

Business, Computer Studies, and Economic Development Division

Program Review

2013 – 2014

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Comprehensive Program Review Self-Study Report

Division/Area Name: Business, Computer Studies, and Economic Development

Year: 2013

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission.

BCSED Division Mission Statement

The mission of the Business, Computer Studies, and Economic Development Division is to make a positive influence in society and the workforce by providing life-long learning opportunities and a quality educational environment where students develop the skills necessary to succeed.

Purpose Statement

The faculty and staff of the Business, Computer Studies, and Economic Development Division are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.

1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

- | | |
|---|--|
| — | Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness. |
| X | Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development. |
| — | Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics. |
| X | Solve problems using oral and written communication, critical thinking and skills, planning and decision-making skills, information literacy, and a variety of technologies. |
| X | Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society. |
| X | Identify career opportunities that contribute to the economic well-being of the community. |

1.3 After completing Parts 2-7, prepare a one-page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The Business, Computer Studies, and Economic Development Division is comprised of eight disciplines: 1) Accounting, 2) Business, 3) Computer Applications, 4) Computer Information Science, 5) Management, 6) Marketing, 7) Office Technology, and 8) Real Estate. Of the eight disciplines, three are without full-time faculty, although vacant positions do exist. Faculty from other disciplines are required to assume lead positions over the three disciplines. The division also shares a dean with the Social and Behavioral Sciences Division. Division personnel are extremely concerned with the decrease in full-time faculty teaching in the division, and the lack of a dean dedicated to the BCSED Division.

Currently 6 of 12 faculty positions remain unfilled, and there is a potential of three more faculty retiring in 2015. Immediate hiring priorities are identified in order as one computer-networking instructor, two business instructors, and one accounting instructor. Other positions include real estate and office technology. Program development has been, and continues to be, impacted by the vacant full-time positions. Local Advisory Committee members have expressed alarm and concern that the college is not replacing the faculty; specifically in the field of computer networking.

Overall, headcount, FTES, and sections offered show a slight to modest decline, which is being attributed to budget restrictions and the lack of a dedicated division dean. There are some exceptions to the decline, such as the Management and Marketing disciplines. Employment projections for all eight disciplines is positive and ranges from approximately 11% to 28% by the year 2020.

Students are achieving SLO/PLO targets and faculty continue to use the SLO/PLO data to assess, analyze, and improve student performance in reaching stated outcome targets. Business faculty also continue to develop and promote an International Business certificate.

Recommendations across the disciplines includes hiring more full-time teachers to restore the division to its original 12 full-time faculty; adding more tutors and lab technicians to support student learning; reinstating the Work Experience Program; and developing new curriculum for, but not limited to, a computer networking security program and a medical office coding certification program.

1.4 Name of person leading this review:

Dr. Ed Beyer

1.5 Names of all participants in this review:

- Stacey Adams, Professor of Accounting
 - Lead faculty for Accounting
- Dr. Ed Beyer, Professor of Computer Applications
 - Lead faculty for Computer Applications
- MaryAnne Holcomb, Professor of Business
 - Lead faculty for Business, Management, and Marketing
- Donna Meyer, Instructor of Office Technology
 - Lead faculty for Office Technology
- Kathy Moore, Associate Professor of Computer Applications
 - Lead faculty for Real Estate
- Ron Mummaw, Professor of Computer information Science
 - Lead faculty for Computer Information Science
- Jimmie Bowen, Adjunct Instructor
- Richard Britwum, Adjunct Instructor
- Dennis Kallemeyn, Adjunct Instructor
- Kent Moser, Adjunct Instructor

Accounting Comprehensive Program Review Self-Study Report

Lead Faculty: Stacey Adams

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

Stacey Adams, Professor of Accounting

1.3 *Summary*

There is one full-time faculty member who teaches in, and is responsible for, the Accounting discipline. FTES is increasing, while sections offered are decreasing, but at a rate lower than the district. The decrease in sections offered is being attributed to budget reductions and the availability of only one full-time accounting teacher.

SLO assessments and analysis have led to the development of new assessment methods, which appear to be improving student success. Stakeholders are being served, but could be better served with the addition of a work experience program that employers have expressed an interest in during Advisory Committee meetings.

Accounting goals include an increase in the number of accounting tutors at the start of the semester, more staffing for the BCSED open computer lab, and filling the vacant accounting instructor position. Resource needs are mainly staffing and include tutors, lab technicians, and full-time accounting faculty.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, Accounting headcount decreased 0.4%. District FTES decreased 12% in the past five years while Accounting FTES increased 1.8%.

The enrollment trend data can be somewhat misleading and needs to be interpreted with care due to the recent budget issues experienced by the college. The headcount by subject for ACCT over the past five academic years has been rather static, ranging from 569 to 581 students. Six years ago, however, in the 2007-08, school year, it was 624. ACCT, along with most of the campus, has experienced a significant drop since then, but not due to lack of demand for the courses, certificates or degrees. The reduction is primarily due

to budget constraints, causing the college to reduce FTES across the board and cut class sections, which have certainly impacted ACCT.

- 2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

Over the past four years, 2,298 students have been served through 142 sections. No full-time instructors have been hired and division faculty have been reduced from 12 full-time faculty to 6 full-time faculty, which negatively affects the quantity of services offered to students.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that time, sections in Accounting decreased 10%.

While Accounting sections offered decreased over this time period, it decreased less than the BCSED Division and the district overall. Notably, as sections offered have decreased, more certificates and degrees in Professional Bookkeeping have been awarded.

Faculty Ratios

The PT/FT faculty ratio in the Accounting discipline and in the BCSED division overall are alarming. The BCSED division has lost 50% of its full-time faculty since 2007 - from 12 full-time faculty down to 6. Our workloads have more than doubled over the past few years, trying to keep up with SLOs, PLOs, assessments, action plans, program reviews, duties as committee representative and shared governance participation, which are all important, but have left very little resources to properly devote time to developing our programs and curriculum with so few full-time faculty. In Accounting, the PT/FT faculty ratio was .24 in Fall 2007 and in the most recent term, Spring 2013 was 1.95. In the BCSED division, it was 1.33 in Fall 2007 and 3.39 in Spring 2013, the highest ratio of part-time faculty of all the divisions on campus, and more than three times the district average of 1.11. While we greatly value our adjunct faculty and their work experience and knowledge in their respective fields, we desperately need full-time faculty to aid in the maintenance and development of courses and programs to meet the changing demands of the job market, workforce, and higher education.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. Accounting has also experienced similar trends among these groups.

The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. In Accounting, the success of Asian students has fluctuated somewhat dramatically over this time period, ranging from 73% to 92%, making it difficult to analyze. These fluctuations may be due to a relatively small sample size.

District-wide, the success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%. In Accounting, the success of American Indians/AK Native students decreased from 59 to 53%, well below the standard of 68%. In Accounting, Pacific Islander students remained constant at 67%, but still slightly below the standard of 68%.

The success of Black or African American students increased slightly from 55% to 57%, but still far below the Institutional Standard of 68%. In Accounting, the success rate of Black or African American students increased noticeably from 36% to 48%, but is still very low.

Gender

District-wide, 69% of female students in the district were successful in 2008-09, while 71% were successful in 2012-13. Sixty-eight percent of male students in the district were successful in 2008-09, while 69% were successful in 2012-13. In Accounting, 68% of female students in the district were successful in 2008-09, remaining at 68% in 2012-13 as well. Fifty-nine percent of male students in the Accounting were successful in 2008-09, while 69% were successful in 2012-13, still somewhat below the Institutional Standard of 68%.

Location

Student success by location has changed little in recent years for the district. Palmdale students achieved 66% success in 2012-13, slightly lower than the Institutional Standard of 68%. That same year Lancaster students achieved 70% success and students in Other/Unknown locations achieved 80% success. Accounting, however, has seen a jump in the success rate at Palmdale, from 58% to 71%.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. 71% of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09. In Accounting, there has been a slight increase in the success

rate of students taking traditional courses, from 65% in 2008-09 up to 68% in 2012-13, meeting the Institutional Standard.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. 56% were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09. In Accounting, the success rate for students taking online courses changed only slightly from 60% in 2008-09 to 59% in 2012-13.

For Accounting, the most significant problems are the success rates of Black or African American students and the success rate of students taking courses online. Because the problems are shared throughout the district, they are not issues that the Accounting discipline can resolve independently. In the mean time, the Accounting discipline is taking a careful look at the quality and content of online course offerings, and also trying to make tutoring more readily available, which would help all Accounting students, including Black or African American students who may be struggling in Accounting classes.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates

- Professional Bookkeeping

Degrees

- Professional Bookkeeping

Degrees granted by the district decreased 29.9% from 2008-09 to 2012-13. (or decreased by 23.9% from 2009-10 to 2012-13.)

An increasing number of students are earning Professional Bookkeeping Certificates and Degrees. In the 2012-13 academic year, 22 certificates and degrees were awarded, which is a 440% increase over 2007-08 and 37.5% increase over 2008-09.

Qualified bookkeepers and accountants continue to be in high demand. Accounting is one of the fastest growing career fields and also seems to remain in high demand, regardless of economic conditions. "Accounting jobs are expected to grow 22% between 2008 and 2018, according to the Bureau of Labor Statistics. That's much higher than the average of all professional occupations (17%) and translates to almost 280,000 new jobs." (Today's 'it' jobs: Accounting and IT, CNNMoney, 2011 Jan 6, Retrieved from:

http://money.cnn.com/2011/01/06/pf/jobs/fastest_growing_professions.moneymag/index.htm).

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

In California, the demand for Accountants and Auditors, is projected to increase at a rate of 15.8% from 2010-2020. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded in the Accounting industry. This adds to the importance and urgency of filling the vacant full-time accounting position because the increased demand for Accountants will affect us in two ways: 1) More students will take Accounting courses in preparation of transferring to a university and/or seek Professional Bookkeeping certificate or Degrees. 2) High quality adjunct Accounting faculty will become even more difficult to find and retain because quality candidates will likely have other job opportunities working in industry, which typically pays notably better than working in education.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

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

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

- Acct 111: SLO findings have varied dramatically for this course due to lack of coordination among part-time faculty. The faculty have met and agreed upon an appropriate assessment tool, but what was done previously was scattered, due to lack of full-time faculty to lead the way. SLO data wasn't properly reported prior to 2011. The results in Fall 2011 and Spring 2012 range from 54% to 85% success on SLO's, leaving the faculty at a loss regarding what to do. For now, we will continue to gather better data, so we can review it again in the near future.
- Acct 121: We changed the SLO assessment and course final project to a more comprehensive, hands-on and creative project utilizing all of the student's skills in the software. This has resulted in more meaningful data and has shown improvement in student achievement in this course (from 70% to 100%).
- Acct 201: We changed the way we teach and assess internal controls based on SLO data showing weak success rates. The changes correlate with improvement in our SLO data success from 75% in Fall 2010 to 82% in Fall 2011 and 79% in Fall 2012, though we have since had some data collection/reporting issues with some faculty.
- Acct 205: Students have historically struggled with Job Order Costing Journal Entries, which is a crucial part of the curriculum, as well as an SLO assessment. Instructors have met and discussed methods of both teaching and assessing to work on improving student learning on this topic. We saw improvement in the SLO data from 47% up to 75% in the 2012-13 academic year, but the success rates have been inconsistent due to staffing changes.

The Accounting discipline has requested additional full-time faculty (to fill existing vacant positions). This request has not been granted based on the current state of the budget. Additional full-time faculty would help with curriculum development and teaching methods to focus on improvement in student learning and coordinating among adjunct faculty

- 3.2 *Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys.*

Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).

The Accounting discipline serves the needs of the students, district and community in various ways. First, for students seeking to transfer to a university to obtain a Business Administration or related degree, two required transferrable Accounting courses are offered. Also, the Professional Bookkeeping Certificate and Degree programs provide an array of courses that help meet the needs of students and the community, in training qualified bookkeepers and accountants to join the local workforce.

At the last several Advisory Committee meetings (2008 – 2012), committee members have suggested that financial and accounting industry employers are seeking job candidates that not only know bookkeeping thoroughly, but also have strong communication skills, computers skills (including 10-key, QuickBooks, Excel, Word and PowerPoint), basic office skills and people skills. In reviewing our certificate and degree programs, we are providing coursework in these areas, but could more thoroughly meet these needs by offering Work Experience, which has been repeatedly suggested by various Advisory Committee participants. Many of the “soft skills” and basic office skills that employers are seeking are best acquired and developed through internships and work experience programs, which serve both the students’ and community’s needs.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year’s annual report. Indicate which have been completed and which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

Accounting Goals

Goal #1: Hire tutors for ACCT courses are needed from the very beginning of the semester.

Accounting courses, specifically Acct 201 & Acct 205, need support from the Learning Center in the form of tutors. As of the date of writing this report (Fall 2013, Week 6) there are no Accounting tutors in the Learning Center. This has a direct and immediate impact on students. We need to explore the possibility of hiring a professional tutor with expanded tutoring hours, rather than attempting to utilize unreliable student tutors each semester, which the existence of, availability of, and quality of vary drastically from one term to the next.

Goal #2: Staff Computer Lab BE319 on a continual basis each Fall and Spring semester.

The facility exists, but students do not have access to the lab and the software required to complete assignments to succeed in their courses, unless student workers or other employees are allocated to keep this lab open. We are not providing adequate access to resources that are required in order to adhere to CORs for courses in the division if we do not keep the lab open for the entire semester. As of the date of writing this report, the Lab BE319 is open with an adequate schedule, but this needs to be ensured from the start of each semester.

Goal #3: Fill the vacant full-time Accounting faculty position.

The vacant position for a full-time ACCT faculty needs to be filled in order to support the goals and workload of the program.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional*

*standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Current (up to three years)

Goal #1: Provide quality Accounting tutoring available in the Learning Center starting at Week 2 every semester.

Guided by district Strategic Goal(s) # #1c, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, Tutors for ACCT courses are needed from the very beginning of the semester. Quality tutoring has a direct and immediate impact on students.

Objectives: Accounting faculty need to work directly with the Learning Center to recruit tutors prior to the start of each semester. We may need to look into additional funding for expanded tutoring hours. We may also need to explore the possibility of hiring a professional tutor with expanded tutoring hours, rather than attempting to utilize unreliable student tutors each semester, which the existence of, availability of, and quality of vary drastically from one term to the next.

Goal #2: Ensure that BE319 Computer Lab remains staffed an open during the Fall and Spring semesters

Guided by district Strategic Goal(s) # #1c, 4A, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, Computer Lab BE319 needs staffing on a continual basis each Fall and Spring semester.

Objectives: The division dean needs to work closely with those in charge of hiring and assigning student workers and/or secure separate funding to hire a lab worker to keep the lab open approximately 30-40 hours per week minimum during the Fall and Spring semesters.

Near Term (three to five years)

Goal #3: Hire additional full-time Accounting faculty to fill vacant position

Guided by district Strategic Goal(s) # 3A, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, there is a need for a full-time Accounting faculty to fill the vacant position.

Objectives: This request has been made repeatedly and we will continue to submit the request through established college policies. Unfortunately, the procedures and decision-making process lack transparency and therefore we are unable to identify the specific step needed to achieve the goal.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Provide quality Accounting tutoring available in the Learning Center starting at Week 2 every semester.

Guided by district Strategic Goal(s) # #1c, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, Tutors for ACCT courses are needed from the very beginning of the semester. Quality tutoring has a direct and immediate impact on students.

Objectives: Accounting faculty need to work directly with the Learning Center to recruit tutors prior to the start of each semester. We may need to look into additional funding for expanded tutoring hours. We may also need to explore the possibility of hiring a professional tutor with expanded tutoring hours, rather than attempting to utilize unreliable student tutors each semester, which the existence of, availability of, and quality of vary drastically from one term to the next.

Goal #2: Ensure that BE319 Computer Lab remains staffed an open during the Fall and Spring semesters

Guided by district Strategic Goal(s) # #1c, 4A, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, Computer Lab BE319 needs staffing on a continual basis each Fall and Spring semester.

Objectives: The division dean needs to work closely with those in charge of hiring and assigning student workers and/or secure separate funding to hire a lab worker to keep the lab open approximately 30-40 hours per week minimum during the Fall and Spring semesters.

Near Term (three to five years)

Goal #3: Hire additional full-time Accounting faculty to fill vacant position

Guided by district Strategic Goal(s) # 3A, and as requested in prior Program Review Annual Updates and numerous discipline SLO / PLO Action Plans, there is a need for a full-time Accounting faculty to fill the vacant position.

Objectives: This request has been made repeatedly and we will continue to submit the request through established college policies. Unfortunately, the procedures and decision-making process lack transparency and therefore we are unable to identify the specific step needed to achieve the goal.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*
- Accounting tutor(s) to work in Learning Center (Goal #1)
 - Computer Lab technician to keep BE-319 open consistently (Goal #2)
 - Full-time accounting faculty (Goal #3)
- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*
- Need to provide access to computer lab (BE-319) with current software available as required by BCSED courses (Goal #2)
- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*
- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*
- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- Address external issues or mandates such as legislation, industry, and professional standards, etc.
 - Respond to outcome findings.
 - Reflect changes in technology, methodology, and/or disciplines.
 - Address student achievement gaps and/or meet other student needs.
- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

Business Comprehensive Program Review Self-Study Report

Lead Faculty: MaryAnne Holcomb

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

MaryAnne Holcomb, Professor of Business

1.3 *Summary*

There is one full-time faculty who teaches in the Business division, but is also responsible for the Marketing and Management disciplines where no full-time faculty exist. It should also be noted that the Business faculty member is scheduled to retire in 2015.

Headcount, FTES, and sections offered decreased at rates lower than the district average and are attributed to budget reductions. There has been a significant increase in the awarding of Business certificates, while at the same time there has been a modest decrease in the Business degrees awarded. Employment projections in the Business discipline are projected to be 13-19%.

Students continue to achieve SLO targets and consideration is being given to developing more SLOs. With only one full-time faculty member in the discipline, program growth has been severely hindered, although the current faculty member has successfully advocated for an International Business Club. Goals for the Business discipline include the utilization of more technology in teaching methods, hiring a full-time Business instructor, and reinstating the Work Experience Program.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, the Business area headcount decreased 9.3%.

District FTES decreased 12% in the past five years while the Business area FTES decreased 2.4%.

- 2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

The number of students served by the district has decreased in the past four years as mentioned in the headcount numbers in section 2.1. However, in the Business area, the percent decrease of students served was less than half of the percentage decrease for the district. This suggests that the Business area is still very strong in spite of budget cuts, class reductions, and reduced full-time faculty in this area.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that same time, the number of sections offered in Business decreased 18.2%. This reflects a 24% decrease in Lancaster sections and a 16.7% increase in Palmdale sections.

Faculty Ratio

The part time/full time faculty ratio for the district remained fairly constant over the past five years, however, in the Business area, the ratio from 2008-09 to 2012-13 doubled from 2 to 4%. Because of budget cuts, vacant faculty positions have not been filled.

Efficiency

From 2008-09 to 2012-13 the efficiency ratio for the district increased 6.7%, while the efficiency rate of the Business area increased 13.6%.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

Gender

Sixty-nine percent of female students in the Business area were successful in 2008-09, while 73% were successful in 2012-13. Sixty-five percent of male students in the Business area were successful in 2008-09, while 68% were successful in 2012-13. Success rates are improving for all students.

Location

Students in the Business area in Lancaster achieved 73% success in 2012-13, while Palmdale students only achieved 61% success (down from 70% the previous year).

Mode

The number of traditional classes offered in the district decreased 28.3%, while traditional classes in the Business area decreased 14.1%. The number of online classes in the district decreased 13.6%, while online classes in the Business area decreased 50%.

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. Seventy-one percent of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09. In 2012-13, Business area students taking traditional courses achieved a success rate of 71%.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. Fifty-six percent were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09. In 2012-13, Business area students taking online courses achieved a success rate of 69%.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates

- General Business

Associate Degrees

- General Business
- Business Administration

From 2008-09 to 2012-13, the number of Business-General certificates increased 400% (yes, that is correct). During that same time, the number of Business Administration degrees decreased 21.1% and Business-General degrees decreased 25%. Due to budget cuts and the decrease in sections offered, students may have opted for a certificate instead

of taking more time to complete a degree. In the past five years, 343 students have earned a Business degree and 18 students earned a Business certificate.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

From 2010-2020, there is a projected employment increase of 13.9% for business operations specialists and 18.1% increase for employment as a business teacher, postsecondary. These are just two of the possibilities that students could pursue with a Bachelor's degree in Business. The skills required for these types of positions include oral and written writing and comprehension, problem sensitivity, and inductive and deductive reasoning.

From Advisory Committee meetings it was identified that students need more reinforcement of soft skills like punctuality, not leaving work early without permission, wearing proper business attire, developing people skills, exhibiting proper behavior at work, getting along with others, the ability to work in groups, communication skills, and customer service skills. The Work Experience program developed at AVC worked hard to help students develop these skills. With the budget crisis, this program was cut in our area and now students must work to develop these skills on their own. Proof of success from Work Experience is the fact that many AVC employees were once former students and they were taking Work Experience along with their other classes. This program needs to be fully reinstated.

With the number of students that are interested in a Business major, it is imperative that we hire additional faculty to replace those who left the college in previous years. It will allow us to better meet the needs of the students. The addition of the International Business certificate should also increase the number of students in our area.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology,*

*financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

The SLOs for the Business area have not changed in the past five years. Students have successfully achieved the targets for each assessment tool in all areas.

In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. There is not enough data on PLOs to warrant any changes either. Student Learning Outcome data has shown that students are demonstrating their understanding of Business terms, concepts, technologies, and completing case analysis.

- 3.2 *Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

The Business discipline consistently provides introductory business courses that appear to meet the needs of the community, although Advisory Committee participants have indicated an ongoing need for students to continue developing entrepreneurial skills. However, a community survey has not been conducted in the previous three years. With the addition of a research director and the anticipated growth of the instructional research office, future survey opportunities may be more readily available.

The Business program meets the needs of students whether they wish to earn a certificate, a two-year degree, or transfer to a four-year school for a Bachelor's degree. This program could really do more with more staffing. With one full time faculty responsible for this area, it is not possible to accomplish everything that would be beneficial to students.

Because of budget cuts, Work Experience was removed from the Business program. This gave students the ability to earn college credit while taking on new responsibilities at work. Although other divisions have work experience, our division has not been "allowed" to offer it for years. Since students benefit from this offering, it should be on the schedule.

With inadequate staffing in the Business area, it is difficult to arrange internship opportunities with local companies. If given the time and manpower, this would really benefit our students and might lead to employment of AVC students in the Antelope Valley.

The development of an International Business certificate continues, but it is a slow process. With additional faculty, we would have the ability to develop new classes for this certificate. As it is, we will select classes from what is currently available at AVC. Last semester an International Business club was established on campus at the request of students. We are working hard this semester to really get the club off the ground.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed/which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.

District goals #1c and #1e guide the plan to introduce more technology into all classes. All Business students transferring to a CSU school will have to be proficient in using technology. Faculty must work to include more technology-driven assignments in classes to help students develop these skills further. In our division, students have access to our computer lab specifically for this purpose.

Goal #2: Hire additional full-time faculty in the Business area.

District goals #1a and #1g guide the plan to hire additional full-time faculty. By hiring additional faculty in the Business discipline, we will have an opportunity to really grow the course offerings, develop internships with local companies, and help to guide students more carefully through the courses to ensure success and continuation up to graduation.

Goal #3: Reinstate Business Work Experience.

District goals #1c and #1g guide the plan to reinstate Business Work Experience classes. In Advisory Committee meetings, it was identified that students need the opportunity to develop those soft skills needed in the workplace (Ref: Advisory Minutes May 2010, November 2012). It was possible to develop these skills with the one-on-one guidance of Business faculty.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Hire additional full time faculty to fill all vacant Business faculty positions

Guided by district Strategic Goals #1c and #1g, filling the vacant faculty positions would allow the division to meet the strategic goal to increase class offerings that are in high demand.

Objectives: Reinstate the division to the 12 faculty positions that used to exist.

Goal #2: Complete the approval of an International Business certificate

Guided by district Strategic Goals #1c and #1e, this certificate has been developed in response to identified student interest and collaboration between the Business area and the Foreign Language area.

Objectives: Enter the certificate information into CurricuNet and get approval for the certificate to be in the Fall 2014-2015 catalog.

Goal #3: Develop an International Business Degree at AVC

Guided by district Strategic Goal #1h, this degree will be created when student interest is large enough to support the program.

Objectives: Launch the International Business certificate and heavily market the International Business degree through the Business, Management, and Foreign Language programs.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #2, hire additional full time faculty to fill all vacant positions.

- General Business Instructor (full time) replacement
- General Business and Accounting Instructor (full time) replacement
- General Business and Management Instructor (full time) replacement
- General Business and Real Estate Instructor (full time) replacement
- Business Law Instructor (full time) new

Without these positions filled, the current full time faculty cannot grow and develop the Business area.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #1, students in the Business area need access to the BCSED division computer lab to conduct research, write papers, and complete homework assignments. This lab must be available to students Monday-Saturday of every week during the normal semester.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*
- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

To make the Program Review Process effective, recommendations from the division should be given a higher priority. In the past, our needs as a division have been overlooked. To make this process effective, and to make faculty interested in completing this task, there has to be a feeling that this report will actually be read and that changes will occur. That is not our current impression.

Computer Applications Comprehensive Program Review Self-Study Report

Lead Faculty: Dr. Ed Beyer

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

Dr. Ed Beyer, Professor of Computer Applications

Jimmie Bowen, Adjunct Instructor

Richard Britwum, Adjunct Instructor

Dennis Kallemeyn, Adjunct Instructor

Kent Moser, Adjunct Instructor

1.3 *Summary*

There are two full-time faculty who teach in the Computer Applications discipline, but also have responsibilities in the Business, Accounting, and Real Estate disciplines. Furthermore, one of the faculty has recently announced she will retire in 2014. Headcount, FTES, and sections offered decreased at rates lower than the college average and are attributed to budget cuts. The quantity of services has suffered, especially in the area of computer networking, due mainly to the departure of the only full-time instructor in that area. Discipline program development has been negatively affected due to the lack of full-time faculty and the division requirements for shared governance responsibilities, which are barely being covered by the remaining full-time faculty; the BCS&ED Division has only six full-time faculty with six vacant positions. Three more faculty are expected to retire in the next 1-2 years.

Computer networking appears to be in high demand and local businesses are concerned about the lack of a full-time computer-networking instructor. Growth in the discipline is projected to grow by approximately 17, 200 jobs; a 27.1% increase by 2020.

Students continue to meet SLO targets with the exception of computer networking, where data is not collected consistently due to the absence of a full-time instructor. Stakeholders are not being served, specifically in the computer networking and computer security fields. Goals for the computer applications discipline include hiring a full-time computer-networking instructor and developing computer security certification curriculum.

Part 2 - Data Analysis and Use

- 2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, Computer Applications headcount decreased 16%. District FTES decreased 12% in the past five years while Computer Applications FTES decreased 11%.

The FTE generation for computer applications in the spring semester appears to lag the fall semester by an average of almost 12 FTE for each of the last five years; an examination of the headcount reflects a difference of 172 students between each semester over the same period. Additionally, the spring semester averaged 5 less sections each year over the same period. The consistent difference between the semesters may be a result of the scheduling policy of rolling over previous semesters rather than offering classes based on actual demand; or perhaps due in part to the lack of a long-term scheduling plan.

- 2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

Over the past four years, 4,311 students have been served through 280 sections. No full-time faculty have been hired and division faculty have been reduced from 12 full-time faculty to 6 full-time faculty, which negatively affects the quantity of services offered to students.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that time sections in Computer Applications decreased 18% overall, with a 22% decrease in the Lancaster campus offerings and a 25% decrease in the Palmdale campus offerings. It needs noting that computer application classes were not offered in Palmdale during the 08-09 and 09-10 academic years, which accounts for the lower overall percentage figure.

The decrease in section offerings may be affected by the scheduling policy of rolling over previous semester offerings without regard to demand, and the 10 LHE limitation of adjunct faculty. The one full-time computer application instructor already teaches at maximum overload, so there is no room for offering more sections without hiring more faculty.

Faculty Ratios

The district part-time to full-time faculty ratio increased 12.4% from spring 2008 to spring 2013. During that same period, the ratio for computer applications faculty increased 60% as a result of faculty retirements. Remarkably, the BCSED Division faculty have been cut 50% and have been reduced from 12 full-time faculty to 6 full-timers.

The reduction in the number of full-time faculty in the BCSED Division suggests a lack of commitment of the college toward the mission of advancing Career Technical Education. Without more full-time faculty, program development unfortunately takes a back seat to the necessary committee work that full-timers are responsible for such as AP&P, Senate, Program Review, and SLO/PLO.

Furthermore, the failure of administration to replace faculty in the BCSED may in part be a result of the division having been assigned a dean whose focus lies primarily with the social sciences and not business. The BCSED Division needs a dean who is dedicated to the growth of the division (the BCSED has experienced four different deans since the last comprehensive report). It is interesting to note that since 2010, when the BCSED Division was effectively subsumed into the Social and Behavioral Sciences Division through assignment of the SBS dean to oversee the BCSED Division, the PT/FT ratio for the entire division has increased a remarkable 41%, which clearly demonstrates a lack of commitment to hiring full-time faculty into the division.

And finally, the process for selecting faculty for hire appears, from the perspective of BCSED faculty, to be a subjective selection process rather than one based on planning or data. The prioritization of new faculty appears to take place through debate in the dean's meeting based on arguments presented by each dean, and not based on labor market data or other relevant data points. As such, it follows that if you do not have a dean dedicated to the growth of a division and its programs, the need for new full-time faculty may not be effectively argued.

Efficiency

Efficiency in the computer applications discipline has increased approximately 8.9% from spring 2008 to spring 2013, which suggests that faculty are teaching more students in the classroom. However, the slight increase in the data for efficiency must be examined with the understanding that many of the computer application courses are limited to 25 students maximum based on the configuration of campus computer labs.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

An examination of the race data for computer applications reveals no significant difference compared to the district data with two exceptions. The American Indian/AK Native has reduced 23% to 61% and the Pacific Islander students have exceeded the Institutional Standard of 68%. The 23% decline in American Indian/AK Native should be examined in contrast to the overall decline in the number of students self-reporting their race. From the 2008-09 academic year to 2012-13, the number of students reporting as American Indian/AK Native decreased by 59.4%. Nevertheless, if only ten students met that category, a 61% success rate would still require further examination.

Gender

Sixty-nine percent of female students in the district were successful in 2008-09, while 71% were successful in 2012-13. Sixty-eight percent of male students in the district were successful in 2008-09, while 69% were successful in 2012-13.

Gender statistics for the computer applications discipline reveal no significant difference from the district numbers.

Location

Student success by location has changed little in recent years. Palmdale students achieved 66% success in 2012-13, slightly lower than the Institutional Standard of 68%. That same year Lancaster students achieved 70% success and students in Other/Unknown locations achieved 80% success.

The computer applications success rates for Lancaster slightly exceed the district data, but the Palmdale success rate has increased significantly from 66% in 2010-11 when classes were first offered to 80% in 2012-13. The increase in success may be the result of information technology resources having been upgraded and the assignment of a full-time technician to the Palmdale center.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. 71% of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. Fifty-six percent were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09.

The computer applications success rates by mode are not significantly different from the district data. However, circumstantial data suggests that students who enroll in online classes may not be prepared for the alternate mode and that a prerequisite course in taking an online class would improve success rates.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates:

- Computer Applications
- Computer Networking Core Platform
- Computer Networking Multi-Platform

Degrees:

- Computer Applications
- Computer Networking Core Platform
- Computer Networking Multi-Platform

One area that appears to be in high demand is computer networking. During the period from 2008-09 to 2012-13, computer networking degrees and certificates awarded increased by 200%, with the bulk of the degrees having been awarded in the last two years. Approximately 51.2% of the computer networking degrees and 43.8% of the certificates granted over the last five years were awarded in the last two years.

Based on a trend analysis, the growth and demand for computer networking education appears to be skyrocketing and is further evidence that a full-time computer networking instructor is desperately needed in the BCSED Division to further develop and advance the computer networking program; a request that has been made multiple times since the previous computer networking instructor retired in 2010.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years*

that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

Since 2010, faculty in the BCSED division have been advocating for a computer-networking instructor. The absence of a computer-networking instructor has stifled the growth of any networking or computer security program and is counter to the California labor market projections.

According to the California labor market data, the demand for network and computer administrators is projected to increase by 27.1% (10,600 jobs) by 2020, with an additional 6,600 jobs necessary due to replacements. Adjunct faculty in the computer-networking area are reporting the loss of employment due to the lack of computer network security certifications; a Career Technical Education service that Antelope Valley College should be providing. AVC's inaction in hiring a full-time computer-networking instructor fails to serve students, and by extension local employers, by providing opportunities to develop in-demand computer-networking and computer security skills.

The projections of the California Employment Development Department underscore the importance of hiring a full-time computer-networking instructor.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

Overall, SLO targets for the Computer Application discipline have consistently met the institutional standard. The consistent success of the achievement rate suggests that new targets may want to be considered to further challenge and improve student learning.

However, in the area of computer networking, collection of SLO data has been erratic or non-existent due to the absence of a full-time computer-networking faculty. Because of workload issues, adjunct faculty are not required to submit SLO data, so any data submitted is voluntary. As such, there is no central coordination for data related to

computer networking. Again, the need for a full-time computer-networking instructor cannot be overstated. Through Advisory Committee meetings and through discussions with adjunct instructors working in the computer-networking field, the message that the community is in need of students with computer networking skills continues to surface.

During an Advisory Committee meeting in June 2012, representatives from Edwards Air Force Base “expressed significant concern at the lack of a full-time networking instructor at the college who could spearhead the development of a computer networking security certificate and/or degree” (*BCSED Advisory Committee Meeting Minutes, June 1, 2012*). Furthermore, the same representatives revealed that the absence of computer networking and computer security certifications is detrimental to the workforce, as employees are required to obtain periodic certifications as a condition of employment.

- 3.2 *Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

The computer applications discipline consistently provides introductory computer courses that appear to meet the needs of the community, however, a community survey has not been conducted in the previous three years. With the addition of a research director and the anticipated growth of the instructional research office, future survey opportunities may be more readily available.

In contrast to the general computer applications discipline, the computer applications discipline fails to serve the community in the area of computer networking and computer security. Specifically, the lack of a computer-networking instructor impedes the development of a computer-networking and security program that is desired by our local community.

During the May 2010 advisory board meeting, representatives from both the air force base and Unisys, indicated that “A certificate (or degree) in Computer Network Security is a must” (*BCSED Advisory Committee Meeting Minutes, May 14, 2010*). Furthermore, as mentioned previously, representatives from Edwards Air Force Base “expressed significant concern at the lack of a full-time networking instructor at the college who could spearhead the development of a computer networking security certificate and/or

degree” (BCSED Advisory Committee Meeting Minutes, June 1, 2012). At the June 2012 meeting, representatives also placed an emphasis on the notion that certification requirements are mandatory as a condition of employment.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year’s annual report. Indicate which have been completed and which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

Computer Applications Goals

Goal #1: Hire a full-time Computer-Networking instructor.

Due to the consistent success of the computer application program, only one significant goal was identified in the last annual update. The single most important goal of the computer application program was, and continues to be, to secure the hiring of a full-time computer-networking instructor.

The same goal was identified in the previous annual update and has been unsuccessfully advocated for since 2010. For unknown reasons, the BCSED Division has been denied replacement and new faculty in multiple disciplines; a fact supported by the remarkable 41% increase in the PT/FT ratio, which is three times that of the college average. Such a lack of student-centered vision by administration is an embarrassment to the college.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

As mentioned earlier, due to the consistent success of the computer application program, only one significant goal exists for the computer application discipline. The single most important goal of the computer application program is to secure the hiring of a full-time computer-networking instructor. Doing so will create other opportunities to achieve some long-term program development that will help students succeed both in school and in the workforce.

The State of California Employment Development Department projects that the employment outlook in the occupations of network and computer administrators will increase 27.1% (10,600 new jobs) by 2020, with an additional 6,600 job openings due to replacements.

Current (up to three years)

Goal #1: Hire a full-time computer-networking instructor.

District Strategic Goals #1a and #1g guide the plan to hire a full-time computer networking instructor. The computer networking course action plans have also identified a high priority need to hire a full-time computer-networking instructor since 2010.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (three to five years)

Goal #2: Provide courses to prepare students for annual certification testing demanded in industry.

Guided by district Strategic Goal #1g, establishing a certification program would be the responsibility of the computer-networking instructor. As the computer-networking instructor would also identify the action plans, action plans to create the certification programs have not been fully identified outside this program review.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Long Term (five to ten years)

Goal #3: Develop a community-centered program that provides ongoing computer-related certifications, and helps develop student skills that are necessary for employment in the computer-networking field.

Guided by district Strategic Goal #3, establishing a community-centered program would be the responsibility of the computer-networking instructor as the lead developer. Since the computer-networking instructor would also identify the action plans, plans to create the programs have not been fully identified outside this program review.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Once again, the main focus of the computer applications discipline faculty is to secure the hiring of a computer-networking instructor, who will lead a collaborative effort with the community to build a solid computer-networking program that will provide students with the skills necessary to compete in the computer-networking field. As such, the same three goals as outlined in section 5.2 also apply here.

As previously mentioned, the State of California Employment Development Department projects that the employment outlook in the occupations of network and computer administrators will increase 27.1% (10,600 new jobs) by 2020, with an additional 6,600 job openings due to replacements.

Current (up to three years)

Goal #1: Hire a full-time computer-networking instructor.

District Strategic Goals #1a and #1g guide the plan to hire a full-time computer networking instructor. The computer networking course action plans have also identified a high priority need to hire a full-time computer-networking instructor since 2010.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (three to five years)

Goal #2: Provide courses to prepare students for annual certification testing demanded in industry.

Guided by district Strategic Goal #1g, establishing a certification program would be the responsibility of the computer-networking instructor. As the computer-networking instructor would also identify the action plans, action plans to create the certification programs have not been fully identified outside this program review.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Long Term (five to ten years)

Goal #3: Develop a community-centered program that provides ongoing computer-related certifications, and helps develop student skills that are necessary for employment in the computer-networking field.

Guided by district Strategic Goal #3, establishing a community-centered program would be the responsibility of the computer-networking instructor as the lead developer. Since the computer-networking instructor would also identify the action plans, plans to create the programs have not been fully identified outside this program review.

Objectives: Continue to present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.3 #1, a full-time computer-networking instructor is needed to strengthen the computer-networking program and develop a robust computer networking and security program, which supports the needs of the community.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.3 #2 of this review, the continuation of funding for software licensing is a must for the unique software requirements such as VMWare.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

Guided by goal 5.3 #2, and to ensure a high quality student-centered learning environment, a dedicated computer lab designed to support computer networking and security curriculum is needed. The current computer lab equipment operates on older equipment that makes teaching certain networking and security classes more difficult.

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

None.

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

None.

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*

Recommended changes to the EMP would be to rewrite the stated goals into actual goals that more accurately reflect the needs of all divisions (e.g. BCSED does not need wet labs, but does need computer labs).

- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

Develop a process that will ensure the program review reports are actually read by administration and used to make decisions.

Computer Information Science Comprehensive Program Review Self-Study Report

Lead Faculty: Ron Mummaw

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

Ron Mummaw, Professor of Computer information Science

1.3 *Summary*

There is one full-time faculty who teaches in, and is responsible for, the Computer Information Sciences discipline. Headcount and sections offered have decreased, while FTES increased by a modest 1%. Computer Information Science faculty ratios remained relatively steady, while division ratios increased significantly. Computer Information Science discipline faculty members are concerned with the success rates for online courses and believe a pre-screening process is necessary. There was a modest decrease in the number of certifications and degrees awarded. The decrease is being attributed to the number of sections being reduced due to budget restrictions.

Students continue to achieve SLO targets and overall, stakeholders are being served. Goals for the Computer Information Science discipline include maintaining current action plans and increasing the number of sections offered.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, the CIS headcount trend was an average decrease of 1%. District FTES decreased 12% in the past five years while the CIS FTES trend was an average increase of 1%. This is most likely due to a positive outlook in employment for those entering the software developer discipline and an increased availability of CIS classes due to budget improvements.

2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

Over the past four years, 1,472 students have been served through 102 sections. No full-time instructors have been hired and division faculty have been reduced from 12 full-time faculty to 6 full-time faculty, which negatively affects the quantity of services offered to students.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that time sections in CIS decreased by an average of 5.2% per year. This was due primarily to reduced offerings-choices made to accommodate the lack of funding during our budget shortage.

Faculty Ratios

Fall district PT/FT faculty ratio increased 5.9% and spring district PT/FT faculty ratio increased 8.8% from 2008-09 to 2012-13. During that time CIS PT/FT ratio remained pretty steady at about 1.35%.

Efficiency

District efficiency in the fall increased 15.9% and efficiency in the spring increased 6.7% over the past five years. CIS efficiency in the fall increased by an average of 7.24% and efficiency in the spring increased by an average of 3.64% over the past five years.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

In CIS, American Indian/AK Native, Mexican/Central or South American and Other/Unknown all showed an increase in success rate, the highest being American Indian/AK Native which rose by an average of 22.5% from 40% ending with an average success rate of 70% over the five year figures. The decreases were in the Asian population and Pacific Islander. Pacific Islander showed the largest average decrease of -

4% from 80% in 2007-08 with an average success rate of 78%. The Black or African American and White groups had a 0% average change. The average success rate for most was above the institutional standards except Mexican/Central or South American and Other/Unknown which were 67% and 65% respectively, however both were at 70% and 71% in the most recent year.

Gender

Sixty-nine percent of female students in the district were successful in 2008-09, while 71% were successful in 2012-13. Sixty-eight percent of male students in the district were successful in 2008-09, while 69% were successful in 2012-13.

In CIS over the six-year period, an average of 66% of female students were successful and this remained fairly constant. An average of 68% of male students were successful, and this was also fairly constant. The lower number for female students is to be expected in this subject area and is consistent with not only nationwide, but worldwide trends.

Location

Student success by location has changed little in recent years. Palmdale students achieved 66% success in 2012-13, slightly lower than the Institutional Standard of 68%. That same year Lancaster students achieved 70% success and students in Other/Unknown locations achieved 80% success.

The only significant location data referred to the Lancaster location only, so no significant comparisons can be made. If facilities were available, it would benefit students to offer at least CIS 101 in Palmdale.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. 71% of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. 56% were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09.

Regarding online vs. traditional modes in CIS, the trends reflected those of other schools nationwide. A recent study by the Community College Research Center (CCRC) showed that "all community college students show a decrement in performance in fully online courses." Our average success rate was 53.5% for online classes as compared to 70% for traditional. There needs to be a screening process. The CIS faculty believe that VERY few students should be allowed to enroll in online courses without some measure of their ability to work independently, and that we are wasting a lot of time and money (ours and the students') on online courses.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificate Programs:

- Business Computer Information Science
- Computer Software Developer

Associate Degrees

- Business Computer Information Science
- Computer Software Developer

Degrees granted by the district decreased 29.9% from 2008-09 to 2012-13. (or decreased by 23.9% from 2009-10 to 2012-13.)

In CIS, degrees decreased by an average change of 3.75% while certificates decreased by about 50% (4 in '06-'07, 2 in '12-'13). It appears that this may have been affected by adverse budget conditions, which caused a reduction in class offerings over this period.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

No data is available specifically for the CIS area.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

The numbers for Computer Software Developer employment in California are impressive. The outlook is for an increase of 27.7% in jobs in the 2010-2020 period. This is very close to the national outlook. (see Bureau of Labor statistics information in

section 5.3) This would necessitate making sure we offer enough sections of our core classes and hiring enough faculty to teach them.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in student learning outcome (SLO) and program learning outcome (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

The SLO and PLO results have consistently met goals in all CIS classes offered during the time period in question.

- 3.2 *Analyze changes in operational outcomes (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

At both the May 2010 and June 2012 CIS Advisory committee meetings members agreed that the JAVA course should continue and not be made obsolete as it is used extensively on EAFB. There was some discussion on the low student interest in JAVA and whether C++ would suffice as an alternate. We will be offering that course again this Spring after a long hiatus.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

Objectives: Develop a COR adherence checklist that all faculty must use while developing their syllabus, which will then be signed and submitted along with the syllabus to the division office. Note: the checklist is not a replacement for the AP&P approved guidelines for developing a syllabus, rather it is meant to assist faculty in ensuring adherence to the COR. To improve the quality of the courses offered, better utilization of the faculty evaluation process regarding strict

enforcement of adherence to CORs is needed. The Dean's office should impose any allowable consequences for failure to follow CORs. Enhance use of evaluations to provide support for instructor growth and improvement.

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

Computer Information Science Goals

Goal #1: Continue with our current course offerings.

The only goal in the previous program review that directly relates to the CIS area is that we will continue with our current course offerings. No new courses in CIS are planned at this time. We currently offer what are the standard courses for students in their freshman and sophomore years majoring in Computer Science at a four year institution. The ACM (Association for Computing Machinery, ACM, the world's largest educational and scientific computing society) has not significantly changed its curriculum recommendations for courses offered at AVC in at least the past 10 years. Currently offered courses adequately prepare our students for the goals of our certificates and for transfer purposes. The basics of software development (all that are covered at this level of a student's education in this curricular area) have not changed to the point of needing new courses.

- 5.2 *List discipline/area goals and objectives related to improving outcome findings and/or the success of the various learner populations in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Current (up to three years)

Goal #1: Maintain the current action plan recommendations

Guided by district Strategic Goal(s) #1 & #5, action plans in the CIS area currently require continuing with our existing policies and procedures as our SLO data results show goals met for all classes.

Objective: Continue to monitor recommendations by the ACM curriculum committee regarding Computer Science degree programs.

Near Term (three to five years)

Goal #2: Maintain the current action plan recommendations

Guided by district Strategic Goal(s) #1 & #5, action plans in the CIS area currently require continuing with our existing policies and procedures as our SLO data results show goals met for all classes.

Objective: Continue to monitor recommendations by the ACM curriculum committee regarding Computer Science degree programs.

Long Term (five to ten years)

Goal #3: Maintain the current action plan recommendations

Guided by district Strategic Goal(s) #1 & #5, action plans in the CIS area currently require continuing with our existing policies and procedures as our SLO data results show goals met for all classes.

Objective: Continue to monitor recommendations by the ACM curriculum committee regarding Computer Science degree programs.

- 5.3 *List discipline/area goals and objectives directly related to advancing Strategic Goals. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in*

the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)

Goal #1: Increase number of sections of currently offered courses

District Strategic Goal #1.g guides the need to increase sections. Classes in the CIS area are for the most part full before open registration begins and consistently have long waitlists with many students wanting to crash. More sections are needed in this area because of the ever-increasing need for technology.

Near Term (three to five years)

Goal #2: Increase number of sections of currently offered courses depending on demand

District Strategic Goal #1.g guides the need to increase sections. According to "The Bureau of Labor Statistics" the job outlook for 2010-10 is for an increase of 30% in job availability for Software Developers*. Faculty numbers will need to increase to support this demand.

Long Term (five to ten years)

Goal #3: Increase number of sections of currently offered courses depending on demand

District Strategic Goal #1.g guides the need to increase sections. According to "The Bureau of Labor Statistics" the job outlook for 2010-10 is for an increase of 30% in job availability for Software Developers*. Faculty numbers will need to increase to support this demand.

*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Software Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm> (visited September 23, 2013).

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

Potential need for additional CIS instructors due to the rising demand for people with computer skills and the rising demand for software developers in particular (see

employment outlook figures in section 2.8 above). Relates to the goal to increase offerings in high demand classes and disciplines.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

N/A

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

N/A (Under the purview of ITS)

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

N/A

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

N/A

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*

N/A

- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

Have this process be the responsibility of administrators who are trained and educated in the organizational/planning/budgeting skills required to manage this kind of activity and who are hired for that purpose. This would reduce the amount of time taken away from educators whose responsibility it is to teach. Placing this burden on faculty reduces their effectiveness to complete their primary responsibility.

Management Comprehensive Program Review Self-Study Report

Lead Faculty: MaryAnne Holcomb

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

MaryAnne Holcomb, Professor of Business

1.3 *Summary*

There is no full-time faculty in the Management discipline and there exists one vacant position. Unlike the district, the headcount and FTES for the management discipline increased by approximately 22%, while the sections offered decreased by 20%. Both certificates and degrees awarded in management have increased an impressive 200%, and the employment outlook is projected to increase by approximately 12%. Students continue to achieve SLO targets and consideration is being given to the development of more outcomes.

Stakeholders overall are being served with the exception of students desiring work experience credit. The Work Experience Program has been negatively affected by budget cuts. Goals for the Management discipline include the hiring of a full-time teacher to fill the vacant slot, reinstating the Work Experience Program, and developing new courses in Management.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, the Management area headcount increased 23%.

District FTES decreased 12% in the past five years while the Management area FTES increased 22.1%.

2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

The number of students served by the district has decreased in the past four years as mentioned in the headcount numbers in section 2.1. However, in the Management area, the number of students served dramatically increased. This suggests that interest in the Management area is growing.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that same time, the number of sections offered in Management decreased 20%. This reflects a 20% decrease in Lancaster sections. There has only ever been one course offered at the Palmdale campus in 2009-10.

The number of traditional classes offered in the district decreased 28.3%, while traditional classes in the Management area decreased 11.1%. The number of online classes in the district decreased 13.6%, while online classes in the Management area stayed the same.

Faculty Ratio

The part time/full time faculty ratio for the district remained fairly constant over the past five years, however, in the Management area, the ratio from 2008-09 to 2012-13 almost doubled from 4 to 7%. There is no full-time faculty in the Management discipline. If this program is going to continue to grow, there needs to be at least one full time faculty member to spearhead the growth.

Efficiency

From 2008-09 to 2012-13 the efficiency ratio for the district increased 6.7%, while the efficiency rate of the Management area increased 0.9%, which may suggest that Management faculty are teaching fuller classes.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to

67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

Gender

Fifty-three percent of female students in the Management area were successful in 2008-09, while 72% were successful in 2012-13. Sixty-one percent of male students in the Management area were successful in 2008-09, while 64% were successful in 2012-13. Success rates are improving for all students, however females have shown significant improvement in success rates.

Location

Students in the Management area in Lancaster achieved 68% success in 2012-13 (down from 70% the previous year), while Palmdale students achieved 68% success the only year a class was offered on the Palmdale campus (2009-10).

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. Seventy-one percent of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09. In 2012-13, Management area students taking traditional courses achieved a success rate of 68%.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. Fifty-six percent were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09. In 2008-09, Management area students taking online courses achieved a success rate of only 28%. By 2011-12, the success rate jumped to 68%. There were no online courses offered in the Management area in 2012-13.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates

- Management

Associate Degrees

- Management

From 2008-09 to 2012-13, the number of Management certificates increased 200% (yes, that is correct). During that same time, the number of Management degrees increased

200%. Due to budget cuts and the decrease in sections offered, students may have opted for a certificate instead of taking more time to complete a degree. In the past five years, 6 students have earned a Management degree and 3 students earned a Management certificate.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

Students who earn a Bachelor's degree in Management can work in the following fields (to name a few): chief executive, administrative services manager, general and operations manager, management analysts, managers, office and administrative support managers, and management teacher, postsecondary.

According to the statistics, the growth for this area, managers specifically, will increase 11.9%. To help students meet the demand, we need a full time faculty in the Management area to create new classes and build student interest for the program. This faculty member would also work to develop internship opportunities with local businesses.

From Advisory Committee meetings it was identified that students need more reinforcement of soft skills like punctuality, not leaving work early without permission, wearing proper business attire, developing people skills, exhibiting proper behavior at work, getting along with others, the ability to work in groups, communication skills, and customer service skills.

The Work Experience program developed at AVC worked hard to help students develop these skills. With the budget crisis, this program was cut in our area and now students must work to develop these skills on their own. Proof of success from Work Experience is the fact that many AVC employees were once former students and they were taking Work Experience along with their other classes. This program needs to be fully reinstated.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

The SLOs for the Management area have not changed in the past five years. Students have successfully achieved the targets for each assessment tool in all areas.

In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. There is not enough data on PLOs to warrant any changes either. SLO data has shown that students are demonstrating their understanding of Management terms, concepts, technologies, and completing case analysis.

- 3.2 *Analyze changes in **operational outcomes (OO)** findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

The Management discipline consistently provides introductory management courses that appear to meet the needs of the community, although Advisory Committee participants have indicated an ongoing need for students to continue developing interpersonal relationship skills. However, a community survey has not been conducted in the previous three years. With the addition of a research director and the anticipated growth of the instructional research office, future survey opportunities may be more readily available.

The Management program meets the needs of students whether they wish to earn a certificate, a two-year degree, or transfer to a four-year school for a Bachelor's degree. This program could really do more with staffing. There are no full time faculty teaching in this area, so it is not possible to accomplish everything that would be beneficial to students.

Because of budget cuts, Work Experience was removed from the Management program. This gave students the ability to earn college credit while taking on new responsibilities at work. Although other divisions have work experience, our division has not been “allowed” to offer it for years. Since students benefit from this offering, it should be on the schedule.

With full time staffing in the Management area nonexistent, it is impossible to arrange internship opportunities with local companies. If given the time and manpower, this would really benefit our students and might lead to employment of AVC students in the Antelope Valley.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year’s annual report. Indicate which have been completed/which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.

District goals #1c and #1e guide the plan to introduce more technology into all classes. Management students transferring to a CSU school will have to be proficient in using technology. Faculty must work to include more technology-driven assignments in classes to help students develop these skills further. In our division, students have access to our computer lab specifically for this purpose.

Goal #2: Hire a full-time faculty member in the Management area.

District goals #1a and #1g guide the plan to hire additional full-time faculty. By hiring a faculty member in this area, we will have an opportunity to really grow the course offerings, develop internships with local companies, and help to guide students more carefully through the courses to ensure success and continuation up to graduation.

Goal #3: Reinstate Management Work Experience.

District goals #1c and #1g guide the plan to reinstate Management Work Experience classes. In Advisory Meetings, it was identified that students need the opportunity to develop those soft skills needed in the workplace. It was possible to develop these skills with the one-on-one guidance of Management faculty.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Hire a full time faculty in the Management area.

Guided by district Strategic Goal(s) #1c and #1g, filling the vacant Management faculty position would allow the division to meet the strategic goal to increase class offerings that are in high demand.

Objectives: Reinstate the division to the 12 faculty positions that used to exist.

Goal #2: Develop new courses in the Management area.

Guided by district Strategic Goals #1c and #1e, filling the vacant Management faculty positions would allow the development of additional classes.

Objectives: Hire a full time instructor, and continue to grow the program and course offerings.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #3, hire a full time Management Instructor. Hire a full time faculty in the Management area. Without this position filled, the current full time faculty cannot grow and develop the Management area.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #1, students in the Management area need access to the BCSED division computer lab to conduct research, write papers, and complete homework assignments. This lab should be available to students Monday-Saturday of every week during the normal semester.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*
- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

To make the Program Review Process effective, recommendations from the division should be given a higher priority. In the past, our needs as a division have been overlooked. To make this process effective, and to make faculty interested in completing this task, there has to be a feeling that this report will actually be read and that changes will occur. That is not our current impression.

Marketing Comprehensive Program Review Self-Study Report

Lead Faculty: MaryAnne Holcomb

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

MaryAnne Holcomb, Professor of Business

1.3 *Summary*

There is no full-time faculty member in the Marketing discipline and there exists one vacant position. Unlike the district, the headcount and FTES for Marketing increased by approximately 16%-20%, while the sections offered decreased 25%. Both degrees awarded and certificates awarded increased significantly, and employment opportunities are projected to increase by approximately 19%. Students continue to achieve SLO targets and consideration is being given to the development of new SLO targets to improve student learning.

Stakeholders overall are being served with the exception of students desiring work experience credit. The Work Experience Program has been negatively affected in the BCSED Division by budget cuts even though other divisions are permitted to continue with the program. Goals for Marketing include the hiring of a full-time teacher to fill the vacant slot, reinstating the Work Experience program, and developing new management courses.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, the Marketing area headcount increased 15.8%.

District FTES decreased 12% in the past five years while the Marketing area FTES increased 19.8%.

2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

The number of students served by the district decreased in the past four years as mentioned in the headcount numbers in section 2.1. However, in the Marketing area, the number of students served increased dramatically. This suggests that interest in the Marketing area is growing.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that same time, the number of sections offered in Marketing decreased 25%. This reflects a 25% decrease in Lancaster sections because no sections are offered on the Palmdale campus.

The number of traditional classes offered in the district decreased 28.3%, while traditional classes in the Marketing area decreased 25%. The number of online classes in the district decreased 13.6%, while there are no online classes offered in the Marketing area.

Faculty Ratio

The part time/full time faculty ratio for the district remained fairly constant over the past five years, however, in the Marketing area, there are no full time faculty at all. If this program is going to continue to grow, there needs to be at least one full time faculty member to spearhead the growth.

Efficiency

From 2008-09 to 2012-13 the efficiency ratio for the district increased 6.7%, while the efficiency rate of the Marketing area increased 35.6%.

The trends in the Marketing area show steady growth. The addition of a full time faculty would allow for outreach to local businesses for internships, the development of a Marketing club, more emphasis in classes on the importance of using social media in marketing, and the ability to add new classes to grow the program further.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76%

respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

Gender

Seventy-six percent of female students in the Marketing area were successful in 2008-09, while 86% were successful in 2012-13. Seventy-two percent of male students in the Marketing area were successful in 2008-09, while 65% were successful in 2012-13.

Location

Students in the Marketing area in Lancaster achieved 74% success in 2012-13. There are no students taking Marketing classes on the Palmdale campus.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. Seventy-one percent of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09. In 2012-13, Marketing area students taking traditional courses achieved a success rate of 74%.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. Fifty-six percent were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09. In 2012-13 there were no online Marketing courses.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates

- Marketing

Associate Degrees

- Marketing

From 2008-09 to 2012-13, the number of Marketing certificates increased 600% (yes, that is correct). During that same time, the number of Marketing degrees increased 50%. Due to budget cuts and the decrease in sections offered, students may have opted for a certificate instead of taking more time to complete a degree. In the past five years, 14 students have earned a Marketing degree and 14 students earned a Marketing certificate.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

Students who earn a Bachelor's degree in Marketing can work in, but are not limited to, the following fields: sales management, sales representative, marketing managers, market research analysts, customer service representatives, advertising and promotions manager, advertising sales agents, and marketing teacher, postsecondary.

According to the labor market statistics, the growth for this area, managers specifically, will increase 18.6%. To help students meet the demand, we need a full time faculty in the Marketing area to create new classes and build student interest for the program. This faculty member would also work to develop internship opportunities with local businesses.

From Advisory Committee meetings it was identified that students need more reinforcement of soft skills like punctuality, not leaving work early without permission, wearing proper business attire, developing people skills, exhibiting proper behavior at work, getting along with others, the ability to work in groups, communication skills, and customer service skills. The Work Experience program developed at AVC worked hard to help students develop these skills. With the budget crisis, this program was cut in our area and now students must work to develop these skills on their own. Proof of success from Work Experience is the fact that many AVC employees were once former students and they were taking Work Experience along with their other classes. This program needs to be fully reinstated.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

The SLOs for the Marketing area have not changed in the past five years. Students have successfully achieved the targets for each assessment tool in all areas.

In the future, we may wish to add additional SLOs that require more critical thinking skills to help students develop further in this area. There is not enough data on PLOs to warrant any changes either. SLO data has shown that students are demonstrating their understanding of Marketing terms, concepts, technologies, and completing case analysis.

- 3.2 *Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

The Marketing discipline consistently provides introductory marketing courses that appear to meet the needs of the community, although Advisory Committee participants have indicated an ongoing need for students to continue developing marketing skills. However, a community survey has not been conducted in the previous three years. With the addition of a research director and the anticipated growth of the instructional research office, future survey opportunities may be more readily available.

The Marketing program meets the needs of students, whether they wish to earn a certificate, a two-year degree, or transfer to a four-year school for a Bachelor's degree. This program could do more with more staffing. With no full time faculty teaching in this area, it is not possible to accomplish everything that would be beneficial to students.

Because of budget cuts, Work Experience was removed from the Marketing program. This gave students the ability to earn college credit while taking on new responsibilities at work. Although other divisions have work experience, our division has not been "allowed" to offer it for years. Since students benefit from this offering, it should be on the schedule.

With inadequate staffing in the Marketing area, it is difficult to arrange internship opportunities with local companies. If given the time and manpower, this would really benefit our students and might lead to employment of AVC students in the Antelope Valley.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed/which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.

District goals #1c and #1e guide the plan to introduce more technology into all classes. Marketing students transferring to a CSU school will have to be proficient in using technology. Faculty must work to include more technology-driven assignments in classes to help students develop these skills further. In our division, students have access to our computer lab specifically for this purpose.

Goal #2: Hire a full-time faculty in the Marketing discipline.

District goals #1a and #1g guide the plan to hire additional full-time faculty. By hiring a faculty member in this area, we will have an opportunity to expand course offerings, develop internships with local companies, and help to guide students more carefully through the courses to ensure success and continuation up to graduation. Students are showing interest in this area, and we have to develop courses that will help our students reach their goals.

Goal #3: Reinstate Marketing Work Experience.

District goals #1c and #1g guide the plan to reinstate Marketing Work Experience classes. In Advisory Committee meetings, it was identified that students need the opportunity to develop those soft skills needed in the workplace, which is possible with the one-on-one guidance of Marketing faculty.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Hire a full time faculty member in the Marketing area.

Guided by district Strategic Goal(s) #1c and #1g, filling the vacant Marketing faculty position would allow the division to meet the strategic goal to increase class offerings that are in high demand.

Objectives: Reinstate the division to the 12 faculty positions that used to exist.

Goal #2: Develop new courses in the Marketing area.

Guided by district Strategic Goals #1c and #1e.
With the addition of a full time faculty member in this area, the development of additional classes could take place.

Objectives: Hire a full time instructor, and continue to grow the program and course offerings.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #3, hire a full time Marketing Instructor. Without this position filled, the current division full time faculty cannot grow and develop the Marketing discipline.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #1, students in the Marketing area need access to the BCSED division computer lab to conduct research, write papers, and complete homework assignments. This lab should be available to students Monday-Saturday of every week during the normal semester.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*

7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

To make the Program Review Process effective, recommendations from the division should be given a higher priority. In the past, our needs as a division have been overlooked. To make this process effective, and to make faculty interested in completing this task, there has to be a feeling that this report will actually be read and that changes will occur. That is not our current impression.

Office Technology Comprehensive Program Review Self-Study Report

Lead Faculty: Donna Meyer

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

Donna Meyer, Instructor of Office Technology

1.3 *Summary*

There is one full-time faculty teaching in, and responsible for, the Office Technology discipline. However, the faculty member is also responsible for teaching courses in other disciplines. Headcount, FTES, and sections all decreased at rates greater than the district average. The decrease is being attributed to the lack of a full-time faculty member who is not assigned to responsibilities in multiple disciplines. The number of certificates and degrees awarded increased modestly with one exception; only one degree and three certificates were awarded in 2013. Employment in Office Technology is projected to increase by 14% by 2020.

Students continually failed to meet SLO targets until discipline faculty reassessed the outcome targets. Students are now achieving SLO targets. Stakeholders are generally being served, but local employers have expressed a desire for more office technology skills in students. Goals for this discipline include the hiring of a full-time Office Technology instructor and the development of a medical office coding certification program.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13 and during that time, Office Technology headcount decreased 15%. District FTES decreased 12% in the past five years while Office Technology FTES decreased 19%.

The lower Office Technology decrease may suggest that in this time of economic uncertainty, students are seeking to develop their workplace skills rather than concentrate on transferring.

- 2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

Over the past four years, the Office Technology discipline has served 1,539 students in 125 sections. Although this may reflect smaller class sizes, it must be noted that Office Technology classes utilize campus computer labs, which are limited to a maximum of 25 students. Furthermore, the lack of a dedicated full-time Office Technology instructor impedes the development and expansion of the program. The current full-time office technology instructor has been assigned additional duties in other disciplines to cover the overall shortage of full-time faculty in the BCSED Division.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that time sections in Office Technology decreased 29%, which is not significantly different from the district number.

At first glance the similar section numbers suggest that Office Technology is in line with the college, but the lack of a dedicated full-time Office Technology instructor, one who would be responsible for growing the program, may be a factor. The current full-time office technology instructor has been assigned additional duties in other disciplines to cover the overall shortage of full-time faculty in the BCSED Division.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

Although there are slight variations in the numbers, there are no significant differences in the race data between the district and the Office Technology discipline.

Gender

Sixty-nine percent of female students in the district were successful in 2008-09, while 71% were successful in 2012-13. Sixty-eight percent of male students in the district were successful in 2008-09, while 69% were successful in 2012-13.

Interestingly, female student success in the Office Technology discipline consistently trailed the district numbers, however, in contrast, male students consistently exceeded the district numbers. Overall, there appears to be somewhat of a balance between female and male students in the Office Technology discipline.

Location

Student success by location has changed little in recent years. Palmdale students achieved 66% success in 2012-13, slightly lower than the Institutional Standard of 68%. That same year Lancaster students achieved 70% success and students in Other/Unknown locations achieved 80% success.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. 71% of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. 56% were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A for this discipline

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates:

- Office Support Award (Locally Approved Certificate)
- Office Specialist
- Administrative Assistant
- Administrative Medical Assistant

Associate Degrees:

- Office Specialist
- Administrative Assistant
- Administrative Medical Assistant

Degrees granted by the district decreased 29.9% from 2008-09 to 2012-13. From 2008-09 to 2011-12, the number of degrees awarded in Office Technology increased 25% with an average of 13 degrees awarded. However, in 2013, only one degree was awarded. The severe decrease in the number of degrees awarded warrants a closer examination for any anomalies that may exist.

Similarly, from 2008-09 to 2011-12, the number of certificates awarded in Office Technology increased 25% with an average of 13 degrees awarded. However, in 2013, only three certificates were awarded. Again, such an anomaly is worthy of further investigation.

One significant challenge facing Office Technology each semester is the advancement of commercial software. The computer labs on campus, and their related upgrade strategy (as defined by IT), create Office Technology software version compatibility issues with the advancement of commercial software, which ultimately could affect student success. Software version of commercial software is not controllable by the Office Technology discipline faculty or the college, and since the Office Technology courses require the use of the latest versions, discipline faculty evaluate software versions each semester and, when necessary, collaborate with the Information Technology Department to identify and implement solutions.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

According to the California Employment Development Department, executive secretaries (and similar titles) are projected to increase by 14% from 2010-2020, with an average annual number of positions available at about 4,000 jobs. The data suggests that the skills learned in the Office Technology discipline are still in demand. With the addition of a full-time Office Technology instructor, the BCSED Division would be positioned to expand the Office Technology program to further enhance student success and prepare students for the workforce.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

As a result of students partially meeting standards in the 2010-11 cycle of Office Technology 101 SLOs, one action plan was to “Encourage instructors to augment textbook material with Internet-based drills and games to reinforce speed and technique.” The intent was to improve student keyboarding skills. In the Fall 2011 reporting of SLOs, students met the desired standards.

However, in the Spring 2012 semester, students once again fell below the standard. Another action plan was developed to redesign the grading standards for speed and accuracy. As a result of the redesign, students have consistently met the SLO standard in all follow-on cycles. Student success monitoring remains in progress.

- 3.2 *Analyze changes in **operational outcomes (OO)** findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

The skills acquired through the Office Technology program integrate into just about every occupation, from keyboarding skills, to document design and presentation, to the manipulation of numeric data through electronic spreadsheets. As documented in the June 1, 2012 Advisory Committee meeting minutes, the local business community desires computer skills, keyboarding skills, written and verbal skills, along with basic office skills such as proficiency in Excel, PowerPoint, and the development of business memos.

Unfortunately, with a reduced full-time staff, the BCSED continues to offer only a minimal number of Office Technology courses that provide students with the skills desired by the local business community.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Current (up to three years)

Goal #1: Hire a full-time Office Technology instructor

District Strategic Goals #1a and #1g supports the notion of hiring a full-time Office Technology instructor. Based on Advisory Committee meetings (ref: November 2012, June 2012, and May 2010 meetings) and California labor market data, the need to provide students with the opportunity to develop office technology skills is in demand by local businesses. The current full-time office technology instructor has been assigned additional duties in other disciplines to cover the overall shortage of full-time faculty (6 vacant positions) in the BCSED Division.

Objectives: Submit a hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (three to five years)

Goal #2: Establish medical office coding certification (national) program

Guided by district Strategic Goals #1a and 3a, establish a medical office coding certification (national) program. According to the California labor market data, over the next seven years there is a projected 19% increase in the demand for Health Information Technicians.

Objectives: Hire a full-time faculty member to develop and manage the certification program.

Long Term (five to ten years)

Goal #3: Establish Microsoft Office certification testing site for Microsoft certification

Guided by district Strategic Goals #1a and 3a Establish Microsoft Office certification testing site for Microsoft certification. As evidenced by the Advisory Committee meeting minutes dated June 1, 2012 and November 2, 2012, computer literacy and keyboarding skills are highly desirable skills needed in the local work environment.

Objectives: Hire a full-time faculty member to develop and manage the certification-testing program and site development

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Hire a full-time Office Technology instructor

District Strategic Goals #1a and #1g supports the notion of hiring a full-time Office Technology instructor. Based on Advisory Committee meetings (ref: November 2012, June 2012, and May 2010 meetings) and California labor market data, the need to provide students with the opportunity to develop office technology skills is in demand by local businesses. The current full-time office technology instructor has been assigned additional duties in other disciplines to cover the overall shortage of full-time faculty (6 vacant positions) in the BCSED Division.

Objectives: Submit a hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (three to five years)

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Objectives: Hire a full-time faculty member to develop and manage the certification program.

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Objectives: Hire a full-time faculty member to develop and manage the certification-testing program and site development

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #1, hire a full-time Office Technology instructor.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

In support of goal 5.2 #3, students in the Office Technology area need access to the BCSED division computer lab to conduct research, write papers, and complete homework assignments. This lab must be available to students Monday-Saturday of every week during the normal semester.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*

- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

Real Estate Comprehensive Program Review Self-Study Report

Lead Faculty: Kathy Moore

Part 1 - Discipline Overview

1.1 *Name of person leading this review:*

Dr. Ed Beyer

1.2 *Names of all participants in this review:*

Kathy Moore, Associate Professor of Computer Applications

1.3 *Summary*

There is no full-time faculty in the Real Estate discipline but there is one vacant position. Other full-time faculty are managing responsibilities for the discipline. Headcount, FTES, and sections have decreased at rates higher than the district average. The decreases are being attributed to the loss of the only full-time faculty member in the discipline, who has not been replaced.

Degrees awarded in Real Estate have increased, while certificates awarded have decreased. The mixed awards are being attributed to a lack of program focus resulting from the departure of the only full-time Real Estate instructor. Real Estate occupations are projected to grow by 3600 jobs in the next two years. Goals for the Real Estate discipline include the hiring of a full-time Real Estate instructor and the development of new real estate courses.

Part 2 - Data Analysis and Use

2.1 *Please review the five-year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.**

Annual district headcount decreased 21.9% from 2008-09 to 2012-13. During the same period, the Real Estate program headcount decreased 33%. District FTES decreased 12% in the past five years, while the Real Estate FTES decreased by 27.9%.

The loss of the only full-time Real Estate Program faculty in 2012, the budget issues that had a drastic effect on the Real Estate Industry, and the closing of multiple courses and course sections, has had a very negative impact on the Real Estate Program. It is difficult to get adjuncts into the pool, as it has always been, presumably because the real estate industry is more lucrative than adjunct teaching. At this time there are only five active adjuncts.

A current problem experienced in the Real Estate program is the limited number of courses being taught. Students expect a program to provide a relatively clear path to

success. However, generally no more than four courses are taught per semester, and some courses are taught only once a year, or every other year. This appears to cause students to take courses at other organizations, which may provide a timely path to success.

- 2.2 *Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).*

The loss of the only full-time faculty for the Real Estate Program, and the cutting of courses each semester over the five years involved, has diminished the quantity of all our program services. Not providing courses in a clear path to success appears to be one of primary failures in this program.

- 2.3 *Please review the five-year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.*

Sections Offered

Sections offered by the district decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere.

During that same time, the number of sections offered in Real Estate Program decreased 37% in Lancaster, and no change in Palmdale. and this program has no other locations.

Faculty Ratios

District Faculty Ratios of part-time to full-time increased 7.9% from 2008-09 to 2012-13. There is no full-time faculty member in the Real Estate program.

The loss of the only full-time Real Estate Program faculty member in 2012, the budget issues, which had a drastic effect on the Real Estate Industry, and the closing of multiple courses and course sections, have had a very negative impact on the Real Estate Program.

At this time there are only five active adjuncts, and generally no more than four course sections per semester, which does not effectively support students or the program.

Efficiency

District FTES/FTEF decreased 27.5% from 2008-09 to 2012-13. That reflects a 33% decrease in Lancaster sections, a 61% increase in Palmdale sections, and a 66% decrease in sections offered elsewhere. During that same period, the efficiency of the Real Estate program increased 7.1%.

- 2.4 *Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of*

*A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.**

Race

The success rate of Mexican/Central or South American students in the district increased from 68% to 72% between 2008-09 and 2012-13, similar to the increase in Other/Unknown, which increased from 69% to 73%. The success of Asian and White students in the district was unchanged over the past five years at 78 and 76% respectively. The success of American Indians/AK Native students decreased from 68 to 67% and the success of Pacific Islander students decreased from 69 to 64%, both groups falling below the Institutional Standard of 68%.

Statistics for Real Estate Program's students' success by race, between 2008-09 and 2012-13, are:

- American Indian/AK Native are decreased by 24%
- Asian are increased by 21%
- Black or African American are increased by 29%
- Pacific Islander are increased by 67%
- White are increased by 3%
- Mexican/Central or South American are increased by 21%
- Other/Unknown are increased by 61%

Gender

Sixty-nine percent of female students in the district were successful in 2008-09, while 71% were successful in 2012-13. Sixty-eight percent of male students in the district were successful in 2008-09, while 69% were successful in 2012-13.

Real Estate Program's female students' success increased by 4.2%, and male students' success increased by 19.2%, during that period.

Location

Student success by location has changed little in recent years. Palmdale students achieved 66% success in 2012-13, slightly lower than the Institutional Standard of 68%. That same year Lancaster students achieved 70% success and students in Other/Unknown locations achieved 80% success.

Real Estate Program's success by location increased by 13% in Lancaster, and decreased by 23.5% in Palmdale during that period. The program does not have any courses online/other.

Mode

Students taking traditional courses in the district exceed the Institutional Standard of 68% success. 71% of students were successful in 2012-13, down slightly from 72% the prior year but duplicating the success rates of 2011-12 and 2010-11 and higher than the 69% success rate in 2008-09.

The Real Estate Program's traditional sections decreased 31.6%.

Students taking online courses in the district have not achieved the Institutional Standard of 68% success in any of the past five years. 56% were successful in 2012-13, down from 58% in the two prior years and down from 57% in 2007-08 and 2008-09.

Real Estate Program does not have online courses.

In section 2.2 of the BCSED Program Review 2006-2010, there are a few paragraphs about courses going online. Real Estate faculty began an online course, but decided not to continue because they had insufficient relevant training and experience.

The Real Estate faculty believe that teaching online courses should require faculty to have effective education in best practice, and analogical learning/training about the sea-change of going from traditional classes to online classes. AVC provides useful, but minimal support, and only about the technology.

California Community Colleges' Chancellor's Office has a standing grant that provides the full scope of understanding online learning skills and issues in hybrid and online courses. @One provides California Faculty Online Certification in four 4-week courses before being cleared to teach at AVC. <http://www.onefortraining.org/> These fully online classes are offered through the <http://www.onefortraining.org/online-courses>, and some colleges provide Training Waivers. Also some other colleges and some universities provide even more robust Faculty Online Certification courses.

- 2.5 *Analyze and summarize trends in student progression through basic skills courses, if applicable.*

N/A

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.*

Certificates:

- Real Estate Salesperson
- Real Estate Broker

One: Degree:

- Real Estate

Degrees granted by the district decreased 29.9% from 2008-09 to 2012-13. ?
During that same time, Real Estate Program Degrees increased 100%.

Certificates granted by the district decrease 28% from 2008-09 to 2012-13. ?

During that same time, Real Estate Program Certificates decreased 80% from 2008-09 to 2012-13.

The loss of a full-time Faculty position in the Real Estate Program, and the very negative impact of the economy created dramatic damage to the Real Estate Industry. All of those issues are involved in the downturn for students' interest in a Real Estate career.

Also many students take only the basic courses to begin working in the industry. Then most just take the state certification tests to move up in the business. Those students are not counted as being successful, even though they are able to get a productive job, and move up through the positions.

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.*

The district transfer rate decreased 38.4% from 2008-09 to 2011-12. Numbers for 2012-13 are not available at writing time.

N/A

- 2.8 *Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.*
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

Real Estate occupational projections for employment for the next two years suggest that 3600 jobs will become available in California for Real Estate Brokers, Real Estate Appraisers and Assessors, and Real Estate Sales Agents. With the perceived recovery of the housing market, it is important to provide students with courses that will prepare them to compete in the Real Estate market.

Part 3 – Outcome Analysis and Use

- 3.1 *Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.**

The Real Estate Program's SLOs are developed based upon California Department of Real Estate / CA Bureau of Real Estate, requirements for licensing. They have remained the same, and will do so, until other California Real Estate standards cause any changes.

PLOs are input, but there has been insufficient time and data to determine changes at this time.

- 3.2 *Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.**

N/A for this discipline

Part 4 - Stakeholder Assessment

- 4.1 *Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement).*

As the economy seems to be improving, there is more demand from Real Estate businesses for employees. The Real Estate Program courses are fully aligned with all California Department of Real Estate and California Bureau of Real Estate, so students' information and concepts and skills learned in this program will support the necessary licensing needed.

However, without a full-time faculty member, who is very knowledgeable and in the business, there is no leadership.

Part 5 - Goals and Objectives

- 5.1 *Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.**

BCSED Division Goals

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

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

Time Frame: (Continuous)

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

Status: Ongoing

Goal 2: Continue New Course Development

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

Time Frame: Contingent upon the administrative statement.

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

Status: Incomplete. To date, no statement has been issued.

Goal 3: Reinstate Work Experience Program

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

Time Frame: Fall 2012 schedule

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

Status: Incomplete. The Work Experience Program has not been reinstated.

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

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

Time Frame: Spring 2012

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education."

Status: Incomplete. Due to full-time faculty workloads, the checklist has not been developed.

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

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

Time Frame: (Immediate and Continuous)

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

Status: Complete. All full-time BCSED faculty participate in at least one shared governance committee.

Real Estate Goals

Goal #1: Hire full-time Faculty for the Real Estate Program.

Fall 2012 PR - Annual Update Profile: Item 11. Identify changes in significant resources needs includes "Full-time Instructor, general business & real estate replacement." And, BCSED Program Review 2006-2019 : includes "The division needs to evaluate the need to hire full-time instructors for ... real estate."

Status: Incomplete

Goal #2: Stimulate the programs with new courses.

Fall 2012 PR - Annual Update Profile: Item 10: Continue new course development. This applies to the RE program. There are two or more important courses that should be created, in addition to the basic courses, to continue building a relevant RE program. And, BCSED Program Review 2006-2019: includes in Area 9: Goal 2, "Continue New Course Development" provides steps for the Real Estate program to add their new courses.

Status: Incomplete

- 5.2 *List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Current (up to three years)

Goal #1: Hire full-time Faculty for the Real Estate Program

Guided by district Strategic Goal #1g, hiring a full-time faculty member in the Real Estate discipline will allow the division to offer more courses to students.

Objectives: Present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (Three to five years)

Goal #2: Stimulate the programs with new courses

Guided by district Strategic Goal #1g, the full-time faculty member in the Real Estate will develop new courses in the discipline.

Objectives: Present the hiring request, along with supporting data, through the established college policy for hiring faculty.

- 5.3 *List discipline/area goals and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Current (up to three years)

Goal #1: Hire full-time Faculty for the Real Estate Program

Guided by district Strategic Goal #1g, hiring a full-time faculty member in the Real Estate discipline will allow the division to offer more courses to students.

Objectives: Present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Near Term (Three to five years)

Goal #2: Stimulate the programs with new courses

Guided by district Strategic Goal #1g, the full-time faculty member in the Real Estate will develop new courses in the discipline.

Objectives: Present the hiring request, along with supporting data, through the established college policy for hiring faculty.

Part 6 - Resource Needs

*Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.**

- 6.1 *List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.*

Full-time Real Estate Instructor

The Real Estate Program has been without a full-time faculty member since Spring 2012. A professional could lead the adjuncts and build the program, especially in this positive real estate economy.

- 6.2 *List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.*

AVC's free Open Labs provide too few hours and too few days. Students take courses Monday through Saturday, and almost all students need to use computers. But all students do not have access to computers. Students who work need more labs at both ends, earlier and later.

- 6.3 *List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.*

N/A

- 6.4 *List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.*

- 6.5 *List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.*

Part 7 - Recommendations and Comments

- 7.1 *List recommended changes to the Educational Master Plan to:*
- *Address external issues or mandates such as legislation, industry, and professional standards, etc.*
 - *Respond to outcome findings.*
 - *Reflect changes in technology, methodology, and/or disciplines.*
 - *Address student achievement gaps and/or meet other student needs.*
- 7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*