Annual Program Review Update Form - Spring 2010

I. General Information
Date: 5/20/10

Program/Department: Computer Applications and Office Systems

Authors of Report: Linda West and Mark Sherby

II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may it also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

For phase I of our CAOS re-organization, Linda West and Mark Sherby converted 13 CAOS self-paced courses to a distance learning format in order to omit TBA courses (to meet Title 5 compliance). This conversion to an on-line format should provide more flexibility for our student population. In Phase II of our re-organization, we will convert the remaining 8 self-paced courses to a distance learning format. We expect this phase will improve our completion rates as we will have better communication tools to help our students succeed in our courses. These efforts have resulted in a complete restructuring of the CAOS department in line with the college mission statement of "accessibility" to all students. This 6-month effort has been particularly challenging because our department faculty level has been reduced down to two full-time faculty since Ernie Johnson has been out ill for most of the year. Although we are converting ALL our CAOS self-paced courses to a distance learning format we plan to maintain an on-campus presence to help those students who need one-on-one instruction. As we restructured our department, we kept SLO's at the forefront of our planning.

III. SLO Information

	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program	33	16	7	0	7	7
Percent		48%	21%	0%	21%	21%

	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
Full-time Faculty in Program	3	3	3	9	0
Percent		100%	100%	300%	0%
Part-time Faculty in Program	2	0	0	0	0
Percent		0%	0%	0%	0%

assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

We have completed approximately 20 SLO's through one complete assessment cycle. We have met our expectations of student proficiency and student success in most of our SLOs. We are already beginning to modify the course test and learning activities to improve the student success rate.

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: Computer Applications and Office Systems

Please submit your top three (or less) choices below in ranked order:

Cost estimate

Item Name: We require at least 1 additional full time faculty: Over the last 5 years, our full-time faculty staffing has been reduced from 6 down to 2 active full-time faculty yet our enrollments have increased to 1,500 students. In addition, a CAOS staff layoff this July has caused additional strain on our ability to service large numbers of students with skeletal staffing levels. In order to maintain our current 25-course distance learning offerings and create new innovative courses, we need at least one additional faculty member.

Item Name:

Item Name:

What SLO Assessment findings, if any, support and guide the resource request?	On many of our courses, we are achieving a high levels of success with our SLO assessments. To significantly improve our SLO success rate, we plan to completely reinvent our highest enrolling courses (Word, Excel, PowerPoint, Access, Windows and computer Forensics). This will require a significant effort on our LIMITED staff which is one of the reasons we are asking to hire an additional faculty member.
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	The addition of a full time faculty member will allow us to develop new and innovative courses while improving our online delievery mode. We are requesing just a minimal staffing level to support the large number of students that enroll in our courses each year.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	We are one of De Anza College's unique programs that has responded to the college's institutional goal of increased "access" by providing multiple modes of instruction including distance, hybrid, lecture, and **self-paced** lab classes. Our open entry, self-paced mode enables students to begin a course at any time during the quarter and complete the course at their own pace. Self-paced courses provide "accessibility" to all students however we have found the following populations have particularly benefited from our approach: • Students whose English is a second language • Students with learning disabilities • Parents with young children • Nursing and health technologies • Internship students • Working adults • Financial aid students • International students • Re-entry students • De Anza faculty and staff needing PGA credits • Students who are unemployed and need to update their skills CAOS and Skills Lab are the only De Anza departments that provide this type of highly flexible access through self-paced courses. We also provide 5 computer stations specifically to accommodate disabled students. These stations contain all the latest disability software and hardware accommodations.
Other information that may be important to support your request?	
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	N/A