

PROGRAM REVIEW
Self-Study Report

Spring 2006

BUSINESS AND COMPUTER STUDIES DIVISION

Background

The Business and Computer Studies Division has eight different programs. Students enroll in our classes for a variety of reasons: to transfer to a four-year institution to earn their bachelor's degree, to complete their associate degree, and for vocational reasons—to prepare for a new job or career, to get a promotion in their current job, or to enhance needed work-related skills. Several programs also provide specialized training specifically required for industry certification. Except for 7 courses, the rest of the 95 different courses offered in the division transfer to a four-year institution.

The offerings in this division range from introductory courses to advanced, highly specialized classes. The division has an “open door” philosophy of inviting students into its classes. When the division recently revised most of its courses, it also evaluated the course requisites. Courses with prerequisites tend to be for the more advanced courses with sequential-type prerequisites that identify a body of knowledge or skill needed for the student to succeed. For example, Financial Accounting is a prerequisite for Managerial Accounting. Virtually every class has “advisories” which state the skills and knowledge needed to succeed without denying someone entry just because he/she did not take a particular course at Antelope Valley College. Many of our students come from business and industry with the background needed to succeed, so the division attempts to reduce barriers to enrolling in any of our classes.

Most of our classes have both day and evening offerings; but due to low enrollments in certain specialized (often advanced) areas, some classes are offered only during the evening hours when both traditional and working students can attend. If possible, a course that is normally an evening course will occasionally be offered during the daytime in an attempt to meet the needs of students who can only attend classes during the day. To accommodate the student who is unable to take classes during the traditional Monday through Friday schedule, the division offers a variety of classes on Friday evenings and Saturday mornings. During the Spring semester of 2006 students can also enroll in thirteen online courses offered over the Internet, with some classes requiring limited on-campus attendance.

The division offers an associate degree in Business Administration that combines the general education classes with the lower division business-related courses required for transferring business administration majors. Each of the eight programs offers at least one certificate; several offer multiple certificates or options. For example, the Management program offers a Management certificate and a Small Business Management certificate. Students can also combine their certificate with the general

education courses (along with any additional needed electives) to earn an associate degree. Every course offered in the division can be used for an associate degree. Most of the programs are articulated with the appropriate high school courses wherever possible. The division is currently working with the Antelope Valley Union High School District to avoid duplication of classes and to simplify the transition from high school to AVC. The associate degree in Business Administration has articulation agreements with several four-year institutions.

CURRICULUM

The programs included in this comprehensive review are as follows:

- Accounting
- Business
- Computer Applications
- Computer Information Science
- Management
- Marketing
- Office Technology
- Real Estate

Throughout this review, general statements refer to all of the division's programs. However, when any specific program needs to be noted because of its uniqueness, or an individual program must be addressed, separate references will be made. In terms of the type of program, certificates and degrees offered, transferability, and related curriculum issues, each program will be addressed individually as follows:

The Accounting Program is both a transfer and a vocational program. The relatively new Professional Bookkeeping Program offers both a certificate and an associate degree. The specific timing for this new program was partially based on a recommendation by the Accounting Advisory Committee and very positive results from a local area survey. The two transfer-level accounting courses (Financial Accounting and Managerial Accounting) are part of the lower division business core courses required for a business administration major who is planning to transfer to a four-year institution.

The Business Program is composed of a variety of business-related classes that either support the other seven programs or do not "fit" into any other program. This program has both a transfer component and a vocational component. As mentioned earlier, an associate degree in Business Administration is offered to business administration majors planning to transfer to a four-year institution to earn their bachelor's degree in this popular discipline. The Business Program offers a 30- to 34-unit General Business Certificate that can become the major for an associate degree. Except for two classes, all the courses in this program transfer to four-year institutions. One of the business courses, Introduction to Business, satisfies the Social & Behavioral Sciences portion of the general education requirements. Another business course, Women in Organizations, is a diversity studies course listed in Area F of the general education requirements.

The Computer Applications Program is primarily vocational, but every course offered in this program is accepted as lower division elective credit at four-year institutions. This program offers two different certificates: Computer Applications (31-32 units) and Computer Networking (with an 18-unit Core certificate and a 30-unit Multi-Platform certificate). An associate degree in Computer Applications and the Multi-Platform portion of the Networking program may be satisfied by completing the certificate in addition to the general education requirements. The Introduction to Microcomputers course can be used to satisfy Area D-2 (Communication and Analytical Thinking) in the

general education requirements. All of the Computer Applications courses transfer to the CSU system.

The Computer Information Science Program is both a vocational and a transfer program. Two certificates are offered in this discipline: Business Computer Information Science (27-34 units) and Computer Software Developer (36-38 units). The requirements for a Computer Information Science Associate Degree may be satisfied by completing either of the two certificate programs in addition to the general education requirements. The Computer Information Science program also has courses that are listed in Area D-2 of the general education requirements. Four courses (CIS 101, 111, 141, and 157) fulfill the communication and analytical thinking portion of Area D in the general education requirements. While all of the courses in both programs transfer to the CSU system, many of them also transfer to the UC system.

The Management Program has both a transfer and a vocational component. All of the management courses transfer to the CSU system as lower division elective credit. Some private four-year institutions accept these courses as upper-division credit. This program has two different certificates: Management (33-37 units) and Small Business Management (33-37 units). Either certificate can be used as the major for the associate degree. Managerial Responsibilities to Minorities and Special Groups (MGT 212) can be used for general education purposes in the diversity studies area listed in Area F.

The Marketing Program is both a transfer and a vocational program. It offers a 33.5 to 35.5-unit certificate that can also be combined with the general education requirements to earn an associate degree. All of the marketing courses transfer to the CSU system as lower division elective credit.

The Office Technology Program is primarily a vocational program preparing students to perform successfully in the many and varied clerical, secretarial, and office administrative positions in business and industry. However, selective courses do transfer to four-year institutions as lower division elective credit. The Office Technology Program offers a three-step progression from an entry-level clerk/receptionist position through the highly skilled administrative assistant level. Students begin with the 15- to 16-unit Office Support Award. They then may progress to the Office Specialist Certificate requiring 27-28 units, and can eventually complete the Administrative Assistant Certificate, which is 34.5-35.5 units.

The Administrative Medical Assistant program is a totally separate program, but it tends to fall under the overall umbrella of Office Technology. It is a vocational program with a 30-unit certificate that can be used as the major for the associate degree. While it brings together specific medical courses offered in the Health Sciences Division and specialized medical office courses, it is still an office-related program and will be considered part of the Office Technology program for the purposes of the program review.

The Real Estate Program is a vocational program designed to prepare students for careers in real estate and related fields. All real estate courses transfer to four-year institutions as lower division elective credit. An option in real estate in the Business Administration Program is available at CSU, Northridge. There are two certificates in AVC's Real Estate program. The Real Estate Salesperson Certificate is an 18- to 21-unit program that provides the basic skills necessary to enter the real estate field. The Real Estate Broker's Certificate (36-38 units) builds on the Salesperson certificate and provides advanced training for those planning to become California licensed real estate brokers. The Real Estate Broker's Certificate can be combined with the general education requirements to earn an associate degree.

1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

Based on established AP&P guidelines, a rigorous content review is conducted. Every six years, each course is reviewed by the division's faculty to ensure the material being covered is current and relevant, and that requisites are appropriate. Also, courses in this division are evaluated based on industry and community needs/demands; thereafter, courses are updated to reflect major changes. These updated courses are submitted to AP&P for further scrutiny and approval.

The curriculum of the Business and Computer Studies Division attempts to meet the three basic educational objectives of its students:

- Transfer programs for students desiring a baccalaureate degree. Courses that transfer are equivalent in content, credit, and quality to courses offered in lower division programs at four-year institutions.
- Associate degree programs for students who wish to combine general education requirements with one of the certificate programs.
- A vocational and technical education curriculum providing business and industry with qualified individuals—both entry level and advanced.

The courses are continually updated as new materials and technologies become available. The rapid pace of a constantly changing workplace demands continuous monitoring of our courses—especially computer-related classes. Virtually every course is updated incrementally within the scope of the course content as textbooks change (generally about every 24 months) and/or as software changes (as often as every 18 months). Individual courses, even entire programs, have been revised to reflect changes in the workplace.

Instructors are continuously evaluating new textbooks and changes in software to be sure their courses reflect the most recent course content, the most effective ancillary material, and the latest computer programs. One instructional tool that is just beginning to expand the learning opportunities in the classroom is the Internet. The ability of instructors to access the Internet from their classrooms and deliver the desired information or Web site

“real time” to their students is a tool with tremendous possibilities and it is changing the way instructors prepare and present content to their students.

Our two transfer accounting classes, Financial Accounting and Managerial Accounting (which are new course names to assist our students in the transfer process), continue to evolve to reflect the need expressed by employers for students to improve their conceptual, communication, teamwork, and technical skills. Financial Accounting now focuses on both the preparation and the use of accounting information. These changes reflect current offerings at the four-year institutions and thus prepare our transfer students to successfully achieve their goals of a Baccalaureate Degree in Accounting or Business Administration.

A number of new courses are being considered to reflect changes in industry and the changing needs of our students. The Sarbanes/Oxley Act and other changes in the accounting field have not only created significant interest in accounting, but also what should be emphasized in accounting courses. The topic of ethics and the importance of preparing and publishing accurate and meaningful reports will change the way accounting is presented. The Certified Management Accountant (CMA) designation is becoming more recognized and in demand throughout corporate America (as opposed to the more common Certified Public Accountant—CPA), and this trend may impact the way accounting is taught in the future.

The bookkeeping certificate is the culmination of the Accounting Advisory Committee developing the program many years ago, but having to wait for the local economic conditions to improve before it could be implemented. (The original employer survey reflected a weak economy where very little hiring was taking place.) Until the local economy regained its ability to hire our graduates, we could not offer the program. A recent survey disseminated to local businesses and governmental agencies confirmed that there was a demand for those students completing the Professional Bookkeeping Program. The strong student demand to enroll into the specialized bookkeeping courses (Bookkeeping II, Introduction to Income Tax, and Payroll Bookkeeping) has confirmed the need for this new program.

Computer-related courses are always in a state of flux because of the increasingly rapid change of the software used. Most of our computer applications courses (e.g., microcomputer introduction classes, network classes, classes in Word, Excel, etc.), as well as our programming languages, must regularly reflect changes in the curriculum to properly incorporate updated software. Currently, the students completing the numerous computer-related courses are properly prepared to enter the workplace and/or transfer to four-year institutions. However, the division does not generally have the luxury of being on the “cutting edge” of technology because local industry/businesses do not necessarily immediately adopt the latest software, quality textbooks are often not yet published, and hardware needed to properly operate the new software is not available in the division’s computer labs. Each new software version requires more powerful hardware. The challenge to replace outdated technology in both our computer labs and in our

instructors' offices tends to hinder the division's ability to maintain the highest level of currency.

All new courses are first discussed and approved by the appropriate advisory committee. Faculty, both full-time and part-time, are responsible for providing the necessary input and review of all new and revised courses. In addition to curriculum changes, faculty update textbooks, software, and other related material to ensure that courses are meaningful in today's business environment.

New courses that have been developed during the period under review include:

- BUS 206 Computer, Web, and Cyber Law
- CA 103L Introduction to Microcomputers Lab
- CA 107 Microcomputer Hardware and Software Support
- CA 111L Word Processing—Microsoft Word Lab
- CA 132 Oracle SQL Database Management
- CA 133 Oracle PL/SQL Programming
- CA 153 Windows Installation and System Support
- CA 175 Windows 2003 Networking
- CA 177 Microsoft Internet Information Server
- CA 178 Microsoft Proxy Server
- CA 182 Network Security
- CA 206 Computer, Web, and Cyber Law
- CIS 101L Introduction to Computer Information Science Lab
- CIS 144 Advanced Visual Basic Programming
- CIS 145 Introduction to Visual Basic.NET Programming
- CIS 157 Introduction to UNIX
- CIS 174 Introduction to C#.NET Programming
- CIS 198S Microsoft Integration
- MKTG 125 Customer Service
- OT 101L Beginning Keyboarding Lab
- OT 102L Intermediate Keyboarding Lab
- OT 103L Advanced Keyboarding Lab
- OT 105L Computer Keyboarding Lab
- OT 107L Typing Speed and Accuracy Lab
- OT 111L Word Processing—Microsoft Word Lab
- OT 116 Desktop Publishing
- OT 121 Spreadsheets for the Office

Two new certificate programs in evolving fields were developed: Computer Networking and Professional Bookkeeping. The Computer Networking program has a "Core" set of courses that comprise an 18-unit entry-level certificate and a 30-unit "Multi-Platform" certificate (which includes the core courses). The Professional Bookkeeping program offers a 28-31 unit certificate. Completing the certificate program, in addition to the

associate degree requirements, may satisfy the requirements for an associate degree in either Computer Networking or Professional Bookkeeping.

The Real Estate Escrow program (both the certificate and the degree) has been deleted because of changes in the industry, the difficulty in hiring qualified instructors, and the lack of student demand. The name for the Business Medical Office Assistant program has been changed to Administrative Medical Assistant to reflect changes made by the state-wide organization.

In the real estate field there are currently three new courses approved by the California Department of Real Estate that apply toward the Broker's License. These three courses (Computer Applications in Real Estate, Common Interest Developments, and Mortgage Loan Brokering and Lending) are under review for possible additions to the Real Estate program.

Many of our programs have been revised as a result of industry changes and recommendations from our advisory committees. The Office Technology program added a PowerPoint class and changed the required spreadsheets course into a class specifically for office technology majors. While student enrollments in the Office Technology program as a whole have been slowly declining, the more specialized medical and legal areas have seen the most dramatic decreases in numbers. A few years ago these two programs were seeing strong growth. However, over the past couple of semesters, the drop in enrollments is becoming a cause of concern. The division needs to evaluate the cause and address the problem as soon as possible. Adjustments to scheduling these courses will need to be made if the enrollments continue to remain low.

Curriculum changes in the Office Technology program were initiated as a result of a report received from the Chancellor's Office called *Evolution of the Administrative Office Professional in the United States* dated June 2005. A 10-key unit was added to the Intermediate Keyboarding class and a voice recognition unit (with new software) was incorporated into the Administrative Office Procedures course. An increased emphasis on behavior-based "soft skills" (such as time management, initiative, teamwork, professional appearance, email, and Internet "netiquette") was interwoven throughout the courses in the program.

As computers continue to evolve, so will what is taught in our classes and programs. The Computer Networking instructors are currently surveying students and industry to make decisions regarding the addition of a Linux Operating System course to the program. There are discussions occurring about developing a "Business Web Site Designer" program that could include a variety of courses in business/marketing, computer applications/programming, and media arts. Finally, we are continuing to analyze the Computer Information Science and Software Developer programs to ensure that they help our students properly prepare for the workplace and to transfer to four-year institutions. To help accommodate our students who are new to computers and are exploring the programming area, we may need to reevaluate what we offer in the first programming class, Introduction to Programming and Algorithms (CIS 111).

1.2 *Course requisites have been reviewed and are consistent with validation criteria.*

Virtually all of the course requisites in the Business and Computer Studies Division are advisories that maximize the opportunities for students to enroll in desired courses while providing counseling regarding what is suggested as needed to succeed. However, this “open-door policy” allows students to self-select and enter classes without the desired preparation, which creates extra demands on the instructors and may diminish the learning process for the entire class. The division may need to reevaluate this philosophy as the level and abilities of our students continue to change. When the division recently revised most of its courses, it also evaluated the course requisites. The only courses with prerequisites tend to be for the more advanced courses with sequential-type prerequisites that identify a body of knowledge or skill needed for the student to succeed, such as Financial Accounting is a prerequisite for Managerial Accounting.

Under the direction of the Accounting Advisory Committee, the course requisites for ACCT 201 were revised. They were changed from “Eligibility for ENGL 101 and MATH 102” to “Completion of ENGL 101 and Eligibility for MATH 125 or MATH 130.”

To enhance student success in the Business Communications (BUS 113) course, the division added the prerequisite of completion of ENGL 101. Although some of our students come from business and industry with a variety of backgrounds, assessment testing at AVC indicates the writing levels of today’s student are lagging, and proper preparation is essential for this demanding business-oriented course.

Some of the course requisites have been changed in the computer applications courses due to the increasing knowledge of computers in the student population. The computer networking instructors have noticed that the level of competency in the beginning computer classes has risen to the point where they have decided to change the prerequisite of Introduction to Microcomputers (CA 103) to an advisory for the following courses: Introduction to Networking (CA 171), Administering Windows 2003 Server (CA 175), and Windows Installation and System Support (CA 153).

1.25 *Each course will be reviewed and is consistent with validation criteria.*

Over the past three years, virtually every course in the Business and Computer Studies Division has been reviewed. The division has 95 different courses that must be properly monitored. Many of these courses are taught only by adjunct faculty, who must be enlisted to complete a curriculum-related task that is often unfamiliar to them. Significant effort has been invested by the faculty to complete the paperwork required to incorporate the changes made to ensure that courses were properly revised and updated to reflect current industry expectations and standards. While the division has not completed this very important project, this will be a “work in progress” every year. Also, every course that has been updated and/or revised reflects the new SCANS competencies, as required for vocational education courses.

1.3 Vocational Programs/Courses are in compliance with industry standards, advisory committee recommendations and state/federal funding guidelines.

The Business and Computer Studies Division is in compliance with industry standards. Each program has a full-time instructor responsible for ensuring the program, as well as courses within the program are up-to-date and reflect what industry expects. Each adjunct faculty teaching in one of our programs provides an expert perspective in his/her respective discipline. Textbooks, classroom material and equipment, and computer software and hardware are all updated as needed and as finances permit.

Each program in this division has an advisory committee. Most of these committees meet at least once a year, but a few of them do not meet every year and this needs to be changed. Also, it should be noted that several of the advisory committees tend to be comprised of full-time and adjunct faculty who, while dedicated to their respective programs, become comfortable over time with the courses and the program. To bring fresh ideas and new perspectives, each program needs to constantly strive to include new advisory committee members who are, or have recently been, actively involved in their respective fields.

Every new course is brought to the appropriate advisory committee for discussion, evaluation, and approval. The two new programs that have been developed during this review period (Professional Bookkeeping and Computer Networking) have resulted in creating two new advisory committees. Each committee provided oversight and direction in developing the programs and in selecting the courses to be included. Every course in the division meets Title 5 guidelines.

1.4 Courses are taught within the parameters described in the outline of record.

Individual instructors are responsible for ensuring that courses are taught within the parameters described in the official Course Outline of Record. Every semester instructors are required to submit their course syllabi, which is then reviewed by the dean to ensure the course properly reflects the Course Outline of Record and meets Title 5 guidelines.

Each of the eight programs has at least one full-time instructor responsible for reviewing the courses within his/her area. Course Outlines of Record are written broadly enough to allow minor changes in curriculum to be adopted each semester to reflect technological changes.

1.45 Divisional Faculty have deleted courses from college catalogue which have not been taught in 3 years. If the course is not deleted, it must be revised.

To properly reflect changes in the workplace, the faculty regularly review and discuss changes in the division's course offerings. As a result of this on-going evaluation, the following outdated courses have been deleted from the Business and Computer Studies Division's course offering:

- ACCT 223 Governmental and Not-For-Profit Accounting
- ACCT 262 Analyzing Financial Statements
- BUS 131 Introduction to International Business
- BUS 206 Computer, Web, and Cyber Law
- CA 105 Essentials of Microcomputer Applications
- CA 161 Introduction to the Internet and Online Services
- CA 206 Computer, Web, and Cyber Law
- CIS 151 Structured COBOL Programming
- CIS 153 Introduction to FORTRAN Programming
- CIS 155 Introduction to Ada Programming
- CIS 171 Concepts of Object-Oriented Programming
- MGT 118 Organization and Management Development
- MGT 132 Purchasing and Materials Management
- MGT 261 Management Consulting for Small Business Clients
- MKTG 131 Fundamentals of Retailing
- OT 131 Records Management and Filing
- RE 103 California Real Estate License Preparation
- RE 143 Escrow Practices
- RE 145 Escrow Problems
- RE 151 Real Estate Investments
- RE 171 Real Estate Economics

1.5 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

In every program in this division there is a continuous endeavor to promote diversity and/or multicultural perspectives (including gender equity) as much as possible. Because the ethnicity of the students in the various classes fairly accurately represents the diversity of the Antelope Valley, the issues addressed within the classroom environment related to diversity and/or multicultural perspectives, reflect the issues found in the business environment. Students of different ethnic backgrounds and cultures, and various ages learn to work together in a diverse learning environment that helps prepare them for the local workplace.

The Business and Computer Studies Division was one of the first divisions at the College to develop courses for the diversity studies category in the general education requirements. Both Women in Organizations and Managerial Responsibilities to

Minorities and Special Groups were developed to provide opportunity for business students to specifically focus on issues related to diversity and/or multicultural perspectives within the workplace.

To help reach disabled students, individuals who lack proper transportation, care-givers who cannot leave dependent children or adults, or many other unique situations that make it impossible for students to attend classes on-site at our campus, the division was one of the first to offer online, Internet classes at the college. The division currently offers thirteen online classes in eight different areas. Very few of these online classes require on-campus meetings. Reaching out to those students who have difficulty coming to a traditional class on campus through online courses provides an important alternative and opportunity for those students, enabling them to take classes they might not be able to take otherwise.

1.6 Course scheduling provides students with reasonable access to meet their educational objectives.

Generally, students in every program are able to complete their educational objectives in a reasonable timeframe. Most of the courses are offered both fall and spring semesters. Some of the more advanced, or specialized courses, lack sufficient demand to be offered every semester, so these courses are scheduled every other semester. Every course required for a certificate is scheduled at least once a year at a time when most students can enroll.

The timing of when a course should be offered is a challenge. If there is enough demand, courses are offered during both the daytime and during the evening. However, due to low enrollments in specialized or advanced courses, many of the courses the division offers have only a single section scheduled during the semester. Whenever possible, a course is scheduled during the day one semester and at night the next semester. When this is not possible (usually due to low daytime enrollment) the class must be scheduled at night to accommodate the large percentage of working students. Virtually every course required for a certificate is scheduled at night at least once a year to ensure that working students have access to needed classes.

While most daytime students can take evening classes, some daytime students (shift workers, single parents, etc.) find it a challenge to take night classes and have difficulty completing their educational objectives as quickly as they would like. The expanded use of online courses will help solve some of these challenges and better serve our students.

To help students meet their educational objectives, there are occasions when a low-enrolled class will be allowed to continue, or it will be changed into an Independent Study class. As appropriate, the dean will allow course substitutions to help students complete their coursework when there are no other alternatives.

1.7 Course scheduling promotes strong enrollment patterns.

The Business and Computer Studies Division is very student oriented when it schedules its classes. It has attempted to efficiently use every classroom and computer lab assigned to it during the most popular time zones. To maximize student satisfaction and use our facilities efficiently, the division has attempted to be as creative as possible in its scheduling. Classes are scheduled at 7 a.m. weekday mornings, on Friday evenings, on Saturday mornings, and at our new Palmdale campus. As the demand at the Palmdale campus increases, more classes will be offered to accommodate the students wanting classes at this facility.

The division's online classes offer another option for students. The number of online classes will be increased in the future as a new course management system is implemented by the college and as more instructors begin to feel comfortable offering their classes online. Instructors must be assured of receiving the necessary administrative, technical, and fiscal support required for an effective online learning environment. The division (the college) needs to provide a strong, high-quality online presence where the desired individual courses, certificates, and even associate degrees are available to students.

Every semester the dean closely monitors the enrollments in each class. As demand changes, the number of sections offered are increased or decreased as appropriate. As the demand in any particular course increases, the variety of times and places that this course can be offered increases as well. The more sections that can be scheduled on different days, at different times and places, the easier it is to provide students with more choices to meet their needs.

1.8 Courses are articulated with local high schools and institutions of higher education.

For the most part, articulation with Antelope Valley Union High School District can best be described as a "work in progress." Throughout the time of this self-evaluation the dean and various members of the faculty have worked with the high school district's Coordinator of Schools-to-Careers and Regional Occupational Program, and numerous division chairs and teachers to improve articulation between the two institutions. However, the discontinuance of the 2+2 articulation agreements with the Antelope Valley Union High School District, which covered 26 different courses in the division, created a real void in our articulation with the district. In 2001, changes in Title 5 regulations made it virtually impossible for AVC to give college credit for course work accomplished in high school under the old articulation agreement. The college (including this division) is currently in discussions with the high school district to develop a new 2+2 articulation agreement based upon pre-approved evaluation instruments (tests, projects, portfolios, etc.) that will allow students to once again receive the proper recognition and credit for college-level work completed at the high schools.

Another challenge with articulating with the high school district during this period of time has been significant changes made to the previously articulated high school courses which actually created new courses that no longer match AVC's courses. Most of the business-related high school courses now provide students with contextual learning within broad applications of a given career field and do not provide them with the depth of learning and mastery of basic business concepts required for the college-level course. To renew proper articulation between the appropriate high school course and college course, relationships and agreements will need to be reestablished. This will begin as early as Fall 2006, and, as stated earlier, it will be a "work in progress."

The articulation efforts with the other local high schools (Paraclete, Desert Christian, AV Christian, etc.) have been very limited. More effort needs to be directed toward developing appropriate articulation with the smaller, but just as important, area high schools.

While not all of the programs are transfer oriented, those that do transfer to four-year institutions have been articulated with at least one baccalaureate degree program. In the business administration degree arena (which includes accounting, business, management and marketing majors) we have very clear and complete agreements with the primary California State Universities to which our students transfer including Northridge, Bakersfield, and San Bernardino. For the past several years CSU, Bakersfield has offered its Economics Degree (with a management flavor) in its entirety in the Antelope Valley, which has provided the opportunity for our students to complete a four-year business-related degree without leaving the Antelope Valley.

After many years of working with the School of Business and Public Administration, this Fall (2006) CSU, Bakersfield will begin offering a Bachelor of Science degree in Business Administration with a concentration in "General Business" in the Antelope Valley. It will begin as a cohort of 20 students and CSU, Bakersfield will guarantee completion of the degree within two years. This should be a very popular alternative to our students. Our current articulation agreement with CSU, Bakersfield is up-to-date with the exception of MATH 125, Math for Business and Economics, which needs to be added to AVC's course requirements.

For the transferring computer information science student, the path is not as simple as it is for the business administration major. The various CIS/MIS programs at the different universities are so distinct that our students must plan very carefully as they progress through our program. The articulation agreements with the most popular institutions to which our students transfer are current and complete.

The CIS Computer Advisory committee is attempting to insure that four of our programming classes; CIS 111 (Introduction to Programming and Algorithms), CIS 113 (Data Structures), CIS 161 (Introduction to C Programming), and CIS 173 (Introduction to C++ Programming), meet the first two-year course needs in Computer Engineering from CSU, Fresno. A second area that needs to be evaluated is to update our current accounting articulation agreements with CSU, San Diego and CSU, Fullerton.

1.9 Faculty and staff have developed innovative instructional strategies to meet student needs and staff development supports the development of these strategies.

The division's faculty as a whole are very innovative and are continually experimenting with implementing new and different teaching strategies. Because the division has been able to provide computerized projection systems in every classroom and computer lab it uses, more instructors are incorporating these tools in their presentations. Using the Internet to access information is also a tool being adopted by many of the instructors because that is how business and industry tends to be operating these days. The full-time computer networking instructor has designed a new mini-lab for his networking students. This lab is not connected to our other computer labs and allows students to have hands-on experience without affecting our other computer classes.

The entire division has emphasized the need for students to experience more collaborative learning, to write in every class, and to enhance their critical thinking skills. The accounting classes have started to utilize collaborative learning, using various types of group activities both inside and outside the classroom. In the computerized lab portion of some of the office technology courses, students have developed better critical thinking and troubleshooting skills by engaging in real-world applications. Working together in the lab allows the instructor to work individually with a student, which allows further assistance to students with unique learning capabilities.

The faculty in this division have been the early adopters and leaders at the college in offering online courses. As an example, during the 2005-2006 academic year, the division offered 25 sections of online classes in the following courses:

- ACCT 121 Introduction to Microcomputing Accounting
- BUS 101 Introduction to Business
- BUS 212 Women in Organizations
- CA 103 Introduction to Microcomputers
- CA 121 Microcomputer Spreadsheets
- CA 221 Computer Concepts & Applications in Business
- CIS 101 Introduction to Computer Information Science
- OT 101 Beginning Computer Keyboarding
- OT 102 Intermediate Computer Keyboarding

These courses reflect the efforts of six very dedicated instructors who have had to develop complex, computer-based learning environments for students by working together with very limited resources or assistance from the college. In addition to these online classes, many of the division's faculty who are not currently teaching online courses are beginning to use a variety of the online components (bulletin boards, chat rooms, etc.) to complement their traditional, on-site classes and provide their students with additional tools to help them succeed. Some instructors post their lecture notes and PowerPoint presentations on their Web sites to help their students master the material.

Some faculty will be looking into the use of radio frequency transmitters to facilitate student interaction with the instructor in the classroom. This involves students entering via personal transmitters, the answers to questions posed by the instructor so that instant feedback may be received and evaluated by the instructor; thus, telling the instructor to continue, or to back up and present the material again.

The use of interactive games in accounting has stimulated more active learning and interest in the material. Group/team assignments continue to be important learning events for the students. Instructors use work-team assignments using real-world scenarios that require students to collaborate in developing sound conclusions and realistic recommendations (e.g., analytical business reports). Field work assignments are structured to incorporate the whole learning process: what is taught in the classroom and what is practiced in the field (e.g., medical office).

The Internet has become a very useful classroom tool. Students access the Internet for course-specific information, assignments, quizzes (with immediate feedback), and referrals to related Web sites. Online computer testing programs and electronic grading programs allow the instructors to rapidly keep their students up-to-date on their progress in the course.

The new myAVC Web site allows instructors to post messages and to send e-mail messages to their students. It also allows students to easily contact the instructor and to interact with other students. The Web site also provides a location for the instructor to store files for students to download and a place to put Web links for student access.

Most of the computers in the Business Education building labs have drive selector switches and three hard drives. This unique configuration allows students the opportunity to install and configure different operating systems without interfering with the operating system installed for daily student work in general application courses on those computers. Also, the availability of having a network file server for instructor and student access in several of the computer labs has enhanced the educational process by allowing the instructor to give students access to data files and programs specific to the course.

All full-time and most part-time faculty attend numerous conferences, seminars, workshops, and classes each year. The huge number of diverse business- and computer-related seminars and conferences offered throughout the year makes it very easy for instructors to participate. The staff development funds have recently been increased and provide additional (but still insufficient) resources for faculty to attend more training opportunities. Flex activities encourage faculty to interact with their peers to enhance their teaching strategies and methods. Real estate instructors and accounting instructors who are CPAs are required to attend workshops, seminars, and classes to earn continuing education units needed to renew their licenses. In our Administrative Medical Assistant program, one instructor is a Licensed Vocational Nurse who also must complete continuing education courses for license renewal.

An important classified staff member in the division (who is actually assigned to the division from ITS) is the computer lab technician. Nancy Rody is one of the hardest working lab technicians on this campus. She single-handedly maintains nine computer labs. She also provides and maintains special computer servers that provide a file serving local network (not connected to the Internet) between all division computer labs. The success of our computer program is directly related to how well Nancy prepares and maintains our labs.

Most of the student assistant budget is used to hire lab aides to work in the computer labs during “open lab” hours. Students in the division’s classes who are required to complete computer assignments must have access to open computer labs. Lab aides allow the labs to be available to our students and they assist students who have problems or questions. As we continue to increase the number of computer-oriented classes each semester, we must also increase the number of open labs. The need for open computer labs at night is especially critical. More lab aides will be needed in the future. A related need is for the computer lab aides to be better trained so they can provide more assistance to the students.

Because of the excessive workload on the administrative assistant and the desire to provide work experience for some of the office technology students, the dean’s office uses one or two student aides. These student workers act as receptionists in the office and complete office work assigned by the division’s administrative assistant.

1.10 Faculty and staff are familiar with and work closely with the student services and instructional support services staff in program development and student referral.

In general, this division has a good rapport with the student services and instructional support services staff. The full-time instructors are familiar with the various services offered by the many offices represented in this group. However, the adjunct faculty as a whole tend to be less aware of many of these important services. All faculty members need to know about the benefits each office can provide for their students and for instructors. Due to the specialized nature of each of the division’s programs, it is imperative that a closer working relationship with the counseling staff be established and that the counselors be given as much information about the programs as possible. In the past, the division had the opportunity of having a counselor (Dr. Robert Harris) attend our division meetings. It was an excellent relationship that encouraged the two areas to work more closely together for the good of our students and needs to be reimplemented.

For several years, the Business and Computer Studies Division had a full-time instructor on a few hours of reassigned time to advise our students about business- and computer-related areas and thus complement the work done by the counselors. This division advisor also attended the monthly counselors’ meetings. The positive impact on our program and assistance given to our students was priceless. However, due to budget constraints, the reassigned time for this instructor was removed from the division and we

have lost a truly valuable asset. The reinstatement of this beneficial budgetary item is extremely important to this division and to our students.

For the students who have used its services, the Career Center has generally been very helpful. The information available (e.g., Eureka) is fairly current and provides students with information that is helpful in making career choices.

EOPS, Financial Aid, and Disabled Student Services are also helpful to many of the students. Many Business and Computer Studies students are retraining and/or rehabilitating students and they use these services extensively. The students who are referred to these offices appear to receive the needed help and attention from the respective staff.

One area of concern is related to the fact that virtually every course in this division uses advisories instead of “prerequisites.” This open door philosophy tends to allow improperly prepared students to enroll in classes simply to meet the unit requirements for some of these programs. It is important for the advisors in these offices provide proper guidance to their students and avoid enrolling them in classes where they do not meet the “advisories.” Advisories placed on our courses are not simply suggestions for students to consider: they are considered to be essential for most students to succeed. However, advisories are not the same as prerequisites and cannot be enforced, not even for the good of the learning process.

The Learning Center has been very helpful for most students. The Reading Lab, Math Lab, and Writing Center have allowed our students to receive individual help where needed and certainly complement their classes. The Writing Center assists with completion of term papers and has been successful in improving the writing skills of students who use the center’s services. The reentering students (especially the retraining and rehabilitating students) and those with learning disabilities often succeed because of the availability of these labs and the assistance they receive from the Learning Center staff.

The Tutoring Center is also a tremendous assistance to many of our students. The willingness of tutors to meet students enrolled in computer-related classes in the computer labs has really helped our students. The Tutoring Center staff works well with our faculty to identify and hire qualified students in each discipline. However, some classes (especially the advanced classes) often do not have tutors available because of the lack of qualified students wanting to become tutors.

The Library staff is very helpful to our students and responsive to our faculty. Librarians have been instrumental in assisting students with research on the Internet using EBSCOhost. Students who have never used a library before have been assisted with patience and encouragement. The Research Methods Workshops are important resources for our students. For the convenience of our students, these workshops are offered both during the day and evenings.

Librarians are also quick to respond to instructors' requests to visit their classes and present library offerings in business-related resources and how basic library research is done. Instructors who have taken time for such presentations recognize how much their students appreciate the information. More instructors need to take advantage of this helpful resource offered by the library.

The Information Technology Services Department has a reputation that tends to depend upon whom you talk to. The general consensus among the faculty is that work requests for computer assistance have generally not been completed in a timely manner, nor at a professional level expected of a technician. It is fairly common to find problems after a technician has attempted to complete a work order (e.g., printing problems, personal settings being changed and not changed back, etc.), that should be common practice for the technician to check before completing the task. Another major issue is the lack of support for the current server that the online classes use to serve their students. This server is regularly down (and often for several days). If the college is to offer online classes, it must have a properly supported network to serve the students and instructors.

1.11 The programs meet one or more of the primary goals articulated in the College Mission Statement.

The Business and Computer Studies Division offers programs that meet the first three educational objectives listed in AVC's mission statement: 1) Transfer students who complete our transfer coursework, along with the required general education courses, can complete upper division (junior, senior) work at accredited four-year institutions through our articulation programs with universities; 2) Students who wish to combine general education requirements with one of the certificate programs can earn an associate degree; and 3) Vocational students who complete our certificate or degree programs designed to develop employment skills can achieve employment, job advancement, or certification. The division also offers courses that various workforce programs can use to provide job training for students as a way of meeting the Workforce Preparation portion of our mission.

1.12 The development of new and revised courses is consistent with the College Mission Statement.

The development of new courses and the revision of established courses have been, and will continue to be, consistent with the goals articulated in the College Mission Statement as detailed above. Every new course must be approved by the appropriate advisory committee to be sure it is needed by our students in preparing them for either transfer or the workplace. The faculty seek to respond to changes in curriculum at four-year institutions and in the workplace so that our students are as properly prepared as possible.

During the time period of this review, the division has developed 27 new courses. This reflects a tremendous amount of work by those instructors who have taken the time and effort not only to create these new courses, but to, in most cases, teach these new classes. One instructor feels the division does not appear to promote a culture that encourages

new course development and it appears that the college is hesitant to develop new and innovative approaches to course development. It is important that every faculty member feels comfortable developing new courses and any perceived barriers need to be removed.

1.13 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

The division faculty as a whole have been eager to embrace the recent developments in instructional technology to help improve the learning environment of its classes. In the computer-related courses, the most commonly used software is being used. Many traditional non-computer courses are beginning to have some aspect of computers incorporated into their curriculum (e.g., assignments requiring computer-related data, computer-related projects and cases, etc.). Most instructors in the division now use the computerized projection systems in their presentations to incorporate PowerPoint and Internet information. The new Business Education building (where virtually all of the division's classes are scheduled) has a computerized projection system with access to the Internet in every classroom and lab. However, classes are beginning to be scheduled in other classrooms around the college which either do not have these systems or are not readily accessible due to a security issue. Also, most of the units in classrooms outside of the BE building do not have computers, forcing the instructors to bring a laptop computer with them. However, this presents a real logistics problem because very few instructors have laptop computers.

As noted earlier, faculty are beginning to use many of the online tools with their on-site classes to complement their "total instructional package." They are also using myAVC in much the same way—to enhance their traditional classes. MyAVC promotes communication between faculty and students by providing Internet access to course material and email with all students. As myAVC and Banner are integrated, this combined system also provides faculty access to current student enrollment data and the ability to submit grades. Students are provided with online registration and access to their records.

The division has also acquired a license with the Microsoft Developer's Network Academic Alliance to provide students and faculty with no-cost copies of the Microsoft software used in our lecture/laboratory classrooms.

Some faculty are currently looking into the use of radio frequency transmitters to facilitate student interaction with the instructor in the classroom. This would involve students using personal transmitters to answer instructor questions and immediately be evaluated by the instructor. The added cost for each student for classes using this technology needs to be carefully evaluated in terms of its learning effectiveness and value (cost/benefit) for the students.

One of the newest developments with huge educational potential is the use of the Internet within the classroom. Instructors teaching in the classrooms and labs in the BE building have been able to take advantage of this powerful tool for several years. However, very few classrooms outside the BE building have Internet access. All classrooms campus wide need to have Internet access and every instructor needs to be encouraged (and possibly trained) to incorporate the wealth of information on the Internet into his/her curriculum.

As the division and the college continue to expand its distance learning offerings, specifically online courses, more attention and resources need to be provided to better meet the needs of our students. Although progress has been made since fall 2005, much more needs to be done. Currently, instructors must resort to using a variety of programs in order to develop, provide, and manage these online courses. Support for these courses generally comes from individual faculty members who are generous with their own time and do not receive any additional compensation. A course management system is currently in the process of being purchased and will hopefully provide a consistent, more user-friendly platform instructors can use.

1.14 The programs and courses are consistent with the development of programs, courses, and facilities articulated in the Educational Master Plan and Facilities Master Plan.

Existing programs and courses are fairly consistent with the Educational and Facilities Master Plans. The completion of the Business Education building in the Spring of 2002 has served the students well. Because the college's Educational Master Plan and Facilities Master Plan are somewhat outdated and in need of being updated, it is recommended that this self-study be used to update the Educational Master Plan and the Facilities Master Plan. The plans for the new Palmdale campus accurately reflect future course offerings by the division and will help us to better serve our students living in the Southern portion of the Antelope Valley.

STUDENT LEARNING OUTCOMES

2.1 Expectations for student learning outcomes are clearly articulated and actual student learning outcomes are used in the assessment of course and program effectiveness.

Expectations for student learning outcomes are clearly articulated in the Course Outlines of Record and syllabi for virtually all courses within the Business and Computer Studies Division. At the conclusion of the current course revision cycle this next year, every course should have properly articulated student learning outcomes. The assessment portion of course-level student learning outcomes is still being developed for this division, as well as for the entire college. A new Student Learning Outcome committee has recently been formed to help the college develop these assessment tools.

However, on an individual level, some instructors do attempt to measure actual student outcomes within their classes. Instructors in some courses give an initial examination during the first week to gauge students' knowledge upon entry into the course (e.g., BUS 111 writing sample using memo format; CA 103 basic computer and application programs knowledge), and then give the same examination during the final week of the class. Comparisons are then based upon the results of these types of evaluative measures.

The division is currently working on the student learning outcomes for the various programs it offers. The program-level outcomes have been completed in rough-draft format and will be reviewed and revised later in the Fall 2006 semester. The assessment portion of these outcomes will also be developed in the future with the help of the Student Learning Outcome committee.

2.2 Student evaluations are an integral part of the assessment of course and program effectiveness.

Instructors distribute student evaluations of the class the and instructor at least annually and during the semester in which they are being formally evaluated. Many instructors distribute the student evaluations every semester. The results of these evaluations have consistently supported the fact that student expectations and needs are being met by the programs and the faculty. Changes are made as needed to ensure student success. Ideas for improvement of the courses have been implemented as appropriate.

For the purpose of this program review, an extensive student evaluation of the classes and the program was administered in most of the classes during the Spring 2006 semester. The survey sought students' opinions about the division's curriculum, scheduling, facilities and equipment, student support services, and community outreach. Students provided useful demographic data and were able to write comments about specific items on the survey.

Based on the results of the survey, students in the division are composed of 52% females and 48% males. The race/ethnicity of the students tends to reflect the local community. There are 45% White/Caucasian, 17% Black/African American, 26% Hispanic/Mexican American, 5% Asian American/Pacific Islander, 1% Alaskan Native/American Indian, and 6% other.

Most of the students are relatively new to the various programs. Forty-two percent have taken only one or two business-related classes (including the current one they are in) and 75% have taken 5 or fewer classes. Not surprisingly, 55% of the students are part time (less than 12 units).

Over two-thirds (69%) of the students are planning to either earn an AA/AS degree, transfer to a four-year institution without an AA/AS degree, or earn an AA/AS degree and then transfer. In fact, 57% currently expect to transfer to a four-year institution. It is somewhat interesting that only 16% of the students are taking courses for vocational, job-related purposes.

The students' perception of the division's programs is very positive in most of the areas in which we asked their opinion. Eleven of the fourteen areas enlisting their opinions received either a "Strongly Agree" or "Agree" rating from over 75% of the students. The first question, asking if the course offerings in this program meet their learning needs, was given the top rating by 96% of the students. Three areas received slightly lower ratings: The students noted that the courses in which they are interested are not offered frequently enough, computer lab assistants in the BE lab are not as knowledgeable or courteous as they should be, and there is not adequate publicity about the division's programs in the community.

2.3 Job placement data are an integral part of the assessment of course and program effectiveness for vocational programs.

While there is no current formal method used to assess student outcomes in the job market, anecdotal information does help the division make necessary adjustments in its offerings. Since no follow-up survey has been administered to past students/graduates, job placement statistics are not available. Local employers are willing to share their observations of our graduates with the dean and faculty. The division attempts to include local employers and supervisors as a part of our advisory committees. Also, since the majority of our students currently have jobs, as they continue to take courses each semester, they regularly provide feedback about the benefits they receive from our courses.

The Job Placement Center is helpful in providing job sources for many of our students. They offer a very successful Job Fair twice a year that has attracted an ever-increasing number of employers who are interested in hiring our students.

PERSONNEL AND SUPPORT SERVICES

3.1 The ratio of full-time to part-time faculty provides students with a quality of instruction consistent with student needs and goals of the programs.

The Business and Computer Studies Division is very fortunate to have an exceptional pool of part-time instructors with high levels of proficiency in their respective fields, which is a tremendous benefit to students. The full-time faculty bring to the classroom excellent industry experience along with the highest degree of teaching and professional curriculum development experience.

During the Spring 2006 semester, a total of 47 part-time instructors were teaching 77 different classes. All of our part-time instructors are from business and industry and they bring a wealth of knowledge and experience to the classroom. Within each program, there are a number of specialized classes that are only taught by part-time faculty. These specialized classes generally have only a single section offered during the semester, and occasionally a class may be offered only once a year. The part-time instructors teaching these classes are vital to their respective programs and certainly complement the full-time faculty. One important change at the college during the past couple of years has been the new office hours program that pays part-time instructors for providing office hours during the semester. For those instructors who have been able to participate in this program, the scheduled weekly office hours have increased the availability of the instructor to provide assistance to his or her students.

Because of the expertise and experience that part-time instructors bring to the classroom, this division will probably always have a relatively high ratio of full-time to part-time faculty. However, the division has had to rely too much on part-time instructors because it has not been able to hire the needed full-time faculty. Full-time instructors bring leadership, consistency, and flexibility to a program which helps improve the quality of instruction offered to our students. The need for daytime faculty continues to grow, which is a time zone when it is much more difficult to obtain qualified part-time instructors.

The ratio of full-time to part-time faculty is out of balance and has been prior to the last program review. In the Fall of 1999 there were 10 full-time instructors in the division with 42 percent of the classes being taught by full-time faculty. At that time, the total teaching load would have been 27 full-time equivalent instructors. Currently there are only 12 full-time instructors in the division, yet the total teaching load has expanded to the equivalent of 31 full-time instructors. The current situation of having 52 percent of our classes being taught by part-time instructors is not in the best interest of the students because full-time instructors are generally more accessible to students, provide program leadership and curriculum development, etc. It is certainly not close to the 75/25 goal, where only 25 percent of our classes are supposed to be taught by part-time instructors.

3.2 *The ratio of full-time to part-time faculty provides adequate personnel responsible for program evaluation and revision.*

Each of the eight programs within the Business and Computer Studies Division has at least one full-time instructor providing leadership and oversight. For the most part, each program has adequate personnel responsible for program evaluation and revision. However, while the Marketing program has a full-time instructor providing oversight, this is not her primary area of responsibility and she does not teach any classes in the area. A full-time marketing instructor would bring leadership and vision to a relatively small program and help develop what could be a very successful program.

While the instructors have done an excellent job working with the part-time faculty to provide support and to maintain the integrity of their programs, the relatively poor ratio of full-time to part-time faculty puts an unfair amount of pressure on the full-time faculty. The very number and diversity of classes offered in each program make it difficult to properly maintain the review needed in such rapidly changing disciplines. There is little time to review existing classes and develop related new ones and no time for innovation and the creation of new programs.

The full-time instructors maintain relatively close personal contact with their part-time counterparts to evaluate and revise the various programs and courses within these programs. Both full-time and part-time faculty bring forward ideas of new or revised courses, and both are involved in the implementation of new courses in response to evaluations and assessments of students' needs for additions and/or revisions. Periodic meetings are held for program evaluation and input, where comments are solicited from adjunct faculty.

3.3 *There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the programs as well as the professional development of staff.*

Historically, staff development efforts by the college have been ad hoc and inadequate. Workshops offered to increase professional development are not well attended unless the workshop is for institutional flex credit. The Faculty Academy (which is currently inactive) was not well received by the faculty and provided very limited opportunity for faculty to measurably improve their instructional skills in the classroom. The college has not had anyone in a position to facilitate training or develop workshops for instructors. In the past year the college has provided training for administrators in several supervisory and legal areas that have been helpful.

The college and the division encourage all full-time and part-time faculty members to attend staff development programs, classes, conferences, seminars, and workshops to enhance their teaching effectiveness. Many of the part-time instructors participate in job-related training required by their employers. Faculty members spend a great deal of their time, effort, and often their own money pursuing staff development opportunities. They

also attend numerous flex activities, which encourage interaction with faculty across the campus.

The rapid changes in the business climate, along with the tremendous technological changes in each of the programs, necessitate additional college funding in the form of staff development money and a special travel budget for the division. The financial support of the staff development program is helpful but a great deal more is needed. A grant writer position with staff to support faculty's efforts would be invaluable. Some form of release time or substitute fund would help staff attend needed additional conferences, workshops, seminars, etc., without hindering the successful progression of their classes. To help transfer new ideas and concepts into curriculum changes and new classes/programs, the college needs to provide monetary incentives for faculty to research and implement well-founded new ideas.

One final thought about ways to enhance the effectiveness of the faculty's professional development: the college needs to develop and require all new instructors to complete a minimal amount of educational theory/practice courses or workshops, since so few have any formal teacher training. A revitalized (and properly funded) Faculty Academy with appropriate content and strong leadership could be a first step in the right direction. A true Faculty Academy that offered teaching/classroom-related topics, practical and pertinent to college-level adult learners, would provide the assistance our new instructors need.

3.4 Full-time faculty are actively involved in the process of hiring and evaluating instructors.

Full-time faculty are always involved in hiring full-time instructors. Full-time faculty are also included in the hiring process of part-time instructors in their respective disciplines. The hiring of instructors is one of the most important events that contributes to the strength and success of the Business and Computer Studies Division. The reason our programs and instructional areas are as strong as they are is a direct result of the care and diligence taken to ensure the best possible individuals are hired and properly assigned. The hiring process involves extra time and energy that this division considers as an investment into instruction that directly impacts our students.

Most full-time instructors participate in evaluating adjunct faculty. The division follows the evaluation policy where the division faculty, working with the dean, select full-time faculty evaluators for the appropriate part-time faculty, usually within their respective discipline. If a part-time instructor is an "emergency hire" he or she is evaluated by a full-time faculty member. The evaluation of each part-time instructor is alternated between full-time faculty and the dean.

3.5 *The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.*

The evaluation policy is closely followed in the Business and Computer Studies Division. The division's administrative staff are evaluated annually as required. The administrative oversight for the computer lab technician was transferred to the Director of Information Technology Services a couple of years ago. The faculty are evaluated every three years except for full-time probationary instructors, who are evaluated every year until granted tenure. Any necessary follow-up is also completed as required.

3.6 *The evaluation processes assess effectiveness and encourage improvement.*

The process tends to be only as effective as the amount of time and effort the evaluator is willing and/or able to invest. Thorough evaluations that include criticism and suggestions, as well as positive comments, are often more effective at helping the evaluatee improve than a perfunctory, superficial evaluation. With almost 50 part-time instructors and a fairly normal turnover, it is imperative that the full-time faculty and the dean continue to share the evaluation responsibilities.

3.7 *There are adequate full-time faculty to meet program needs.*

Every one of the eight programs within the Business and Computer Studies Division has at least one well-qualified full-time instructor providing program oversight. However, while the Marketing program has a full-time instructor providing oversight, this is not her primary area of responsibility and she does not teach any classes in the area. A full-time marketing instructor would bring leadership and vision to a relatively small program and help what could be a very successful program.

Since the last program review, the division has had the opportunity to hire new full-time instructors in Accounting and Office Technology. The accounting and office technology programs currently have strong leadership. However, the Real Estate program has grown to the point where a second full-time instructor is needed to help the current full-time instructor work with the part-time faculty, assist with course development and revisions, and provide general leadership in an evolving field. The challenge with real estate enrollments is they tend to be historically tied to cyclical trends of the real estate market and over the years this program has experienced dramatic fluctuations in its enrollments. The question is, "When do the enrollments reach a threshold where the numbers would be sustainable even in a weak real estate environment?"

A second program that should be closely watched as we continue to grow and develop is the business law area. This popular program currently includes three outstanding part-time instructors teaching seven sections of business law. This transfer-related set of classes has a great deal of potential and if class enrollment increases suddenly, a new full-time instructor to teach during the daytime and provide proper leadership will be essential.

3.8 *There are adequate support staff to meet program needs.*

This is an issue that was addressed in the previous program review and until just this spring, no response or assistance had been offered by the college to meet the workload demands on our two support staff members. For years the only support staff the division had to meet program needs was an administrative assistant to oversee the division office and a computer lab technician (who now reports to the Instructional Technology Services Department). Both of these individuals have too much work to do. The growth in the amount of paperwork, the number of additional sections offered by the division, and the increase in the number of faculty during the past fifteen years has placed a tremendous workload on the administrative assistant.

In addition to the increase in the amount of work that must be completed by the administrative assistant during this time period, the division assumed the responsibility and oversight for three new areas after the college-wide reorganization in 2003. This division was given the Computer Graphics and Multimedia programs from the Fine, Performing and Media Arts Division. This change added 2 new full-time instructors and 15 part-time instructors, along with over 30 new classes. The Corporate and Community Education program and the oversight of the Palmdale campus also became the responsibility of this division at the same time. Most of the clerical and office-related responsibilities for the entire division, which now includes all of these entities, fall on the shoulders of the single administrative assistant.

The college has, just this spring semester, given the division permission to hire a half-time clerk to help with this administrative workload. While this will help, the division needs at least a full-time clerk to assist with the current office demands. Also, because so many of the division's classes are scheduled in the evenings, this new position should work a schedule that provides office support until at least 7:00 p.m. This would help meet the needs of our night students and the faculty teaching these classes—who tend to be part-time and are generally only on campus at night.

Another critical need the division has at the present time is to provide relief for the computer lab technician. When the last program review was done, this very important member of the instructional team maintained seven microcomputer labs. Today, this individual has the responsibility of maintaining nine computer labs that are networked, using much more complicated software.

The staff needed to properly support the computer network and communication requirements for our classes (including Internet/online classes) along with the computer needs of the division's staff, instructors, and dean currently work in the Information Technology Services Department. The present technical needs of the division are not being met, especially for Internet/online classes that regularly experience unacceptable periods of "blackouts" that greatly reduce the learning process.

The lack of responsiveness by ITS in the instructional area has been so bad that the division is requesting a change in the organizational structure of the college. Academic Affairs needs to have oversight of the instructional portion of ITS including the supervision of the staff serving the computer-related needs of the classrooms, labs, and online classes on this campus.

FACILITIES AND EQUIPMENT

4.1 Instructional areas and facilities are appropriate for effective teaching and learning.

Since the last program review, the Business and Computer Studies Division moved into the Business Education building and has had the use of excellent classrooms and computer labs with up-to-date computers, projection systems, VCRs, CD/DVD players, and presentation lighting. The general feeling from the instructors is that the new facilities in the BE building provide an excellent environment for instruction and learning.

One small oversight in designing the building was when the customized classroom lecterns were built that required the VCRs to be placed in an awkward location under the computer keyboard holders; a redesign of the placement of the VCRs and in some cases the placement of the computer station itself, would allow for more use of these systems. Also, while the computer labs meet the needs of most of the faculty, a few instructors feel the labs are poorly designed and often present difficulties during course instruction.

Every classroom available to the division is intensively used Monday through Thursday during the peak times—mornings and evenings. However, some of these classrooms are not currently being used by this division during the late afternoon time zone, Fridays, or Saturdays. The division continues to try offering classes during these times, but the unpopularity of these “off hours” has been reflected in significantly lower enrollments in these courses. The use of the computer labs is slowly decreasing from every lab being used intensively virtually every hour throughout the week, to beginning to see labs free during the less popular time zones—afternoons and Saturdays.

The Business and Computer Studies Division has an open computer lab dedicated to serving students in division computer classes who do not have access to computers outside of class so they can complete their assignments and homework. While this single lab of 20 computers is currently meeting most of the needs of the computer students, there is a need to provide additional open lab time for students in other, non-computer classes such as Accounting, Introduction to Business, Business Communications, Marketing, etc. More and more instructors in non-computer classes are asking their students to complete assignments that require the use of computers and the Internet. To properly serve both students in the computer courses and students in the more traditional, non-computer courses, the division needs to expand the total hours as well as the variety of days and times offered. When students cannot have access to these labs because of being overcrowded, instructors are often under pressure to reduce the number of assignments, which is not an appropriate reason to reduce course requirements.

According to those instructors and staff who use the new Palmdale facility, it is a very pleasant place in which to teach. The rooms are relatively large with adequate whiteboard space. However, the facility has experienced real challenges in providing a comfortable temperature for students and faculty. In the summer, the classrooms were

too hot and earlier this winter they were too cold. During the first portion of the current spring semester, the rooms have been consistently comfortable and hopefully will continue to be comfortable in warmer weather. Another note about the Palmdale classrooms is that while instructors have access to computerized projection systems on portable carts, there is no Internet access in the classrooms at this time. The Palmdale facilities have just opened another suite that houses a small open computer lab for students, 2 two-person offices for instructors, and a small lounge/study area for students.

4.2 Instructional equipment is appropriate for effective teaching and learning.

Instructional equipment needs in the Business and Computer Studies Division can be divided into two categories: the continual need for the latest student computers and computer peripherals in our computer labs; and the need for instructional equipment for classrooms and computer labs. Due to the rapid rate of change in the computer technology area, the division has to replace the computers in each of its labs about every three years. Computers much older than three years often begin to experience problems while running the required operating system or software programs, and in some cases, these older computers cannot run the programs at all. Therefore, with nine separate labs, the computers in three labs should be replaced every year.

Since the division moved into the new Business Education building in 2001 with all new computers in the nine computer labs, we have been able to replace computers in three of the labs using VTEA and Block Grant funds. This Spring (2006), the division will replace computers in two additional labs using Prop 20 funds. This still leaves four computer labs using computers that are approaching four years old. As this equipment ages, the software versions and equipment are becoming more and more outdated. The lack of current, properly operating software tends to hamper innovative instruction as well as the inability to provide the optimum learning environment for the students.

While the use of annually provided funds (VTEA, Block Grant, and Prop 20) has certainly helped the division to begin replacing equipment that must remain current, these funds cannot be relied upon from year-to-year. The college currently has no replacement policy for this type of equipment, and unless a policy is put into place soon, the division may not be able to meet the needs of our students. The concern is if the current year-to-year funds disappear due to tight financial times, which the college has experienced far too many times in the past, how will we be able to keep our computers properly updated?

Instructional equipment for the classrooms and labs is currently up-to-date because of the ability to purchase excellent computerized projection systems for every classroom and computer lab when we moved into the new Business Education building. These units include computers with built-in CD/DVD players, VCRs, and overhead projection systems. However, it is important to recognize that these units are approaching the age limit for computerized equipment and the funds to begin replacing these systems for seven classrooms and nine labs will be needed in the near future. As stated earlier, there is a growing need for access to a general computer lab for our students who are in non-computer courses. Computers need to be available to all students at the college. In the

near future (and to some degree now) students will need to have computers in each of their classrooms in order to take notes and/or complete in-class assignments. These units will need to be connected to the Internet and to printers.

4.3 *Program support space is adequate to ensure the effective operation of the educational program and related support activities.*

Since moving into the new Business Education building, the program support space seems to be meeting the needs of the division's programs as well as the faculty, staff, and students. There are a total of 26 faculty offices. Thirteen offices are used by Business and Computer Studies Division faculty. Every full-time instructor in the division has his or her office in one of these offices. The remaining thirteen offices are used by instructors from a variety of divisions throughout the college. These faculty offices are comfortable, well equipped, and conveniently located near the dean's office. However, all faculty offices are currently being used. As new full-time instructors are hired, additional faculty offices will be needed.

One of the thirteen offices used by the division's faculty is used by the division's part-time instructors. While it is helpful for instructors and students to have an office that part-time faculty can use, there is a need for a second part-time faculty office because of the large number of part-time instructors who want to use this single office.

The new administrative office suite is a very efficient combination of two separate deans' offices with adjoining administrative assistant offices. There is also a relatively large reception area just outside these four offices where a student aide (hopefully a full-time clerk in the near future) serves as a receptionist for anyone entering this administrative office suite.

The division also has a conference room and a workroom which are conveniently located next to the offices. The conference room provides a comfortable, efficient place for many kinds of presentations and meetings. It is an excellent meeting room used by the division and the entire college. It has a large whiteboard and a computerized projection system that allows access to the Internet. There is also a sink, counter space, and cupboards in the back of the room. The workroom is large and houses the division's copier, color copier, SCANTRON machine, paper cutter, sink, counter tops for lots of work space, and much needed cupboards, drawers, and filing space.

On the third floor there is a relatively small storage room for the division's extra TV/VCRs, overhead projectors, and computerized projection systems. A second "storage room" is currently being used by one of our computer instructors as a small computer networking lab for his networking students.

4.4 *The safety of the facilities and equipment are reasonable and adequate.*

The safety of the facilities and equipment are reasonable and adequate. This division does not have any unusual safety issues to report at this time.

FISCAL SUPPORT

5.1 During the period under review, resources have been used effectively to support programs and services.

The Business and Computer Studies Division receives fiscal support for supplies, student assistants, and capital outlay. These discretionary funds are allocated to the division and then distributed internally on an as-needed basis through a consensus process involving the dean, full-time faculty, administrative assistant, and computer lab technician. No particular program or individual receives any specific amount annually.

Generally, the supply budget has been sufficient to cover the basic classroom and office needs of the division. However, the division must occasionally purchase relatively expensive software for a specific course (which may involve multiple labs and hundreds of computers). These infrequent, but relatively large demands on the budget result in the division having a difficult time meeting the fiscal needs of the division.

Two other “new” expenses that are putting pressure on the supply budget include the relatively high cost of toner cartridges used in the printers in our computer labs and offices, and the expensive replacement lamps (\$400 each) for the projectors in each classroom and lab. These rapidly growing expenses are depleting the supply budget, and unless an increase in this area occurs soon, they will begin to have a negative impact on meeting the supply needs of the division.

The student assistant budget has never been sufficient to meet the needs of the students, staff, or instructors in this division. Virtually all of the student assistants are assigned to supervise the open computer lab. Since the division needs to expand the total hours offered to properly serve the students, additional student assistant hours will be needed. The faculty teaching courses that require an excessive amount of grading (accounting, keyboarding, etc.), would greatly benefit by having student assistants who would help identify errors on student assignments. However, the division does not have the funds to improve the courses in this way.

The division’s administrative assistant and computer lab technician are both required to handle too much of a workload. While the division is currently able to provide some very limited student assistant hours toward helping in these two areas, it is insufficient, especially in terms of helping the administrative assistant. What would help the most in terms of clerical assistance is to be able to hire someone in a full-time permanent clerical position.

Capital outlay funds during the period being reviewed have been marginally adequate to meet the needs required to maintain the highest quality program and offer enough courses when students can take them. As stated earlier, since the division moved into the new Business Education building in 2002 with all new computers in the nine computer labs, we have been able to replace computers in three of the labs using VTEA and Block Grant funds. This Spring (2006), the division will replace computers in two additional labs

using Prop 20 funds. That still leaves four computer labs using computers that are approaching four years old. As this technology ages, the software versions and equipment are becoming more and more outdated. The lack of current, properly operating software tends to hamper innovative instruction as well as the inability to provide the optimum learning environment for the students.

When the division moved into the BE building the non-instructional equipment for instructors and the division office personnel was all new. However, much like the computer labs, some of this equipment is beginning to show its age and needs to be replaced.

5.2 Current and anticipated funding is adequate to maintain high quality programs and services.

As stated above, the supply budget has been sufficient to cover the basic classroom and office needs of the division. The future changes in software may require extra, unanticipated resources to properly offer the latest programs required by industry. As the college and the division continue to grow, additional funds for printer toner, projector lamps, and student aides will be needed.

While the use of annually provided funds (VTEA, Block Grant, and Prop 20) have certainly helped the division begin replacing equipment that must remain current, these funds cannot be relied upon from year-to-year. The college currently has no replacement policy for this type of equipment, and unless a policy is put into place soon, the division may not be able to meet the needs of its students. The concern is if the current year-to-year funds disappear due to tight financial times, which the college has experience far too many times in the past, how will we be able to keep our computers properly updated?

Funds for non-instructional equipment are very limited and if the offices are to continue to use the appropriate equipment, then additional funds need to be provided in this category as well.

In terms of personnel needs, more funding must be directed toward supporting the needs of the division's administrative assistant and computer lab technician. They need immediate help to reduce the heavy workload they currently have. The college also needs to improve the ratio of full-time to part-time instructors in this division in order to preserve the integrity of all classes offered in the Business and Computer Studies Division.

5.3 Anticipated funding is adequate for the development of revised and new programs.

The division does not currently anticipate any changes in current programs or the development of new programs that would require significant increases in the levels of funding it has been receiving.

COMMUNITY OUTREACH AND PROGRAM AWARENESS

6.1 *Staff maintains appropriate links with community*

The Business and Computer Studies Division is fairly involved in the local business and educational communities in business-related areas. Some full-time faculty work with local employers in a variety of ways. One of the most direct ways the division links with the community is the fact that virtually all of the adjunct faculty work in the community. Most of our part-time instructors are professionals who bring their outside perspectives and contacts to the division. The advisory committees are also invaluable sources of information, insight, and recommendations.

Members of the division participate in the local Chambers of Commerce, the Antelope Valley Board of Trade, and the Antelope Valley Board of Realtors, along with Antelope Valley Union High School District's Salute to Youth Day. Several members of the division have been guest speakers and presenters at local high schools, hospital foundation seminars, and community service clubs. Division members also sit on several high school advisory committees.

During the time of this review, the members of this division were part of the team that started the very successful vocational open house several years ago. The college adopted the idea and it was a major outreach to the community for several years.

6.2 *Staff makes appropriate efforts to inform students about each program and facilitate student participation in those programs.*

The Business and Computer Studies Division reaches out to current and potential students in various ways. Copies of our certificates and degrees are always available to students on single-page promotion sheets in display cases on the wall in the division's main hallway. Each semester they are distributed in many of the division's classes to help students properly develop their educational plan and enroll in the appropriate next class. They also become excellent communication tools when advising students, speaking at local high schools or other community events, participating in Salute to Youth Day, etc.

With the assistance of AVC's public relations department and VTEA funds, almost every program in the division has developed a beautiful brochure. These brochures compliment the division's single-page promotional sheets.

One of the most effective ways the division reached its students was through the division's academic advisor. For many years, one of the full-time instructors received a small amount of reassigned time to provide academic advice to our students about the various business programs, including transfer information. Unfortunately, this reassigned time has been stopped and the students no longer have this excellent resource available to them. The students in this division deserve an advisor who knows the business/economic environment and can help them properly prepare for their future.

The members of this division reach out to potential students by visiting local high schools for career days and individual classes to present information about a specific program. They interact with students at Antelope Valley High School District's Salute to Youth Day and participated in the College's Open House each spring.

To help inform students about new courses or programs, or just to highlight infrequently offered classes, the division develops special ads for the class schedules, press releases for local newspapers and radio stations, classroom announcements, and fliers.

6.3 *Where appropriate, advisory committees meet regularly and support the development of programs as well promote student placement.*

Advisory committees are very important to the success of the programs in this division. Even though most of the instructors maintain their own network of business and industry contacts and regularly exchange ideas and suggestions, the advisory committees provide a more formal way to obtain outside observations and ideas. The input from the community, through the various advisory committees, helps keep the courses and programs current while exploring the possibilities of new programs and/or courses needed by our students.

Currently, the division has advisory committees for accounting, computer information science and programming, computer applications, computer networking, office technology, administrative medical assistant, real estate, and business, management, and marketing. Most of these committees meet at least once a year, and sometimes more often.

The advisory committees for accounting and computer networking were particularly active since the last program review. Both these committees invested many hours in developing their respective certificate and degree programs.

COMPLIANCE WITH FEDERAL AND STATE REGULATIONS

The Business and Computer Studies Division does not have any programs that come under any specific federal or state regulations.

SUMMARY AND RECOMMENDATIONS

FINDINGS AND SIGNIFICANCE

Curriculum: The Business and Computer Studies Division is a diverse division consisting of eight distinct programs. Most of the 95 different courses offered in the division transfer to a four-year institution. The offerings in this division range from introductory courses to advanced, highly specialized classes. Virtually all of the course requisites in the Business and Computer Studies Division are advisories that maximize the opportunities for students to enroll in desired courses. The only courses with prerequisites tend to be for the more advanced courses with sequential-type prerequisites that identify a body of knowledge or skill needed for the student to succeed, such as Financial Accounting is a prerequisite for Managerial Accounting. Most of our classes have both day and evening offerings.

The division offers an associate degree in Business Administration for students transferring to four-year institutions as Business Administration majors or other business-related majors. Each of the eight programs offers at least one certificate that can be combined with the general education courses to earn an associate degree.

The curriculum of the Business and Computer Studies Division meets the three basic educational objectives of its students: transfer programs for students desiring a baccalaureate degree, associate degree programs, and vocational and technical education. The courses are continually updated as new materials and technologies become available. The rapid pace of the constantly changing workplace demands continuous monitoring of our courses—especially computer-related classes.

The division has developed 27 new courses during the period under review. All new and revised courses are first discussed and approved by the appropriate advisory committee. Due to the changes in the workplace, 21 outdated courses have been deleted from the division's course offerings.

Two new certificate programs in evolving fields were developed: The Computer Networking program and the Professional Bookkeeping program. The Real Estate Escrow program (both the certificate and degree) has been deleted and the name for the Business Medical Office Assistant program has been changed to Administrative Medical Assistant.

Most of the programs in this division have active advisory committees. However, a couple of the committees need to be revitalized with new members, new input, and new vision. Every new course is brought to the appropriate advisory committee for discussion, evaluation, and approval.

Generally, students in every program are able to complete their educational objectives in a reasonable amount of time. Most of the courses are offered both fall and spring semesters, with more advanced or specialized courses scheduled every other semester. Every course required for a certificate is scheduled at least once a year at a time when most students can attend.

The division is currently working with the Antelope Valley Union High School District to reestablish a new 2 + 2 articulation agreement to help high school graduates receive proper recognition and credit for college-level work completed at the high schools. However, articulation efforts with the other local high schools have been very limited. Articulation with the primary California State University systems to which our students tend to transfer (especially for Business Administration Majors) is fairly clear and complete. The new BS degree in Business Administration from CSU, Bakersfield, where all of the classes will be offered at their AV facility, will be a significant opportunity for our students.

In addition to using a variety of in-class instructional strategies, the faculty in this division have been the early adopters and leaders at the college in offering online courses and are currently offering 13 sections of online classes.

Generally, this division has a good rapport with the student services and instructional support services staff. Several years ago, the Business and Computer Studies Division had a full-time instructor on a few hours of reassigned time to advise our students about business-related areas and thus complemented the work done by the counselors. However, because of budget issues, the reassigned time for this instructor was removed from the division, reducing an important service to our students.

The Information Technology Services Department needs to complete work requests in a more timely, satisfactory manner. To help provide the much needed support for online classes that has been lacking, the college is expected to begin using Blackboard as its new course management system.

As technology continues to expand, many traditional non-computer courses are beginning to have computer-related assignments incorporated into their curriculum. The challenge is that the division does not have enough computer lab time available for most of these classes to take advantage of what the computer-related assignments can offer.

Student Learning Outcomes: Expectations for student learning outcomes are clearly articulated in the Course Outlines of Record and syllabi for all courses. The division is currently working on the student learning outcomes for the various programs it offers (Program Learning Outcomes).

Student evaluations are distributed in every class annually and support the fact that student expectations and needs are being met by the programs and the faculty. This spring the Student Program Evaluation was completed by students in most of the division's classes. In general, the students have a very positive perception of the division and all the different factors that are required to properly serve the students and the local community.

Personnel and Support Services: The ratio of full-time to part-time faculty is out of balance and has been prior to the last program review. Currently there are only 12 full-time instructors in the division, yet the total teaching load has expanded to the equivalent of 31 full-time instructors. The current situation of having 52 percent of our classes being taught by part-time instructors is not in the best interest of the students. The division has reached the point where it is having difficulty finding qualified instructors for daytime classes (and to some extent for the evening courses in specific areas). Consequently, the integrity of the class offerings has been compromised. The only program that currently does not have a full-time instructor teaching any of its classes is Marketing. A full-time marketing instructor would bring leadership and vision to a relatively small program and help develop the program.

The college and the division encourage all full-time and part-time faculty to attend staff development programs, classes, conferences, seminars, and workshops to enhance their teaching effectiveness. The rapid changes in the business climate, along with the tremendous technological changes in each of the programs, necessitate additional college funding in the form of staff development money and a special travel budget for the division.

Full-time faculty members are always involved in hiring full-time instructors. They also participate in the hiring process for part-time faculty in their respective disciplines.

The growth of the division over the past fifteen years has been at the expense of the division's administrative assistant and the division's computer lab technician. This growth has placed a tremendous workload on both of these individuals.

Facilities and Equipment: Since the last program review, the Business and Computer Studies Division moved into the Business Education building and has had the use of excellent classrooms and computer labs with up-to-date computers, projection systems, VCRs, CD/DVD players, and presentation lighting. The general feeling from the instructors is that the new facilities in the BE building provide an excellent environment for instruction and learning.

However, every classroom available to the division is intensively used during the peak times—mornings and evenings. Currently, the division does not have enough classrooms available to meet student demand for additional classes during these peak times. Another computer-related issue (that is actually college-wide) is the need for traditional, non-computer classes to be able to use a computer lab at different times during the semester,

and the need for students to have continuous lab access to complete assignments requiring computers.

At the rapid rate of change in the computer technology area, the division has to replace the computers in each of its labs about every three years. Since moving into the BE building, the division has been able to replace the computers in three labs, with two additional labs being replaced this spring. However, this still leaves four computer labs needing to be replaced. The college currently has no replacement policy for this type of equipment and unless something is changed in the near future, the division will continue to depend upon year-to-year funds that have historically not been very dependable.

Instructional equipment for the classrooms is currently up-to-date because of the ability to purchase excellent computerized projection systems in every classroom and computer lab in the new Business Education building. However, it is important to recognize that these units are approaching the age limit for computerized equipment and the funds to begin replacing these systems for five classrooms and nine labs will be needed in the near future.

Since moving into the new Business Education building, the program support space appears to be meeting the needs of the division's programs as well as the faculty, staff, and students. Every full-time instructor in the division has his or her office in one of 26 new faculty offices. One office is for the division's part-time instructors to enable them to meet with their students and hold "office hours." These faculty offices are comfortable, well equipped, and conveniently located near the dean's office.

The new administrative office suite is a very efficient combination of two separate deans' offices with adjoining administrative assistant offices. There is also a relatively large reception area just outside these four offices where a student aide (hopefully a full-time secretary in the near future) acts as a receptionist for anyone entering this administrative office suite.

Fiscal Support: While the supply budget for the past couple of years has been sufficient to cover the basic classroom and office needs of the division, the potential need to purchase specialized software for specific courses in the future (as has happened in the past) will create real stress in the ability to meet the needs of the division.

The student assistant budget has never been sufficient to meet the needs of the students or the instructors in this division. The students need more open computer lab time and faculty members, in certain high-assignment courses, need help in correcting student assignments. The division's administrative assistant and computer lab technician are both in need of the kind of help qualified student assistants could provide.

Capital outlay funds during the period being reviewed have been marginally adequate to meet the needs required to maintain the highest quality program and offer enough courses at the time when students can take them. While the use of annually provided funds (VTEA, Block Grant, and Prop 20) have certainly helped the division begin replacing

equipment that must remain current, these funds cannot be relied upon from year-to-year. The college currently has no replacement policy for this type of equipment, and unless a policy is put into place soon, the division may not be able to meet the future needs of our students. The concern is if the current year-to-year funds disappear due to tight financial times, which the college has experienced far too many times in the past, how will we be able to keep our computers properly updated?

Community Outreach and Program Awareness: The members of the division maintain positive links with the local business and educational communities. The adjunct faculty and advisory committees are invaluable sources of information, insight, and recommendations.

The Business and Computer Studies Division reaches out to current and potential students through the extensive distribution of copies of our program and certificate requirements, as well as through the variety of personal contacts made by the dean and faculty members. Members of the division visit high school students and teachers at their respective schools and at special events off campus.

Compliance With Federal and State Regulations: The Business and Computer Studies Division does not have any programs that come under any specific federal or state regulations.

RECOMMENDATIONS

Curriculum

1. Faculty should continue to be aware of student needs, business/industry requirements, and enrollment trends and incorporate that information into course/program revision and development.
2. New courses and programs need to be developed as necessary to meet the changing needs of the students and the community. Courses and programs that are no longer serving the needs of our students and community should be reevaluated, revised, or possibly discontinued.
3. Advanced courses that tend to have low enrollments, but are required for a certificate, need to be offered periodically to help students complete the program.
4. The current high school 2+2 articulation agreements need reviewing and new agreements need to be developed not only for additional courses in appropriate programs, but new high schools and other districts need to be included.
5. More complete up-to-date articulation with four-year institutions needs to be developed with resultant articulation agreements—this may require reassigned time for existing personnel to visit campuses and evaluate other programs.
6. Regular meetings between the division's faculty and college student services and instructional support services staff (counseling, EOP&S, DSS, library, etc.) need to be arranged to ensure effective communication and improve student success.
7. The reassign time for the division's academic advisor needs to be reinstated.

Student Learning Outcomes

1. The assessment portion of course-level Student Learning Outcomes needs to be developed.
2. The Program Learning Outcomes for the division's programs need to be completed.
3. The assessment portion of the Program Learning Outcomes needs to be developed.
4. A system to track students after they leave the division's programs needs to be developed and funded.

Personnel and Support Services

1. The college needs to rectify a significant imbalance of the division's full-time to part-time faculty ratio.
2. The division needs to evaluate the need to hire full-time instructors in the Marketing program, Real Estate program, and business law courses.
3. Additional funds for staff development are needed to help faculty and staff maintain their level of competency by attending training sessions, workshops, and seminars.
4. Additional clerical office staff is needed for the division office.
5. Additional computer lab help is needed to properly maintain the division's computer equipment.
6. Additional student assistants are required for the open computer labs and to assist faculty and staff in the division.

Facilities and Equipment

1. There is an immediate need for additional classrooms during the peak times—mornings and evenings.
2. Additional faculty offices will be needed for new full-time faculty who will be hired in the future.
3. A second adjunct faculty office is needed for part-time instructors to hold office hours.
4. Advances and changes in technology should be constantly monitored and incorporated in the classroom whenever the change will be helpful to the future transferability and employability of the students. This may include appropriate training for faculty.
5. The division needs additional funds for the replacement of instructional equipment such as computers, TV/VCR units, and computerized projection systems.
6. Every classroom throughout the campus needs to have computerized projection systems with Internet access.

Fiscal Support

1. Additional funding for supplies, software, new equipment, and equipment replacement needs to be provided annually, both for instructional and non-instructional needs.
2. The student assistant budget needs to be increased.

3. The division's administrative assistant and computer lab technician need additional personnel to help alleviate the work overload.
4. Adequate funding for staff development and travel needs to be provided annually.
5. The division needs adequate funding for brochures and other promotional material.
6. More funding is needed to hire new full-time instructors to improve the ratio of full-time to part-time instructors.

Community Outreach and Program Awareness

1. The dean and members of the division need to expand their network of community contacts.
2. Faculty members need to increase their interaction with their counterparts at the local high schools.
3. Advisory committees need to be revitalized in the following programs: General Business, Office Technology, and Marketing.

RECOMMENDED CHANGES IN THE EDUCATIONAL MASTER PLAN, FACILITIES MASTER PLAN OR THE VISION AND GOALS OF THE COLLEGE'S STRATEGIC PLAN

This self study reflects the most current assessment and projected needs of the Business and Computer Studies Division related to curriculum, student outcomes, personnel, facilities, and fiscal support. Because the college's Educational Master Plan and Facilities Master plan are somewhat outdated and in need of being updated, it is recommended that this self study be used to update the Educational Master Plan and the Facilities Master Plan.

The goals of the College's Strategic Plan continue to accurately reflect the division's philosophy and purpose as part of a vibrant community college serving the Antelope Valley. The Business and Computer Studies Division recognizes its potential for helping to contribute toward the goals of the college and optimize the use of scarce resources. This division has worked cooperatively with the entire college in the past and will continue to partner with those who seek to help our students succeed while serving our local community.