

## Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:15 AM EST

### Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

### Fall 2012 Accounting (PR)

#### 1. Discipline/Program/Area Name

Accounting discipline  
Professional Bookkeeping Certificate / Degree Program

#### 2. Year

Annual Update for the 2011 - 2012 school year  
(written in Fall 2012)

#### 3. Name of person leading this review.

Stacey R. Adams

#### 4. Names of all participants in this review.

Stacey R. Adams

#### 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

The enrollment trend data can be somewhat misleading and needs to be carefully interpreted. The headcount by subject for ACCT over the past four academic years has been rather static, ranging from 570 to 581 students. Five years ago, however, in the 2007-2008, school year, it was 624. ACCT, along with most of the campus, has experienced a significant drop since then, but not due to lack of demand for the courses or degree. The reduction is primarily due to budget constraints, causing the college to reduce FTES across the board and cut class sections, which have certainly impacted ACCT. While FTES and Full-time % in ACCT have remained somewhat static over the five year period, headcount has decreased by almost 9%. This seems to indicate that more part-time students who are not taking as much of a courseload, and therefore will take longer to complete their degrees and/or transfer.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

- Success:
  - Race: For the district, division and in ACCT, there is an achievement gap for student success when broken down by race. Black / African American students consistently have lower success rates which is clearly very concerning. The general opinion is that this gap has to do with student readiness upon entering the courses, but this is a larger issue that the campus needs to address, not just ACCT. The success rates by race for ACCT are consistent with the rest of the campus.
  - Gender: In ACCT, there was an achievement gap between males and females, demonstrating the females tend to succeed more often, ranging from 1% to 9% difference between the genders. This may be due to lower enrollment of males in the courses and particularly in the certificate/degree program, causing the data to vary more due to a smaller data set. No action necessary at this time.
  - Location: Success rates in ACCT at the Palmdale location are consistently lower than at Lancaster, however, there are very few accounting classes offered at the Palmdale campus and the success rates are consistent with those of the particular courses offered. Another factor to be considered is the racial composition of the students at the Palmdale campus. This may fall in line with the trend noted above regarding student success by race.
  - Method: For the campus and division, success rates in online courses are significantly lower, which is certainly a cause for concern. There is clearly an achievement gap that needs to be addressed or the online courses need to be reconsidered, because they are wasting taxpayer money. In ACCT, we don't see that same consistent achievement gap between traditional versus online courses, however I still express great concern. I see a downward trend in the ACCT online success, going from 75% in 2009-2010, to 68% in 2010-2011, to 63% in 2011-2012 (and notably 63% was the success rate in traditional courses in 2011-2012). I will be very curious to see data for the subsequent academic cycles. I think the success rates don't show the gap statistically between traditional vs online for ACCT because there are only two courses offered online and due to the possibility that the quality and content of some of the online courses may be watered down. This matter will be looked into and addressed over the coming academic year.

- Retention:
  - Race: For the district, division and in ACCT, there is an achievement gap for student retention when broken down by race. Black / African American students consistently have lower retention rates which is clearly very concerning. The general opinion is that this gap has to do with student readiness upon entering the courses, but this is a larger issue that the campus needs to address, not just ACCT. The success rates by race for ACCT are consistent with the rest of the campus.
  - Gender: No notable trends or gap were observed.
  - Location: No notable trends or gaps were observed.
  - Method: No notable trends or gaps were observed.
  
- Persistence: No notable trends or gaps were observed.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Student achievement has been somewhat steady over the past four years and rather consistent with the rest of the campus. While there are a few achievement gaps noted above (Question 6), nothing has been done as of yet to address these gaps. We have requested to fill the vacant position for a full-time accounting instructor (and will continue to request such), as having more full-time faculty would allow us to spend more time and energy addressing and fixing some of these issues. Thus far, the request has not been granted based on budget issues.

The Accounting faculty need to consider what additional resources we need to improvement student achievement and close achievement gaps. Several of the achievement gaps (race and location) need to be considered campus-wide - not just in ACCT - but others are more specific to our discipline. For example, we may need to request more tutors be available at the the Learning Center earlier in the semester. Thus far, funding has been an issue. Additionally, we need to consider spending more time developing appropriate course content and delivery methods for online and hybrid courses otherwise such courses should not be offered.

As an additional note, in the 2011 - 2012 school year, there was a cut to the funding for student workers which caused the BE319 computer lab to close, due to no student workers to staff the lab. This had a direct impact on Accounting students and many other business students, and would have had a negative impact on achievement rates, but we were able to present data to this affect and shortly thereafter student workers were made available so that the computer lab could re-open.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Our SLO findings and action plans have certainly been useful to the discipline in terms of making changes and adjustments to improve student learning, but they have yet to be used to make budget decisions. The only action plan suggested that would involve the budget is the request to hire additional full-time faculty, but that request has been rejected thus far. All other action plans involved adjustments to curriculum, assessments and teaching methods / focus. Examples are cited above in response to question #7.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four**

**years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

As a result of the ACCT discipline's SLO and PLO data, several action plans have been developed and implemented. Some examples include:

- Acct 111: SLO findings have varied dramatically for this course due to lack of coordination among part-time faculty. The faculty have met and agreed upon an appropriate assessment tool, but what was done previously was scattered due to lack of full-time faculty to lead the way. SLO data wasn't properly reported prior to 2011. The result in Fall 2011 and Spring 2012 range from 54% to 85% success on SLO's, leaving the faculty at a loss regarding what to do. For now, we will continue to gather better data, so we can review it again in the near future.
- Acct 121: We changed the SLO assessment and course final project to a more comprehensive and creative project utilizing all of the student's skills in the software. This has resulted in more meaningful data and has shown improvement in student achievement in this course (from 70% to 100%).
- Acct 201: We changed the way we teach and assess internal controls based on SLO data showing weak success rates. The changes correlate with improvement in our SLO data success from 75% in Fall 2010 to 82% in Fall 2011, though we have since had some data collection/reporting issues with some faculty.
- Acct 205: Students have historically struggled with Job Order Costing Journal Entries, which is a crucial part of the curriculum as well as an SLO assessment. Instructors have met and discussed methods of both teaching and assessing to work on improving student learning on this topic. We saw improvement in the SLO data for a year, but the numbers have worsened slightly again, so this topic will need to be readdressed. Success rates have ranged from 72% to 79% over the past two years. Again we have had some data collection/reporting issues with faculty.
- ACCT in general has requested additional full-time faculty (to fill existing vacant positions). This request has not been granted based on the current state of the budget. Additional full-time faculty would help with curriculum development and teaching methods to focus on improvement in student learning and coordinating among adjunct faculty. (These tasks are a challenge right now because we are spread so thinly in our division. The BCSED division has lost 50% of its full-time faculty since 2007 - from 12 full-time faculty down to 6. Our workloads have more than doubled over the past few years, trying to keep up with SLOs, PLOs, assessments, action plans, program reviews etc., which are all important, but have left very little resources to properly devote time to developing our programs and curriculum with so few faculty.)

NEED DATA!!

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

This is the first year that the Program Review Annual Update has been completed by each discipline. The prior comprehensive self study and annual updates were completed at the division level. The division goals were as follows, though these do not all apply directly to ACCT:

Improve the use of assessment data in making decisions: SLO and PLO data will continue to be collected and reported each semester, though with only one full-time faculty member it is difficult to coordinate and oversee to make sure assessments are being done properly and consistently. Some part-time faculty do not believe

that they must participate in the process and there does not seem to be any immediate consequence to their non-compliance so this behavior will likely continue.

Continue new course development: Considering the current state of the budget and financial situation of AVC, there is really no motivation to develop new courses at this time. Although it is the goal of AVC's mission to provide a "quality, comprehensive education," this is not currently being addressed. Again, with only half of the full-time faculty our division once had, and an increasing amount of compliance work (SLOs, PLOs, reporting data, developing action plans, entering it into WEAVE, writing annual reports, and updating CORs) new course development seems to be on the backburner.

Reinstate the Work Experience Program: This program in the past helped many students to develop and build marketable job skills, which is an important part of AVC's mission to develop vocational programs that prepare students for employment. Administration should consider re-instating this program, even on a limited basis in all disciplines.

Ensure that the quality of each course section offered is consistently high and adheres to the CORs: Compliance with CORs has varied widely among faculty, both full-time and part-time. The faculty evaluation process should be better utilized to enforcement adherence to CORs. Furthermore, the Dean should actively review all course syllabi in comparison to CORs and impose any allowable consequences when faculty fail to do their jobs properly.

To promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally: The Dean has started to monitor faculty compliance with committee work and shared governance. Progress has been made in this area, but it will need continual watch, especially as the number of full-time faculty continues to dwindle. There will come a point where there are simply not enough faculty in the division to do the necessary work.

No additional program goals have been identified at this time.

#### **11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)***

There have been minor changes to resource needs since the previous division-wide annual update. Specifically for ACCT, the following resources are needed:

- 1) Computer Lab BE319 needs staffing on a continual basis each Fall and Spring semester. The facility exists, but students do not have access to the lab and the software required to complete assignments to succeed in their courses, unless student workers or other employees are allocated to keep this lab open. We are not providing adequate access to resources that are required in order to adhere to CORs for courses in the division if we do not keep the lab open for the entire semester. As of the date of writing this report, the Lab BE319 is open with an adequate schedule, but this needs to be ensured from the start of each semester.
- 2) Accounting courses, specifically Acct 201 & Acct 205, need support from the Learning Center in the form of tutors. Tutors for ACCT courses are needed from the very beginning of the semester. As of the date of writing this report, there are no Accounting tutors in the Learning Center. This has a direct and immediate impact on students.
- 3) The vacant position for a full-time ACCT faculty needs to be filled in order to support the goals and workload of the program.



## **Fall 2012 Business (PR)**

### **1. Discipline/Program/Area Name**

Business Discipline

General Business Certificate / Degree Program

Business Administration Certificate / Degree Program

### **2. Year**

Fall 2012 Annual Update

### **3. Name of person leading this review.**

MaryAnne Holcomb

### **4. Names of all participants in this review.**

MaryAnne Holcomb

### **5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Headcount by Subject for the BUS program over the past four academic years has ranged from 1,601 students at the highest enrollment in the 2008-2009 year to 1,581 in the 2011-2012 year. Five years ago, however, in the 2007-2008 school year, there were only 1,393 students in the BUS program. Although BUS has seen an increase in the number of students over the past three years, this program would have continued to grow rapidly due to demand from the students if there had been no budget constraints, which caused the college to reduce FTES across the board and cut class sections.

Over the past five years the following changes have occurred in the BUS program: Headcount has increased from 1,393 to 1,581 students; FTES has increased from 194 to 225; Full Time Student % has gone from 45% to 40%; and the number of class sections in the BUS program was reduced from 86 to 75 sections.

The PT/FT Faculty Ratio was at 1.57 in the Fall of 2007. Five years later, the same ratio was at 4.17. The BUS program continues to lose full-time faculty and the college has replaced them with part-time instructors every time.

The Efficiency (FTES/FTEF) ratio was at 11.37 in the Fall of 2007. Five years later, the same ratio was at 15.54.

The trends in the BUS program all show growth and the numbers are certainly moving in the right direction. We have learned to do more with less (fewer classes, fewer full-time faculty). When the budget situation improves, I predict tremendous growth in the BUS program.

### **6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

#### **Student Success**

Student Success by Race: For the district, division, and in BUS, there is an achievement gap for student success when broken down by race. Black / African American students consistently have lower success rates which may have to do with student readiness upon entering the courses. Most of the business classes have English, reading, and/or math advisories, but only one course has a

prerequisite of ENGL 101. So, students may be entering these classes without the reading and comprehension skills necessary to participate fully. The success rates for BUS are consistent with the rest of the campus, however, student readiness must be addressed campus-wide.

Student Success by Gender: In BUS, there was an achievement gap between males and females, demonstrating that females tend to succeed more often. During the last five years, on average females tended to be successful 71% of the time, but males were only successful 67% of the time. However, the data shows that both male and female students are improving their success rate in this program (males went from 60 to 71% and females went from 66 to 75%). No action is necessary at this time.

Student Success by Location: The success rate in BUS at the Palmdale location is slightly lower than at the Lancaster campus. Most of the BUS classes are offered on the main campus. Success rates for both locations were the same five years ago at 64%, but now they are 74% at the Lancaster campus and 70% at the Palmdale campus.

Student Success by Method: For the campus and division, success rates in online courses are significantly lower. The success rate for traditional BUS classes on average over the past five years was at 71%, while in online courses, the average success rate was only 56%. There is clearly an achievement gap that needs to be addressed: either students aren't prepared for the course, aren't adept enough at using technology to take an online course, or the teaching structures of online courses lack the consistency and structure that students need to be successful.

### **Student Retention**

Student Retention by Race: Black / African American students have a lower retention rate than any other race. However, these same students have increased their retention more than any other race on campus over the past five years from a 69% to an 81% retention rate. Pacific Islander students actually decreased their student retention from 89% to 84% over the same time period.

Student Retention by Gender: Although female students in BUS have higher retention rates over males, the numbers aren't that significant. For females the rate is currently 89%, while for males the retention rate is 86%.

Student Retention by Location: Over the past five years, the retention rates for the Lancaster and Palmdale locations have risen slowly. Currently student retention numbers in BUS are the same, at 88% for Lancaster and Palmdale.

Student Retention by Method: Student Retention by Mode clearly shows that retention is higher in traditional courses (89%) when compared to online courses (74%). We need to improve the retention rates in online classes by ensuring that students are prepared to take an online course. Creating a short, but mandatory course on how to participate in an online course could be beneficial to all students.

### **Term to Term Persistence**

Persistence rates for fall to spring semesters have been higher than for spring to fall semesters. Fall to spring semester persistence went from 69% to 77% over the past five years in the BUS program. During that same time, spring to fall semester persistence went from 59% to 61%.

Term to term persistence is difficult to analyze because there are so many factors that can affect persistence. Along with outside influences like family size and

make-up and the downturn in the economy, budget cuts on the campus have caused classes to be cut from the schedule, making it harder for students to find the classes they need. Many students have expressed frustration in trying to get necessary classes. It truly is not the best time to be attending college in California because of the budget situation. The inability to get classes may cause students to look for a job with their current skills and stop attending college.

### **Degrees/Certificates Earned**

In Business Administration, the number of degrees earned has gone from 63 degrees in the 2007-2008 year to 92 degrees in the 2011-2012 year. In total, 388 degrees were earned in Business Administration over the past five years. In General Business, the number of degrees earned has doubled from 12 degrees in the 2007-2008 year to 24 degrees in the 2011-2012 year. There were 93 degrees earned in General Business over the past five years.

Over the past five years, 45 students have earned the Business Administration certificate and 3 students have earned the Business-General certificate. We have tried to encourage students to receive both the certificate and the degree whenever possible.

### **7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Student achievement continues to improve from one year to the next. Some of the changes the department has made to ensure student achievement are as follows: The operation of a computer lab that is accessible only to BCSED students. This allows all BUS students computer access to do research, complete homework and reports, and communicate with the instructor/other students in BUS classes using Blackboard. We are working to standardize textbooks used in all BUS classes so that, for instance, all Business Law instructors are using the same textbook. This allows for more collaboration between instructors.

An examination of the enrollment numbers compared to the number of certificates and degrees awarded, suggests that the majority of students in the BUS program are taking introductory courses, which may be in support of certificates and degrees awarded by other divisions.

Although all of the numbers show growth in the BUS program, there are four unfilled replacement full-time faculty positions; two in General Business, one in General Business and Accounting, and one in General Business and Real Estate. Additionally the department has identified the need for a full-time faculty position for Business Law. The lack of full-time faculty in this program hampers the ability to spearhead new program development, while fostering existing program growth.

### **8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

SLO and PLO data has been analyzed and student success has been achieved on both levels. Students have been successful in reaching the student learning outcomes outlined by the division. Not enough data has been gathered to warrant any changes in the actual SLOs at this time. In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. Program Learning Outcomes have only been analyzed for about a year, and so far there is not enough data to determine trends that will affect the program.



At the Welcome Back Day, Fall 2012, full- and part-time instructors discussed the use of the current SLOs and determined that changes did not need to be made at the student (SLO) or program (PLO) levels. Faculty participating in the discussion included: John Berry, Violet Christopher, Larry Veres, Cindy Walter, and MaryAnne Holcomb. All members in attendance agreed that if the BUS program expects to experience rapid growth, full-time faculty positions must be replaced as they are vacated. This is a discussion that takes place every Fall Welcome Back Day.

Data has been collected for SLOs beginning in the 2009-2010 year. Since that time, SLO data has shown that students are demonstrating their understanding of BUS terms, concepts, technologies, and completing case analysis. None of the SLOs have been changed since the 2009-2010 year, however, after careful review by staff, there were none identified that needed to be revised.

As mentioned previously, there are not enough full-time faculty in BUS to grow the program. Additionally, one BUS faculty member is responsible for collecting and analyzing SLO data for 12 different classes with 37 sections (in BUS, MGT, and MKTG) each semester. Without the proper number of full-time faculty in this area to share the workload, the proper data analysis will not be conducted. (Our division has gone from 12 full-time faculty members to 6. Therefore the workload for the remaining 6 faculty has doubled.) As we are seeing campus-wide, not properly staffing positions means that many things of importance are falling through the cracks.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)***

None

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... *(The full text shows at beginning of the document)***

Improve the use of assessment data in making decisions: SLO and PLO data will continue to be collected and reported each semester. However, some part-time faculty do not see it as part of their job and do not turn in data for analysis. Nothing seems to be done about this.

Continue new course development: At a time where deep cuts are possible to all programs and courses, it is hard to encourage anyone to develop new courses. Although it is the goal of AVC's mission to provide a "quality, comprehensive education," this is not currently being addressed. Again, with only half of the full-time staff our division used to have, too much time is spent on reporting data, entering it into WEAVE, writing annual reports, and updating CORs. New course development, the lifeblood of any program, has fallen by the wayside.

Reinstate the Work Experience Program: This program met the needs of many students and helped to develop their marketable job skills, which supports the mission of AVC to develop vocational programs that prepare students for employment. Additionally, in Advisory Committee meetings, participants have suggested that the college needs to help students develop better marketable job skills, which are addressed in Work Experience. Administration needs to realize the importance of this program and re-instate it, even on a limited basis in all programs, not just in Nursing and Tech Ed.

Ensure that the quality of each course section offered is consistently high and adheres to the CORs: Better utilization of the faculty evaluation process regarding strict enforcement of adherence to CORs is needed. Additionally, the Dean should

impose any allowable consequence for failure to follow CORs.

To promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally: The Dean is monitoring and enforcing faculty participation in committees and shared governance activities as required by contract. Positive steps have been made in this area.

No new program goals have been identified at this time for the current academic year.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)***

Since the last comprehensive self-study report, the BUS program has lost a replacement full-time general business instructor and a replacement full-time general business and real estate instructor. The absence of replacement full-time faculty in the BUS program continues to reduce the ability of the remaining faculty to grow the program and add new course offerings.

In order of importance, the following is required:

Full-time instructor, general business—replacement

Full-time instructor, general business and accounting—replacement

Full-time instructor, general business/management—replacement

Full-time instructor, business law—new

Full-time instructor, general business and real estate—replacement

## ***Fall 2012 Computer Applications (PR)***

**1. Discipline/Program/Area Name**

Computer Applications

**2. Year**

2012

**3. Name of person leading this review.**

Dr. Ed Beyer

**4. Names of all participants in this review.**

Dr. Ed Beyer

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)***

FTES appears to remain relatively constant in contrast to a reducing number of sections being offered. The data suggests that there is still a demand for the computer application courses and that students may be trending more toward a full-time status.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)***

The fluctuation of success and retention rates remain relative to each other with an average difference of approximately 7-9 points. The online success rates are significantly lower than on-campus rates, which suggests a lack of student readiness

to engage in online learning. Student preparation prior to enrollment in an online course should be examined with regard to resources and prerequisites.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Student achievement and related gaps show a relatively consistent trend. No additional resources have been applied to improve student learning, conversely, resources have been reduced with no expectation of administrative support in replacing the lost resources.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

No discussions using SLO or PLOs were used to make budget decisions.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

SLO performance data has remained consistent and no additional resources have been redirected toward the computer application courses. Not enough PLO data has been collected to identify specific trends.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

One goal was to hire a full-time Computer Networking instructor in order to solidify and expand the computer networking program. No action was taken, nor is there any expectation that a full-time instructor will be hired. The goal for the next academic year is to maintain the current level of service to students despite the reduction in budget and resources.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

The ratio of full-time faculty to adjunct faculty contains to fall, with the BCSED having the largest adjunct to full-time ratio. The lack of full-time faculty is negatively impacting the BCSED Division's ability to effectively serve students. The current full-time faculty are required to manage a breadth of disciplines rather than being allowed to focus in a specific core area.

## **Fall 2012 Computer Information Science (PR)**

**1. Discipline/Program/Area Name**

Computer Information Science (CIS)

**2. Year**

2012-2013

**3. Name of person leading this review.**

Ronald Mummaw

**4. Names of all participants in this review.**

Bowen, Jim Hoffman, Richard Ivey, Mark Kallemeyn, Dennis Lee, Adam Mummaw, Ronald Price, Robert Schalow, Michael

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full**

***text shows at beginning of the document)***

Where headcounts are concerned, CIS has for the most part mirrored what has been going on at the college in general and the division, a slight climb the first year (of the past 5) followed by a gradual drop since 2008-2009. The last couple of Springs have been good for CIS, but if you look at the annual numbers, there appears to have been a drop in the last couple of years. This is primarily due to a loss of summer classes. The story is pretty much the same for FTES, a peak in 2008-2009, followed by a drop and then another upturn in 2011-2012. The CIS numbers in this area pretty much match the District as well as division numbers. Our PT/FT numbers have varied no more than a few points over the past five years, but are generally higher than the division numbers and even more so when compared to the district numbers. The only thing that seems to be indicated here is that our program is adversely affected by the diminishing budget more than anything else (the cancellation of summer classes for example) but otherwise seems fairly healthy.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)***

The success rate for gender at AVC shows females at 72% and males at 69% which has been the outcome of a small but steady increase over the past five years. Female success is 62% and male is 73% in CIS. CIS is traditionally a male dominated subject area. We have had some very successful female students, but females are generally not drawn to this discipline. We see no need to artificially coerce any change in this worldwide trend.

Looking at success in CIS by race, we see that the average success rate by race in 2007-2008 was 65%. In 2011-2012, the average was 73%, an increase of 8%. Looking at individual races, all were within 10% of the average with the exception of Pacific Islander (27% above the 73% average) and Black or African American (26% below the 73% average), not significantly different from the district-wide percentages.

There have not been a significant number of CIS classes offered at the Palmdale location to make comparisons in location success.

In the area of modality, the success rates over the past 5 years have remained statistically steady with a slight increase overall and have remained within a few points of the district percentages.

Regarding persistence, in CIS, as with district and division percentages, Fall to Spring always seems to be higher than Spring to Fall with the exception of Spring to Fall 2010. CIS percentages (with only ONE exception) are higher than the district percentages for all periods measured.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)***

Looking at the percentage data reviewed in question 6, the CIS area is functioning successfully in terms of achievement goals. We have seen at least stability if not improvement in all areas and especially when compared to the districts percentages. This would indicate what we are doing is working and we should proceed with out current plans and program structure.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

SLO and PLO results and discussions have not led to any significant changes in budget and/or purchase decisions. Our success rates indicated by SLO and PLO rates are at or above our goals for all CIS classes indicating no significant problem areas. The main driving force in the CIS area in terms of expenditures is more related to changes in industry, for example new hardware technologies, new software versions (both application related as well as operating system) and accessibility of and access to the Internet. If anything, budget resources for software are required less and less with the availability of cloud resources in both storage and software such as Google Drive and Google Docs respectively.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

No changes have been made to improve SLO or PLO assessment results due primarily to our high levels of success so we have no examples at this time.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

The only goal in the previous program review that directly relates to the CIS area is that we will continue course development. For several reasons, no new courses in CIS are planned at this time. The current budget situation and the fact that we have limited faculty in our area would certainly limit us in new course offerings. We might also add that the currently offered courses adequately prepare our students for the goals of our certificates and for transfer purposes. The basics of software development (all that are covered at this level of a student's education in this curricular area) have not changed to the point of needing new courses.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

No significant needs have come up since writing our needs in our comprehensive report. Recommendations regarding computer equipment and staffing for open computer labs are no longer a part of the division's responsibility. This responsibility has been transferred to the information technology department since the last program review.

## **Fall 2012 Management (PR)**

### **1. Discipline/Program/Area Name**

Management Discipline

Management Certificate / Degree Program

Small Business Management Certificate / Degree Program

### **2. Year**

Fall 2012 Annual Update



**3. Name of person leading this review.**

MaryAnne Holcomb

**4. Names of all participants in this review.**

MaryAnne Holcomb

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Headcount by Subject for the MGT program over the past five academic years has ranged from 249 students in the 2007-2008 year to 354 students in the 2011-2012 year. MGT has seen a slow increase in the number of students over the past five years. Although this program continues to grow, it is hampered by budget constraints, which caused the college to reduce FTES across the board and cut class sections.

Over the past five years the following changes have occurred in the MGT program: Headcount has increased from 249 to 354 students; FTES has increased from 35 to 45; Full Time Student % has gone from 27% to 43%; and the number of class sections in the MGT program was reduced from 20 to 16 sections.

The PT/FT Faculty Ratio was at 0.50 in the Fall of 2007. Five years later, the same ratio was at 7.0. The MGT program continues to lose full-time faculty and the college has replaced them with part-time instructors.

The Efficiency (FTES/FTEF) ratio was at 11.33 in the Fall of 2007. Five years later, the same ratio was at 13.28.

The trends in the MGT program all show growth and the numbers are certainly moving in the right direction. We have learned to do more with less (fewer classes, fewer full-time faculty). When the budget situation improves, I predict steady growth in the MGT program.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)****Student Success**

Student Success by Race: For the district, division, and in MGT, there is an achievement gap for student success when broken down by race. Black / African American students consistently have lower success rates which may have to do with student readiness upon entering the courses. Most of the management classes have English, reading, and/or math advisories, but none of the courses have a prerequisite. So, students may be entering these classes without the reading and comprehension skills necessary to participate fully. The success rates for MGT are consistent with the rest of the campus, however, student readiness must be addressed campus-wide.

Student Success by Gender: In MGT, there was a relatively small gap between males and females, demonstrating that, on average, males tend to succeed more often. During the last five years, on average females tended to be successful 64% of the time, and males were successful 66% of the time. However, the data shows that both male and female students are improving their success rate in this program (males went from 63 to 69% and females went from 57 to 73%. In the past year, females did have a higher success rate than the male students. No action is necessary at this time.

Student Success by Location: The success rate in MGT at the Palmdale location is slightly lower than at the Lancaster campus, but MGT classes were only offered in

Palmdale in during the 2009-2010 year (with a success rate of 68%). Most of the MGT classes are offered on the main campus in Lancaster. Success rates at the Lancaster campus were 60% five years ago, but in the 2011-2012 year, the success rate was at 70%.

Student Success by Method: For the campus and division, success rates in online courses are significantly lower. The success rate for traditional MGT classes on average over the past five years was at 67%, while in online classes, the average success rate was only 49%. Over the past five years, traditional classes had a success rate of 61-71% and online classes had a success rate of 48-68%. There is clearly an achievement gap that needs to be addressed: either students aren't prepared for the course, aren't adept enough at using technology to take an online course, or the teaching structures of online courses lack the consistency and structure that students need to be successful.

### **Student Retention**

Student Retention by Race: Black / African American students have a lower retention rate than any other race. However, these same students have increased their retention over the past five years from a 63% to an 85% retention rate.

Student Retention by Gender: Although female students in MGT have higher retention rates over males, the numbers aren't that significant. For females the rate is currently 88%, while for males the retention rate is 87%.

Student Retention by Location: Over the past five years, the retention rate for the Lancaster campus has risen steadily from 69-87%. MGT classes were only offered in Palmdale during the 2009-2010 year with 93% student retention.

Student Retention by Method: Student Retention by Mode clearly shows that retention is higher in traditional courses (89%) when compared to online courses (75%). We need to improve the retention rates in online classes by ensuring that students are prepared to take an online course. Creating a short, but mandatory course on how to participate in an online course could be beneficial to all students.

### **Term to Term Persistence**

Persistence rates for fall to spring semesters have been higher than for spring to fall semesters. Fall to spring semester persistence went from 69% to 75% over the past five years in the MGT program. During that same time, spring to fall semester persistence went from 51% to 68%.

Term to term persistence is difficult to analyze because there are so many factors that can affect persistence. Along with outside influences like family size and make-up and the downturn in the economy, budget cuts on the campus have caused classes to be cut from the schedule, making it harder for students to find the classes they need. Many students have expressed frustration in trying to get necessary classes. It truly is not the best time to be attending college in California because of the budget situation. The inability to get classes may cause students to look for a job with their current skills and stop attending college.

### **Degrees/Certificates Earned**

In Management, there were 9 degrees earned in the past five years. During that same time, there were 9 degrees earned in Small Business Management.

In Management, there were 3 certificates earned in the past five years. During that same time, there were 7 certificates earned in Small Business Management. We have tried to encourage students to receive both the certificate and the degree

whenever possible. However, of the 8 classes currently offered in the MGT program, only 1 is taught by a full-time faculty member. This makes it harder to promote the program and add new courses to grow the program further.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Student achievement continues to improve from one year to the next. Some of the changes the department has made to ensure student achievement are as follows: The operation of a computer lab that is accessible only to BCSED students. This allows all MGT students computer access to do research, complete homework and reports, and communicate with the instructor/other students in MGT classes using Blackboard. We are working to standardize textbooks used in all MGT classes so that, for instance, all Management Principles Instructors are using the same textbook. This allows for more collaboration between instructors.

An examination of the enrollment numbers compared to the number of certificates and degrees awarded, suggests that the majority of students in the MGT program are taking introductory courses, which may be in support of certificates and degrees awarded by other divisions. Other MGT students are looking to further their current career and are brushing up on their management skills, not necessarily needing a degree or certificate in Management.

Although all of the numbers show growth in the MGT program, there is one unfilled replacement full-time faculty positions in General Business/Management. The lack of full-time faculty in this program hampers the ability to spearhead new program development, while fostering existing program growth.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

SLO and PLO data has been analyzed and student success has been achieved on both levels. Students have been successful in reaching the student learning outcomes outlined by the division. Not enough data has been gathered to warrant any changes in the actual SLOs at this time. In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. Program Learning Outcomes have only been analyzed for about a year, and so far there is not enough data to determine trends that will affect the program.

At the Welcome Back Day, Fall 2012, full- and part-time instructors discussed the use of the current SLOs and determined that changes did not need to be made at the student (SLO) or program (PLO) levels. Faculty participating in the discussion included: John Berry, Violet Christopher, Larry Veres, Cindy Walter, and MaryAnne Holcomb. This is a discussion that takes place every Fall Welcome Back Day.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Data has been collected for SLOs beginning in the 2009-2010 year. Since that time, SLO data has shown that students are demonstrating their understanding of MGT terms, concepts, technologies, and completing case analysis. None of the SLOs have been changed since the 2009-2010 year, however, after careful review by staff, there were none identified that needed to be revised.

As mentioned previously, there are not enough full-time faculty in MGT to grow the program. Additionally, one MGT faculty member is responsible for collecting and

analyzing SLO data for 12 different classes with 37 sections in BUS, MGT, and MKTG each semester. Without the proper number of full-time faculty in this area to share the workload, the proper data analysis will not be conducted. (Our division has gone from 12 full-time faculty members to 6. Therefore the workload for the remaining 6 faculty has doubled.) As we are seeing campus-wide, not properly staffing positions means that many things of importance are falling through the cracks.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Improve the use of assessment data in making decisions: SLO and PLO data will continue to be collected and reported each semester. However, some part-time faculty do not see it as part of their job and do not turn in data for analysis. Nothing seems to be done about this.

Continue new course development: At a time where deep cuts are possible to all programs and courses, it is hard to encourage anyone to develop new courses. Although it is the goal of AVC's mission to provide a "quality, comprehensive education," this is not currently being addressed. Again, with only half of the full-time staff our division used to have, too much time is spent on reporting data, entering it into WEAVE, writing annual reports, and updating CORs. New course development, the lifeblood of any program, has fallen by the wayside.

Reinstate the Work Experience Program: This program met the needs of many students and helped to develop their marketable job skills, which supports the mission of AVC to develop vocational programs that prepare students for employment. Administration needs to realize the importance of this program and re-instate it, even on a limited basis in all programs, not just in Nursing and Tech Ed.

Ensure that the quality of each course section offered is consistently high and adheres to the CORs: Better utilization of the faculty evaluation process regarding strict enforcement of adherence to CORs is needed. Additionally, the Dean should impose any allowable consequence for failure to follow CORs.

To promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally: The Dean is monitoring and enforcing faculty participation in committees and shared governance activities as required by contract. Positive steps have been made in this area.

No new program goals have been identified at this time for the current academic year.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Since the last comprehensive self-study report, the MGT program has lost a replacement full-time general business/management instructor. The absence of replacement full-time faculty in the MGT program continues to reduce the ability of the remaining faculty to grow the program and add new course offerings. Additionally a full-time faculty in this area would be able to outreach to businesses in the community for internships and support activities.

In order of importance, the following is required:

Full-time instructor, general business/management—replacement

## **Fall 2012 Marketing (PR)**

### **1. Discipline/Program/Area Name**

Marketing Discipline

Marketing Certificate / Degree Program

### **2. Year**

Fall 2012 Annual Update

### **3. Name of person leading this review.**

MaryAnne Holcomb

### **4. Names of all participants in this review.**

MaryAnne Holcomb

### **5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Headcount by Subject for the MKTG program over the past five academic years has ranged from 107 students in the 2007-2008 year to 151 students in the 2011-2012 year. MKTG has seen an increase in the number of students over the past five years. Although this growth in this program continues, it is hampered by budget constraints, which caused the college to reduce FTES across the board and cut class sections. Currently there are 2 classes, 3 sections, offered a semester.

Over the past five years the following changes have occurred in the MKTG program: Headcount has increased from 107 to 151 students; FTES has increased from 14 to 20; Full Time Student % has gone from 47% to 40%; and the number of class sections in the MKTG program was reduced from 8 to 6 sections.

In the past five years, there have been no full-time faculty teaching in the MKTG program.

The Efficiency (FTES/FTEF) ratio was at 10.93 in the Fall of 2007. Five years later, the same ratio was at 17.96.

The trends in the MKTG program show steady growth. Without a full-time faculty leading this program area, the growth of enrollment and the program itself will continue, but so much could be accomplished in this area with the addition of a full-time faculty member including outreach to local businesses for internships, the development of a Marketing club, and more emphasis in classes on the importance of using social media in marketing.

### **6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

#### **Student Success**

Student Success by Race: For the district, division, and in MKTG, there is an achievement gap for student success when broken down by race. Black / African American students consistently have lower success rates which may have to do with student readiness upon entering the courses. Most of the marketing classes have English, reading, and/or math advisories, but none of the courses have a prerequisite. So, students may be entering these classes without the reading and comprehension skills necessary to participate fully. The success rates for MKTG



are consistent with the rest of the campus, however, student readiness must be addressed campus-wide.

Student Success by Gender: In MKTG, there was a relatively small gap between males and females, demonstrating that, on average, females tend to succeed more often. During the last five years, on average females tended to be successful 74% of the time, and males were successful 67% of the time. However, the data shows that both male and female students are improving their success rate in this program (males went from 51 to 73% and females went from 74 to 78%). No action is necessary at this time.

Student Success by Location: All of the MKTG classes are offered on the main campus in Lancaster. Success rates at the Lancaster campus were 65% five years ago, but in the 2011-2012 year, the success rate was at 75%.

Student Success by Method: During the past five years, there were no classes offered online.

### **Student Retention**

Student Retention by Race: Although Black / African American students have a lower retention rate than any other race in this program, it was not significantly lower than other groups.

Student Retention by Gender: Although female students in MKTG have higher retention rates over males, the numbers aren't significant. For females the rate is currently 86%, while for males the retention rate is 85%.

Student Retention by Location: Over the past five years, the retention rate for the Lancaster campus has risen steadily from 78-90%. No MKTG classes were offered in Palmdale during the past five years.

Student Retention by Method: No online MKTG classes were offered during the past five years; all classes were offered in the traditional style.

### **Term to Term Persistence**

Fall to spring semester persistence went from 53% to 77% over the past five years in the MKTG program. During that same time, spring to fall semester persistence went down from 74% to 64%. There is no explanation for this data.

Term to term persistence is difficult to analyze because there are so many factors that can affect persistence. Along with outside influences like family size and make-up and the downturn in the economy, budget cuts on the campus have caused classes to be cut from the schedule, making it harder for students to find the classes they need. Many students have expressed frustration in trying to necessary classes. It truly is not the best time to be attending college in California.

### **Degrees/Certificates Earned**

In Marketing, there were 13 degrees earned in the past five years.

In Marketing there were 6 certificates earned in the past five years.

In the MKTG program, there are no classes taught by full-time faculty. This

makes it harder to promote the program and add new courses to grow the program further.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Student achievement continues to improve from one year to the next. Some of the changes the department has made to ensure student achievement are as follows: The operation of a computer lab that is accessible only by BCSED students. This allows all MKTG students computer access to do research, complete homework and reports, and communicate with the instructor/other students in MKTG classes using Blackboard. We are working to standardize textbooks used in all MKTG classes so that, for instance, all Principles of Marketing Instructors are using the same textbook. This allows for more collaboration between instructors.

An examination of the enrollment numbers compared to the number of certificates and degrees awarded, suggests that the majority of students in the MKTG program are taking introductory courses, which may be in support of certificates and degrees awarded by other divisions. Other MKTG students are looking to further their current career and are brushing up on their marketing skills, not necessarily needing a degree or certificate in Marketing.

All three MKTG classes are taught by part-time faculty. Although all of the numbers show growth in the MKTG program, the lack of full-time faculty in this program hampers the ability to spearhead new program development, while fostering existing program growth.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

SLO and PLO data has been analyzed and student success has been achieved on both levels. Students have been successful in reaching the student learning outcomes outlined by the division. Not enough data has been gathered to warrant any changes in the actual SLOs at this time. In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. Program Learning Outcomes have only been analyzed for about a year, and so far there is not enough data to determine trends that will affect the program.

At the Welcome Back Day, Fall 2012, full- and part-time instructors discussed the use of the current SLOs and determined that changes did not need to be made at the student (SLO) or program (PLO) levels. Faculty participating in the discussion included: John Berry, Violet Christopher, Larry Veres, Cindy Walter, and MaryAnne Holcomb. This is a discussion that takes place every Fall Welcome Back Day.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Data has been collected for SLOs beginning in the 2009-2010 year. Since that time, SLO data has shown that students are demonstrating their understanding of MKTG terms, concepts, technologies, and completing case analysis. None of the SLOs have been changed since the 2009-2010 year, however, after careful review by staff, there were none identified that needed to be revised.

As mentioned previously, there are not enough full-time faculty in MKTG to grow the program. Additionally, one MKTG faculty member is responsible for collecting

and analyzing SLO data for 12 different classes with 37 sections in BUS, MGT, and MKTG each semester. Without the proper number of full-time faculty in this area to share the workload, the proper data analysis will not be conducted. (Our division has gone from 12 full-time faculty members to 6. Therefore the workload for the remaining 6 faculty has doubled.) As we are seeing campus-wide, not properly staffing positions means that many things of importance are falling through the cracks.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Improve the use of assessment data in making decisions: SLO and PLO data will continue to be collected and reported each semester. However, some part-time faculty do not see it as part of their job and do not turn in data for analysis. Nothing seems to be done about this.

Continue new course development: At a time where deep cuts are possible to all programs and courses, it is hard to encourage anyone to develop new courses. Although it is the goal of AVC's mission to provide a "quality, comprehensive education," this is not currently being addressed. Again, with only half of the full-time staff our division used to have, too much time is spent on reporting data, entering it into WEAVE, writing annual reports, and updating CORs. New course development, the lifeblood of any program, has fallen by the wayside.

Reinstate the Work Experience Program: This program met the needs of many students and helped to develop their marketable job skills, which supports the mission of AVC to develop vocational programs that prepare students for employment. Administration needs to realize the importance of this program and re-instate it, even on a limited basis in all programs, not just in Nursing and Tech Ed.

Ensure that the quality of each course section offered is consistently high and adheres to the CORs: Better utilization of the faculty evaluation process regarding strict enforcement of adherence to CORs is needed. Additionally, the Dean should impose any allowable consequence for failure to follow CORs.

To promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally: The Dean is monitoring and enforcing faculty participation in committees and shared governance activities as required by contract. Positive steps have been made in this area.

No new program goals have been identified at this time for the current academic year.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Since the last comprehensive self-study report, the MKTG program has not changed at all in terms of PT/FT teachers. None of the MKTG classes are taught by full-time faculty. This fact alone reduces the ability of faculty to grow the program and add new course offerings.

In order of importance, the following is required:

Full-time instructor, marketing—new

## **Fall 2012 Office Technology (PR)**

### **1. Discipline/Program/Area Name**

Office Technology

### **2. Year**

Fall 2012

### **3. Name of person leading this review.**

Donna Meyer

### **4. Names of all participants in this review.**

Donna Meyer

### **5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Student headcount dropped consistently from the summer semester 2007 through spring semester 2012. Headcount started at 441 and ended at 358, an overall drop of 18.8% with an unyielding pattern of decreasing students over each semester. As expected FTES followed the same pattern declining from a high of 101.89 in 2007 to 87.75 in 2012, an overall decline of 13.9%. The percentage of FT students, however, has risen. When comparing fall to fall, the percentage of FT students went from 29% to 37% over the same time period. A spring-to-spring comparison shows the same trend: 27% to 32%.

Course offerings have been reduced significantly by both budgetary constraints and staff turnover without replacement. The Business Division has gone from a high of 12 FT faculty to a current count of 6. Although the unreplaced faculty are not in the Office Technology (OT) discipline, the reduced course offerings affect the ability of students to complete their requirements in a timely and efficient manner nonetheless since not every course required for the degree and certificate programs are in the OT discipline.

### **6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

Student success data for the OT discipline reveal the following patterns:

#### **Ethnicity**

Hispanic/Latino students normally outperform not Hispanic/Latino students. In only 1 semester did the no response and Not Hispanic students have a higher percentage success rate, and it was 3% higher. In all other semesters, the Hispanic/Latino success rate was at least 5 percentage points higher up to a maximum of 20 percentage points higher.

#### **Gender**

As expected female success is consistently higher than male success, however it should be noted that few males complete the program. Most classes are overwhelming enrolled with female students.

#### **Delivery**

Success rates are climbing in both traditional and online delivery methods with traditional methods still showing the higher success rates. Online delivery success rates went from a low of 38% to a high of 47% successful completion. The online classes continue to be extremely popular with students.

Student retention data for the OT discipline reveal the following patterns:

#### Ethnicity

Student retention rates for Hispanic/Latino students remain consistently over 80% and consistently higher than other student ethnicity groups. Not Hispanic/Latino students have an average retention rate of 78% and no response students have an average retention rate of 76% over the period under study.

#### Gender

Female retention rates are consistently and significantly higher than male retention rates. Over the period of time in the study, female students' maintained an average retention rate of 79.2% compared to male students' 69.6%-- a nominal difference of 9.6 percentage points amounting to a 12.1% difference female to male.

#### Delivery

Retention rates for traditional classes are higher than for online classes, however online retention rates are improving more. Online retention rates went from a low of 53% to a high of 69%--an improvement of 13% overall. Traditional retention rates went from a low of 77% to a high of 86% for a 9% overall improvement.

Student persistence data for the OT discipline reveal a downward trend in raw enrollment numbers, with a more consistent percentage of semester-to-semester persistence. Raw enrollment has fallen from 165 to 105 students. Persistence percentages began at 64% in fall to spring 2006-2007 and ended at 63% for spring to fall 2011.

Current year program emphasis will be on the improvement of online retention and success rates, regardless of student demographic.

#### **7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

SLO analysis resulted in key changes in significant OT classes. See question 7.

No other intentional significant changes are known. Overall reductions in numbers of classes and faculty teaching those classes may have impacted student focus, although no data exists to validate this perception.

#### **8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

No budget-based decisions were made for the OT program based on SLOs, PLOs, or OOs. The assumption was that money was not available.

#### **9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Keyboarding proficiency is a key component of the OT discipline programs. Issues were identified in success rates of entry level keyboarding students. As a result all OT keyboarding instructors met several times during the spring 2012 semester to revise the standardized keyboarding timed writing speed/accuracy grading criteria as well as identifying the need for increased emphasis on routine drills and exercises. All keyboarding instructors implemented these changes in fall 2012. It is too soon to tell whether or not the changes have impacted student success and retention.

Demand for an important capstone course, OT 113, had waned with the drops in student enrollment so it became difficult to offer the class as a stand alone since it would not fill. We developed an overlay course to enable students to be able to take



OT 113 and complete their OT programs. The overlay course will be taught for the first time in spring 2013.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Program Review goals from the most recent annual update are as follows:

1. Improve use of assessment data in making decisions.

The keyboarding series classes were significantly revised based on SLO analysis over several semesters. The change is recent, however, and it is too soon to tell whether or not the revisions will improve student outcomes.

2. Continue new course development.

No new courses have been developed due to budget constraints.

3. Reinstate Work Experience program.

All BCSED Work Experience programs continue to be on hold due to budget constraints.

4. Ensure that the quality of each course section offered is consistently high and adheres to CORs.

Faculty evaluations now include a review of the relevant syllabus relative to the COR for compliance.

5. Promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally.

All BCSED full-time faculty now have a standing committee assignment.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Our division's most significant need continues to be replacement of retiring faculty members. At the time of the last comprehensive program review in 2006, we had 12 full-time faculty. As of the writing of this annual update, our division has been reduced to 6 full-time faculty members. It is difficult to maintain the same level of quality and quantity of course and program offerings with half the staff.

**Fall 2012 Real Estate (PR)**

**1. Discipline/Program/Area Name**

Real Estate

**2. Year**

Fall 2012 update of 2011-2012 Semester based upon previous years beginning Fall 2008

**3. Name of person leading this review.**

RE Faculty with Kathy Moore, full-time faculty inputting to Weave

#### 4. Names of all participants in this review.

RE101 RE Principles: Dan McMahon & James "Roe" Leer;  
 RE105 RE Practices: McMahon & Leer & Chris Hamilton;  
 RE111 RE Finance: Hamilton;  
 RE121 Legal Aspects of RE: Tristan Greenleaf;  
 RE131 RE Appraisal: David Ranish;  
 RE141 Escrow: Amber Rosales & Hamilton ;  
 RE161 Property Mgmt: Greenleaf

#### 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

**TREND 1:** Decline in Unduplicated Headcount is sharper than membership in local Realtor organization and related MLS participants. Losing significant headcount since 09-10 semester is somewhat dramatic, almost 30% drop over two years. Business School percentage decline is barely noticeable, much stronger than the District also over those three years. Budgetary issues have been a concern for past 4 years. Fewer course offerings have been problematic for some students.

How affecting program: Need to offer RE courses for increased successes, both for students and the College's considerations. Additionally, students who go on to become active real estate professionals is a fairly low outcome, based upon local observations. Many other positive outcomes come from taking these courses; but a high percentage entering the Realtor business has not been noted. Instructor Roe Leer, as President-Elect of the Greater Antelope Valley Association of Realtors, has seen rosters of incoming Realtors for many years, and has recognized former AVC RE students on numerous occasions.

A small percentage of students take just enough courses to drop out to go into the real estate field to make a living. Students are also going elsewhere for course offering since some classes only offered one semester per year.

**TREND 2:** FTES numbers are strong for the District over the past two years, strong being maintaining Annual amounts. The Business Division has increased its FTES by 3.4% over the same two years, again demonstrating a commitment level of students in this field to successes. RE figures do not show strength, with FTES down by 22% over the past two years.

That being said, there are several possible ideas on increasing both FTES and Headcount in the paragraphs below.

1. How affecting program: Loss of FTES jeopardizes how RE contributes to the BE Division in as positive a manner as possible, both on District financing but also on how many students benefit from these courses. Although most will not become real estate professionals, they do get a lot of information about real estate that they will use in their normal lives. Some will invest in real estate, others will counsel parents and children, others will just be "smart shoppers" when buying and selling property.

The night classes at the Lancaster campus might return FTES levels to those previously maintained. Also, promoting such classes as helpful to all AV residents in their real estate dealings might result in higher enrollment than normally experienced. Both RE 101 and 105 would maintain their high student standards, but additional focus on non-career students' interests and perspectives would be possible within the current course materials.

**TREND 3:** Full-Time Student Percentage figures for the District has remained steady in the low 30s. The Business Division has posted mid-to-higher numbers over the past 4 years, even surpassing 40% in the Fall 2011-2012 year. RE statistics show a wide variation and a much higher percentage of full-time students than in previous years. I would conjecture this pattern suggests full-time students see more value in real estate courses than previous students did. The credential does offer opportunities in the near time frame for employment and also offers an additional “arrow in their quiver” as a back-up source of income and possible career.

1. How affecting program I see this trend as positive for our RE, BUS and District performances. After being well below the BUS Division by double-digits for several years, RE figures spiked in the Fall of 2011-2012 to almost reach BUS postings. Should full-time students get more emphasis in real estate classes, admissions-wise? When we look at retention below, will that question address that issue?

The constraints of the District contributes to the BUS Division and the RE component numbers. Any slowdown of classes offered will by definition reduce headcount and FTES. The real estate marketplace remains a difficult time to be a Buyer, Seller or Realtor. The reduced inventory of homes to sell and loans being more difficult to obtain combine to frustrate Buyers and refinancers. Properties being “upside-down” also limit selling opportunities by many home owners. Realtors and Affiliates are unable to produce sufficient sales and cities lack the economic benefit of new home owners. This could be contributing to lower enrollment.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

**SUCCESS** similarities or differences:

1. Ethnic: District success numbers remain steady in the low 70s. In the BUS Division, HL numbers seem to stay above NHL figures. In the RE Subject, HL successes are noticeably higher than NHL students, with NHL successes dropping to 57% in 2010-2011. HL successes have backed off to 73% from the lofty 83% and 84% postings in the previous two years. The “No Response” statistics in the RE Subject show a four-year trend higher, unlike the steady BUS and District numbers. If RE students are less likely to respond, what does that mean about them and what RE programs offer?

2. Gender: RE Subject students who are female show consistently higher success rates than males. In the BUS and District, females only barely exceed males in successes. Why do RE females average almost 10% higher success rates than males? The courses are passable to all students who attend and exert a significant effort in the classroom and in their homework. This level of commitment by females is borne out in the statistics; the lower level of commitment by males may be due to a different set of priorities in their scholastic and personal lives.

Observation by faculty includes students attracted to RE courses, especially the initial courses, are immature and do not have good (or any) study habits (mostly male students). I think some students are known to enroll because of financial aid considerations, and then drop out later.

3. Disabilities: None noted

4. Location/method of delivery groups: The RE postings for Lancaster successes have hovered at 70-71% over the past three years. The Palmdale campus shows a much wider variation. The 2010-2011 value of 35% was followed by a 61% rate. Hopefully, the figures will be more stable in the future. The BUS Division and the District entries show a small success rate increase at the Lancaster campus.

RE classes are not offered online at present. In 2008-2009 when they were offered, a poor student success rate was achieved. Since other online results lag traditional classroom success rates, it is proper to continue to offer real estate classes in the traditional manner.

RE program is equally served between both Lancaster/Palmdale areas.

#### **RETENTION** similarities or differences:

1. Ethnic: HL figures in RE remain steady at/near 90, consistent with District and BUS Division figures. NHL statistics show a wider variation, as low as 77% and presently at 81%. NHL students are consistently lower than HL students. Why? Just like success rates above, HL students are achieving success more often than their NHL counterparts, and so the HL students are retained.

2. Gender: RE students show male/female retention at a solid, steady level, similar to BUS Division numbers, and somewhat below District totals.

3. Disabilities: None noted

4. Location/method of delivery groups: The Palmdale RE Subject retention postings reached 92% in the 2011-2012 year, up dramatically over the 4 previous years from 54%. Lancaster numbers remained steady in the mid-80% range, a little below District postings.

Students may be getting used to the Palmdale campus and the opportunities offered there. Traditional classroom modality is keeping retention levels in the mid-80% range also.

Retention by Race shows Whites in RE Subjects are retained by about 90% while BAA rates drop into the 70% levels. Mex-CtlAm-SoAm students post close to the White category.

Are basic skills lower in some races currently? None noted

Have Hispanics improved their learning skills from past levels? None noted

**PERSISTENCE** similarities or differences: RE persistence trails both the BUS Division and District numbers.

Those taking real estate courses may take several classes in one semester, then none in the next, as only three courses are required to sit for their license exam.

BUS Division and District students as a whole can be expected to have a higher term-to-term persistence than a specialty item like real estate.

To increase term-to-term rates, however, bringing more course choice awareness to real estate students might retain their participation in campus offerings.

### **7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

**Changes in student achievement:** Example: An acronym list was developed a few semesters ago, which allows for extra credit postings for students who memorize key real estate acronyms.

In any environment, business, sports, medical, terminology and, yes, acronyms, are abundant, so students using them become more literate in that specific environment.

1. Resource Allocation: Example: Students receive a brightly-colored list at the beginning of the semester. They fill in the acronym when it is mentioned in normal classroom lectures and discussions. At the end of the course, a fresh blank acronym sheet is provided the students who fill in the words of the acronyms. They get 1 extra course credit for each 5 acronyms they get correct, with a maximum of 3 per student. If a student gets every one absolutely right, they get 4 extra credits for the course.

2. Other changes resulting in achievement improvements:

#### **Achievement Gaps:**

1. Resource Allocation: Example: More time spent on math knowledge and competency are needed. More questions and answers designed to promote math understanding of real estate problems for students to eventually grasp the various nuances of the different calculations.

2. Other changes resulting in achievement improvements:

### **8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)***

#### **Example 1 of Discussion (F2F or Email, etc) about SLOs/PLOs results used to make budget decisions:**

1. Description of SLOs/PLOs Results: Solving various math problems.
2. Date of the discussion: June of 2012.
3. Participants of the discussion: Faculty: James "Roe" Leer, Chris Hamilton, and David Ranish, with Kathy Moore, FT faculty, to support and eventually input faculty information
4. Description of budget items/resources needed: There were only minor budgetary needs, just an awareness that SLO was falling behind the others. More classroom time on math concepts and capabilities would improve outcomes for students. Review of the performance of current students show improvement in this SLO. Classes in the middle of the day and students may be more alert than the evening classes that faltered previously on the math problem skills.

#### **Example 2 of Discussion (F2F or Email, etc) about SLOs/PLOs results used to make budget decisions:**

Faculty, all adjuncts, have full understanding that RE Program at AVC is in jeopardy, due to soft RE economy, and also low poor retention.

#### **Classroom issue is low retention because:**

- Many studentgs take just enough courses to get into RE work, but not to complete the program and/or to transfer to a university.
  - o Need to invigorate the program to help students understand the Entrepreneurial options in RE careers, as well as more diversity in courses
- Prior year Advisory Committee suggested:
  - o More Course Offerings:



- § Mortgage Brokering/Banking
- § Computer Applications for Real Estate
- § Mirrors DRE CE Requirements

#### **Classroom retention recommendations:**

- Create Syllabi Prerequisites to have most students able at college level to read and understand the material.
- Use Academic Clickers as an active learning approach to require all students to be engaged, instead of just the active few responding which is a norm in many classrooms.
- Guest RE and RE-related speakers, Escrow, Title, Servicing Mortgages, etc., for more expansive real-world examples.
- Guidance in networking skills, i.e. professional communication, networking skills, create contacts (spheres of influence), etc.
- Include time for determining goals and creating a resume, cover letter, business plan, experience Open House and Cold Calls, public speaking, etc..
- Include time to provide understanding for Entrepreneurial opportunities in RE careers. RE has a lot of different career paths.
  - o AVC students should have a “Competitive Advantage” to be prepared for a recovering economy.
  - o Students should consider why they want RE career, and in what environment they would prefer. . (Commission only v. salaried, hourly, combination of commission/salary).
  - o AVC should provide work/study and/or paid internships with local brokers, for credit.
- § Creates real-life experience and possibility of being hired and/or having a good resource to reference.
- Direct students to become members of the Board of Realtors® (**GAVAR**) as soon as possible.
  - o **Real Estate** is a relationship industry, so the more the better.
- Provide weekend graded courses:
  - o Maybe sponsored by C.A.R or other entity,
  - o To support working students,
  - o And to complete in eight weeks rather than 16.

#### **Other recommendations to improve program:**

- AVC RE Scholarships and maybe Scholarships from local brokers
- AVC Corporate & Community Ed could provide RE Courses that supplement core courses and add to the tool box.

- Have an on-campus RE EXPO, or if not possible, then at another location.
- AVC Second Life provided a Career Path for RE, for AVC and Middle School and High School
- Have students become member of Board of Realtors when possible.
- Proactive outreach options for K-12 marketing which would also be available for AVC Students:
  - Pod Casts to High School and Middle School
  - AVC Second Life provided **Real Estate** Career Path

**Needed to implement these are other improvements:**

- Changes in Course CORS (Course Outline of Records) to incorporate:
  - o Syllabi Prerequisites
  - o Different teaching/learning/assessment methods, and other issues.
- GAVAR Partnership:
  - o Get GAVAR Statistics on first and second year agents.
  - o Support Continuing Ed, Certificates.
- Funding needed to support RE Scholarships, EXPO, outreach to AVC, High School & Middle School students with Pod Casts and Second Life inclusion of RE Career Path
- Get grants to support the program and new projects, from possible sources:, Academic Senate Grants, AVC Foundation, EOC, Corp/Comm Ed, MODEL

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)***

**Changes in SLOs/PLOs over past four (or less) years:**

1. Example of data during the time period you use:  
In our June 2012 review of RE 101 SLOs and their inclusion in the syllabus, we measured "Solve problems related to real property taxes, transfer taxes, commissions, financing, square footage, prorations, and capital gain taxes." We totaled only 5 of 13 had demonstrated passing performance, a low 38%.
2. Either for resource allocation: n/a
3. Or for making changes resulting in improvement of SLOs/PLOs:  
Additional teaching time and emphasis was devoted to math concepts, double-checking results, checking each answer separately, even basic fraction to decimal processing helped student perform better. By the same measure as previous students who posted 38% proficiency, this semester's students showed a passing percentage of 89% (17 of 19).

Will add more examples as soon as possible:

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

1. Goal: To enhance teaching methodology relative to math problem solving skills.  
Assess student skill levels and raise the skills of those lagging. See outcomes of math testing improve.
  - a. For this academic year or adding a new one: For this and future academic year or adding a new one: I would like to see more students get a Certificate in Real Estate as I believe it's one of the only business start-ups that require minimal investment; for a maximum return.
2. Objective: That students demonstrate competency with real estate math problems as described in the SLO. That those students lacking the minor pre-requisite skills obtain them with our help.
  - a. For this academic year or adding a new one: Next academic year
3. Improving outcome: Scoring better in standardized tests and demonstrating capability in in-class questions and answers.
4. Improving student achievement: Having the necessary math skills for real estate questions such as appear in the Department of Real Estate's state licensing exam is important for students to have. Also, the real estate business requires a certain level of math to prepare and explain closing costs and other numerical relationships. All students will do better with a more complete math background. The few additional minutes needed to achieve these better results was well worth the review, the plan and its implementation.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Evening Real Estate Classes At Lancaster Campus

**Identify First in rank order of change in significant resource needs:**

1. Explain connection to outcomes: To improve student access to RE courses, since many are working during the day, and to increase number of students, plus retention, and success.
2. Or explain connection to student achievement: If night classes in RE 101 and/or 105 are offered at night at the Lancaster campus, the data shows student success rates, retention and headcount might move higher. Some evening students at the Lancaster campus included scientists from Mojave and NASA who took the real estate courses in the evenings. They might or might not have traveled to the Palmdale location, but the West Lancaster campus is more accessible.