

# **Annual Program Review Update Report**

## **Program: Business, Computer Studies and Economic Development**

### **Academic Year Reviewed: 2010-2011**

#### **Due October 31, 2011**

#### **Area 3 Curriculum (3.5 and 3.6 updated annually)**

##### 3.5 Are all Course Outlines of Record (CORs) current?

Yes, all CORs are current, which includes the following courses that are currently in the revision process and on schedule to be completed by the deadline of October 20:

BUS 203, CA 103L, CA 175, CIS 101L, CIS 161, MGT 115, MGT 212, OT 152, and OT 205.

The following courses are going through the deactivation process to become obsolete:  
CA103L and CIS 101L.

The following courses are now obsolete: OT 208

The following are new courses in the division: (NONE)

##### 3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty (full-time and part-time) are required to submit syllabi to the division office every semester for review by the division dean. Additionally, all faculty are required to show that the COR is being followed through the evaluation process for both full-time and part-time faculty. The office of the division dean monitors compliance; however, some faculty members question the effectiveness of this process and would like to see improvement in this area. It seems that there needs to be a clear process for dealing with faculty members not adhering to CORs and that there needs to be an actionable consequence.

#### **Area 5 Data Analysis and Environmental Scan (Updated annually)**

##### 5.3 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

###### Gender

Gender breakdown over the last six academic years shows a persistent trend favoring female enrollment. In the past, females accounted for approximately 58% of enrollment in BCSED. In the 2010-2011 academic cycle, females accounted for approximately 53% of students enrolled, resulting in a more equal distribution of males and females in the classroom.

###### Age

As noted in the past, enrollment data broken out by age group shows that students are getting younger. Consistently, students in the “less than 20” and “20 to 24” age groups make up the largest enrollment segments by age. This may be in part due to the integration of SOAR students into the classroom. Nonetheless, the lowering age median might also suggest that the BCSED Division needs to evaluate and adopt newer technologies in the classroom that may provide a more applicable learning opportunity for students.

### Success and Retention

Data in the previous cycles have shown the success rate to be approximately two-thirds of enrolled students, while the retention rate was approximately 80%. In the 2010-2011 academic cycle, the average success rate was 68.5% and the average retention rate was 84%. It is difficult to tell if this is real improvement, but the division will continue to monitor this data in the future to see if the upward trend continues.

### Certificates and Degrees

During the academic periods of 2007-08 and 2008-09, awarding of certificates and degrees through the BCSED Division increased 29.4% from 126 in 2007-08 to 163 in 2008-09. However, and what may be of significant concern, the number of certificates and degrees awarded in the 2010-11 academic year dropped 14.1% to 140. This decrease may be the result of two factors affecting the BCSED Division; a significant decline in the number of full-time faculty, and a decrease in the number of sections offered due to enrollment management decisions made by the college administration.

### Faculty

The continued decrease in the number of full-time faculty in the BCSED Division is alarming. At the end of the Fall 2011 semester, the projected number of full-time faculty in the division will have decreased by 22% since the last program review report. In the 2010-2011 academic cycle full-time faculty taught 35% of LHE offered, while adjunct faculty taught 65%. In comparison, during the period of 2007-2009, full-time faculty taught 45.7% of the LHE offered, while adjuncts taught the remaining 54.3%. Currently, the BCSED Division has four unfilled full-time replacement positions, with the potential for a fifth position within the next year. The four unfilled positions are, in order of priority as defined by the division,

- Computer networking—replacement
- General business and accounting—replacement
- General business—replacement
- Accounting—replacement
- Real estate and general business—replacement

Additionally, the division has identified a need for two new positions, one for business law, and one for marketing. At the end of the current year, a real estate instructor position will also be added to the list as a replacement position. The lack of full-time faculty is negatively affecting the ability of the division to provide program leadership in some areas.

Furthermore, based on the growing amount of governance and compliance required of academic divisions, and the decreasing number of deans on campus, BCSED supports the implementation of department chairs, which could also impact the need for full-time faculty

(See attached appendices for additional information: Appendix A and Appendix B)

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

An examination of the enrollment numbers compared to the number of certificates and degrees awarded, suggests that the majority of students in the BCSED Division are taking introductory courses, which might be in support of certificates and degrees awarded by other divisions. Scheduling for future course offerings and numbers of sections should consider this suggestion while still taking into account the need for students to also complete BCSED specific program requirements. Introductory courses that meet college-wide requirements with transfer capability, and degree applicability, may require priority status in order to best meet the needs of the students, especially when course offerings must be limited due to budget constraints.

The further erosion of the ratio of full-time faculty to part-time faculty continues to be of concern, especially when, as discussed earlier, program leadership from full-time faculty members is no longer available due to staff reductions. Of the most significant concern is the computer networking program, which has shown a growth trend in enrollment, and is identified by the California Employment Development Department (EDD) as an occupational field with a high demand for skilled workers. As stated in the paper *The Need for a Full-Time Networking Instructor at Antelope Valley College*,

The California Employment Development Department (EDD) projects a 47.3% increase in occupational demand for network systems and data communication analysts in Los Angeles County, a 52.9% increase for Kern County, and a 54.3% increase for San Bernardino County during the period 2006-2016.<sup>1</sup>

Such increases in demand for networking specialists suggest that AVC needs to commit adequate resources to build and foster the computer networking program. Hiring a full-time networking instructor will allow for the coordination and development of the computer networking program, and provide a point of contact for outreach to local industries and the community.

The computer networking position is not the only full-time faculty vacancy concern the BCSED Division has listed in section 10.1 of this report. The BCSED Division has three unfilled full-time general business and accounting positions. According to the *Accountants and Auditors Estimated Employment and Growth Data* published by the EDD, over the period of 2008-2018, demand for accountants will increase 16.7%. This suggests that further developing the accounting program at AVC should also be a priority.

Replacement of such programmatic leadership positions is imperative in order to maintain the integrity of BCSED programs and to spearhead new program development, while fostering existing program growth.

(See attached appendix for additional information: Appendix C)

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<sup>1</sup> Beyer, E. (2010). *The Need for a Full-Time Computer Networking Instructor at Antelope Valley College*. Submitted to administration August 3, 2010.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The younger student population served by BCSED appears to be technology driven, as are many of the careers for which our students are preparing. BCSED has embraced the educational trend to enhance online learning opportunities for students through the use of hybrid and online course delivery strategies, but lacks in the physical resources on campus to support newer technologies in face-to-face education. BCSED has worked hard to provide online course offerings and also explore new technologies and their application in academic settings, such as Second Life and other Internet-based media.

In an attempt to keep pace with new technologies, and still provide a student-centered learning environment, the BCSED Division recently received a grant of \$81,000 to upgrade three instructional computer labs in the Business Education building. Even with the upgrade, one computer lab still exists that contains outdated equipment and cannot run the latest software operating systems and application software. Lab BE 323 has been identified as the next lab to be upgraded when additional funding becomes available. Furthermore, the BCSED also has one open computer lab dedicated to the unique needs of BCSED students, and is extremely underutilized due to budget constraints.

Unfortunately, the BCSED open computer lab remains unavailable to students on a consistent basis due to the lack of student aides who staff the lab during normal operating hours. Since the ITS Department has reconfigured the general campus open computer labs such that the specific software applications used in BCSED courses is not, and cannot, be hosted for student access, it is imperative that AVC commit the resources and staffing to maintain the currency of the BCSED open computer lab so that students in the division can access the unique software applications that are necessary to succeed in their courses. Division faculty are very concerned that the inaccessibility of computer labs with needed software applications will seriously impact student success rates and student learning outcomes in the coming terms. Faculty see this as having a direct impact on SLO's and accreditation. This is an issue that needs to be addressed urgently.

- 5.4 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Update on Goal 1:            Improve Compliance for SLOs.

Objectives: Develop tracking mechanism and SLO rotation schedule; develop and schedule a regular, recurring SLO evaluation process.

Time Frame: Fall 2010

Justification: Required for accreditation

Progress: Progress in the area of SLOs and PLOs has been significant over the past year.

BCSED now has SLOs with data and findings entered into WEAVE for 86.36% of the courses offered. Additionally, there are documented discussions and action plans for 74.24% of course offerings, making BCSED one of the most compliant divisions on campus. Data, findings and action plan percentages are actually higher than reflected, as there is information not yet entered in WEAVE.

Update on Goal 2:            *Continue New Course Development*

Objectives: Write the COR; submit it to AP&P for review. Once approved, get the course on the schedule.

Time Frame: Have at least one new course on the Fall 2011 schedule; possible courses include Internet marketing, business ethics, voice recognition, etc.

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding courses to our division.

Progress: New course development has not occurred due to a perception that the college does not encourage a progressive approach to curriculum development during times of budget constraints. Such a perception suggests the lack of a clearly articulated enrollment management strategy based on planning rather than budget. A case in point, at a BCSED advisory committee meeting, representatives from several technology businesses expressed a strong desire for AVC to develop a computer networking security program. However, due to budget reductions and enrollment management priorities of other divisions, the replacement computer networking faculty position was not filled, which left no full-time faculty to provide the program leadership necessary to develop the program, or any new courses.

Update on Goal 3:            *Reinstate Work Experience Program*

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

Time Frame: Spring 2011 schedule

Justification: Supports the mission of Antelope Valley College to develop vocational programs that prepare students for employment.

Progress: Work Experience continues to meet resistance by the office of the VP of Academic Affairs, stating budget constraints as the reason.

Update on Goal 4:            *Support continued development of Palmdale campus computer labs in order to expand course offerings*

Objectives: Develop plan for moving technology-based courses to Palmdale campus.

Justification: Consistent with college mission to better serve the needs of students in South Antelope Valley.

Progress: Connectivity has been upgraded and tested. Course offerings in Spring 2012 will determine if the computer situation has been corrected.

**Area 6 Student and Program Learning Outcomes Assessment (Updated annually)**

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Part of the challenge with SLO assessment is the significant number of course offerings in our program. That, coupled with the deterioration of our full-time to part-time staffing ratio has made this process challenging, but immense progress has been made in the past year. In Spring 2011, division faculty developed PLOs, curriculum maps, and assessment schedules for each of the division's programs. All were submitted to the SLO Committee for review and approval. All of the PLOs were approved or returned with only minor revisions, and then subsequently approved. As previously stated, BCSED has SLOs with data and

findings entered into WEAVE for 86.36% of the courses offered. Additionally, there are documented discussions and action plans for 74.24% of course offerings, making BCSED one of the most compliant divisions on campus. The division needs to continue making progress, as the goal is to be 100% compliant. The division faculty engaged in an active dialogue during Welcome Back Day, reviewing data and using it to develop action plans for each course. This practice should be monitored and continued in the future, so that faculty can use the data to develop relevant action plans to aid in improvement of student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

The division dean has emailed all adjunct instructors informing them that SLOs must be included in the syllabi, and must be assessed each semester. Furthermore, the list of division courses was divided between the full-time faculty, who then sent SLO/PLO reminders to adjunct faculty. SLO review is included as part of the part-time faculty evaluations and communicated to new faculty at the time of hire. At Fall Welcome Back Day (August 2011), BCSED had an outstanding showing of adjunct faculty to engage in discussion of data and findings and work together to develop action plans. The division will plan to utilize this valuable session during Welcome Back Day to continue progress and dialogue in this area.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The division has SLOs and PLOs written for all courses and programs, though not all have been entered into WEAVE. Division faculty have created appropriate assessments for each SLO and PLO. Each of the programs has a defined assessment cycle developed, which have been submitted to the SLO Committee for review and approval.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

(to be determined after sufficient data is available)

### **Area 9 Goals and Objectives (Updated annually)**

List the goals and objectives the program has for the next four years.

#### Goal 1: *Improve use of assessment data in making decisions.*

Objectives: Continue to assess and report findings for SLOs and PLOs in the data management system (WEAVE) for all courses and programs. Use SLO and PLO data to make decisions for course and program improvement and develop action plans.

Time Frame: (Continuous)

Justification: Continual improvement of courses and programs. Required for accreditation.

#### Goal 2: *Continue New Course Development*

Objectives: Develop a strategy to encourage new course development based on a clearly articulated statement from administration on the college's commitment to supporting new courses and programs.

Time Frame: Contingent upon the administrative statement.

Justification: This goal supports AVC’s mission to provide a “quality, comprehensive education” by adding courses to our division.

Goal 3: Reinstatement Work Experience Program

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

Time Frame: Fall 2012 schedule

Justification: Supports the mission of Antelope Valley College to develop vocational programs that prepare students for employment.

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

Objectives: Develop a COR adherence checklist that all faculty must use while developing their syllabus, which will then be signed and submitted along with the syllabus to the division office. Note: the checklist is not a replacement for the AP&P approved guidelines for developing a syllabus, rather it is meant to assist faculty in ensuring adherence to the COR. To improve the quality of the courses offered, better utilization of the faculty evaluation process regarding strict enforcement of adherence to CORs is needed. The Dean’s office should impose any allowable consequences for failure to follow CORs. Enhance use of evaluations to provide support for instructor growth and improvement.

Time Frame: Spring 2012

Justification: This goal supports AVC’s mission to provide a “quality, comprehensive education.”

Goal 5: To promote BCSED faculty participation in committee work and shared governance processes so that all faculty are contributing equally

Objectives: The Dean’s office should monitor and enforce faculty participation in committees and shared governance activities as required by contract. Failure to comply with obligations as contracted should be reported and result in the appropriate consequence.

Time Frame: (Immediate and Continuous)

Justification: This supports the AVC mission statement in providing services in a “professional, team-driven environment

**Area 10 Long Term Resource Planning (Updated annually)**

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

Full-time instructor, computer networking—replacement  
Full-time instructor, general business and accounting—replacement  
Full-time instructor, general business—replacement  
Full-time instructor, accounting—replacement  
Full-time instructor, business law—new  
Full-time instructor, marketing—new  
Full-time instructor, real estate and general business

- The division received information that CSU-Bakersfield is interested in developing a MOU regarding the transfer of community college students to their BS in Computer Science program. The impact of this is currently unknown.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

- Computer Lab BE319 needs staffing *immediately*. The facility exists, but students do not have access to the lab and the software required to complete assignments to succeed in their courses. We are not providing adequate access to resources that are required in order to adhere to CORs for courses in the division. The impact to the SLO's is unknown currently.
- Computer labs and software, properly and adequately supported by ITS
- Computers updated in the faculty offices and lecture classrooms

10.4 Identify funding needed to support student learning.

- Funding for student workers is needed *urgently* so BE319 can be re-opened for the use of BCSED students, allowing students to have access to software required to complete assignments and succeed in their courses. We are not providing adequate access to resources that are required in order to adhere to CORs for courses in the division.
- Funding for additional tutors in the Learning Center is needed. The availability of tutors has decreased due to budget constraints, and has had a direct impact on services available to students and student learning.