Business, Computer Studies, and Economic Development Division

Annual Program Review
Update Report (2006-2010)

November 2010

Area 3 (Section 3.3)   Curriculum

For the academic year of 2009/2010, the Business, Computer Studies, and Economic Development (BCSED) division created three new distance education courses in the disciplines of Business, Computer Information Science, and Office Technology. Courses were revised in the following disciplines: Accounting, Business, Computer Applications, Computer Information Science, Management, Marketing, and Office Technology. Three courses (CA 110, MGT 123, and OT 208) were placed in the obsolete category due to insufficient enrollment for those particular courses.

Area 3 (Section 3.5)   CORs

We are in the process of updating the remaining nine CORs. All but two (CA 103 and CIS 175) have been submitted for review by the Distance Education Committee (DEC) or Academic Policies & Procedures (AP&P) Committee. CORs will be submitted via the CurricUNET program.

Area 5.3   Analysis of Data

Based on data received from our Institutional Research and Planning (IRES) Department, our FTES and FTEF by BCSED discipline have been reduced significantly. This reduction in courses has impacted our students in their attempt to graduate with a certificate or a degree in a timely manner.

Areas 6.1, 6.2, 6.3, and 6.4   Report work on SLOs and PLOs

BCSED, as a division, has written all of the SLOs which are now being entered into WEAVE. We anticipate completion of this project by the end of this calendar year. PLOs are being written for every BCSED certificate and degree. Instructors are attending workshops to help them facilitate this endeavor.

Area 7   Collaboration with Other Programs

The Business, Computer Studies, and Economic Development Division at Antelope Valley College strives to provide students with a quality education and life-long learning opportunities that will help them develop the skills necessary to succeed. In line with the mission of Antelope Valley College, the BCSED Division considers student success and student-centered learning to be a top priority. To ensure student success, a high-quality student-centered learning environment is paramount. At present, there exists an ideological difference in how that learning environment should exist.

The current configuration of the instructional computer labs in the Business Education Building, and the relative technical support policies of the Information Technology Services (ITS) Department, do not maximize learning opportunities for students, and do not support a dynamic teaching environment for instructors. To ensure that students are provided with a quality learning environment, it is important that the configuration of the

computer labs (and the availability of related technical support) provide students with hands-on opportunities, faculty with the flexibility to manage technology in the classroom, a hardware configuration that can support the dynamics of the information technology industry, and up-to-date and user-friendly software configurations.

ITS staff suggest in their *BCSED 3rd Floor Technology Challenges* document that the BCSED Division needs to develop clearly defined expectations that "must be coupled with the larger vision of ITS for the district as well as being compatible with industry trends". Such an approach to developing a learning environment is fundamentally unsound and is upside-down in the hierarchy of teaching and learning in the academic environment. To suggest that the academic community must adapt to the needs of a technology department is flawed. The technology department must provide support based on the identified needs of the academic division, and not dictate limitations in which the division may operate.

During discussions with faculty on technology challenges that exist in the computer labs, multiple instructors have indicated that not having administrative rights to the computers has hampered their ability to teach different aspects of computing, and, in multiple cases, requires the instructor to redefine software configurations every time the computer is turned on or rebooted.

The Deep Freeze application, for example, is currently used to establish a clean operating system on boot-up for all the workstations in the instructional computer labs, and ITS personnel strictly control administrative access to the program. As such, faculty teaching in the BCSED computer labs should have their accounts configured with administrative rights to workstations in the lab and to Deep Freeze, as warranted. This would allow instructors to manage the technology in the classroom with some degree of flexibility, and reduce dependence on the technical support staff. Allowing instructors to have administrative rights in the computer lab is only a partial solution, and does not negate the necessity for technical support personnel. Providing timely technical support during hours of instruction is important to establishing a student-centered learning environment. When portions of class periods must be utilized to troubleshoot and fix technical problems, instructors lose that time for instruction, which could have a negative impact on the teaching and learning process. Discussions held by faculty in the BCSED Division on the challenges of teaching in the computer labs revealed a high level of frustration regarding the availability of technical support in the classroom during instruction periods and the process for requesting technical support – especially between the hours of 5:00 p.m. and 10:00 p.m.

In the current organizational structure, no formal communication line exists between the BCSED division and ITS regarding the planning, support, and scheduling of the computer labs except through the ITS Help Desk. One example of the impact caused by not having a formal line of communication between users and technical support staff may be found in the revelation that ITS will no longer offer specialized software applications used by the BCSED division in the open computer labs, beginning with the Spring 2011 semester. The lack of communication is problematic in its own right, and, in this case,

also demonstrates a lack of commitment to providing a student-centered learning environment.

Area 9 (Goal 3)   Goals and Objectives; Reinstate **Full** Work Experience Program

Objectives: Replace course offerings in the schedule even if enrollment must be limited due to budget constraints.

Time Frame: Spring **2012** schedule

Area 10 (Section 10.1)

The division needs to hire full-time instructors for the *Accounting*, *Computer Applications/Computer Information Science*, and *Management/Marketing* courses. Since 2006, we have lost a total of five (5) full-time instructors in these disciplines.

The ninth campus goal of the 2010-2011 campus goals, as established by the Superintendent/President of Antelope Valley College, states that the college will, "Continue to develop programs, courses, and technical services that meet the needs of students, business, industry, and the community and adhere to the minimum conditions of the California Community College System Office." In order to achieve this goal in the fields of networking and data communications, it is important that Antelope Valley College recognize the need to allocate resources necessary to immediately hire a full-time computer networking instructor who will be responsible for outreach to local employers with network systems and data communication needs, coordinating and updating current networking courses and programs, as well as developing new courses and programs that will support the computer networking and computer security needs of local businesses and students.

Hiring a full-time computer networking instructor will benefit local businesses, students, and the local community, and will demonstrate a commitment to achieving the college goals set forth by the Superintendent/President of Antelope Valley College. Through the hiring of a full-time computer networking instructor, the college will expand its outreach to local businesses and demonstrate a willingness and ability to address their needs; provide students with an opportunity to obtain certifications that will prepare them for a competitive employment environment in the fields of networking and data communication; and enhance the local community through a more educated workforce.

Area 10 (Section 10.2)   Long-Term Resource Planning

Technology Recommendations from the BCSED Division:

Based on discussions with BCSED full-time and adjunct faculty, a 13-page document was developed, outlining the issues and challenges of teaching with technology in the BCSED Division. It also includes recommendations on how the division might develop a more student-centered learning environment. This paper has also been submitted to the Distance Education Committee for consideration of the academic computing ramifications. The document is also in response to a paper entitled *BCSED 3rd Floor Technology Challenges* that ITS submitted to the BCSED Division.
Developing a quality student-centered learning environment is paramount to ensuring student success.

As a direct result of these discussions with faculty and a review of literature, the following recommendations should be considered for implementation in the BCSED Division.

- Instructional computer labs should be configured as "fat clients" (individual work-stations) with a network connection to a file server and to the Internet. Additionally, workstations should be configured to operate in a stand-alone mode of operation in the event network communication is lost. Workstation boot-up should not be dependent upon a connection to a server.

- The file server should contain a common drive that would allow faculty and students to store, retrieve, and exchange data files.

- Computers in the instructional labs should be configured with two physical hard drives, one of which stores the *Deep Freeze* configuration for general instruction operations, and the other for managing Deep Freeze virtual images and storing VMWARE client operating systems.

- Faculty should be granted administrative rights to lab workstations to allow operation of Control Panel features, including the installation and un-installation of software.

- Select faculty should be granted access to the Deep Freeze configuration software as required.

- All computers should be equipped with DVD drives and multiple USB ports accessible to students and instructors.

- Technical support technicians who would be supporting the instructional labs should become part of the BCSED Division and report to the division dean, while main-taining an organizational matrix connection to the ITS Department.

- Processes should be developed and formalized for requesting, installing, testing, and verifying the operation of instructional software.

- The Palmdale Center computer lab should have a telephone located in the computer lab. This is not only important for reporting technical difficulties, but for safety and security reasons, as well.

- Technical support staff hours should be adjusted to cover all instructional lab hours.