Ohlone College
Program Review Report

- Program Description and Scope:

  1. Program Review Title: Computer Applications & Occupational Technology
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Computer Applications and Occupational Technology (05000)
  5. Authority Code: 53-Dean, Business, Technology, and Learning Resources
  6. External Regulations:  Yes__ No X__
  7. Provide a brief narrative that describes the instructional program/discipline.

This program provides a matrix of computer software applications for a variety of disciplines such as business, nursing, computer science, biology, biotech, chemistry, engineering and other subjects currently offered at Ohlone College. Students who take a course from the CAOT department are normally enrolled in other programs, and few take CAOT courses as their “major” focus of study. Most students are motivated to sign up for a CAOT course because these courses will further their computer software expertise and enhance their marketable skills for the occupations they will ultimately pursue. CAOT has evolved from just offering Keyboarding (KYB) courses to offering a full suite of software applications that cover a broad area of interest. In addition, to address specific student needs, some of the general software application courses have been reconfigured to target specific occupations, such as the Biotechnology, Biology, Chemistry, and Engineering fields.

8. Describe how the program specifically serves students, faculty and staff:

The use of computers in all areas of employment (commercial, education, government, military, etc.) has steadily risen over the past two decades, to the point that there are few jobs left which do not require proficiency in the use of computers. There is substantial agreement among researchers that this trend will further strengthen over the coming years. The CAOT curriculum is designed to provide students with the ability to master a broad suite of frequently-used application softwares. Since proficient keyboarding skills are essential for computer-focused work, students can take the Key Boarding (KYB) course and--once mastered-- have the ability to pick from a variety of software applications designed to enhance their skills as computer-users. By participating in the CAOT program, students complete courses in which they demonstrate mastery of various software application skills. The CAOT department also offers workshops (e.g. MS Office, Technology and Gadgets, Online Tools and Techniques) to faculty and staff both during Flex days and throughout the year.

9. Describe how the program addresses current needs and applies current technologies.
This program addresses the need for students to have a proficient understanding of various computer software applications, by applying current technologies in several ways: The students are given the theoretical view, as well as being shown via text and computer demonstrations how to work with the software they are learning. The core courses of the program are taught by experts in the field. A host of people ranging from the Advisory Committee to local residents are regularly consulted and/or surveyed on the shaping and future of the program. The CAOT Curriculum is constantly evolving, and a lot of instructional effort is expended to ensure that the resources chosen for instruction reflect recent developments in the area. This is made possible by working with select publishers who offer a comprehensive portfolio of updated textbooks and instructional support materials.

The CAOT Department is always reviewing materials for this program. CAOT is forever changing (evolving) and hence courses are activated and deactivated to keep up with current needs/trends.

10. Discuss the impact of the program on the college and/or other programs.

The CAOT curriculum provides students with the skills to master a broad suite of application softwares that are widely used both in the job market and in college courses. Students pick from an array of software applications that are designed to enhance their skills as computer users. The CAOT program complements other disciplines at Ohlone College by teaching students to use computer software that is often required in other departments. A finance major in the Business program, for example, can obtain the requisite EXCEL spreadsheet and WORD processing proficiency by starting with basic keyboarding, if required, and then working up to advanced EXCEL and WORD levels. Students from all disciplines can sign up to take one or more courses from this program, and apply the skills they learn to courses in their chosen discipline. For most students CAOT is considered a one-stop-shopping program. For example, if a Biotech student with no previous computer experience needs to master basic keyboarding and computer skills, courses offered through CAOT will allow him or her to do so in a variety of ways, by signing up for either a distance learning course, a self paced course, or by taking a traditional instructor-led class. This means the Biotech students can focus on their chosen major course of study, but still obtain the requisite computer application skills while at Ohlone College.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The CAOT software application courses serve the needs of many groups in the surrounding community, from the degree-track Ohlone students who are required to obtain software application skills related to their field of study, to local employers and employees in the Fremont/Newark area. The program is well received because many businesses do not have the requisite staff or infrastructure to train their employees in each area in which the company
deploys various application softwares. Employees who cannot invest a lot of
time in completing training in a specific software application discipline can
take one of the several CAOT certificate options available. Not surprisingly,
industry employees make up a large part of the CAOT enrollment. These
employees, wanting to master the latest software and enhance their professional
growth, enroll in significant numbers in the quick Certificate programs. Award
certificates are issued, and the employee or student can post these at their place
of work as a visible indication of their achievement.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering
     instruction for basic skills, career entry, university transfer, economic
development, and personal enrichment for all who can benefit from our
     instruction in an environment where student learning success is highly valued,
supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness,
innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**
     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel
       and the community.
     - We open access to higher education and actively reach out to under-served
       populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.
     - We practice innovation and actively encourage risk-taking and
       entrepreneurship.
     - We demonstrate stewardship for our human, financial, physical and
       environmental resources.

     **College Goals/Objectives**
     1. **Through innovative programs and services, improve student learning
        and achievement.**
        1. By 2013, have in place an ongoing system for identifying and assessing
           student learning outcomes at the program and course levels, which includes
           faculty dialogue and appropriate improvement plans.
        2. By spring 2013, increase the college average course retention to a rate at
           or above the statewide average.
        12. By 2012, establish mutual agreements with local school districts to
            redefine expectations of partnership in light of reduced staffing and budget
            support while maintaining clear pathways for students.
     2. **Support the economic vitality of the community through educational
        programs and services that respond to identified employment needs.**
        3. By 2013 create a curriculum which enhances the availability of programs
that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

   Due to the constantly-evolving nature of the computer applications field, CAOT instructors dedicate much time to keeping updated on developments in the CAOT field. The CAOT instructors improve or add to the present curriculum as necessary, and participate regularly in professional growth programs.

5. **Briefly describe how the program supports selected college goals.**

   CAOT supports Goal #2 which is: “Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.” The CAOT program achieves this goal, as several of its courses follow each other sequentially. For example, in this program one would have to master Basic Excel before progressing on to an Intermediate or Advanced-Level course. The program also supports Goal #4 which reads: “Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College Model.” CAOT does this by offering courses to the campus staff, faculty and community, in topics that are relevant to their work. CAOT has presented many workshops and professional development courses to Ohlone employees and, on several occasions, to outside teachers and administrators.

6. **Briefly describe how the program supports selected college objectives.**

   The CAOT faculty consistently use educational tools and techniques that are relevant to the students they serve- for example, we teach the latest version of MS Office. We work to increase course availability to students from all walks of life by offering many online and traditional classes.

- **Program SLOs & Assessment**
  
  1. **Program SLO -**

     Develop needed computer-based skills to prepare documents, presentations, databases, and spreadsheets as well as manage email, contact lists and calendars.

     a. **Indicate program assessment strategies used.**

        i. Rubrics
ii. Culminating project
iii. Skills Assessment
iv. Other

Projects, quizzes, tests

b. Describe the criteria and standards used to appraise student work.

Grading criteria or rubrics

c. Enter assessment results and analyze student success in achieving this program SLO.

See http://ohlonecaot101a.blogspot.com/

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Course SLOs revised and updated to correlate with revised program SLOs.

e. Future Action (Improvements)

Maintain current student learning plan

Describe changes you will make to promote improved student learning

See http://ohlonecaot101a.blogspot.com/

Implementation Plan

Timeline:

See http://ohlonecaot101a.blogspot.com/

Key/Responsible Personnel:

Rick Arellano, CAOT instructor

2. Program SLO -

Demonstrate keyboarding skills.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Skills Assessment
   iii. Other

   Technique evaluations

   Theory Tests

   Timed writings

b. Describe the criteria and standards used to appraise student work.

   Technique evaluations are conducted by the instructor by visually assessing each student's ability to type by touch.
Theory tests are given to students in Intermediate and Advanced Typing to assess whether the student understands the standards for production work. These types of tests include asking students to not only answer questions about how reports, letters, and memos are created but also students are required to produce a report, letter, and memo.

Timed writings are given to all keyboarding students once they have learned the keyboard keys without looking at the keyboard (touch typing):

Two-minute (2’) and three-minute (3’) timed writings are given to beginning students;

Five-minute (5’) timed writings are given to intermediate and advanced students.

c. Enter assessment results and analyze student success in achieving this program SLO.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Course SLOs are revised and updated to correlate with revised program SLOs.

e. Future Action (Improvements)

Maintain current student learning plan
Describe changes you will make to promote improved student learning

Future plans for program improvement involve creating a blended course. The blended course will contain an online class site where keyboarding students can receive lesson assignments, upload their work, and receive feedback. The second component of the blended class will require face-to-face contact with the instructor where timed writings and technique evaluations will be assessed.

Implementation Plan
Timeline:

By January 2013, the criteria required for assessing student success in the blended course will be determined.

The blended course for intermediate and advanced keyboarding will then be implemented by the Spring semester of 2013.

Data collection for student success will begin in May of 2013 and can be analyzed during the last week of the spring semester.

Key/Responsible Personnel:

Elisa Webb and Rick Arellano are the key personnel responsible for implementing the blended course for the intermediate and advanced keyboarding classes.
• **SLO Matrix**

  *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
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<tbody>
<tr>
<td>CAOT 101A</td>
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<td>CAOT 147</td>
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<td>CAOT 150</td>
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• **SLO Matrix Comments**

• **Course SLO & Assessment**

  **CAOT 101A Computer Applications I**

  1. Create and edit word documents
  2. Use workbooks, spreadsheets and charts
  3. Create presentations and slide shows
  4. Query databases
  5. Manage email, contact lists and calendars

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Describe changes you will make to promote improved student learning

**Implementation Plan**

**Timeline:**

**Key/Responsible Personnel:**
*Rick Arellano, CAOT instructor*

**CAOT 150 Computer Applications for Chemistry**

1. Use raw data collected in lab experiments to create a graph.
2. Create and visually enhance a computer slideshow presentation to illustrate and describe chemistry principles, best lab practices, or current event suggested by the primary chemistry professor.

**Indicate planned course assessment strategies**

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**Describe the criteria and/or performance standards used to appraise student work.**

See [http://ohlonecaot50.blogspot.com/](http://ohlonecaot50.blogspot.com/)

**Enter assessment results and analyze student success in achieving course SLOs.**

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

**Future Action (Improvements)**

Maintain current student learning plan
See [http://ohlonecaot50.blogspot.com/](http://ohlonecaot50.blogspot.com/)

**CAOT 147 Computer Applications in Biology**

1. Construct graphs that are commonly used in an introductory Biology course.
2. Apply simple statistical functions such as the mean, standard deviation and (xi-mean) square

**Indicate planned course assessment strategies**

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**Describe the criteria and/or performance standards used to appraise student work.**

See [http://ohlonecaot147.blogspot.com/](http://ohlonecaot147.blogspot.com/)

**Enter assessment results and analyze student success in achieving course SLOs.**

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

**Future Action (Improvements)**
CAOT 148 Computer Applications in Biotechnology
1. Demonstrate basic competency of the latest office applications. (Word processing, Spreadsheets, Presentations, and Databases)
2. Create tables, graphs, presentations, and documents using software products that pertain to student assignments in Biotechnology.

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Describe the criteria and/or performance standards used to appraise student work.


Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

Maintain current student learning plan

CAOT 104 Basic Keyboarding
1. Operate the keyboard by touch.
2. Develop speed and accuracy.
3. Apply correct keyboarding techniques.

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Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

See program SLO for more information on planned curriculum revisions within the keyboarding courses.

We have CAOT 104, 110A, B, C, 111, 112, 115; 2-4 students in each, stacked to up to 60 students. But at the end of the day about 30 complete the courses. These courses may need to be cut Spring 2013 depending on the budget.

If the courses are run Spring 2013, they will be blended and assessment criteria will be implemented at that time.

Future Action (Improvements)
Describe changes you will make to promote improved student learning

See above.

CAOT 110A Beginning Keyboarding I
1. Operate the keyboard by touch.
2. Develop speed and demonstrate accuracy in keyboarding.
3. Develop and demonstrate correct keyboarding techniques.

Indicate planned course assessment strategies

Describe the criteria and/or performance standards used to appraise student work.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

CAOT 110B Beginning Keyboarding II
1. Develop speed and demonstrate accuracy in keyboarding.
2. Format business letters, personal business letters, memorandums and reports.
3. Develop skill in composing at the keyboard.
4. Build speed with timings.

Indicate planned course assessment strategies

Describe the criteria and/or performance standards used to appraise student work.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

CAOT 110C Beginning Keyboarding III
1. Create tables.
2. Edit business correspondence and documents.
3. Create newsletters with graphics.
4. Build speed with timings.

Indicate planned course assessment strategies

Describe the criteria and/or performance standards used to appraise student work.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)
CAOT 111 Intermediate Keyboarding
1. Keyboard 50 words a minute on a five-minute timed writing with no more than five errors.
2. Proofread work, mark errors and compute typing speed in timed writings.
3. Apply formatting skills in a simulated office environment.
4. Format complex correspondence, reports, forms, and tables.

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CAOT 112 Advanced Keyboarding
1. Keyboard 60 words a minute on a five-minute timed writing with no more than five errors.
2. Format memorandums, personal-business letters, and letters in block style, modified block style, and simplified style with attention lines, subject lines, company name, and postscripts.
3. Format tables, forms, and reports.

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- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:

     Investigate drop in CAOT success and retention rate for 2011-12 and determine ways to increase both.

     2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

     There is current data for the CAOT program which shows a decline in student awards. However, it is important to recognize that while the numbers may appear lower, the success of the CAOT program is measured not only by the number of end certificates distributed, but also by the successes of the many students who
come to Ohlone and enter a CAOT course solely to obtain updated and relevant information for their workplaces. Thus, goals for the CAOT program should focus less on distributing award certificates and more on providing what our students need—convenient and affordable means by which to remain up to date on modern technologies.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

   PR Data_CAOT

   Retention and Success Rate for CAOT dropped in 2011 - 2012.

7. Future Action

   Strategies to improve student achievement indicators. Specify.

   Increased use of collaborative teaching methods, for both face-to-face and online learning environments.

   Increased use of videos in both face-to-face and online classes.

   CAOT students will be asked to help the community education instructor in teaching the computer applications class in Excel. This allows these students to showcase their knowledge of the applications they are learning, helping them them build real-world experience.

- Program Analysis

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

   1. Describe program achievements and successes.

   CAOT program is involved in a review to look at the bigger picture and what is needed to meet the needs of the students for job opportunities and transfer options. Many out-of-date courses were deactivated. Relevant content from deactivated courses was folded into our flagship course CAOT - 101A.

   Several individuals have benefited from the success of CAOT students; these individuals include the City of Newark senior citizens and Newark schools students.

   1. CAOT students and staff have been involved in helping to teach senior citizens how to use the latest technology software and gadgets.

   2. CAOT students and staff also volunteer to demonstrate technology to elementary and junior high students.
3. CAOT students and staff are associated with the STEM event by helping to coordinate the and demonstrate technology.

4. CAOT instructors offer workshops on the most recent computer applications. Faculty and staff are invited to attend these workshops.

5. CAOT courses are taught in interdisciplinary classes, such as applications in biology, chemistry, and biotechnology.

2. According to the evidence, what are the areas needing improvement?

1. Improve success and retention rates by offering both online and face-to-face courses with a variety of teaching methodologies to meet the needs of students with different learning styles.

2. Continue to update curriculum to meet industry standards.

3. Continue to assess the need to offer keyboarding courses in light of student need and budget crisis.

● Program Improvement Objectives:

1. **Objective:**

   Update curriculum annually to meet industry standards.

   a. **Action Plan**

      **Year 1:**

      1. Gather input from the industry as to current and future software skills needed for entry level positions.

      2. Develop new assignments that reflect Advisory Committee recommendations.

      3. Teach both online and face-to-face courses.

      4. Identify hardware and software platforms in need of replacement or upgrades.

   b. **Staffing**

      **Year 1:**

      Hire additional faculty member who could share his/her time with the current (one) full-time faculty member to discuss and deliver innovative ways to keep the students and program up to date and to consistently maintain advisory committee connections.
c. Equipment (Include items that fit under department budget codes)
   Year 1:
   Lab and classroom computers and software need to be maintained and upgraded as needed.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   Maintenance and hardware upgrades.

e. Other (Include other resources needed)
   Year 1:
   Involve Computer Application faculty and staff with IT in the decision-making of equipment purchases. Buy in bulk to reduce waste.

f. Assessment Plan: List Assessment Strategies
   Year 1:
   Annual assessment of student success in course and program SLOs and improved retention and success rates.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      Students who complete courses that meet current industry standards will be more employable and will have a strong foundation to transfer to a four-year college. Innovations in curriculum and instructional methodologies will promote student success.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
      Rationale:
      Students benefit from upgraded skills in a curriculum that is current and will be more prepared for employment opportunities.
2. PIO Assessment
   a. Enter assessment results with analysis.

   2011-2012

   1. Suggestions and comments regarding the CAOT curriculum are
gathered annually from Advisory Committee meetings. Minutes of these
meetings can be viewed on the Ohlone CAOT blog.

   2. Advisory Committee members suggested integrating many teaching
aspects of the CAOT program. As a result, CAOT 101A assignments now
contain more integration of Word, Excel, Access, and Powerpoint
applications.

   3. Advisory Committee members suggested including methods to increase
"Soft Skills." Writing skills are now emphasized in CAOT 101A Word
application assignments and within the CAOT 110B, CAOT 111, and CAOT
112 keyboarding classes. In addition, in CAOT 148 and CAOT 150,
each computer applications students completes a research paper. PowerPoint
presentations and a brief speech are presented by CAOT 150 students to
fellow classmates and course professors.

   4. CAOT 101 A course assessment (available on blog) shows student
learning in relation to SLOs.

   b. Describe how PIO achieved one or more of the college goals and objectives,
had an impact beyond the particular department, and contributed to student
success/learning.

   2011-2012: College Goals 1 & 2: Students who complete the CAOT courses
demonstrate an ability to get a job or advance in a current position.

   c. Analyze the impact of reallocation or addition of resources. If money or
resource was not used, give rationale.

   2011-2012

   1. No additional faculty have been hired due to the California and college
budget crisis.

   2. Computer labs at both campuses were updated with new computers and
software in Fall 2011.

   3. Students may purchase their own software at a reduced price from
CollegeBuys.

   3. Keyboards on computers used by keyboarding students were replaced in
the Fall 2012. In addition, MS Office 2010 software was installed to use with
new and current keyboarding books.

   d. Future Action
   Current level of focus maintained. Describe.
Will continue to update curriculum annually to meet industry standards.

1. **Objective:**

Provide a variety of teaching methodologies to engage students with different learning styles and cultural backgrounds and to promote their success in completing course and program SLOs.

   a. *Action Plan*
   
   **Year 1:**

   1. Gather input from the industry as to current and future software skills needed for entry level positions.

   2. Develop new assignments that reflect Advisory Committee recommendations.

   3. Teach both online and face-to-face courses.

   4. Identify hardware and software platforms in need of replacement or upgrades.

   b. *Staffing*
   
   **Year 1:**

   Hire additional faculty member who could share his/her time with the current (one) full-time faculty member to discuss and deliver innovative ways to keep the students and program up to date and to consistently maintain advisory committee connections.

   c. *Equipment (Include items that fit under department budget codes)*
   
   **Year 1:**

   Lab and classroom computers and software need to be maintained and upgraded as needed.

   d. *Technology (Include items that fit under IT budget codes)*
   
   **Year 1:**

   Maintenance and hardware upgrades.

   e. *Other (Include other resources needed)*
   
   **Year 1:**
Involve Computer Application faculty and staff with IT in the decision-making of equipment purchases. Buy in bulk to reduce waste.

f. Assessment Plan: List Assessment Strategies
   Year 1:
   Annual assessment of student success in course and program SLOs and improved retention and success rates.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      Students who complete courses that meet current industry standards will be more employable and will have a strong foundation to transfer to a four-year college.
      Innovations in curriculum and instructional methodologies will promote student success.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
      Rationale:
      Students benefit from upgraded skills in a curriculum that is current and will be more prepared for employment opportunities.

2. PIO Assessment
   a. Future Action

• Outside Review Results
   1. List each team members name and title.
      Rick Arellano, Computer Applications Professor
      Elisa Webb, Computer Applications Adjunct Instructor

   2. Discuss key feedback provided by team and how it was incorporated into the report.
The team members met numerous times to discuss and evaluate all the items in the CAOT program review.

- Attached Files