

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name ____CBOT____ **Academic Year** 25-26

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

No.

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

Yes, and no challenges.

4. Were there any staffing changes?

No.

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

The K12 (old Small Business Entrepreneurship Center) classroom was remodeled to accommodate additional students (31 max now), and new desks, chairs, and a projector were installed. A new podium is also going to be installed, and a laptop cart will soon be available. Funds came from the Strong Workforce grant. The old piano room (K11) was also renovated with new carpet, desks, chairs, a projector, and audiovisual equipment. The room is currently up and running for classes and is being scheduled for courses in Fall 2025.

Due to the confusion of the room number in building K, a presentation was made to the facilities council to re-number the rooms (reduce the number of classrooms with the same room number) and make it easier for students to locate courses. Strong workforce

funds were utilized to pay for the signs and flags to renumber all classrooms and provide directional signs on the building. All first-level rooms will be 100 in number, and second-story rooms will be 200 in number.

A collaboration with Delta High School continued, with students signing up for CBOT 100 (1 unit Keyboarding) and CBOT 312 (1 unit Keyboarding Speed Development). The collaboration has been successful, and of the 23 students who completed CBOT 100 in the fall semester, 9 continued with CBOT 312. In Spring 2025, there were 4 students taking CBOT 131 (Microsoft Word). All 4 students are currently up to date with their homework.

and doing well. At the end of the semester those students who signed up for CBOT 131 will have 5 units at Hancock. The collaboration with Delta will continue, and concurrent enrollment is also being explored.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
All courses were mapped to the Program Learning Outcomes (PLOs), verified in the Strategic Planning Software (SPOL), and updated for accuracy as necessary over the last 3 years.

Course Data was entered into SPOL from previous semesters for each course that mapped to the Program Learning Outcome. All four Program Learning Outcomes exceeded the 70% target.

Business Office Technology

INFOPROGRAM REVIEWOUTCOMESATTACHMENTSHISTORY

Outcome Type

Program Learning Outcomes (PLO)

Target	Actual Result (Score)	Difference
70.00%	81.91%	+11.91%

Program Outcomes

1 - CBOT1- Analyze and solve problems related to ad

Analyze and solve problems related to administrative operations.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.49%	+10.49%

2 - CBOT2- Apply proper administrative operations a

Apply proper administrative operations and procedures for business.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	79.17%	+9.17%

3 - CBOT3- Communicate clearly and professionally.

Communicate clearly and professionally.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	87.50%	+17.50%

4 - CBOT4- Demonstrate the use of software applicat

Demonstrate the use of software applications to accomplish appropriate tasks.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.49%	+10.49%

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

Previously, the CBOT instructor secured grant funds, purchased 15 laptops with the full version of Office installed on each, and checked them out to students.

This has helped tremendously for student success when a student has a Chromebook or Mac and cannot download the software used in the course; a PC can be loaned to the student.

Due dates for homework have been extended for students who need more time to get started in the class, due to issues with downloading software, downloading and using data files, or just becoming comfortable with how the course works. Many students are new to Canvas and Microsoft Office.

When students do not turn in homework, the CBOT full-time instructor will send emails or, sometimes, call students to offer a Zoom or in-person meeting to help the student.

All these factors contribute to student success.

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

Last year, a student success factors survey was administered by the Business and Finance Success team. Over 85% of our business students feel Directed, Focused, and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Here are the questions and their answers.

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

This semester, the department is using the question that received the fewest responses, "Are you Connected," to determine which events Business students value most and would attend, to promote those events to our students, and to request suggestions for future events. Results are being tabulated and, when received, they will

be discussed in the department. A plan will be put in place to increase student connectivity and engagement, which we feel, in turn, will increase success.

Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycle planning.

None

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

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

Before 2025, peer review forms were developed before the Senate forms were just released for DE Peer review. Using the previous form the department created, 3 classes were reviewed: CBOT 131, CBOT 132, and CBOT 333. The Administrative Assistant keeps the review forms until the college develops a repository system for them.

The new peer review form was used on April 9, 2025, to complete Distance Education courses: CBOT 100, CBOT 302, CBOT 312, CBOT 334, and CBOT/CBIS 337. Those forms have also been sent to the administrative assistant for safekeeping. A sample of one of those forms is attached for CBOT/CBIS 337.

- b. What were some key findings regarding RSI?

Some strengths:

The instructor sends a welcome message with getting-started instructions before the DE course starts and opens Canvas on the Thursday before class starts.

The instructor gives individual feedback on the discussion boards and all homework.

Some areas of possible improvement:

- Add a rubric for the discussion board for grading. The rubric was added.
- Add more videos, and specifically a welcome video. A welcome video was added.
- Add more resource information. A module with resources was added, and the instructor created a video on Job Speaker.
- Utilize the New Analytics Tool in Canvas to track and measure student progress.

- The New Analytics tool has been added to Canvas courses.

c. What is the plan for improvement?

- Improvements were made to Canvas courses, and the full-time CBOT instructor and 3 part-time CBOT faculty members also completed the Distance Education Cohort 30-hour training course. All CBOT faculty have currently completed DE training.

CTE two-year review of labor market data and prerequisite review

a. Does the program meet documented labor market demand?

Yes.

Upon checking the information on the job market specifically the occupational projections by <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

Santa Barbara County Santa Barbara County (Santa Maria-Santa Barbara MSA) the following data points could be obtained from the Excel download:

2023-2033 Occupational Employment Projections														
Santa Maria-Santa Barbara Metropolitan Statistical Area														
(Santa Barbara County)														
SOC Level ^[1]	SOC Code ^[2]	Occupational Title ^[3]	Base Year Employment Estimate 2023 ^{[4][5]}	Projected Year Employment Estimate 2033	Numeric Change 2023-2033 ^[6]	Percent age Change 2023-2033 ^[7]	Exits ^[7]	Transfers ^[8]	Total Job Openings ^[9]	Median Hourly Wages ^[10]	Median Annual Wages ^[10]	Entry Level Education ^{[11][12]}	Work Experience ^{[11][12]}	On-the-Job Training ^{[11][12]}
4	11-3012	Administrative Services Managers	420	460	40	9.5%	140	220	400	\$52.63	\$109,463	Bachelor's degree	Less than 5 years	None
4	11-3021	Computer and Information Systems Managers	830	960	130	15.7%	160	440	730	\$98.32	\$204,513	Bachelor's degree	5 years or more	None

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

The program addresses need not met by similar programs and does not constitute 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 offers 3 A.S. degrees and 6 certificate options. In contrast, both Cuesta College and Santa Barbara Business College have far fewer A.S. degrees and certificate options in the CBOT area.

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



The rebound to **90% retention in 2024–25** is a positive indicator. It suggests that students are continuing in the program and that the program remains relevant and sustainable.

Evidence of effectiveness

The success rate is more mixed. It declined from **67%** to **63%** in 2022–23 and remained at that level in 2023–24, before improving to **68%** in 2024–25. This is encouraging, but the CBOT success rate remains below the college-level AHC rate, which ranges from **71% to 75%**.

Several courses show strong recent outcomes:

- **CBOT312:** 84% success and 98% retention in 2024–25
- **CBOT333:** 85% success and 95% retention
- **CBOT337:** 74% success and 97% retention
- **CBOT305:** 72% success and 100% retention
- **CBOT302:** 71% success and 97% retention

Other courses may need closer review. For example, **CBOT131**, **CBOT132**, and **CBOT334** have 2024–25 success rates of approximately **60%-61%**, despite strong retention.

Overall conclusion

The data supports the conclusion that the CBOT program is vital, as students remain enrolled at high rates. It also shows **improving effectiveness**, especially in 2024–25. However, the program should continue to examine courses with success rates near or below 60% and identify strategies to help retained students complete their coursework.

Because the chart reports retention rather than program completion, a fuller evaluation would also include enrollment trends, award completion rates, transfer or employment outcomes, and course-section enrollment counts.

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

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

- e. Have recommendations from the previous report been addressed?

Recommendations and analysis from previous years and the current year are addressed every semester. Often, interventions occur during the semester or in an 8-week class. Because the program is technology-based, changes occur rapidly and must be addressed promptly to ensure student success.

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

Sample:

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

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

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Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

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Title (including number):	
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☐ Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number:

Planning years: *(The academic years this will take to complete)*

Description:

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

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

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☐ Technology Plan	☐ Facilities Plan	☐ Strong Workforce	☐ Equal Employment Opportunity
☐ Title V			

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency, relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there a disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Review prerequisites, corequisites, advisories, and limitations on enrollment, modality.

- Students might be relying on older computers, shared devices, or unstable internet connections.
 - Students might not be aware of the technology resources on campus, and their availability on evenings or on weekends.
2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
 3. Students might be relying on older computers, shared devices, or unstable internet connections.
 4. Students might not be aware of the technology resources on campus, and their availability on evenings or on weekends.
5. What are your plans for change or *innovation*?
 - Students need to take beginner entry-level courses such as CBIS 371 and CBIS 372, and counselors need to encourage student enrollment.
 - Expand laptop loan programs and include the information on the class syllabus, mentioning the available days in the first week of class.
 6. How will you *measure* the results of your plans to determine if they are successful?

Retention in the program and monitoring movement for lower-stakes technology classes to longer-term classes.

7. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

The instructor will revise the syllabus for each course taught during the Fall 2026 semester to ensure that appropriate support is specified and that the ways students and the instructor interact are clearly understood and outlined.

The activity rubric will provide guidance on the amount of interaction between peers, including the number of posts per discussion board.

The ways to interact with the instructor during the semester will be clearly outlined, and students will be encouraged to leave a voicemail when calling the instructor's number.

Students will be asked the following questions.

- Do you have any questions about the tasks assigned during the first week?
- Do you have any other questions corresponding to tasks assigned during the semester?
- I use the introductory discussion board to filter out the questions that students may have in the first week of class/ semester.

As an online instructor, I will focus on improving outcomes for first-generation and Hispanic/Latino male students, who continue to experience the greatest barriers across enrollment, course completion, retention, and transfer.

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

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
Guided Pathway Success Teams and Advisory Committee Members
2. Are there specific recommendations regarding the core topic responses from the validation team?
Feedback on the core topic will be shared at the beginning of the department meeting in August 2026.

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

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
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New Program Planning Initiative (Objective) – Core Topic Only

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- ☐ Title V

Program Review Signature Page:

Carmen Montanez-Rodriguez

Program Review Lead

[Signature]

Program Dean

Sep 21, 2026

Date

Sep 21, 2026

Date



Vice President, Academic Affairs

Sep 22, 2026

Date

CBOT 25.26 Program Review -Curriculum and Teaching Design

Final Audit Report

2026-09-22

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