010-2011	34	100.0%	41.2%
2011-2012	32	100.0%	53.1%
% Change		+0.0%	+11.9%
Four-Year Trend		stable	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N/N	%	N/N	%	N/N	%
CABOT	32/32	100		50		50

2.1 Please comment on the percentages above.

Insufficient faculty to complete the assessment requirements. The majority of the classes are taught by adjunct instructor; therefore, the assessment process must be relegated to these adjunct instructors. However, with a reduced base of full-time faculty (1) and a majority of adjunct faculty, the CABOT department provides a high-level of instruction to students

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

No changes have been made

2.3 Please list all courses which have been reviewed in the last academic year. *Note: Curriculum Review is required by the Chancellors Office every 6 years.*

All courses in the CABOT department were reviewed in the last academic year.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
CABOT: Administrative Assistant AS	Х			Х				
CABOT: Administrative Assistant Cert					Х			Χ
CABOT: General Office AS	Х			Х				

CABOT: General Office Certificate				X		X
CABOT: Legal Secretary AS	Х		X			
CABOT: Legal Secretary Certificate				X		Х

2.4 Please comment on the percentages above.

All degree/certificate programs in the CABOT department were reviewed in the last academic year; however, the assessments have not completed.

2.5 Using the results from your division/departments recent assessment reports, please summarize any. changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

No changes have been made.

2.6 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

All degree/certificate program in the CABOT department were reviewed in the last academic year

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

Х	Curricular development/revisions of courses
Х	Curricular development/revision of programs
Х	Increased improved SLO/PLOs in a number of courses and programs
	Other dialog focused on improvements in student learning
	Documented improvements in student earning
	Increased/improved SLO/PLOs in a number of courses and programs
	New degree or certificate development
	Best Practices Workshops
Х	Conference Attendance geared towards maintaining or improving student success
Х	Division Retreat in 2011-2012
	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
Х	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

CABOT department is continually evaluating its course offerings/certificates/degree programs to evaluate the impact on the business community. Mare meetings have been scheduled in an attempt to engage help from adjunct instructors to assist with evaluating/changing courses/certificates within the CABBOT department.

3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

- 1. An increase in the number of hybrid/online classes
- 2. Renewed focus on contextual learning
- 3. Number of certificates that students have achieved

3.2 Weaknesses

List the current weaknesses of your program

- 1. Lack of faculty to develop new courses/certificates to meet the needs of the business community. In 2007, three faculty members retired from the CABOT department, leaving only one full-time faculty in the department. Last year, 2011, a request was made and granted to hire one full-time faculty for the CABOT department. However, the position was used for a new faculty to create a new department, Health Information Technology (HIT) instead of working within the CABOT department as planned. All courses with the designation of Medical/Dental Office Administration were subsequently moved to the new department, as well as new courses/certificates created for the new department. Subsequently, the CABOT is still operating with one full-time faculty person.
- Increased need to work with Non-Credit to assist students in matriculating between campuses
- 3. Keyboarding classes, CABOT 200/205/230 were taken out of the CABOT course offerings for the spring semester. This greatly impacts the CABOT department! These courses are listed on almost all of the certificates and/or courses offered for CREDIT. The courses were almost always filled. The rationale was that the same courses were offered at our Garfield Adult campus. Why should CABOT students, as well as other students on campus who need to know how to type, be inconvenienced and forced to go to our Garfield campus to take keyboarding classes. In today's business world keyboarding is a necessity! Contrary to what some believe, many students still cannot type!!! Many jobs require that applicants type at the rate of 40 words-per-minute, 60 words-per-minute. Several of our certificates require students to meet these words-per-minue. If not, they will not receive their certificate. Previously we offered CABOT 200 or 205. CABOT 230 was also offered for those students who knew how to type, but needed to build up their speed in order to receive a certificate for which they worked. Now the students have to go to the Garfield campus (no credit) or some other college (for credit) to complete the requirements for our certificates. Do the students matter???

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please <u>briefly</u> describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Work with non-credit to better assist students in matriculating between campuses	Provide a better understanding of the relatedness of courses on both campuses, and how to effectively combine courses to achieve student needs.	Click here to enter text.
Increase number of hybrid/online classes	Increase enrollments in various courses.	Click here to enter text.
Utilize adjunct faculty to assist in developing courses, certificates, SLOs/PLOs, Assessments, schedules, etc.	More course offerings to meet the needs of the ever-changing Business community.	Click here to enter text.

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