



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year:  FULL PROGRAM REVIEW Date Submitted:

Academic Year:  ANNUAL UPDATE #1 Date Submitted:

Academic Year:  ANNUAL UPDATE #2 Date Submitted:

**By:**

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

[Annual Update #1](#)

[Annual Update #2](#)

## 1. Program Mission and Vision

### A. Program Mission

The primary mission of the CBIS department is to prepare all students for employment and/or upper division work at their transfer institution. This is accomplished through a variety of courses which offer a diversity of topics, and emphasizes critical thinking and laboratory skills. In addition, the goal of our discipline is to improve overall student retention and success by strengthening certificate, degree, and transfer programs and by establishing new programs and course sequences thereby providing students opportunities for transfer education and career preparation. These activities are also aligned with BCC's other goals in terms of providing an effective learning environment, utilizing advances in technology, working with the community, working with other educational institutions, and designing programs relevant to the diverse communities served.

**CBIS is no longer included with the Business, Accounting, and Management IPR because it gives all students/graduates in all disciplines an opportunity to convert theory to tangible output.**

### B. Program Vision (*Where would you like the Program to be three years from now?*)

The CBIS program has five main areas to focus on over the next three years:

1. The CBIS program will work closely with other disciplines to create a cooperative environment, where students involved in other disciplines will understand that classes in MS (Microsoft) Word, Excel, Outlook and many others are intrinsic to their fields and to their overall academic success.
2. The CBIS program will work closely with counselors in all disciplines to create a cooperative environment, where counselors have a clear understanding that student academic and career success can be majorly impacted by whether a student is exposed to classes in MS (Microsoft) Word, Excel, Outlook and many other classes that may be intrinsic to their career fields and to their overall academic success.
3. CBIS courses CBIS 40 and higher will become part of the new Business Office Technology (**BOTE**) department.
4. The CBIS department will continue to offer and increase degrees and certificates that will help students get employment in the fields of Computers and Business Information.
5. The CBIS department will continue to offer courses that will assist students to transfer to a four-year institution to achieve their baccalaureate degree in the fields of Computer Science and Business Information science.
6. The CBIS department will continue to work on achieving a higher level of student success.

### C. Describe how mission and vision align with and contribute to the College’s Mission and Vision

#### A. Mission/Vision One: Provide learning programs and an environment that ensures student success.

- a. Objective 1.1—Expand and/or revise the curriculum to meet the dynamic needs of students and community in the CTE department, as playing an essential role for students in all other disciplines. The Department specifically addresses Action 2 in the Plan which states, “Develop student skills that promote lifelong learning with competencies in computer literacy, oral and written communication, and critical and analytical thinking. Student learning Outcomes (SLOs) stress critical and analytical thinking and since they are derived primarily from test essays and laboratory reports, they also emphasize written communication. INSTRUCTIONAL PROGRAM REVIEW TEMPLATE (REV. 8/13) 2 PROGRAM REVIEW: Computer and Business Information Science ACADEMIC YEAR: 2014/2015
- b. Objective 1.3—Support flexible pedagogies designed to improve student learning and achievement. CBIS faculty will jointly review teaching methods at the start of every semester. With the recent changes in state enrollment quotas, the CBIS department no longer faces limitations in growing our online enrollment, and will continue in this direction (if student success is not negatively impacted). These numbers and their correlation with CBIS online classes, needs to be monitored closely so the department can make good decisions regarding each class. It is the department’s goal to increase online enrollment numbers offering courses with practical lab simulation software. To do this the CBIS department will need to evaluate and acquire simulation software to provide online students with “real-time” and “hands-on” training.
- c. Objective 1.5—Develop learning support systems that are effective and flexible to meet changing student needs and enrollment growth. In particular, Action 2, “Enhance collaboration between tutorial services and faculty” by donating instructor copy textbooks and recommending tutors to the Tutoring Center.
- d. Objective 1.6—Provide modern facilities and classrooms with integrated technologies that support learning programs and accommodate projected student growth. Faculty will attend Best Practice seminars to improve live and distance delivery. A majority of CBIS courses are offered online (see B, below).

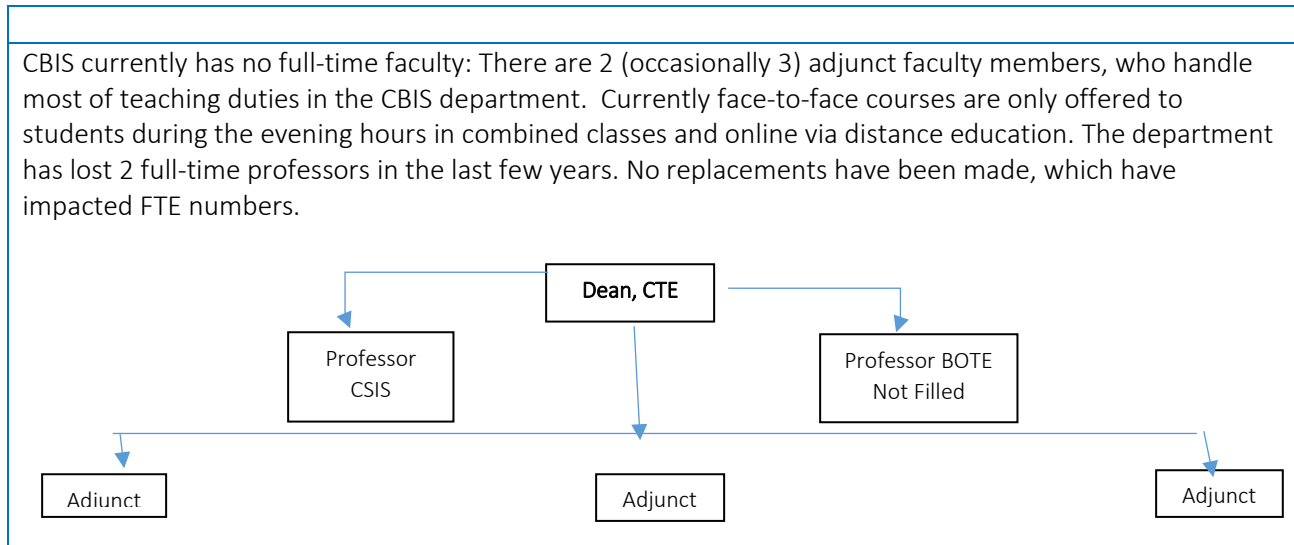
**B. Mission/Vision Two: Create an effective work environment.** Objective 4.1—Enhance college wide dialog and develop a more effective link between department and institutional goals. Action 4 which emphasizes planning sessions, objectives, and measurable outcomes contained in a program review. (See additional data throughout this review). Currently the on-campus facilities for CBIS classes are lacking. The current network configuration is negatively impacting student success in students who are attending classes on campus (Classroom B-6).

**C. Mission/Vision Three: Improve college programs through systematic evaluation.** Objective 5.2—Align courses and programs with mission and overall curriculum.

## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

### A. Organization, including staffing and structure



**B. Who do you service (including demographics)?**

The Computer and Business Information Systems (CBIS) department serves “Business Office technologies” students, as well as most other students on campus. Our program is designed to provide the necessary skills to manage and operate the software for businesses through industry standard certification objectives. Students will develop good communication skills, learn to use the basic application software, troubleshoot hardware and software problems and develop software applications. Students may specialize in business office applications. CBIS classes are offered in different platforms: on-campus (18-week full-term and 9-week Hybrid), 9-week online and 9-week hybrid at Ft. Irwin. CBIS classes are offered on campus during the evening only. The department is manned by two (occasionally three) part-time faculty members. The part-time faculty members are considered to be an essential part of the department. They contribute positively to achieving the mission and goals of the department. The CBIS department offers classes that serve the following population areas: 1. Barstow Community College students and the general population in the city of Barstow and its adjacent communities. 2. Ft. Irwin. And 3. The online population in general.

**C. What kind of services does your unit provide?**

CBIS instructors provide lectures, visual instructional aids, computer labs, and other supplemental materials that enhance course content as well as Internet based instruction and projects. In addition, instructors maintain office hours when students can contact them to obtain additional assistance that fit student schedules via telephone, email, or in person.

**D. How do you provide them?**

Providing services has been a challenge for CBIS programs because of the lack of a full-time instructor. We service our students by offering classes online and on campus both at the BCC main campus, CTE Facility at State Street and on Ft. Irwin. The computer lab on the main campus has been a barrier to instruction several times in the past, as it continues to be now. We would also like to be able to provide an as-needed, online location where students could access on campus course information, even for classes that are not Distance Education. This would be a huge resource to students that are less than computer savvy, or students that may not have a computer or internet at home. In addition, it is standard that all of our instructors maintain availability during their office hours and adhere to the 48 hour student response time.

**E. Does your program have a degree or a certificate?**

CBIS classes are integral to many certificate and degree programs on campus. The following degrees and certificates are a partial list of degrees that could not be completed without CBIS classes.

ASSOCIATE OF SCIENCE, ACCOUNTING  
ASSOCIATE OF SCIENCE, BUSINESS  
Associates in Science in Business Administration for Transfer Degree  
ASSOCIATE OF SCIENCE, MANAGEMENT  
BUSINESS INFORMATION SYSTEMS – ADMINISTRATIVE ASSISTANT CERTIFICATE OF ACHIEVEMENT  
BUSINESS INFORMATION SYSTEMS – COMPUTER APPLICATIONS SPECIALIST CERTIFICATE OF ACHIEVEMENT  
BUSINESS INFORMATION SYSTEMS – COMPUTER OFFICE SPECIALIST CERTIFICATE OF CAREER PREPARATION  
COMPUTER INFORMATION SYSTEMS CERTIFICATE OF ACHIEVEMENT (CSIS Certificate)  
MANAGEMENT INFORMATION SYSTEMS CERTIFICATE OF ACHIEVEMENT  
WEB MASTER CERTIFICATE OF ACHIEVEMENT  
ASSOCIATE OF SCIENCE, ACCOUNTING

In addition, the CBIS department has developed or is in the process of developing several certificates of their own (see list below):

- Business Information Systems (BIS) - Administrative Assistant Level I – Certificate
- BIS - Administrative Assistant Level II – Certificate
- BIS – Computer Applications Specialist – Certificate
- BIS Computer Office Specialist – Certificate of Career Preparation
- Microsoft MOS Preparation Curriculum is also being developed

### 3. Program Data

#### A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

##### 1) Full-time/Part-Time Faculty Ratio

The ratio of full-time to part-time faculty is 0/3. All instructors are part-time.

2. Completion Rates  
2013-14 through 2015-16.

College/District Indicator	Recent Performance			BCC Goals		Scorecard Definition
				Short Term	Long Term	
	2013-14	2014-15	2015-16	1 year (17-18)	6 years (22-23)	
<b>STUDENT PERFORMANCE AND OUTCOMES</b>						
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes					
College Prepared	54.8%	55.9%	61.0%	62.0%	64.0%	Student's lowest course attempted in Math and/or English was college level
Unprepared for College	41.4%	31.9%	34.9%	39.0%	44.0%	Student's lowest course attempted in Math and/or English was pre-collegiate level
Overall	43.7%	34.4%	37.0%	42.0%	47.0%	Student attempted any level of Math or English in the first three years
Remedial Rate (Scorecard):	Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 below transfer level in English, Math, and/or ESL and completed a college-level course in the same discipline					
Math	31.9%	30.2%	31.0%	32.0%	33.0%	See above
English	36.0%	35.8%	37.9%	38.0%	39.0%	See above
ESL	N/A	N/A	3.7%	4.0%	5.0%	See above
Career Technical Education Rate (Scorecard)	40.3%	44.7%	36.5%	40.0%	43.0%	Percentage of students tracked for six years through 2015-16 who started first time 2010-11 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful Course Completion (Datamart)	72.1%	70.4%	73.6%	73.0%	76.0%	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of Degrees (Datamart)	308	278	292	305	317	Number of associate degrees completed in 2015-16
Completion of Certificates (Datamart)	14	25	45	45	54	Number of Chancellor's Office-approved certificates completed in 2015-16
<b>COLLEGE CHOICE</b>						
Required College Choice:	A college must set a goal focused on unprepared students or basic skills students					
Student Achievement	The college has set goals for all four of these indicators: items 11, 13, 14 & 15					

##### Retention Rate – BOTE Combined

	Fall 2016				
	Credit				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<input checked="" type="checkbox"/> Barstow Total	67	60	43	89.55 %	64.18 %
Delayed Interaction (Internet Based)	40	36	22	90.00 %	55.00 %
Non Distance Education Methods	27	24	21	88.89 %	77.78 %

**Retention Rate – BOTE Online**

	Fall 2016				
	Credit				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<input type="checkbox"/> Barstow Total	40	36	22	90.00 %	55.00 %
Delayed Interaction (Internet Based)	40	36	22	90.00 %	55.00 %

**Retention Rate – BOTE Combined**

	Spring 2017				
	Credit				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<input type="checkbox"/> Barstow Total	27	24	17	88.89 %	62.96 %
Delayed Interaction (Internet Based)	26	23	16	88.46 %	61.54 %
Non Distance Education Methods	1	1	1	100.00 %	100.00 %

**Retention Rate – BOTE Online**

	Spring 2017				
	Credit				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<input type="checkbox"/> Barstow Total	26	23	16	88.46 %	61.54 %
Delayed Interaction (Internet Based)	26	23	16	88.46 %	61.54 %

**Grade Distribution – All College**

	Fall 2016		Spring 2017		Summer 2017	
	Credit Grade Count	Credit Grade Count (%)	Credit Grade Count	Credit Grade Count (%)	Credit Grade Count	Credit Grade Count (%)
<input type="checkbox"/> Barstow Total	9,641	100.00 %	9,416	100.00 %	2,412	100.00 %
Grade A	2,984	30.95 %	2,986	31.71 %	865	35.86 %
Grade B	2,144	22.24 %	2,229	23.67 %	548	22.72 %
Grade C	1,453	15.07 %	1,393	14.79 %	360	14.93 %
Grade D	504	5.23 %	507	5.38 %	107	4.44 %
Grade F	1,100	11.41 %	1,138	12.09 %	254	10.53 %
Pass	374	3.88 %	287	3.05 %	45	1.87 %
No Pass	50	0.52 %	38	0.40 %	7	0.29 %
Incomplete No Credit	4	0.04 %	4	0.04 %	3	0.12 %
Dropped		0.00 %	4	0.04 %		0.00 %



**BOTE Grade Distribution –2016-17**

<input type="checkbox"/> Office Technology/Office Computer Applications-051400 Total	27	100.00 %	67	100.00 %
Withdraw	3	11.11 %	7	10.45 %
Grade F	6	22.22 %	13	19.40 %
Grade D	1	3.70 %	4	5.97 %
Grade C	2	7.41 %	13	19.40 %
Grade B	4	14.81 %	12	17.91 %
Grade A	11	40.74 %	18	26.87 %

Reflect on the data above:

1. Follow through with CBIS split into CSIS and BOTE.
2. Develop PLOs for each of the two programs.
3. Finalize the textbook update for CBIS-1.
4. Continue to evaluate the course level SLOs to better student performance.
5. CBIS is working to include soft skills into its curriculum.

**B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)**

**1 List your Program Level Outcomes (PLOs).**

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Course Level SLOs:

The CBIS faculty has completed at a full two-year cycle measuring all SLOs for all CBIS courses.

Program Level SLOs:

The CBIS program has been split into two different programs, the two programs are: “Computer and Information Science (CSIS)” and “Business Office Technologies (BOTE)”. Once the split is officially approved by the Chancellor’s office, the responsible faculty in each of the two programs will develop PLOs for each program.

**2 Summarize the progress you have made on Program Level Outcomes.**

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1. Curriculum is done at the college level to separate the CBIS department into two: CSIS (CBIS 1 through CBIS 33B) and BOTE (CBIS 40 through CBIS 74). Still awaiting the Chancellor’s office (CO) approval. PLOs will be established as soon as the split is approved by the CO.
2. SLOs for all CBIS courses have updated and evaluated.

**3 Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.**

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1. The department has successfully conducted all course level SLOs and Program Level Outcomes (PLOs). To insure the program quality and efficiency, the department will continue to evaluate SLOs and PLOs.
2. Encouraging students to attend/participate in the class proven to be a successful strategy, as the SLOs are improving.
3. Continue to work on splitting the CBIS into CSIS and BOTE.
4. COR for CBIS 40 through CBIS 74 have all been updated.

4 Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

1. Work need to be done as soon as possible to approve the two departments mentioned in item 3B3.
2. Determine the PLOs for these two programs.
3. Faithfully execute the 2-Year class cycle. All Classes need to be offered even if there is no student interest.
4. All CBIS classes need to be offered online.

5 Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

- 1) Review the two-year plan and make the necessary changes to help students better prepare for the two-year study at BCC.
- 2) Achieve classes that no longer have student interest.

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1 Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

1. All courses were analyzed for SLOs for the academic year 2014/2015 and 2015/2016.
2. Work will continue to evaluate course SLOs for the academic year 2017/2018.
3. PLOs will be established for the two programs mentioned in 3B3 once the CBIS split is approved by the Chancellor's office.

1. The number of students who declare Computer Science as their major:	
Academic Year	Number of Students who declare CS as major
2012-2013	127
2011-2012	234
2010-2011	258

2. The number of CBIS degrees and certificates awarded:	
Academic Year	Number of Degrees Awarded
2012-2013	4
2011-2012	7
2010-2011	5

3. The number of graduates who obtained a full-time job in the field of CBIS.  
No data available.

4. The number of students who transferred to four-year institutions:  
No data available.

1 If this is a CTE program ending with a certificate or degree, include data on employment opportunities, a compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

Based on the report from the National Association of State Directors of Career Technical Education Consortium (CTEC)\*, the top employment need will be for graduates with high school diplomas or postsecondary skills in Business/Management by the year 2018. At last year's advisory meeting, local business people confirmed the need for graduates is vital because it encompasses virtually all industries.

\*Career Technical Education and Labor Market Demand

<http://www.careertech.org/sites/default/files/CTEandLaborMarketDemand-12012.pdf>

2 **Summarize the results of the measures listed in #1 above:**

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It is vital that an updated advisory board be conducted by the instructor team members. Data needs to focus on getting students enrolled and graduated as close to the 2-year plan as possible. This will require data collection, cooperation with cohorts on campus and in the community, as well as a developing a teamwork approach to help the CBIS students become successful in their chosen careers.

Working closely with the military and large companies in the area will help their members become more successful.

Working closely with other CTE, academic and counseling departments on campus is another area that needs to be cemented. Students with no understanding about how to create living and archival data will find that lack of knowledge to be a detriment to their overall success in today's digital age.

3 **What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan*\* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)**

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The following has been learned from the measures in item 3C2, and what need to be done to improve the program outcome:

1. Work needs to be done as soon as possible to finalize the two department split mentioned in item 3B3.
2. Determine the PLOs for these two programs.
3. Faithfully, offer classes on a 2-Year Cycle.
4. All CBIS classes need to have online options.
5. Add a full-time instructor to facilitate the ability to offer daytime CBIS classes.

D. TWO YEAR SCHEDULING PLAN

1 **What is the program's Two-Year Scheduling Plan?**

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Fall Year 1	
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 03	1 section hybrid on campus or online
CBIS- 06	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS-22A	1 section online
CBIS-29A	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 41	1 section on-campus
CBIS- 43	1 section on-campus 1 section online
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus

CBIS- 65	2 sections on-campus
CBIS- 74	1 section on-campus

Spring Year 1	
CBIS-01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 33	1 section hybrid on campus or online
CBIS-33B	1 section hybrid on campus or online
CBIS- 15	1 section online
CBIS- 22C	1 section online
CBIS- 29B	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus
CBIS- 74	1 section on-campus

Summer Year I	Number of Students who declare CS as major
CBIS-01	1 section online 1 section hybrid on-campus
CBIS-02	1 section hybrid on campus or online
CBIS-14	1 section online
CBIS-40	1 section online

Fall Year 2	Number of Students who declare CS as major
CBIS-1	3 sections online 2 sectionS hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS-10	1 section hybrid on campus or online
CBIS-17	1 section online
CBIS-29C	1 section online
CBIS-35	1 section hybrid on campus or online

Spring Year 2	Number of Students who declare CS as major
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 02	1 section hybrid on campus or online
CBIS- 13	1 section hybrid on campus or online
CBIS- 19	1 section online
CBIS-29D	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus

Summer Year I	Number of Students who declare CS as major
CBIS- 01	1 section online 1 section hybrid on-campus
CBIS-29A	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS- 41	1 section online

To enhance the distance education (DE) part of the CBIS program, significant changes were made since last program review.

2 What changes, if any, have been made since the last Program Review?

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There have been no recent changes to the Two-Year Plan. The Adjunct Instructor staff have been invaluable in the CBIS/BOTE program. Moving BOTE classes back to day-time classes would facilitate full-time student's schedules.

3 How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

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There is no question that a two-year plan is an effective tool to support student success. Students can make their study plan over the two-year journey at BCC to ensure that a student success. Students can make their study plan over the two-year journey at BCC to ensure that a student can obtain an AS degree or plan on transferring to a four-year institution.

4 Reflecting on the responses above, what are the goals for the next program review cycle?

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The goal of the next program review cycle is to address all the items listed in sections B (5) and C (3).

## 4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or requisites.

The department has added and continues to add life skills to all of CBIS classes/degrees/certificates.

In addition, CBIS 61 should have a PreReq of CBIS 60 or a current corrected KB speed of 35WPM.

CBIS 41 should have a PreReq of CBIS 61

CBIS 43 should have a PreReq of CBIS 41

CBIS 40 should have a PreReq of CBIS 41 and/or CBIS 43

CBIS 42 should have a PreReq of CBIS 41

There are a few more...

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

CBIS (BOTE) still needs a Full-time instructor, we have lost two fulltime and 2 adjunct instructors in the last several years.

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

The following information was taken directly from the current catalog and confirms that all CBIS classes listed in the current catalog are either required and approved for degree completion or they have been approved for transfer credits by either California State Universities and/or the Universities of California.

The following classes are under the CBIS department.

**CBIS 40 SPREADSHEET APPLICATIONS** 4 Units, Lecture: 3 hours; Lab: 3 hours, Recommended: Computer and Business Information Systems 1 with a "C" grade or better

An introductory course in the principles of spreadsheets. The student will develop skill in the use of spreadsheets to create and print computerized spreadsheets data in the solutions of common business problems. Current software in place includes Microsoft for PC. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

**CBIS 41 BEGINNING WORD PROCESSING** 4 Units Lecture: 3 hours; Lab: 3 hours Recommended: Working familiarity with Windows Also available online/hybrid

Students will learn to use word processing software for creating, formatting, editing, enhancing, and printing appropriate business letters, envelopes, bound and unbound reports, memorandums, tables, charts, templates, and other business documents. Current software in place includes Microsoft & Corel. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

**CBIS 42 ADVANCED WORD PROCESSING**, 4 Units, Lecture: 3 hours; Lab: 3 hours, Recommended: Computer and Business, Information Systems 41 with a "C" grade or better, Also available online/hybrid

Designed for students with word processing experience. Assimilate word processing features that are used to enhance the visual display of business documents with graphic elements. Other topics include newsletter layout, creating electronic forms, macros, mail merge, advanced tables, footnotes, endnotes, outlines, indexes, table of contents, master documents, hyperlinks, and web pages. Current software in place includes Microsoft & Corel. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

**CBIS 60 DATA ENTRY I** 1.5 Units Lecture: 1 hour; Lab: 1.5 hours Also available online Operation of the computer keyboard and an introduction to word processing software with emphasis upon developing basic keyboarding techniques required to develop speed and accuracy on straight copy. Instruction will include the alphabetic keys, numeric keys, and special symbol keys. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable.

**CBIS 61 DATA ENTRY II AND DOCUMENT PROCESSING** 1.5 Units Lecture: 1 hour; Lab: 1.5 hours Also available online Improve keyboarding technique, develop language arts skill, and build data-entry proficiency, speed and accuracy. Learn to produce typical office and personal documents efficiently and correctly by applying the current formatting and efficiency standards used in business and industry. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable.

**CBIS 64 BUSINESS AND LEGAL TRANSCRIPTION** 3 Units Lecture: 2 hours; Lab: 3 hours Prerequisite: Computer and Business Information Systems 60 with a "C" grade or better Development of a marketable skill in the transcription of verbal information to an appropriate written format. Business communication skills will be enhanced by listening to dictation and transcribing information accurately. Transcription techniques and writing skills necessary to prepare proper business documents will be applied using word processing applications. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable.

**CBIS 65 ELECTRONIC CALCULATIONS** 1.5 Units Lecture: 1 hour; Lab: 1.5 hours Study of math procedures and drill on the operation of the electronic printing calculator and the electronic display calculator. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable.

**CBIS 66 OFFICE ADMINISTRATION** 3 Units Lecture: 3 hours Prerequisite: Computer and Business Information Systems 60 with a "C" grade or better or equivalent experience Also available online Topics include organization concepts, skills and procedures; traditional and electronic information resources; decision making and communications systems. Office simulation may be included. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable.



CBIS 67 RECORDS MANAGEMENT 1.5 Units Lecture: 1 hour; Lab: 3 hours Prepares students for all of today's records management environments including electronic filing. Stresses the managerial considerations and the systems thinking that are important for a career using records management. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable

CBIS 67 RECORDS MANAGEMENT 1.5 Units Lecture: 1 hour; Lab: 3 hours Prepares students for all of today's records management environments including electronic filing. Stresses the managerial considerations and the systems thinking that are important for a career using records management. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable

CBIS 67 RECORDS MANAGEMENT 1.5 Units Lecture: 1 hour; Lab: 3 hours Prepares students for all of today's records management environments including electronic filing. Stresses the managerial considerations and the systems thinking that are important for a career using records management. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable

CBIS 82 OCCUPATIONAL WORK EXPERIENCE IN COMPUTER AND BUSINESS INFORMATION SYSTEMS

**2) CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)**

The textbooks for all core and elective Management courses are current. They are as follows:

All textbooks have been updated to MS Office 2016 where applicable.

All CORs have been updated to reflect the current textbook version and publication date.

**C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)**

There are no courses in the departments lacking in compliance with guidelines prescribed by various committees.

**D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?**

Each year textbooks will be reviewed and updated; course content will be improved, learning modes will be analyzed and incorporated as necessary.

## 5. Internal Factors *(see Handbook for additional information)*

**A. Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

- 1) Instructors have expertise in the curriculum in which they teach. Our instructors have experience in their appropriate fields, many still work or teach similar courses at other institutions.
- 2) CBIS/BOTE has a strong staff of part-time instructors. These staff members are timely in their submissions of SLO reports, grading and student response.

**B. Weaknesses:** *The program or department's internal vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

- 1) Low student enrollment in all CBIS courses due to the lack of a full-time department lead.
- 2) Disconnected adjunct faculty was a concern. Since the instructor staff is made up of 100% adjunct faculty, it is a challenge to keep everyone informed of policy changes.
- 3) Graduation rates are low which indicates that there was no consistent monitoring of the student progress through the Two-Year plan. The overall average graduation rate for the institution is 42%. Bearing this fact in mind, the addition of a full-time faculty member and more flexibility in class scheduling should be a substantial increase in graduation rates.

## 6. External Factors *(see Handbook for additional information)*

**A. Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- 1) Participation in the **DOING WHAT MATTERS** for Jobs and the economy Business Information Worker Career pathway and certificate for entry-level office workers. This is a **statewide directory** in which students can access a portal that will allow them to acquire critical job skills. **Completing** this **pathway** will provide job **opportunities** as well as fundamental knowledge that can lead them into a **certificate** program.
- 2) With the addition of a full-time, tenure track instructor, the CBIS program can be monitored and enhancements can be recommended to the curriculum committee.
- 3) The full-time staff member will be able to develop relationships in the community and with departments such as Admissions and Records, counseling and Student Services to increase student enrollment and success.

**B. Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- 1) Changes in Administrative policies that effect marketing to students. The policies and procedures for marketing the program must be reviewed to determine what avenues are available to instructor staff to boost enrollment.
- 2) Budgetary constraints that limit the amount of money that can be spent on marketing materials.
- 3) Training limitations for adjunct faculty to keep them abreast of contemporary issues in management and education. Since adjunct faculty is part-time and often working from remote locations, it is difficult to get them together for training.

## 7. Continuing Education/Professional Development

**A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?**

- 1) CBIS Instructor team members were required to attend Saturday trainings once a month in topics such as Program Reviews, Career Technical Education policies and procedures, and improving teaching strategies and learning modalities. Both full-time and adjunct faculty attended either in person or via CCCConfer.
- 2) Best Practices meetings were held on the BCC campus monthly to ensure that instructors learn about contemporary issues in education.
- 3) All-Division meetings were held monthly on campus that provide training helped keep instructors informed of emerging trends in all disciplines. The instructor team members have attended and infused the information presented into the Management program.
- 4) Individual instructors attended a variety of trainings in their areas of expertise such as diversity immersion.

**B. How did this benefit your department and the College?**

Our staff has been committed to remaining relevant in their area of expertise. Doing so has made the courses in our program strong and allowed them to provide quality curriculum to the college community. This has also contributed to the fact that all of the courses are University of California approved. To that end, our students gain the ability to perform with skill and confidence both on and off campus.

**C. What are the plans for continuing education and/or professional development in the upcoming cycle?**

Instructor team members will attend conferences and training in their area of expertise. A plan will be developed to help increase participation of adjunct faculty in trainings offered by BCC. This continued education includes but is not limited to improving teaching strategies, student campus life, and up-to-date technology improvements.

## 8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

Last year, the CBIS program was able to demonstrate the need for a full-time, tenure track instructor. This position remains unfilled.

## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s Strategic Priorities.
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:**
  - A. Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
  - B. Currently the on-campus facilities for CBIS classes are lacking. The current network configuration is negatively impacting student success in students who are attending classes on campus (Classroom B-6).
  - C. Moving the computers from State Street, C-1 to B-6 solves the barrier issues inexpensively.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Develop and implement a marketing plan to increase student enrollment in CBIS programs.	<i>List all that apply:</i> <ul style="list-style-type: none"> <li>• <b>Strategic Priority #1:</b> Foster an innovative learning environment that respects diversity.</li> <li>• <b>Strategic Priority #2</b> Provide students a successful college learning experience.</li> <li>• <b>Strategic Priority #3</b> Promote and support student engagement.</li> </ul>	#1	Elicit instructor team member input through email survey by early spring 2016.	Create a survey.	Completed instructor survey.
			#2	Obtain marketing policies and procedures for campus by spring of 2016.	Find person(s) responsible for marketing policies and gather procedures.	A list of marketing policies/procedures for marketing the management program.
			#3	Completed marketing plan by fall of 2016.	Create a marketing plan that includes input from instructor staff team members and implement it in the fall.	Completed marketing plan.
	<b>Additional Information:</b>	The outcomes for this goal will depend on the parameters within which we have to market out courses.				
#2	Devise a system to gather all SLO information from instructor team members for future Program Reviews. This will provide evaluation for the progress of the program.	<i>List all that apply:</i> <ul style="list-style-type: none"> <li>• <b>Strategic Priority #1:</b> Foster an innovative learning environment that respects diversity.</li> <li>• <b>Strategic Priority #2</b> Provide students a successful college learning experience.</li> </ul>	#1	Collect SLO reports for all course taught for the school year.	Go to SLO coordinator to collect reports at the end of each semester.	The SLO reports will be collected after each semester for all courses.
			#2	Compare SLO results to PLO outcomes.	Compare SLO results for all courses to PLO outcomes and prepare a report that analyzes the data.	At the end of the spring semester 2016, all SLOs will be compared to the PLOs and a report will be generated by fall 2016.
			#3	Include current SLO and PLO comparison data to help with 2016-2017 Program Review.	Evaluate information on comparison report.	Data and information collected from the SLO/PLO report will be included to assess the program for 2016-2017 program review.
	<b>Additional Information:</b>					
#3	Create a new CBIS certificate	<i>List all that apply:</i> <ul style="list-style-type: none"> <li>• <b>Strategic Priority #1:</b> Foster an innovative learning environment that respects diversity.</li> <li>• <b>Strategic Priority #2</b></li> </ul>	#1	Speak to curriculum committee staff member on process for making change.	Learn and implement the process for moving course to 2-yr plan by the end of spring 2016.	All necessary documents will be gathered by December 2015 from Curriculum Committee.
			#2	Gather interested instructors to contribute to discussion of relevance for moving the course by early spring 2016.	Contact Dean of Instruction CTE/WED and request a meeting time when she can attend.	Work with academic and Counseling department about using CBIS courses as an on-ramp to academic programs
			#3	Finish paperwork to submission before the end of 2016 school year.	Complete required paperwork and submit to curriculum committee.	Work with academic and Counseling department about

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		Provide students a successful college learning experience. <ul style="list-style-type: none"> <li>• <i>Strategic Priority #4</i></li> </ul> Cultivate and enhance local partnerships. <ul style="list-style-type: none"> <li>•</li> </ul>			using CBIS courses as an on-ramp to academic programs
	<i>Additional Information:</i>	Actions #2 and #3 are contingent upon the outcome of #1. If staff members cannot agree, there could be a delay in the progress of this goal.			

## 10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

**IMPORTANT: A BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
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Annual Update #1	Academic Year: 2016-2017
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### 1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

**A) List your Program Level Outcomes:**

- \*Students will articulate a clear understanding of the principles related to CBIS theory incorporating leadership and administrative tenets essential for successful operation of public and private organizations
- Students will incorporate theory and practice into understanding of broader business curriculum.
- Students will demonstrate an ability to think critically and recognize how digital data can affect the success or failure of any business.

**B) Summarize the progress you have made on Program Level Outcomes (PLOs):**

Currently, department continues increased enrollment in all certificate and degree programs, aided by transfer degrees supplementing FTES

**C) Summarize the progress you have made on course level outcomes and assessments (SLOs):**

Critical thought analysis and application through case studies and business planning projects whereby student create small business enterprises seemingly have had a significant impact on the learning environment.

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

On a perennial basis, the department continues to review curriculum as it impacts student success in all business, and management related courses. The curriculum for the CBIS certificate programs are also reviewed annually.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

Department will supplement curriculum by incorporating business planning projects offered at the individual course level into capstone projects reflective of broad based, aggregate learning.

**2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>	Develop and implement a marketing plan increase student enrollment in CBIS Certificate programs	<b>#1</b>	Elicit instructor team member input through email survey by early spring 2016.	Create a survey.	Completed instructor survey
		<b>#2</b>	Obtain marketing policies and procedures for campus by spring of 2016.	Find person(s) responsible for marketing polices and gather procedures.	A list of marketing policies/procedures for marketing the management program
		<b>#3</b>	Completed marketing plan by fall of 2016. <u>This is still a work in progress.</u>	Create a marketing plan that includes input from instructor staff team members and implement it in the fall.	Completed marketing plan.

**Goal #1 Annual Update: (Assess progress made toward goal attainment)**

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#2</b>	Devise a system to gather all SLO information from instructor team members for future Program Reviews. This will provide evaluation for the progress of the program.	<b>#1</b>	Collect SLO reports for all course taught for the school year.	Go to SLO coordinator to collect reports at the end of each semester.	<input type="checkbox"/> The SLO reports will be collected after each semester for all courses.
		<b>#2</b>	Compare SLO results to PLO outcomes.	Compare SLO results for all courses to PLO outcomes and prepare a report that analyzes the data.	At the end of the spring semester 2016, all SLOs will be compared to the PLOs and a report will be generated by fall 2016.
		<b>#3</b>	Include current SLO and PLO comparison data to help with 2016-2017 Program Review	Evaluate information on comparison report.	Data and information collected from the SLO/PLO report will be included to assess the program for 2016-2017 program review.

**Goal #2 Annual Update: (Assess progress made toward goal attainment)**

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#3</b>	Use CBIS courses as an on-ramp to other academic courses	<b>#1</b>	Speak to curriculum committee staff member on process for making change.	Learn and implement the process for moving course to 2-yr plan by the end of spring 2016.	All necessary documents will be gathered by December 2015 from Curriculum Committee.

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2 Gather interested instructors to contribute to discussion of relevance for moving the course by early spring 2016.	Contact Dean of Instruction CTE/WED and request a meeting time when she can attend.	By February of 2016, with the deans to discuss the implementation of the CBIS on-ramp program.
		#3 Finish paperwork to submission before the end of 2016 school year.	Complete required paperwork and submit to curriculum committee	Implement the CBIS on-ramp program.

**Goal #3 Annual Update:** (Assess progress made toward goal attainment)

### 3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

**IMPORTANT:** A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Labor to move PCs (scheduled for replacement) from State Street main computer room to B6. Eliminate the shared server connection which is currently a barrier to student retention and to student success.	\$2000 Labor Cost Only	Yes	