



2019-2020 Program Review Report

Division/Area Name: CTE/Business & Computer Studies/ ACCOUNTING	For Years: 2021-2022
Name of person leading this review: Stacey Adams	
Names of all participants in this review: Stacey Adams, Rich Fleishman, Kathy Osburn	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Business & Computer Studies Department 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. The ACCT program specifically contributes to the district mission by supporting: 1) students seeking technical education to enter the workforce (Professional Bookkeeping Degree & Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Business & Computer Studies Department has produced approximately 7.8% (277 of 3,534) of AVC degrees and certificates awarded last academic year. Business Administration for Transfer (AS-T) is the second most popular major at AVC, with 777 declared majors. As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals. The Accounting discipline holds an annual Accounting Transfer & Career Info night each Fall. Each year it is well-attended by students and guest speakers from the community, many of whom are AVC alumni, now working in successful accounting careers, and coming back to AVC to pay it forward to our current students and help guide them in the education and career paths. Furthermore, Accounting has received approval from both the IRS and the Board to establish a VITA tax preparation site for next year. This will provide support to community members and students needing tax preparation assistance, as well as provide Accounting students with valuable skills and experience to help them in their career.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p>

	X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2. Analyzing Data:

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

- Based on the most recent ACCT Advisory Committee meeting, the following suggestions were made:
 - **Issues Discussed:** In the workplace, utilizing computers for accounting is completely expected and accordingly, students must have strong computer skills to meet the demands of the job market. Being proficient with the computer in the classroom and workplace is a necessity. Committee members agreed that having computers in the ACCT classroom would be beneficial and is the trend in both education and the workplace. Students without computers in the classroom seem to be at a disadvantage.
 - **Action Taken:** Continue to incorporate the use of Excel, QuickBooks, and the Internet into coursework. Provide students access to computers in the classroom as much as possible at this time.
 - **Follow Up Items:** For long-term planning, computers are needed in lecture classrooms, as textbooks, homework and a variety of other course materials are computerized and/or Internet-based.
 - **Issues Discussed:** Excel skills still need to be emphasized strengthened for business and accounting students. Employers look to hire applicants with strong Excel skills. Business communication, problem-solving skills, organization and the ability to meet deadlines are all traits employers are looking for when hiring.

- Action Taken: Continue to use group projects and assignments to help students build better teamwork skills. Continue to have students do assignments incorporating Excel and computerized accounting. Look into job shadowing and work experience opportunities for students and develop relationships with employers in the community.
- Follow Up Items: Develop and support more work experience opportunities for students to get real-world experience.

- According to the CA EDD Labor Market Info, the Occupational Projections for Accountant and Auditors shows growth of 8.9% from 2016 – 2026.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	ACCT courses are providing necessary coursework for Bus Admin-T students, as well as other Business Department majors. The number of Bus Admin-T degrees awarded leveled off, but the number of Professional Bookkeeping Degrees & Certificates in 2018-2019, more than doubled since the prior year, to 32 total. Success and retention in ACCT courses increased in 2018-2019 to 62.5% and 78.9% respectively, though still below the institutional average. Nearly all SLO and PLO achievement targets were met in 2018-2019. This discrepancy between SLO and PLO data and the success rate indicates that students are learning the required information and skills, but may not have willingness or focus to do the work necessary to successfully complete the course.
Weaknesses	Success and retention rates in ACCT are both still approximately 10% lower than the institutional average, but are increasing. Lack of access to technology, including computers and Internet, could put some students at a disadvantage. Success and retention both improved notably in 2019-2020 academic year, but the lack of preparedness for challenging and technical transfer level courses continues to be problematic.
Opportunities	Job opportunities in accounting and bookkeeping continue to grow. Students can find employment with Professional Bookkeeping Degree/Certificate or continue on to a university to seek a bachelor's degree. Students with strong Accounting skills, paired with strong computer skills seems to be in high demand according to the Advisory Committee.
Threats	Competition from other unaccredited institutions and online programs may draw students away from AVC. AVC needs to keep up with other schools and industry in terms of computers and technology available to students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

While most of the Outcomes achievement targets for ACCT and Professional Bookkeeping have been met, the faculty have created 4 action plans to help ensure that these goals continue to be met in the future:

- 1) Students need to have regular access to computers in the classroom to be successful. Homework, curriculum and the skills demanded by the job market are increasingly computer-based, but holding all ACCT courses in computer labs is not possible due to scheduling limitations, and not practical due to enrollment caps. The ACCT program needs computers available for regular use in lecture classrooms. *NO PROGRESS: need funding and support from ITS*
- 2) Students would benefit from additional engagement and practical application of skills learned, through work experience opportunities or programs such as VITA. *IN PROGRESS: Accounting has received approval from both the IRS and the Board to establish a VITA tax preparation site for next year. This will provide support to community members and students needing tax preparation assistance, as well as provide Accounting students with valuable skills and experience to help them in their career.*
- 3) Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. *VERY LITTLE PROGRESS: ACCT along with the other CTE disciplines, provided information to be used by an outside contractor who was hired to provide us with updated brochures, webpages, and marketing material. We have yet to see any of these new materials and continue to have no marketing or web presence.*

- 4) Faculty need training and assistance in developing more ACCT coursework to be offered online, focusing on delivery of lectures in online environment and student retention and success. *SOME PROGRESS: ACCT Faculty have acquired training in online teaching and course development on their own, not from support at AVC. Faculty still have serious concerns about student retention and success in online courses.*

Part 2.D. Review and comment on progress towards past program review goals:

In reviewing last year's Program Review goals, it seems that progress has been made on some, but others still need attention:

#1 Technology - *NO PROGRESS: need funding and support from ITS*

#2 Work Experience - *NO PROGRESS: need funding and support*

#3 Marketing & Outreach - *NO PROGRESS: need funding and support*

#4 Improve Success & Retention - *SOME PROGRESS: Success and retention have increased in ACCT courses, but are both still low. Tutoring has been more consistently available in the Learning Center due in part to faculty actively recruiting tutors and following up with the Learning Center to ensure scheduling of tutoring sessions. Faculty still have concerns about retention and success in online courses and need more training before developing any other courses for online learning. Faculty are planning to make some curriculum adjustments to be implemented in Fall 2020 that will potentially impact ACCT 201 and ACCT 205 students, hopefully improving learning outcomes, success and retention.*

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Technology in the Classroom	ILO #2 & #4 ACCT PLO Action Plan #1	To provide students with access to computers and software in the classroom so they are better prepared to utilize the technology used in industry and are therefore more employable.	<ol style="list-style-type: none"> 1. Work with ITS to find short-term and long-term solution for computers in lecture classrooms 2. Explore grant-funding possibilities 3. Collaborate with faculty to most effectively incorporate industry software into classroom lessons
#2 Work Experience	ILO #4 ACCT PLO Action Plan #2	To help students gain job skills and prepare them for industry employment by better utilizing ACCT work experience	<ol style="list-style-type: none"> 1. Update work experience procedures / handbook / manual 2. Market the work experience program to students and potential employers 3. Provide administrative support to help the work experience program run smoothly.
#3 Marketing & Outreach	ILO #4 ACCT PLO Action Plan #3	To increase awareness among prospective and incoming students of the ACCT program and job opportunities in the accounting field.	<ol style="list-style-type: none"> 1. Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages.

		Promote the program as a viable pathway to employment.	2. Utilize outreach opportunities to connect with students considering AVC and potentially Business / Accounting
#4 Improve Success & Retention	EMP Goal #3 ACCT 201 SLO Action Plan ACCT PLO Action Plan #4	To improve student success and retention in ACCT courses.	1. Collaborate with ACCT faculty regarding most effective teaching methods for particular courses and concepts. 2. Work with Learning Center to ensure tutoring is available. 3. Get further training in online teaching and course development, specifically focused on student retention and success in the online environment.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff					
Technology	Computers in the classroom: ACCT and the Business Department overall, need lecture classrooms with computers throughout the 2 nd floor of the BE building, approx. 160 computers.	Repeat	\$250,000	One time	Kathy Osburn / Stacey Adams / Rich Fleishman
Physical/Facilities					
Supplies					
Professional Development					
Other	Marketing and Outreach: Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	Repeat	Unknown	Recurring	Kathy Osburn / Stacey Adams / Rich Fleishman

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
ACCT

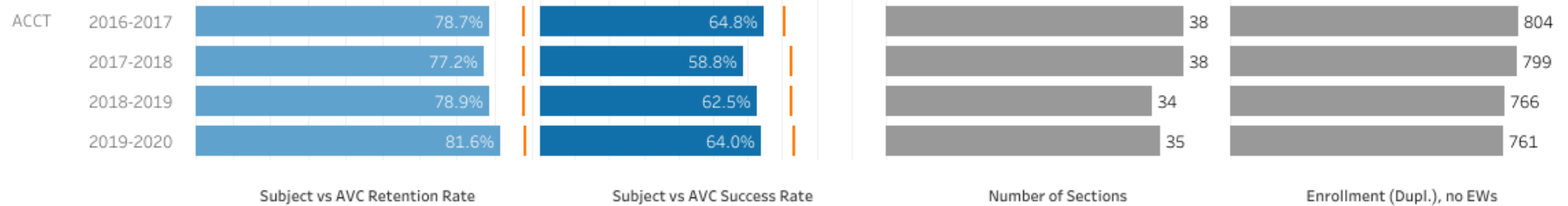
Select Subject again
ACCT

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ACCT (Total AVC rates are shown as | hover over to see data)



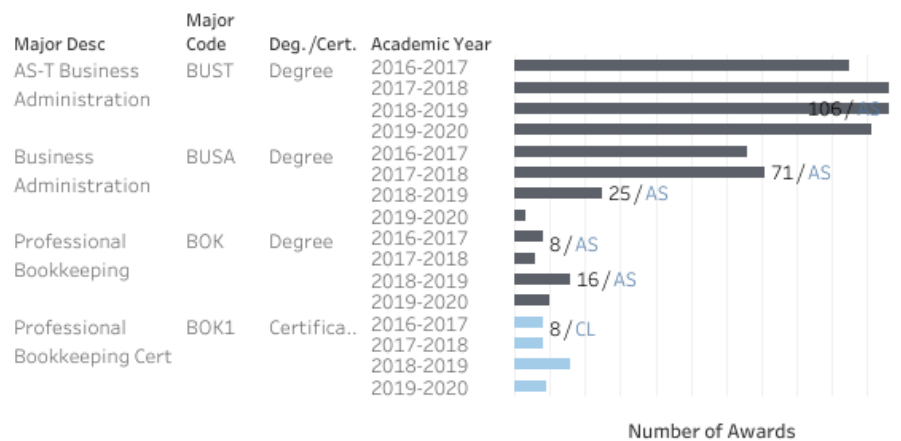
Enrollment and Number of Sections by **Modality** in ACCT

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	2	2	2	4
	Other Indep S..			1	1
	Traditional	36	36	31	30
Enrollment	Online	36	32	41	79
	Other Indep S..			2	1
	Traditional	768	767	723	699

Enrollment and Number of Sections by **Location** in ACCT

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	35	36	31	31
	Palmdale	3	2	3	4
Enrollment	Lancaster	759	779	693	694
	Palmdale	45	20	73	85

Number of Degrees/Certificates Awarded in **AS-T Business Administration (BUST), Business Administration (BUSA), Professional Bookkeeping (BOK) and 1 more**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ACCT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	3.1	1.9	1.6	1.6
FT/Regular	1.0	1.8	1.6	1.3
FT/Overload		0.5	0.3	0.5
TOTAL FTEF	4.0	4.2	3.5	3.5
PT/FT	3.2	1.1	1.0	1.2
FTES	48.1	45.5	42.7	43.4
FTES/FTEF Ratio	11.9	10.7	12.2	12.4
WSCH/FTEF Ratio	358.0	322.4	365.6	371.8

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2019-2020 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/ AFAB	For Years: 2020-2021
Name of person leading this review: Jack B. Halliday	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission: The Aircraft Fabrication & Assembly Technician program contributes to the district mission as a career technical program. It offers “essential career technical instruction” in the aviation/aerospace manufacturing field. The program provides students with the skills and knowledge necessary to secure long-term employment in high wage, high-skilled careers. In addition, the program provides the local aerospace industry with skilled entry level aircraft fabrication technicians.

1.1.1.2. State briefly program highlights and accomplishments: The Aircraft fabrication & Assembly Technician program is part of the new Bachelor of Science degree in Airframe Manufacturing Technology. All five courses feed directly into the new degree program. The program continues to be recognized and utilized by Northrop Grumman for providing entry level training for all newly hired structures and composite technicians. The program has major enrollment growth over the last two-years due to the partnership with Northrop Grumman and local aerospace industry partners, as a result the AFAB program has set up accelerated (rapid training) 8-week classes to meet the demand.

As stated from last year’s program review, the FAFAB program received the CTE Stars Award, from the Chancellor’s Office, which recognized Antelope Valley College for its track record on advancing students’ economic mobility in Advanced Manufacturing & Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology (2017).

In 2017 AFAB was one of three programs that the California Economic Summit announced as one of the three regional public-private partnerships for Workforce development honored by the California Economic Summit's Partnership for Industry and Education. The program fills a need for thousands of trained workers in the region in large part because of Northrop Grumman winning a large Department of Defense contract to build aircraft in Palmdale.

The AFAB program currently has 2 full-time faculty and 20 adjunct faculty for the program.
The program has a 95% job placement rate.

The program has continued during the current restrictions of the pandemic COVID 19. Spring 2019 classes were restricted and in-class instruction and lab times were cut almost in half.

1.3. Check each <i>Institutional Learning Outcome (ILO)</i> supported by the program.	
X Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <i>Educational Master Plan (EMP)/Strategic Plan Goal</i> supported by the program.	
<input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

<ul style="list-style-type: none"> ▪ Based on the 2019 AST Advisory Committee meeting, the following suggestions were made: <u>Issues Discussed:</u> Committee members agreed that more AFAB classes would be needed in the next three to five years to meet the impending need of local industry partners. The program needs to continue to update the curriculum as industry standards and practices change. Industry partners noted that there was a noticeable difference in the students that were interviewed and hired from the spring 2021 semester, the students skills and knowledge was not at the standard that previous students had before COVID 19 restrictions. <u>Action Taken:</u> Continue to wait for new facilities to be obtained so more sections of classes can be added to the schedule. Continue to meet with industry partners to discuss up-to-date standards and practices to be added to the curriculum. Safety of students and staff, and follow all CDC guidelines and social distancing during face-to-face labs. <u>Follow Up Items:</u> For long-term planning, a new permanent structures and composite lab needs to be built or acquired for the program. New classes need to be added to maintain industry partners needs. ▪ Local industry partners continue to hire students from the AFAB program and our job placement rate is 95%.
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Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	AFAB courses are providing the necessary skills and knowledge to meet employer demands and requirements. The number of AFAB degrees and certificates (AFAB & AFX) awarded continues to increase significantly. Success and retention rates in AFAB courses are higher than AVC rates and stay relatively the same (over 90%) for both markers. Classes continued face-to-face during COVID 19, with restrictions.
Weaknesses	The number of AFAB Degrees awarded increased from 56 in the 2018-2019 academic year to 59 for the 2019-2020 academic year. The AFAB program has been expanding over the past several years and a dedicated position to oversee the logistics of donations, procurement, lab upkeep (5 labs located at 3 different locations; Lancaster. Palmdale Terminal and Fox Field) and housekeeping is imperative to the success of the program. Program continued under restrictions and class time was lost meeting those restrictions. Could not keep up with industry partner's needs. Industry partners gave students poor reviews, because they did not know how to answer their questions due to COVID 19 restrictions. In addition, the Blueprint & Structures certificates have decreased because Dr. Clinton, as the new interim dean, is no longer going to each AFAB class at the end of the term informing students about how to apply for their certificates. The new Department Chair will have to pick up this task.
Opportunities	Job opportunities in aircraft manufacturing continue to grow. Students find employment before finishing up their certificates and degrees.
Threats	Not being able to meet industry demands and they look elsewhere for entry-level technicians.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We have made progress toward incorporating new industry practices and standards into the AFAB curriculum, adopting a new textbooks and utilizing new technology to our coursework.

Part 2.D. Review and comment on progress towards past program review goals:

We have made little progress toward obtaining new dedicated permanent labs/facility for the AFAB and AFMT program. Still waiting for new buildings and structures to be built. Progress has been made in terms of marketing students in the program. However, new programs have not been developed in our department (Avionics) and the program is at capacity and cannot expand offerings to meet local industry demands due to a lack in facilities (composite and structures labs) and qualified adjunct faculty to teach.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Facility: Dedicated Permanent Labs	ILO #2 & #5 AFAB PLO Action Plan #1	Students need to be prepared with the proper knowledge and skills necessary to enter into the workforce in order to be employable and accordingly need access to not only classroom theory but shop/lab work	-Continue to work with advisory committee and recommendations to update curriculum for the AFAB program.

		and projects. The AFAB program needs dedicated labs with manufacturing tooling and equipment.	
#2 AST Logistics Coordinator/Supervisor	AST Action Plan	AST Department receives numerous donations of materials/tooling and equipment that has to be identified, picked up, distributed and tracked and then coordinated for three locations.	-Request and develop a coordinator or supervisor position for the AST Department
#3 Develop Avionics Program	ILO #2 & #5 AFAB PLO Action Plan #2	AST Department needs to be prepared to address industry needs and industry has identified a need for an Avionics program and well and new courses.	-Examine other Avionics courses -Create advisory committee with specific goals of program and course development - Implement course and program development

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	Additional Instructional Assistant for night classes, to maintain all three locations, and the growing and expanding of our program.		\$50,000	Recurring	Dr. Clinton
Technology					
Physical/Facilities	Additional Composite Labs (renovation or new) & Centralized Aeronautical Facility (renovation and added structures)	Repeat	\$500,000	One-time	Dr. Clinton
Supplies					
Professional Development					
Other	Project Supervisor	New	\$70,000	Recurring	Dr. Clinton

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
AFAB

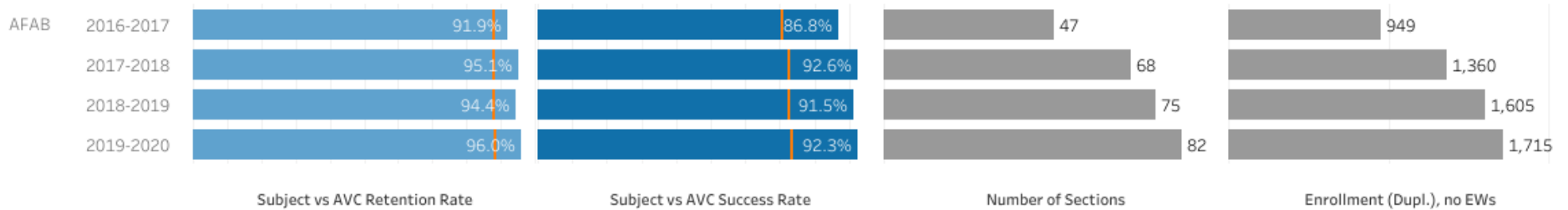
Select Subject again
BIOL

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in AFAB (Total AVC rates are shown as | hover over to see data)



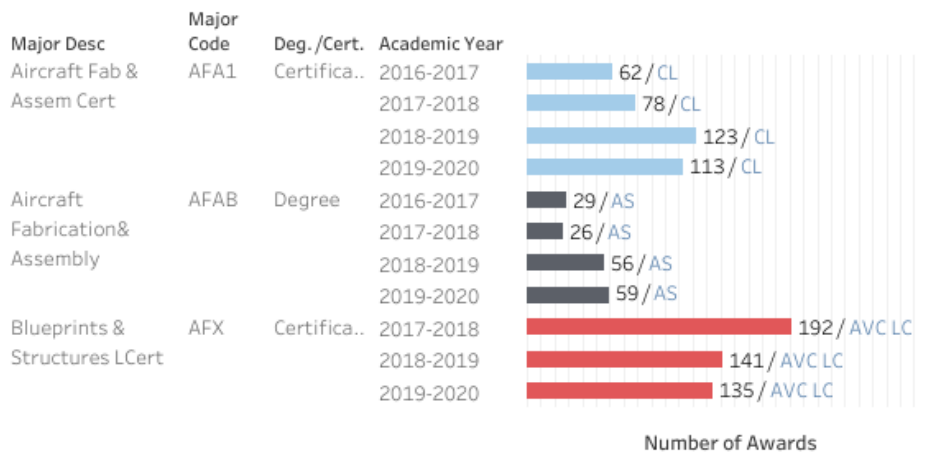
Enrollment and Number of Sections by *Modality* in AFAB

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..	3	2		2
	Traditional	44	66	75	80
Enrollment	Other Indep S..	3	2		3
	Traditional	946	1,358	1,605	1,744

Enrollment and Number of Sections by *Location* in AFAB

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	47	51	49	54
	Palmdale			4	3
	Palmdale [Off Ca..		17	22	25
Enrollment	Lancaster	949	979	1,003	1,085
	Palmdale			87	70
	Palmdale [Off Ca..		381	515	592

Number of Degrees/Certificates Awarded in Aircraft Fab & Assem Cert (AFA1), Aircraft Fabrication&Assembly (AFAB), Blueprints & Structures LCert (AFX)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in BIOL

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	8.0	7.3	8.8	8.4
FT/Regular	12.0	13.7	13.5	12.4
FT/Overload	3.1	2.9	3.3	3.7
TOTAL FTEF	23.2	23.9	25.7	24.5
PT/FT	0.7	0.5	0.7	0.7
FTES	341.3	345.4	359.6	344.3
FTES/FTEF Ratio	14.7	14.4	14.0	14.1
WSCH/FTEF Ratio	441.4	433.0	420.3	422.1

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2019-2020 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/AERO	For Years: 2021-2022
Name of person leading this review: Jack R. Halliday	
Names of all participants in this review: Jack R. Halliday, Tyrone Mettler, David Champieux and Doug Nuckolls	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The mission of the Antelope Valley College Airframe and Powerplant program is to provide quality education to students seeking employment in the Aeronautical/Aviation Fields. We strive to operate in a student-centered learning environment where students are prepared to obtain the requisite knowledge and skills to become entry-level Aviation Maintenance Technicians and obtain an Airframe and Powerplant Certificate from the Federal Aviation Administration.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Airframe and Powerplant is in the process of moving to the new facility at the time of this program review. The office and classroom have been occupied and the hangar is in the final stages of completion. The program move should be done by the end of November 2020. The program has a state of the art computer lab within the classroom which enables the students to accomplish class work and research. The program has established a memorandum of understanding with California City High School and the Federal Aviation Administration to have them teach the general portion of our curriculum to their students. This will allow the students to attend the airframe and powerplant portions of the program if they pass the classes at the high school.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
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According to FAA licensure exam scores, looking at the data for the previous two years the powerplant and general sections had a 100% pass rate and the airframe portion had a 67% pass rate. According to EDD of California projects a 12.1% increase in employment for aviation mechanics from 2016 -2026. The program will participate in the advisory committee meeting during the 2020-2021 school year.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<p>This program prepares students for the FAA Exams to become a Federal Aviation Administration Certified Airframe and Powerplant Mechanic. Students completing specific areas of the General and Airframe classes qualifies students to enroll in the Antelope Valley College Airframe Manufacturing Bachelor’s Degree Program. The Airframe and Powerplant program maintains internship programs with local industry partners at Edwards Air Force Base, Mojave Spaceport, Palmdale Air Force Plant 42 and other local Aerospace Manufacturers. AERO program data shows high retention rate of students in this program versus that of AVC. AERO has a high enrollment with a very diverse range of ethnicities and gender. The female population in the industry is less than 10%. AERO program continues to maintain 20% or higher female to male ratio. Classes remain full and job placement after graduation remains high.</p> <p>The new facility that the program is moving too will increase the space available to train the students. Having the entire program in one location will increase the efficiency of the education of the students.</p>
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Weaknesses	The lack of up to date equipment in certain areas requires the future purchase of updated equipment.
Opportunities	With the new facility it would allow the program to expand to meet further industry demand.
Threats	Only threat to the program and enrollment is a downturn in local and national aviation industry.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We are currently working on our action plans from the previous school year.

Part 2.D. Review and comment on progress towards past program review goals:

The program obtained an interactive computer based training software that is allowing students to access updated program information. The program is in the process of moving into the new, larger facility at Fox Field. This will greatly enhance our ability to educate the students in one location. The program is still exploring the purchase of electronic flight instrument training equipment. We will continue to look at grants to purchase the equipment.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Update the program curriculum once the FAA updates 14 CFR Part 147.	PLO #1, ILO#3,4, and 8	The FAA is in the process of updating the regulations related to A&P schools.	Once the regulations are updated the instructors will begin updating the curriculum to match the regs.
Pursue future expansion of the program due to industry needs and development.	PLO #1, ILO # 3, 4 and 8	With the new facility, the program could expand the number of tracks to include at least 1 more.	Discuss this with the advisory committee. Determine the need for an additional track.
Acquire Electronic Flight Information system equipment	ILO #8, PLO #2 and 3	This would allow the program to update the training equipment needed to teach this subject.	Research types of equipment Apply for a Perkins or Strong Workforce Grant.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	1 additional instructor	Repeat	\$150,000	Recurring	Jack R. Halliday Ty Mettler
Classified Staff	1 additional instructional assistant	Repeat	\$75,000	Recurring	Jack R. Halliday Ty Mettler
Technology	Electronic Flight Information system Equipment	New	\$30,000	One time	Jack R. Halliday Ty Mettler

<i>Physical/Facilities</i>	None at this time				
<i>Supplies</i>	To increase supply budget	Repeat	\$10,000	Recurring	Jack R. Halliday Ty Mettler
<i>Professional Development</i>					
<i>Other</i>					

Part 5. Insert your Program Review Data here, as well as any other supporting

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject
AERO

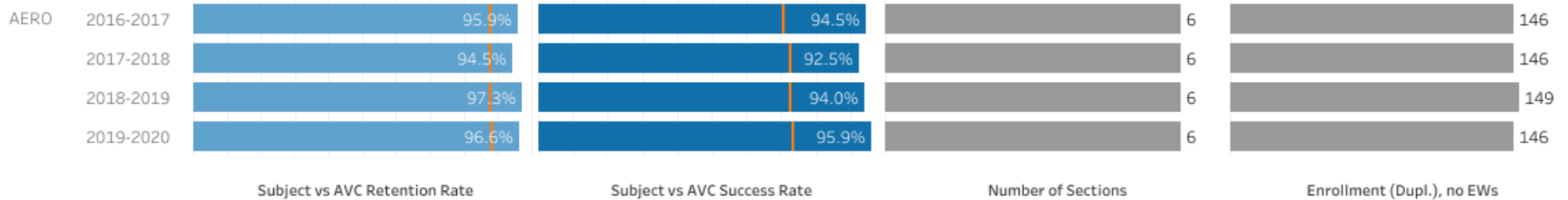
Select Subject **again**
AERO

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in AERO (Total AVC rates are shown as | *hover over to see data*)



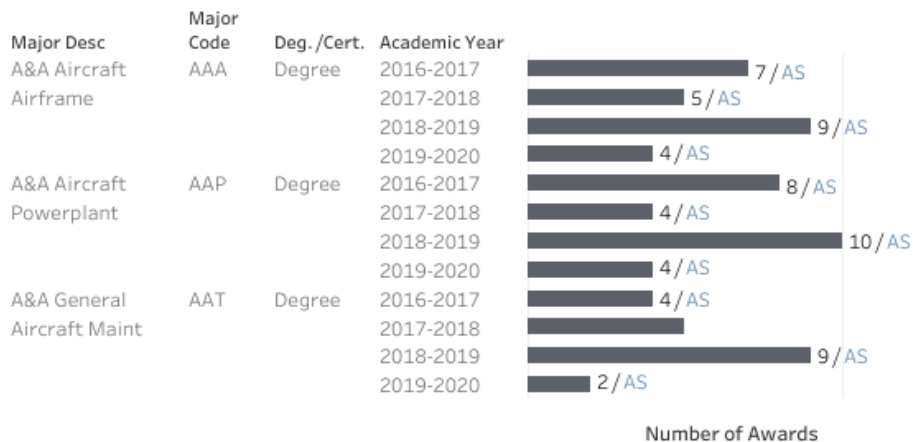
Enrollment and Number of Sections by **Modality** in AERO

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	6	6	6	6
Enrollment	Traditional	146	146	150	153

Enrollment and Number of Sections by **Location** in AERO

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster [Off Campus]	6	6	6	6
Enrollment	Lancaster [Off Campus]	146	146	150	153

Number of Degrees/Certificates Awarded in **A&A Aircraft Airframe (AAA), A&A Aircraft Powerplant (AAP), A&A General Aircraft Maint (AAT)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in AERO

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct			0.9	1.4
FT/Regular	2.7	2.7	2.7	1.4
TOTAL FTEF	2.7	2.7	3.7	2.7
PT/FT		0.0	0.3	1.0
FTES	42.0	42.9	41.2	45.5
FTES/FTEF Ratio	15.3	15.6	11.3	16.6
WSCH/FTEF Ratio	459.2	468.6	337.9	496.7

Click [here](#) to see AVC's Program awards dashboard

data. (See Part 2.B above.)



2019-2020 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/ AFMT	For Years: 2021-2022
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission
The mission of the Airframe Manufacturing Technology Program (AFMT) is to meet the needs in the major aerospace industry for multi-skilled individuals in major processes of manufacturing.
1.2. State briefly program highlights and accomplishments
<p>The Airframe Manufacturing Technology baccalaureate degree builds off of two existing high quality, successful programs that have provided well trained employees to meet the needs in our communities for many years. By expanding these programs to include the opportunity to earn a baccalaureate degree, Antelope Valley College will now fill the need of local employers for a highly skilled lead worker in the same field and will provide a valuable opportunity for both our students and our community.</p> <p>The Airframe Manufacturing Technology program includes courses in disciplines in which Antelope Valley College already offers degrees and certificates: Aircraft Fabrication and Assembly and Aviation Airframe. Students must receive a minimum grade of “C” or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.</p> <p>The Bachelor of Science degree in Airframe Manufacturing Technology was created in response to industry demands and input. AVC has recently received the CTE Stars Award, from the Chancellor’s Office, which recognized Antelope Valley College for its track record on advancing students’ economic mobility in Advanced Manufacturing & Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology(2017).</p> <p>In 2017 the was one of three programs that the California Economic Summit announced as one of the three regional public-private partnerships for Workforce development honored by the California Economic Summit’s Partnership for Industry and Education. The program fills a need for thousands of trained workers in the region in large part because of Northrop Grumman winning a large Department of Defense contract to build aircraft in Palmdale.</p>

The new addition of 1 full-time faculty member (AFMT) instructor. However, this instructor is currently teaching courses in the AFAB program.

The AFMT program will be graduating its first cohort in May 2019.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<input type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Based on the 2018 AST Advisory Committee meeting, the following suggestions were made:

Issues Discussed: Committee members agreed that the AFMT program is needed to fill positions for their companies in the next three to five years. The program needs to continue to update the curriculum as industry standards and practices change.

Action Taken: Update Industry partners on graduate numbers. Continue to meet with industry partners to discuss up-to-date standards and practices to be added to the curriculum.

Follow Up Items: None at this time

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	AFMT courses are providing the necessary skills and knowledge to meet employer demands and requirements. The first graduating class was in May 2019. The second cohort graduated in 2020 and we added 2 cohorts since the last program review.
Weaknesses	The program is still new and in its pilot status.
Opportunities	Job opportunities in aircraft manufacturing continue to grow. Students either find employment or receive promotions before finishing up this degree.
Threats	No support from the Chancellor's Office, and the negative impact from the Covid-19 pandemic.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The AFMT program's full-time faculty member adjusts the curriculum to meet the current / future industry standards. The instructor will work with industry partners and attend industry conferences / symposiums to ensure the program is We are researching interactive computer-based training programs that will greatly enhance student ability which will increase both SLO and PLO outcomes.

Part 2.D. Review and comment on progress towards past program review goals:

We are patiently waiting to obtain new dedicated permanent labs/facility for the AFAB and AFMT program, and the new buildings are currently being built. Progress has been made in terms of marketing students in the program. However, new programs have not been developed in our department (Avionics) and the program is at capacity and cannot expand offerings to meet local industry demands due to a lacking facilities (composite and structures labs) and qualified adjunct faculty to teach.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Facility: Dedicated Permanent Labs	ILO #2 & #5AFABPLO Action Plan #1	Students need to be prepared with the proper knowledge and skills necessary to enter the workforce in order to be employable and accordingly need access to not only classroom theory but shop/lab	Continue to work with advisory committee and recommendations to update curriculum for the AFAB program.

		work and projects. The AFAB program needs dedicated labs with manufacturing tooling and equipment.	
#2 AST Logistics Coordinator/Supervisor	AST Action Plan	AST Department receives numerous donations of materials/tooling and equipment that must be identified, picked up, distributed, and tracked and then coordinated for three locations.	Request and develop a coordinator or supervisor position for the AST Department
#3 Develop Avionics Program	ILO #2 & #5 AFAB PLO Action Plan #2	AST Department needs to be prepared to address industry needs and industry has identified a need for an Avionics program and well and new courses.	-Examine other Avionics courses - Create advisory committee with specific goals of program and course development -Implement course and program development

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities	Additional Composite Labs (renovation or new) & Centralized Aeronautical Facility (renovation and added structures)	Repeat	\$500,000	One-Time	Alfred Brubaker
Supplies					
Professional Development					
Other	Dedicated Project Supervisor	New	\$70,000	Recurring	Alfred Brubaker / Dr. Clinton

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject
AFMT

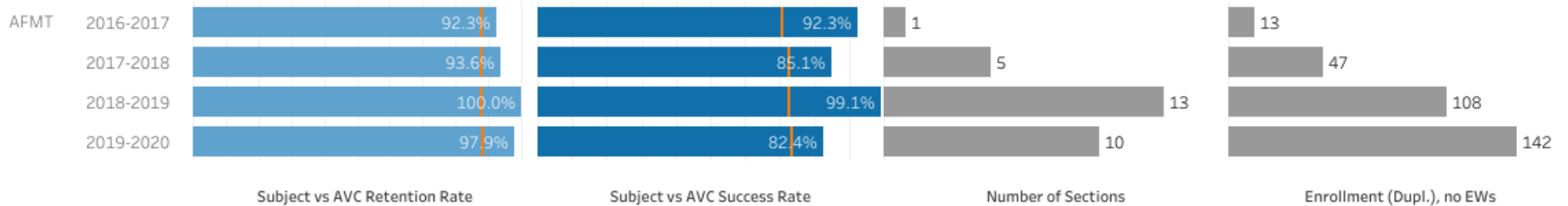
Select Subject **again**
AFMT

Select Program Major(s)
Airframe Manufacturing Tech (AFMT)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in AFMT (Total AVC rates are shown as | *hover over to see data*)



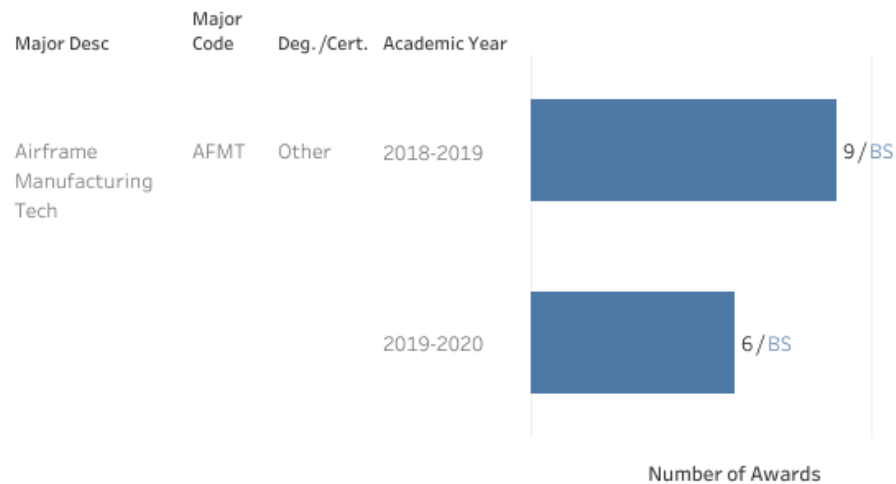
Enrollment and Number of Sections by *Modality* in AFMT

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..			2	
	Traditional	1	5	11	10
Enrollment	Other Indep S..			2	
	Traditional	13	47	106	142

Enrollment and Number of Sections by *Location* in AFMT

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	1	5	13	10
Enrollment	Lancaster	13	47	108	142

Number of Degrees/Certificates Awarded in Airframe Manufacturing Tech (AFMT)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in AFMT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct		0.2	0.8	0.4
FT/Regular			0.9	0.4
FT/Overload				0.1
TOTAL FTEF	0.0	0.2	1.7	1.0
PT/FT			0.9	1.0
FTES		1.2	5.3	5.5
FTES/FTEF Ratio		6.2	3.2	5.4
WSCH/FTEF Ratio		186.0	95.4	161.6

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE/Trades & Technologies/ACRV	For Years: 2021-2022
Name of person leading this review:	Joseph Owens
Names of all participants in this review:	Joseph Owens

Part 1. Program Overview:

<p><u>1.1. Briefly describe how the program contributes to the district mission</u></p> <p>The faculty and staff of the ACRV Program are dedicated to providing students with the hands-on training required to enter into the Air Conditioning and/or Refrigeration Industry or into an Electro-mechanical field with continuing education, professional development, and the opportunity to learn the fundamentals necessary to be well educated in the Air Conditioning and Refrigeration Industry. Courses are provided for students who wish to complete a certificate or two-year degree, enter the workforce or upgrade their skill level. The ACRV program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with an Air Conditioning and/or Refrigeration Certificate and/or Degree.</p>
<p><u>1.2. State briefly program highlights and accomplishments</u></p> <p>Students successfully completing the Air Conditioning and/or Refrigeration program and awarded a Certificate or Degree, have found employment locally in the community, at Northrup Gruman and Lockheed in the Facilities Department, Kinkisharo, BYD, Edwards AFB, Antelope Valley and Palmdale Hospital, local and county School districts. Students have also found employment working in LA at the UCLA Medical Center. Students enrolled in our program have competed in Regional SKILLS competition, and earned a spot to advance to state (earning Gold) then on to the national competition. (placing 4th)</p>

<p><u>1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.</u></p>	
<p>X Communication</p>	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<p>X Creative, Critical, and Analytical Thinking</p>	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<p><input type="checkbox"/> Community/Global Consciousness</p>	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p>

	<input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
X	Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X	Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

According to the Bureau of Labor Statistics Occupational outlook handbook - shows growth from 2019 through 2029 for:
 Heating, Air conditioning, and Refrigeration Mechanics and Installers Nationally – at 4% * and California Statewide – 6.5%**
 Home Appliance Repairers 11.2% ** Installation Maintenance and Repair occupations 9.1% ** Maintenance Workers - Machinery 5.5% **
 *Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Heating, Air Conditioning, and Refrigeration Mechanics and Installers, on the Internet at <https://www.bls.gov/ooh/installation-maintenance-and-repair/heating-air-conditioning-and-refrigeration-mechanics-and-installers.htm> (visited *October 12, 2020*).
 ** Occupational and Labor Statistics Occupational employment and Wage estimates –California . https://www.bls.gov/oes/current/oes_ca.htm (visited Oct 12 2020)

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	ACRV program continues to provide the necessary course work to help our student seek entry level employment in the Air conditioning and Refrigeration industries. Students prepare for the EPA Refrigerant Handling Certification exam in our entry level courses practicing refrigerant charging and recovery techniques.
Weaknesses	The retention rates in ACRV courses are at 82.8% vs. 87.9% AVC annual retention rates. Our Spring 2020 success rate including Emergency withdrawals rate was 63.1% vs 73.2% for AVC’s Annual Success rate. We are competing with the Aerospace programs for students seeking a career in an electro-mechanical industry. The composites program has a student waitlist due to their ability to prepare students for employment with large government contractors is a matter of a few semesters. I’ve had students enroll in my program while they waited for background checks, and when that came thru, they dropped their ACRV courses.

Opportunities	Job opportunities in the HVAC field remain consistent fostering a need to form relationships with local businesses for student work experience and job placement. The Alternative Energy Industry (Solar and Wind turbines) has been attracting some of our students.
Threats	Students leave the program for work without completing a certificate or degree. We need to provide more counsel to students on the importance of a degree for improved future earnings and career advancement, and option of an incomplete contract. Supply budget is a major concern, as our supply budget, along with block grant money has been slowly reduced. Covid has pushed us to have our students work on individual lab projects instead of the team effort, accelerating the use of our supplies. At this time it also seems that the lack of shop classes at the high school level has hurt the youth as far as developing interest in the hands on trades.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We have been pretty successful in meeting our SLO's and PLO's but are in the process of writing and implementing Action Plans that improve upon the level of accomplishment for students completing our programs. We need to develop a course for EPA Refrigerant Handling Certification and possibly provide the EPA Certification exam as part of the program. (There is a test fee charged by the testing organizations)

Part 2.D. Review and comment on progress towards past program review goals:

We have not been able to break our courses down into smaller unit courses, though it is still in the works. Changing of our Calendar to a 12 week summer made it possible to offer courses over the summer, and we will start Summer 2021, offering an entry level course.

#1 Improve Retention/Completion of Program Certification & Degree: We need to work with counselors to offer students better access to services provided, as well as communicating to students the importance of prescribed program completion. We are restructuring course offerings, to possibly improve student enrollment numbers starting in Spring 2021. We will no longer offer the full time 10 unit, 20 hours a week for 16 weeks courses. Instead we will offer the alternate 5 unit courses, in an 8 week format. The students will still attend full time 20 hours a week for 8 weeks the first half of the semester, and follow up with another 8 week course the second half of the semester. A student failing an 8 week course, won't hurt his GPA as badly, and will be able to recover much more quickly. Where a student that got behind on the 10 unit class, would get discouraged and possibly drop the program!!

With all our courses being 5 unit courses, they could be offered full time in an 8 week format meeting 4 times a week, In a 12 week format meeting 3 times a week, and 16 week format meeting 2 times a week. We presently run 3 new programs every year calendar year, with 2 groups graduating, and occasionally we have to drop an advanced class due to attrition. We could, with the introduction of the summer session, bring an extra 25 students into the cycle, which will compensate for the attrition of students as they near the end of the program. Of course as things improve and we recover from COVID 19, we will be in the position to add a second course during the summer session of 2022.

#2 Marketing & Outreach: There is an ever present need to fulfill job openings in the HVAC/R Industry. The ACRV program offers students who are just out of high school deciding on a career path, and those that are looking to change direction for a better career path choice, the

opportunity to pursue an education in the HVAC/R industries that can put them on a clear path to a successful career in an electro mechanical field. New CTE brochures are still a work in progress with final drafts still in marketing. This item will remain on the 2021-2022, goal list.

Work Experience/Job placement: The ACRV program continues to be a direct source of employees to local contractors, maintenance groups as well as county agencies. We need to restore our work experience program and should have it on the Fall 2021 Calendar. This item will remain on the 2021-2022, goal list.

#3 (2018-2019 Program Review – ongoing) We need to upgrade the power grids in our labs and yard

- a. We need to increase our 3 phase availability in the labs (4 ea - 3 phase 240V stations with utility disconnects, 50 amp circuit ampacity, with ability to lower fused protection- per lab)
- b. Additional 20 amp circuits 120 V dedicated – for each workbench
- c. Out-side lighting to accommodate evening labs in the exterior lot.
- d. Outside (external of building) power sources to be utilized for outside lab projects.

(This issue had been brought to facilities, and I believe steps are being taken to resolve as much of this issue as possible with a covered storage / work area in the former parking area to the north of our building between us and the new facility being built. This will take care of all the outside power and lighting issues, but do little to resolve the power issues inside the labs.)

#4 (2018-2019 Program Review – ongoing) Lab equipment storage –

a. We need more space in our labs. Existing space is inadequate to use for storage and active labs simultaneously. We still need a remote storage site / training lab for our training aids and/or a space-saver rack system in our storage room, which will double out storage capacity, and keep the room neat and organized, easing access while improving the conditions of the stored parts and equipment.

b. Acquire a location / remote lab for Commercial students to work on Commercial and Industrial equipment. (outside storage / lab has potential and could remedy this issue)

(This issue will also be partly resolved by the outdoor overhead structure and power grid promised to be provided as part of the new facility next door.)

#5. (2018-2019 Program Review – ongoing) Trellis / Rack to support / hang equipment from to facilitate a realistic training environment. –

a. Build an over-head trellis system to support ductwork, piping, fan coils and air moving equipment to make it possible for the commercial Air Conditioning class to learn on equipment that they will work on in industry.

b. Need a hydronic system pump and air handling units to maximize training on an eight ton chiller that was donated to the Commercial air conditioning program

(We will go after a Perkins of SWF grant after we get out outside storage/lab area with power.)

#6 (2018-2019 Program Review – ongoing) The need for Additional Adjunct instructors and another Teaching assistant

- a. Program re-structure which will reduce class lengths, but increase success and retention rates.
(Long 5 hour classes in the evening are an issue for students and the instructors.)
- b. Increased course offerings will make it possible to offer students different career path options.
- c. An additional TA will improve equipment and supplies security, and assist instructors in the labs when working with a 25:1 student teacher ratio. With the COVID 19 changes in instruction, teacher- student ratio has dropped and the time spent in lab has been reduced with Blended F2F labs. However between the evening and day classes in our program, our TA cannot adequately cover all the classes being offered. Simple things like no access to replacement batteries can throw a lab off. The additional help in our Tool room has been addressed and will continue to be addressed until it is resolved. An additional TA will also help with maintaining and performing maintenance on the lab equipment. (a task presently falling on the full time instructor)
- d. We lost our Commercial Air conditioning Instructor this past semester, due to having to teach online. The need for two additional adjunct instructors or another full time instructor is needed to get this program back on track. One adjunct to replace the instructor we are short, and another adjunct which we will work into the schedule to increase course offerings throughout the summer sessions starting 2021. A full time instructor hired now will be able to cover the transition as I retire in the next two years, while providing the ability to grow the program over the summer session, and ease into the new course/program offerings I am working on.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Retention / Completion of Program	ILO 1,2 & 4 EMP 1 & 3	Increase number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.
#2 Marketing and Outreach	ILO #1, 2 & 4, EMP #2 & 5	Increase the number of incoming students by promoting the program as a viable pathway to employment.	Faculty to work with Marketing and Outreach to finalize new pamphlets, flyers, webpage and possible marquee space.
#3 Power Grid for labs	ILO # 2 & 3, EMP #2 & 5, PLO #2 & 4	a. We need to increase our 3 phase availability in the labs (4 ea. - 3 phase 240V stations with utility disconnects, 50 amp circuit	Request consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional

		<p>ampacity, with ability to lower fused protection- per lab)</p> <p>b. Additional 20-amp circuits 120 V dedicated – for each workbench</p> <p>c. Out-side lighting to accommodate evening labs in the exterior lot.</p> <p>d. Outside (external of building) power sources to be utilized for outside lab projects.</p>	<p>supplies and supplement with Perkins and Strong Workforce resources as needed.</p>
#4 Lab Equipment storage	ILO # 2 & 3, EMP #2 & 5, PLO #2 & 4	<p>We need more space in our labs. Existing space is inadequate to use for storage and active labs simultaneously. A space-saver rack system will double our storage space in our labs and we need a remote storage site / training lab for our training aids.</p> <p>b. Acquire a location / remote lab for Commercial students to work on Commercial and Industrial equipment. (outside storage / lab has potential and could remedy this issue)</p>	<p>Request consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as needed.</p>
#5 Trellis –to hang Equipment	ILO # 2 & 3, EMP #2 & 5, PLO #2 & 4	<p>Build an over-head trellis system to support ductwork, piping, fan coils and air moving equipment to make it possible for the commercial Air Conditioning class to learn on equipment that they will work on in industry.</p> <ul style="list-style-type: none"> • Equipment could be set up and operational for advanced course training, allow diagnostics, repair, maintenance and disassembly and assembly of this equipment. • Need a hydronic system pump and air handling units to maximize 	<p>Request consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as needed.</p>

		training on an eight-ton chiller that was donated to the Commercial air conditioning program.	
#6 Adjunct instructors and TA	ILO #1, 2 & 4, EMP #2 & 5	<p>Program re-structure which will reduce class lengths, but increase success and retention rates.</p> <p>* Long 5-hour classes in the evening are an issue for students and the instructors.</p> <p>*Increased course offerings will make it possible to offer students different career path options.</p> <p>* TA will assist with student teacher ratios which are</p>	Eliminate long 16-week, 320 hour courses by offering two 8 week 160 hour courses. Then offering the 160-hour courses in 16 week, 12 week and 8 week formats. Then every class could be rotated right thru the summer session, offered day or night, full or part-time.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Build a strong hiring pool for instructors-hire two adjunct instructors and a TA	Repeat	Unk	Recurring	J. Owens
Classified Staff	Instructional Assistant	Repeat	Unk	Recurring	J. Owens
Technology	Hydro-Carbon Refrigeration Systems	New	\$40K	One-time	J. Owens
Technology	A built-up hydronic air handling unit and air distribution system trainer, with hot and cold decks, economizer, multi zone system. Horizontal / Hanging	Repeat	\$65K	One-time	J. Owens
Physical / Facilities	Space Saver Storage System	New	\$40K	One-time	J.Owens
Physical/Facilities	Upgrade the electrical power distribution system in both our labs. to 120V / 240V single phase, and	Repeat	\$100K	One-time	J.Owens

	increase the circuits to each workstation				
Physical / Facilities	Additional space for storage of training equipment and labs	Repeat	\$75K	One-time	J.Owens
Supplies	Additional instructional supplies funding	Repeat	\$10K	Recurring	J.Owens
Professional Development	HVAC Excellence Instructors Conference, CTE Instructors workshops	Repeat	\$6K	Recurring	J. Owens

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select Subject area (twice) and Program Major(s) to get your data -->

Select Subject
ACRV

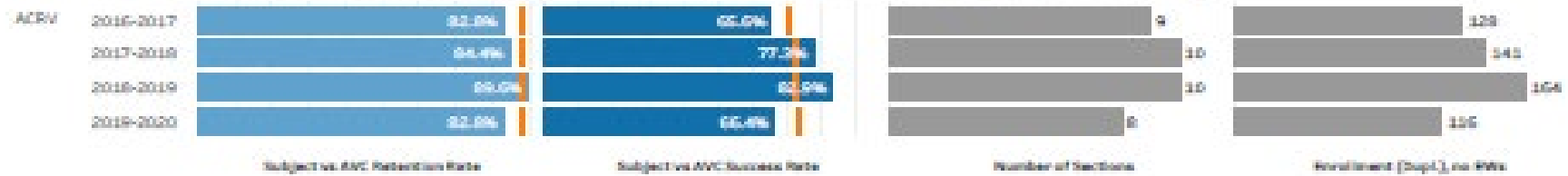
Select Subject again
ACRV

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ACRV (Total AVC rates are shown as | hover over to see data)



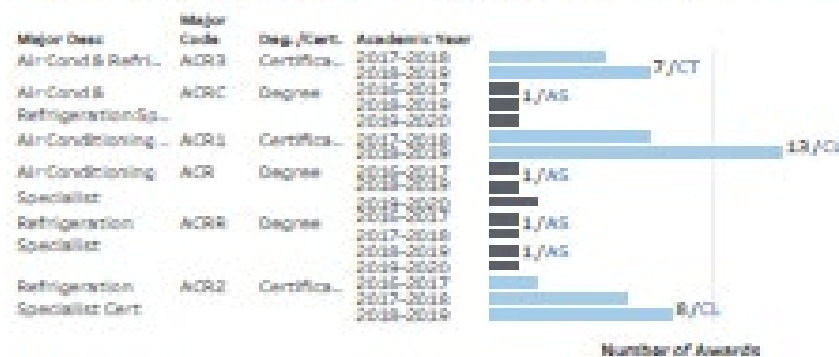
Enrollment and Number of Sections by Modality in ACRV

Inst. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections				
Other Indep S.		1		
Traditional	9	9	10	8
Enrollment				
Other Indep S.		3		
Traditional	128	138	164	122

Enrollment and Number of Sections by Location in ACRV

Location	2016-2017	2017-2018	2018-2019	2019-2020	
Number of Sections	Lancaster	9	10	10	8
Enrollment	Lancaster	128	141	164	122

Number of Degrees/Certificates Awarded in Air Cond & Refrig Spec Cert (ACRC), Air Cond & Refrigeration Spec (ACRC), Air Conditioning Spec Cert (ACRS) and 3 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ACRV

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.7	1.7	2.2	1.7
FT/Regular	1.3	1.7	1.3	1.3
TOTAL FTEF	2.8	3.3	3.3	2.8
PT/FT	1.5	1.0	2.0	1.5
FTES	26.4	36.4	33.3	28.2
FTES/FTEF Ratio	9.6	11.0	10.0	10.2
WSOH/FTEF Ratio	287.2	329.5	301.4	306.0

[Click here](#)
to see ACRV's Program
awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE/Trades & Technologies/Advanced Manufacturing/ AM	For Years: 2021-2022
Name of person leading this review: Joseph Owens	
Names of all participants in this review: Joseph Owens	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the AM Program and AVC are dedicated to help prepare students CAD and CAM use in Industry. Students completing this program will have the necessary skillset to be employed in a variety of positions. Current Engineers / Engineering students will find this program helpful for advanced skill building. Technicians will use this program to strengthen their skill set and technical communication skills.</p> <p>The AM program offers three locally approved certificates in CAD -CAM, CAD – using Solid-works. and CAD using CAITIA 3D.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Students can successfully complete the AM program and be awarded a certificate in one of three genre: CAM, CAD-Solid-works, an CAD CAITIA.</p> <p>This is a relatively new program that had its second semester offerings complicated with by a CO-vid 19 narrative. Low enrollment for the fledgling program left dropped classes and instructors without a course to teach. The planned courses format of traditional has been changed to Blended for an Emergency DE approval. These courses would need to be offered using a remote desktop, allowing students to remotely access licensed CAD software. Else they must be taught in our labs with licensed software available. Any highlights or accomplishments do not exist.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<input type="checkbox"/> Community/Global Consciousness	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.</p>

	<input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	x Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
x	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
x	Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
x	Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

None at this time! Again, new program first year, and COvid issues during the second semester offering.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	We haven't yet been able to determine if we are doing anything right or wrong!
Weaknesses	None identified at this point (New program with only 1 year under our belt.)
Opportunities	We have doubled added two adjunct instructors to increase the course offerings from the first year, however, the additional classes were dropped due to low enrollment / CO-vid (Fall 2020)
Threats	N/A at this time.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLO's will be able to be met with the ability to offer our classes during these CO-vid times. Online courses would require students to have remote access to the licensed software (which software ranges in cost from \$X,000 to and \$XX,000). Also the ability to offer these classes in any computer lab on Lancaster or the Palmdale campus. (This would requires a network license for X amount of users at any one time – perhaps 30 licenses)

Part 2.D. Review and comment on progress towards past program review goals:

This is initial program review.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Software Access		Remote desktop capability	ITS
Licensed for intranet usage		Instead of license for individual computer stations, licensure that would allow flexibility in the use of intranet across campus.	ITS – communication for the cost of license that would allow use across intranet (perhaps a 30 user license)

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff			-		
Technology	Remote-desktop applications – allowing students access to expensive CAD software suites in their home, on our computers. This would help with homework assignments, and practical experience. (I believe It can be done on Windows 10)	New	-		J. Owens / W. Carlson
Physical / Facilities	Software is only available in one lab. Perhaps need to have the CAD software licensed to use on our network, (with so many users) . hen the class can be taught in any computer lab available.	New	-		J. Owens / J. Lee
Supplies			-		
Professional Development	We are staffed with 3 adjunct faculty. It would be good if they received some professional development training in the use of Canvas LMS.	New	-		J. Owens
			-		

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

I was not sure where to find supporting Program Review data, or EDD / U.S.BLS etc. I did note that every field from Architecture, Bridge Engineers, Ceramic Engineers, Draftsman, Electrical CAD and Drafting technicians (There are hundreds under every letter of the alphabet) all have a need for those skilled in CAD / CAM 2D and 3D applications used in the design and manufacturing of just about everything! So there are jobs available for those with the training in CAD/CAM. The outlook for positions in these industries must be pretty good with so many fields seeking individuals with the ability to use the CAD/CAM application for use in their respective industries.



2018-2019 Program Review Report

Division/Area Name: CTE/Trades & Technologies/ABDY	For Years: 2020-2021
Name of person leading this review: Tim Sturm	
Names of all participants in this review: Tim Sturm, Antony Pustizzi, Alan Finch	

Part 1. Program Overview:

<i>1.1. Briefly describe how the program contributes to the district <u>mission</u>:</i>	
By maintaining relationships with the local Auto Body industry, providing training around what they feel the need is for a young entry level Tech. The Auto Body department also works very hard at getting our Students hired in the Auto Body and Aero Space industries.	
<i>1.2. State briefly program highlights and accomplishments: The ABDY program continues to be a resource for the community to use as a hiring pool for entry level techs. Also Northrop is hiring a lot of our students to work in the Aero space industry. We maintain our relationship with I-CAR but they still have not used AVC as their Training location.</i>	
<i>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.</i>	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> x Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> xx Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<i>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program.</i>	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	

X Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

We have found it to be much easier and much more beneficial to go to the shops and ask them what they would like to see from the program, and most are wanting us to provide an entry employee that wants to work and be responsible. The ABDY program is still being called on by local shops for entry level employees also Northrop is actively hiring from our program.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	ABDY program continues to provide the necessary course work to help our student seek entry level employment in the Auto body industry along with the Aerospace industry. We have been able to get the students free training thru the relationship with I-CAR, but with the current COVID 19 situation now would not be the best time to roll it out as it is not feasible to teach this material in a blended format.
Weaknesses	It seems that the success rate is good among the students but seems like the retention may be going down as the day refinish class did not fill to capacity. Another weakness seems to be the lack of areas to recruit new Students since a lot of High Schools no longer are offering Auto shop classes.
Opportunities	The Auto body program continues to find new opportunities with the recent boom in the local bus company and the need for entry level techs in the ABDY industry. Dr. Clinton is working with Northrop to try and get their training material for refinishing aircraft, if we can design a course around that it may help pick up our enrolment as that industry is seeking new employees all the time.
Threats	There is always the threat that the students will get a job in the field and not return to finish the program, and this could also be why we are seeing less students enroll in the program. Also hope that funding does not become a problem with the continuing raise in materials. Now that the college is going to be faced the aftermath of COVID 19 I worry we may slip back into have reduced budgets which will result in not having the materials necessary to perform the objectives done in the class. At this time, it also seems that the lack of shop classes at the high school level has hurt the youth as far as putting interest in hands on trades.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We continue to try and get the I-CAR certification put into play, but with the cost that comes with that cert may hurt the program since a lot of students are just exploring there further careers.

Part 2.D. Review and comment on progress towards past program review goals:

One of the biggest challenges in the past has been to get enough funding to allow student more hands-on training with actual materials, we have been able to maintain a budget that has allowed more student success.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
ABDY/ #1	1,2,3,4	Try and form a strong advisory committee.	Need to meet with more shops a discuss the importance of their help by being a part of the committee
ABDY/ #2	1,2,3,4	Change some of the curriculum to spend more time of teaching proper work habits.	Will meet with all instructors, and figure out what we want to change or add to the cor.
ABDY#3	1,2,3,4	Increase the local body shops awareness to the ABDY program and have students go to them employers and gain employment.	Build a stronger advisory committee and this is starting now, need to make sure we hold more advisory meetings.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Have a strong Hiring pool for Ad junk Instructors	repeat		recurring	Tim Sturm
Classified Staff	Good at this time.		50,000	recurring	Tim Sturm
Technology	ABDY program is in need of a new laptop for the classroom.	new	1,000	One time	Tim Sturm
Physical/Facilities	We have had the AFAB program put a piece of Equipment into our frame bay, and move our frame rack over to Automotive, this has caused I great hard ship for our program since we have to go back and forth to get tools and things. We would like to pour concrete and put up a cover over the rack in the Autobody shop area.	repeat	30,000	One time	Tim Sturm
Supplies	This area is an area that needs to be addressed on a yearly basis, since the materials seem to go up by about 3 to 5 % per year.	repeat	unknown	recurring	Tim Sturm

Professional Development					
Other					

Please Select **Subject** area (twice) and **Program Major** or Code to get your data

Select Subject
Multiple values

Select Subject again
Multiple values

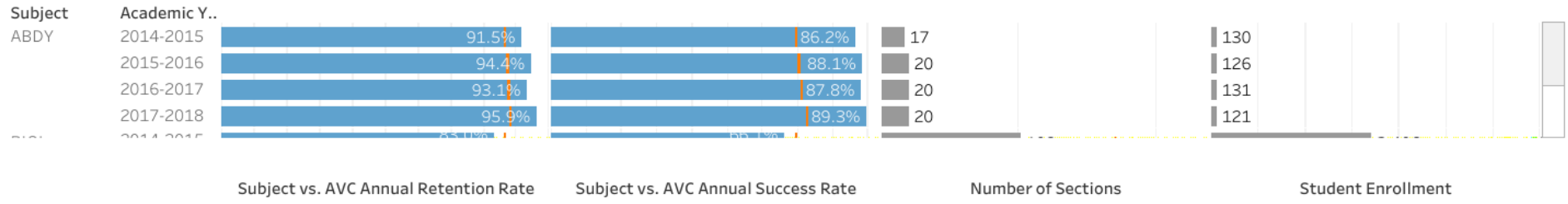
and Select Major(s) for Program Aw..
Multiple values

or Select Major Code for Awards
All

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as | hover over to see data)



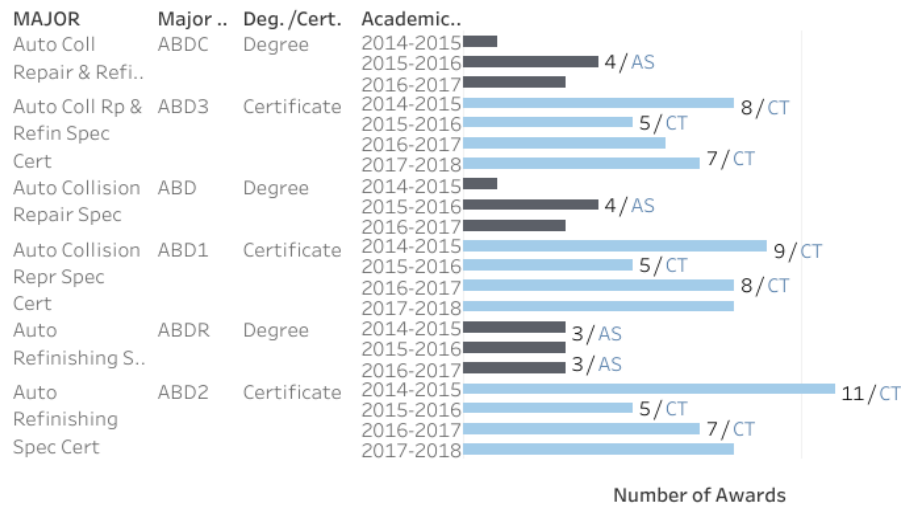
Enrollment and Number of Sections by **Modality** in All

Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections				
Online	6	11	12	17
Traditional	17	96	20	178
Enrollment				
Online	210	341	372	501
Traditional	130	3,196	126	4,898

Enrollment and Number of Sections by **Location** in All

Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections				
Lancaster	17	97	20	184
Palmdale	5	6	6	8
Enrollment				
Lancaster	130	3,242	126	5,069
Palmdale	164	204	201	208

Number of Degrees/Certificates Awarded in **ABD, ABD1, ABD2 and 3 more**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ABDY & BIOL**

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	1.1	1.1	1.1	1.1	7.1	8.5	8.0
FT/Regular	1.1	1.1	1.1	1.1	12.5	12.6	12.0
FT/Overlo..					2.9	2.2	3.1
TOTAL FTEF	2.2	2.2	2.2	2.2	22.5	23.4	23.2
PT/FT	1.0	1.0	1.0	1.0	0.6	0.7	0.7
FTES	29.5	27.8	30.2	30.2	339.8	347.4	341.3
FTES/FTEF..	13.4	12.6	13.7	13.7	15.1	14.8	14.7
WSCH/FTE..	401.3	377.9	410.7	410.8	452.4	445.4	441.4



2019-2020 Program Review Report

Division/Area Name: CTE/Trades & Technologies/AUTO	For Years: 2021-2022
Name of person leading this review: Rosario Gonzalez	
Names of all participants in this review: Rosario Gonzalez	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Automotive Technology Department at AVC are dedicated to providing the students with the knowledge and hands-on experience in the automotive field. This knowledge and skills can help students to earn their certificate in Automotive Technology, enter the automotive industry, earn an Associate of Science Degree, or transfer to get Bachelor of Science Degree. The Automotive Technology Program contributes to the mission statement by supporting: 1) Students seeking technical education/training to enter the workforce. 2) Students seeking to transfer to a college offering a BS Degree in the Automotive discipline such as Rio Hondo Community College.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Automotive Technology Department has been updating curriculum, equipment in the classroom, and the shop to reflect the changes in the Automotive industry. The curriculum for the Automotive program was recently updated to align with the National Institute for Automotive Service Excellence (ASE). Classroom equipment was recently updated to reflect the dealership environment, which will prepare students to enter the workforce. Shop tools are being updated to train students in relevant shop equipment utilized currently in industry. The Automotive program also updated instructional vehicles which utilize some of the newest technology.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	<input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Based on various conversations with different automotive dealerships, educators, national accrediting entities (ASE), local shop owners, and fleet shops on expectations of newly graduated students, we are finding they are looking for students with some electrical knowledge, basic understanding of the major automotive systems, proficiency and confidence using hand and power tools, also shop equipment, and critical thinking skills. Many automotive businesses have stressed to us the importance of keeping our curriculum updated and aligned with the National Institute for Automotive Service Excellence (ASE). From research into other automotive technology programs around the state of California we have found that many community colleges have aligned curriculum and received accreditation through ASE. Most automotive dealerships, fleet shops, or local shops favor an applicant who has some or all of their ASE certifications, due to the commitment and knowledge this certification represents. Based on labor market data jobs for automotive technicians are expected to grow by 3% from 2017-2022. There is a demand for qualified automotive technicians and now since COVID-19 automotive technicians have been deemed essential workers, which meant job stability for automotive technicians.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Good student retention. Curriculum has been updated to better align with industry standard. Updates to vehicles, tools, and shop equipment better reflect the environment students will work in.
Weaknesses	Low graduation/completer rate. Enrollment numbers beginning to decline. High yearly section count for graduation/completer rate. Fast full time faculty turn around when hired.
Opportunities	Currently there is a high demand for qualified automotive technicians and the demand is expected to rise. ASE alignment and accreditation can create opportunities for funding or allow for collaboration with manufacturer specific training, which could guarantee jobs for students.

Threats	Budget cuts due to COVID-19. Students becoming employed before finishing their field of study, unlike other career fields students are not encouraged by automotive manufacturers to receive an A.S Degree. If enrollment and graduation/completer numbers do not improve.
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Based on our previous SLO's the automotive technology department has been making improvements which will help our program in the long run. We have written courses which will eliminate lecture and lab only courses, this way students enrolled in the course can receive not only the theory but also enter the lab utilize the knowledge they have gained in lecture to work in the lab and perform repairs. We have added pre-requisites to the "advanced" courses which we believe will give us better students. We hope that enforcing Auto 100-Introduction to Automotive Technology will teach every student who enrolls in our program the basic but important skills which will make them successful in this industry. We have also began working towards streamlining our program certificate and degree. Instead of having two separate paths to graduate we are creating one certificate which will create a streamlined path for graduation. We have also cut down the number of courses being offered in the program to eliminate confusion, help increase enrollment, and help graduation rates.

Part 2.D. Review and comment on progress towards past program review goals:

When looking back at our goals for last year, we find that our program has been working and succeeding in goal #1 and #3 however we have not made any progress on goal #2. Since our last program review the automotive technology department has purchased up to date vehicles ranging from different years, makes, and features to demonstrate and teach students. We have also updated the classroom equipment to industry standard. We have begun to update the shop equipment and in the next year or so plan on completely updating the engine/transmission lab space to reflect industry standard shop and tools. We have also updated many of the tools in our program with new digital multimeters, scan tools, digital oscilloscopes, updated tools boxes, precision measuring equipment, and brake machining equipment. The automotive technology program has been working on marketing and letting the community know of our updates to encourage new student enrollment. Our program was featured in the AV Press, in the article we spoke of our curriculum updates, our tool and equipment updates, and future plans. We also began to use social media to advertise our automotive program and have began working closely with the marketing department to advertise our program.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1: Work experience.	ILO #4	To better prepare students before entering the workforce by making work experience/internship available to soon to be graduating students.	#1. Create work experience course which meets school criteria. #2. Reach out to local businesses about possible internship.
#2: Enrollment.	ILO #3	Improve student enrollment of automotive technology program to help students find a career.	#1. Continue to work with marketing on ways to advertise our program.

			<p>#2. Streamline certificates offered by program so students do not feel confused when enrolling.</p> <p>#3. Find ways of engaging new generation of learners.</p> <p>#4. Attend/host events making our program known.</p>
#3: Lab updates.	ILO #4	To provide students access to industry standard tools and equipment, help prepare them to work in a professional shop environment, and help them become more employable upon graduation.	<p>#1. Use funding granted in Fall 2020 to update pending lab upgrades.</p> <p>#2. Explore more funding opportunities to update remaining shop.</p> <p>#3. Update faculty training to utilize and instruct students in new tools and equipment.</p>

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities	Lab updates: Updating TE6 160 floor map. Moving smog dyno location. Filling smog dyno hole. Moving alignment rack location. Purchasing/installing approximately two additional 2 post lifts for TE6 160. Painting building. Updating lighting in TE6 160 & 168 to LED.	New	\$300,000	One-time.	Rosario Gonzalez
Supplies	Marketing supplies for advertising; flyers, pamphlets, pens, etc.	Repeat	Unknown	One-time.	Rosario Gonzalez
Professional Development	FPD: Instructors will need to be updated on how to use new tools/equipment.	New	\$20,000	Recurring	Rosario Gonzalez
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject
AUTO

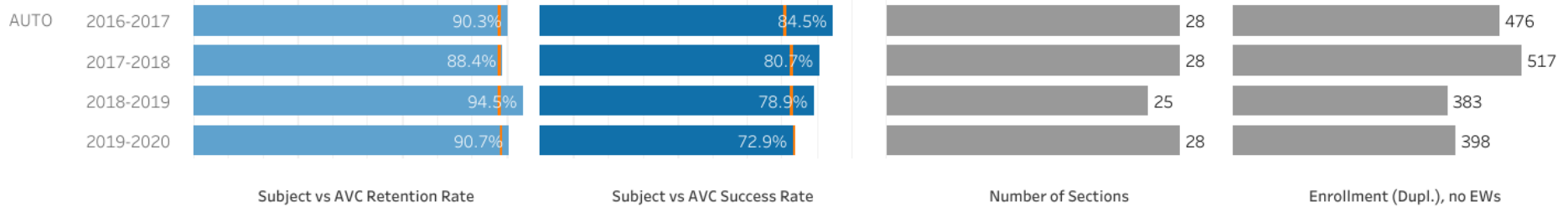
Select Subject **again**
AUTO

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in AUTO (Total AVC rates are shown as | *hover over to see data*)



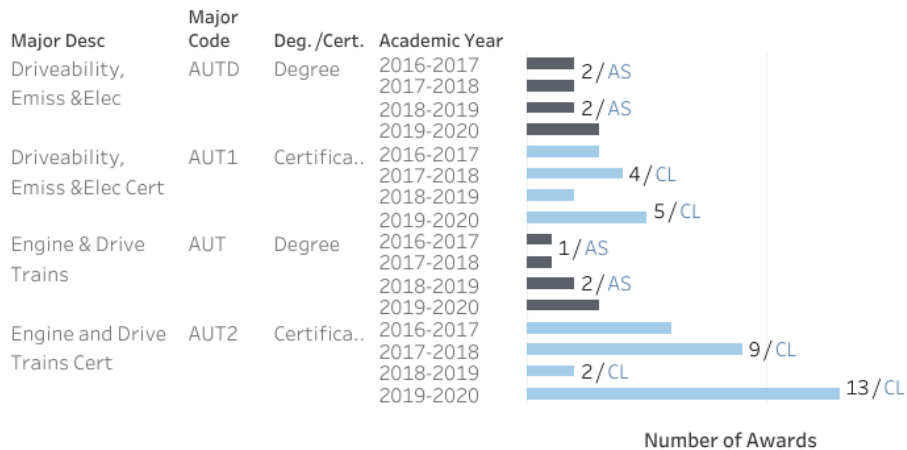
Enrollment and Number of Sections by *Modality* in AUTO

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..		1		
	Traditional	28	27	25	28
Enrollment	Other Indep S..		1		
	Traditional	476	516	383	404

Enrollment and Number of Sections by *Location* in AUTO

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	28	28	25	28
Enrollment	Lancaster	476	517	383	404

Number of Degrees/Certificates Awarded in Driveability, Emiss & Elec (AUTD), Driveability, Emiss & Elec Cert (AUT1), Engine & Drive Trains (AUT) and 1 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in AUTO

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.9	1.1	0.6	0.9
FT/Regular	1.0	2.2	2.1	2.2
FT/Overload			0.2	0.3
TOTAL FTEF	2.9	3.4	2.9	3.4
PT/FT	2.0	0.5	0.3	0.4
FTES	36.1	45.4	41.7	44.2
FTES/FTEF Ratio	12.6	13.4	14.5	12.8
WSCH/FTEF Ratio	377.6	402.8	433.8	384.7

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: Career Technical Education/Business & Computer Studies/Business	For Years: 2021-2022
Name of person leading this review: David Adams	
Names of all participants in this review: David Adams, Kathy Osburn, Kent Moser	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Business & Computer Studies Department 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. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Business & Computer Studies Department has produced approximately 7.8% (277 of 3,534) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<input type="checkbox"/> Community/Global Consciousness	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p>

	<input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

During the 2019 Business, Marketing and Management Advisory Committee Meeting on May 17th, 2019, it was decided that students needed more access to technology in order to be better prepared for the external business environment.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	More students have earned degrees in AS-T for Business Administration in recent years (68--2015-2016), (95--2016-2017), (105—2017- 2018), (104—2018- 2019).
Weaknesses	A thriving economy has traditionally meant decreased enrollment in community colleges. Enrollment was in a decline, but is starting to increase again in Business (2,109 for 2014-2015), (1,995 for 2015-2016), (1,847 for 2016-2017), (1,743 for 2017-2018), (1,791 for 2018-2019).
Opportunities	Reach out to local high schools to create interest in our Business degrees and certificates
Threats	Low enrollment due the continued strength of the economy

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We are continuing to work to integrate more technology in the classroom and course curriculum. More coursework is assigned and remitted electronically and more students are accessing their textbooks electronically.

Part 2.D. Review and comment on progress towards past program review goals:

Goal #1—Offer a quality and consistent education utilizing professionals that are dedicated to the institution: While we hired a faculty member, it is a temporary, one-year position. We need at least one permanent full-time faculty member.
 Goal #2--Continue to modernize and update Business curriculum utilizing computers and other current technology: We do not have computers on the second floor. We do not have a faculty member who trains us in online teaching pedagogy.

Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment: The work experience program has not been updated nor streamlined. Faculty are still unsure how to strategically implement work experience to best support students.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1: Increase completion rates	ILO—Communication ILO—Career and Specialized Knowledge	Guided pathways have been proven to increase completion rates. Creating guided pathways for both of our business degrees should increase completion rates.	Create a guided pathway for our business administration for transfer degree and our general business degree
Goal #2: Increase enrollment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Many students on campus are not aware of how important business courses are to their degrees. We need to initiate a program to inform students in other programs how business courses support their future career goals.	Partner with faculty in other departments to educate faculty and students on how business classes can enhance their current program of study and future careers. Hire at least one full-time faculty member.
Goal #3: Create a pathway from K-12 to AVC	ILO—Communication ILO—Career and Specialized Knowledge	Increasing outreach to our K-12 partners will increase enrollment in our programs.	Utilizing our outreach department, faculty will participate in outreach events specifically designed to inform local K-12 students about our programs. Hire an administrative assistant to aide faculty in administering pathway program.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Hire at least one full-time faculty member	Repeat	\$65,000	Recurring	David Adams
Classified Staff	Hire an administrative assistant assigned to our department	New	\$50,000	Recurring	David Adams
Technology	Create smart classrooms on the 2 nd floor of the BE building	Repeat	\$200,000	One-time	David Adams
Physical/Facilities					

Supplies					
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
BUS

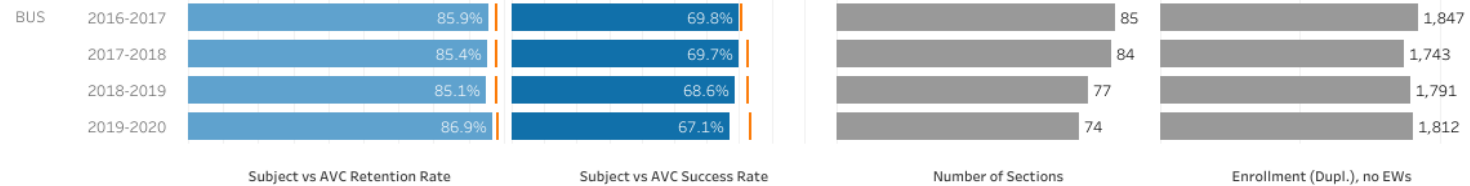
Select Subject **again**
BUS

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in BUS (Total AVC rates are shown as | hover over to see data)



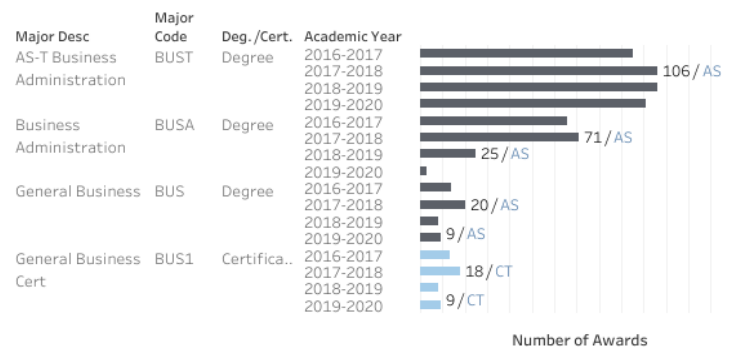
Enrollment and Number of Sections by **Modality** in BUS

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	14	15	15	19
	Other Indep S..		2	1	
	Traditional	71	65	60	55
	Work Experie..		2	1	
Enrollment	Online	313	313	329	423
	Other Indep S..		2	1	
	Traditional	1,534	1,417	1,460	1,416
	Work Experie..		11	1	

Enrollment and Number of Sections by **Location** in BUS

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	70	70	63	58
	Lancaster [Off Ca..	6	2		
	Palmdale	9	12	14	16
Enrollment	Lancaster	1,580	1,475	1,477	1,470
	Lancaster [Off Ca..	78	50		
	Palmdale	189	218	314	369

Number of Degrees/Certificates Awarded in **AS-T Business Administration (BUST), Business Administration (BUSA), General Business (BUS) and 1 more**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **BUS**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	3.8	4.6	3.4	4.2
FT/Regular	2.6	2.0	2.6	1.6
FT/Overload	1.0	0.8	0.8	0.8
TOTAL FTEF	7.4	7.4	6.8	6.6
PT/FT	1.5	2.3	1.3	2.6
FTES	90.2	87.8	87.8	87.6
FTES/FTEF Ratio	12.2	11.9	12.9	13.3
WSCH/FTEF Ratio	365.5	355.9	387.2	398.0

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE / Business & Computer Studies / Computer Applications	For Years: 2021-2022
Name of person leading this review: Jim Bowen	
Names of all participants in this review: Dr. Ed Beyer, Jimmie Bowen, Kathy Osburn	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Business & Computer Studies Department 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.</p>	
1.2. State briefly program highlights and accomplishments	
<p>As a small department in terms of number of full-time faculty, we are meeting the needs of our community and our students by helping them move forward in their career and educational goals.</p> <p>The Computer Applications discipline consistently meets student learning outcomes thresholds, and the CA discipline has developed both cybersecurity program degree and certificate. A total of 39 degrees and certificates were granted in 2018-19 (see attached data image).</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<input type="checkbox"/> Community/Global Consciousness	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p><input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Based on recommendations from the last Information Technology Advisory Committee meeting, the cybersecurity certificate was adapted to also include an option for IT Cybersecurity Associate in Science degree, which is waiting the final step of the Chancellor's approval and should be available in the next semester.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	There appears to be a shift towards the online environment as traditional sections are remaining relatively consistent, while online sections are trending upward.
Weaknesses	The Computer Applications discipline continues to struggle due mainly to a fulltime staff that remains at an absolute minimum. Day sections are difficult to schedule since most adjuncts are unavailable during the day.
Opportunities	Expand courses online and on campus through the hiring of another fulltime Computer Applications Instructor.
Threats	Decreasing or stagnant course offerings due to extremely low staff levels.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The previous plan was to conduct a comprehensive discussion between fulltime discipline faculty (all two of them) on the effectiveness of our current offerings in order to address the lagging success/retention numbers. One issue that surfaced in the discussion is the lack of student preparation. Many of the CA courses do not have prerequisites and so students are able to enter a course with no study skills preparation. Although some classes have been submitted for their periodic review, the inclusion of prerequisites causes the unit count for graduation to increase too much. Consequently, another strategy needs to be identified. Another issue that surfaced from the discussion was the lack of textbooks on the first day. For reasons outside the control of CA faculty, students do not come to class with their textbooks and often do not have them two, three, and four or more weeks into the course. Expecting students to make-up the work after three or weeks of falling behind simply increases the risk of student failure, which adversely affects success/retention rates.

Part 2.D. Review and comment on progress towards past program review goals:

Previous CA Goal #1: “Prior to the next program review, identify quantifiable data to help examine the success/retention of our CA students.” To complete this goal a student survey was supposed to be developed and implemented. Due to a lack of staff, the survey was never developed and thus the quantifiable data remains elusive. Although the need for the survey remains, it will likely remain unfinished while the current staffing levels remain as they are now, but it will still be listed as a program/area goal.

Previous CA Goal #2: “Establish a schedule to fast-track the completion of computer networking certificates.” A two-year schedule has been developed for the CA programs and the recommended plans of study have been updated in the catalog. The next step is to involve adjuncts in the review and development of course curriculum through workshops. More networking courses have become transferable to San Jose State, and a networking guided pathways based on the Chancellor’s IT model curriculum has been established, which now guides students to three private universities.

Previous CA Goal #3: “Continue to develop OEI aligned courses to improve online course success/retention rates.” The CA department boasts the only four OEI approved courses at AVC and are continuing to develop more.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Computer Application Goal #1	CA SLOs	Prior to the next program review, identify quantifiable data to help examine the success/retention of CA students.	Develop and conduct a student survey to examine issues related to success and retention.
Computer Application Goal #2	ILO #4	Review and update program offerings to align with industry demand and increase enrollment.	Conduct a thorough review of course offerings and enrollment trends to maximize student success.
Computer Application Goal #3	ILO #4	Continue to develop OEI aligned courses to improve online course success/retention rates.	Encourage faculty to submit their courses through the POOR review process sponsored by the DETC.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Full-time Computer Applications instructor	Repeat request		Ongoing annual cost for employment.	Jimmie Bowen
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (**twice**) and **Program Major(s)** to get your data --->

Select Subject
CA

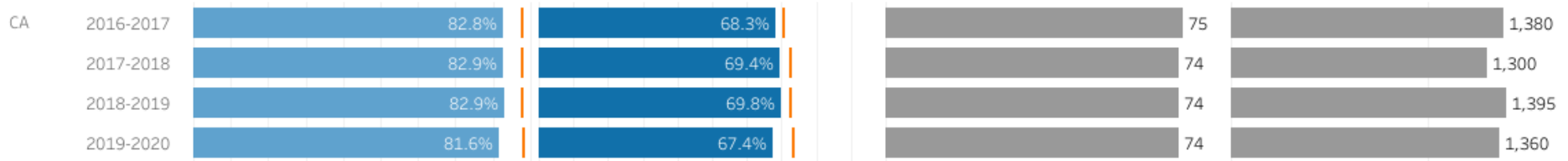
Select Subject **again**
CA

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in CA (Total AVC rates are shown as | *hover over to see data*)



Subject vs AVC Retention Rate

Subject vs AVC Success Rate

Number of Sections

Enrollment (Dupl.), no EWs

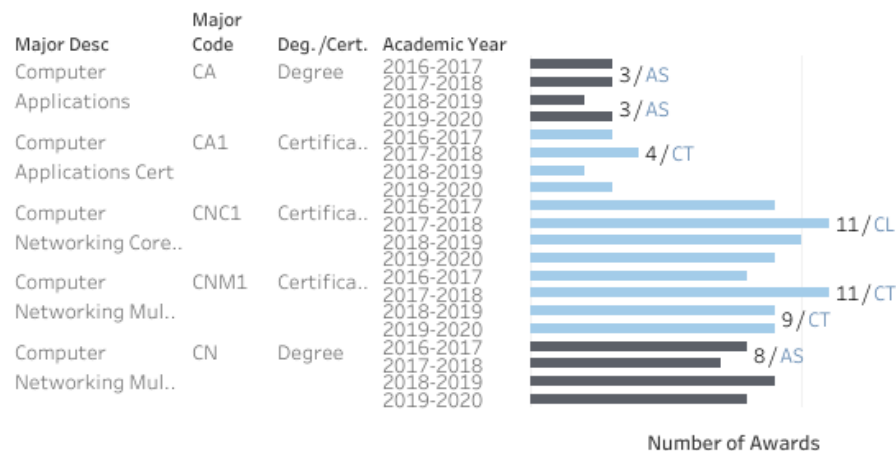
Enrollment and Number of Sections by **Modality** in CA

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	20	25	29	30
	Other Indep S..	1	4	4	5
	Traditional	54	45	41	39
Enrollment	Online	351	479	563	570
	Other Indep S..	1	5	7	15
	Traditional	1,028	816	825	816

Enrollment and Number of Sections by **Location** in CA

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	54	53	44	44
	Lancaster [Off Ca..	4			
	Palmdale	17	21	30	30
Enrollment	Lancaster	1,031	913	807	830
	Lancaster [Off Ca..	56			
	Palmdale	293	387	588	571

Number of Degrees/Certificates Awarded in **Computer Applications (CA), Computer Applications Cert (CA1), Computer Networking Core Cert (CNC1) and 2 more**



Number of Awards

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CA

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	5.1	4.8	4.5	4.3
FT/Regular	2.0	2.4	2.3	1.6
FT/Overload	1.1	1.2	0.8	2.3
TOTAL FTEF	8.2	8.5	7.6	8.1
PT/FT	2.5	2.0	2.0	2.7
FTES	77.3	74.1	69.3	67.5
FTES/FTEF Ratio	9.4	8.8	9.1	8.3
WSCH/FTEF Ratio	282.7	262.7	273.4	249.0

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE/ Trades & Technology/ Electrical Technology (ELEC)	For Years: 2020-2021
Name of person leading this review: Kimberly Sennett	
Names of all participants in this review: Electrical Technology Full Time Faculty & Adjuncts	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The faculty and staff of the Electrical Technology Program are dedicated to providing students with the hands-on training required for a technical skill certification, continuing education, professional development, and the opportunity to learn the fundamentals necessary to be well educated in an electrical discipline. Courses are provided for students who wish to complete a two-year degree or certificate, enter the workforce, or upgrade their skills. The ELEC program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with an Electrical Technology Certificate & Degree.

1.2. State briefly program highlights and accomplishments

The Electrical Technology program has a State of California, Department of Industrial Relations, Division of Labor Standards, Electrician Certification Accreditation. Students completing the ELEC Certificate or Degree Program have found employment locally at Northrop Grumman, Lockheed Martin and Edwards Air Force Base in the Facilities/Maintenance Department. The ELEC program continues to be a resource for the community to use as a hiring pool for entry-level electrical technicians with companies such as Magic Mountain, BYD, Metro, DWP, local school districts, as well as Los Angeles County agencies.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

According to the CA EDD Labor Market Projections of Employment by Occupation the County of Los Angeles has projected annual job opening in the following Electrical fields: General Electricians 1676, Construction Trade and Extraction Supervisors 1195, Mechanics, Installers, and Repair Supervisors 939, Security and Fire Alarm Installers 274, Electrical Helpers 220, Electrical Power-Line Installers and Repairers 118

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The Electrical Technology Program provides necessary coursework for State Licensing and remains current on Accreditation Curriculum. The number of sections being offered is consistent with previous years but has been restructured for better student flow. Success rates in ELEC courses have improved to 86.4% vs. 73.2% AVC annual rates and student enrollment numbers are up.
Weaknesses	The retention rates in ELEC courses are at 87.7% vs. 87.9% AVC annual retention rates. Degrees and Certificates awarded remain low but consistently increasing.
Opportunities	Job opportunities in the electrical field remain consistent fostering a need to form relationships with local businesses for student work experience and job placement.
Threats	Students leave the program for work without completing a certificate or degree. Need to counsel students on the importance of a degree for future better earnings and career advancement.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

2019-20 Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific safety related tools, diagnostic meters, equipment and teaching supplies. This greatly enhanced and encouraged a clean, conducive, well-organized environment for student success. The situational change created a firm foundation for improving student participation and performance in directly related Course SLO's & Program PLO's. All SLO's and PLO's are being met at introduced, developed and mastery levels throughout the program which speaks to the programs educational success rate. It is the 2020-2021 Electrical Technology Programs goal to continue student success for outcomes in

Analyzing, evaluating and repairing various residential, commercial, industrial & motor control systems, while continuing to build on the use of safe shop and work practice/industry standards acquired. The importance of secure and reliable funding allows for the appropriate targeting of course/program level outcomes, planning and application in advancing CTE programs. Add new goal to part 3 below.

Part 2.D. Review and comment on progress towards past program review goals:

#1 Improve Retention/Completion of Program Certification & Degree: The staff have been working with a new CTE counselor in a time sharing capacity to offer students better access to services provided, as well as communicating to students the importance of prescribed program completion. Class scheduling has been restructured and student enrollment numbers have seen an increase. Students still trend to leave the program before completion of their program once employment is attained. This item will remain on the 2020-2021, goal list.

#2 Marketing & Outreach: Even though the Electrical program has seen an increase in student participation there is an ever present need to fulfill job openings in the Industry. In direct coordination with State Licensing the Electrical program greatly enhances education as a viable pathway to employment. New CTE brochures are still a work in progress with final drafts still in marketing. This item will remain on the 2020-2021, goal list.

#3 Work Experience/Job Placement: The Electrical Technology program continues to be a direct source of employees to local contractors, maintenance groups as well as county agencies. The need to foster apprentice style work experience is continually growing. The faculty and CTE job placement specialist continue to explore these community relationships and develop employment pathways. This item will remain on the 2020-2021, goal list.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Improve Retention/Completion of Program Certification & Degree	ILO #1, 2 & 4, EMP #1 & 3	Increase number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.
#2 Marketing & Outreach	ILO #1, 2 & 4, EMP #2 & 5	Increase the number of incoming students by promoting the program as a viable pathway to employment.	Faculty to work with Marketing and Outreach to finalize new pamphlets, flyers, webpage and possible marquee space.
#3 Work Experience/Job Placement	ILO #1, 2 & 4, EMP #3 & 5	Utilize work experience/job placement to help students gain job skills and prepare them for full-time employment.	Faculty to work with current CTE job placement specialist to find local businesses for possible apprenticeship/employment placement

#4 Update Instructional Supplies and Lab Equipment: Consistent with Industry Standards and Innovative Technology.	ILO # 2 & 3, EMP #2 & 5, PLO #2 & 4	Continue student success in program outcomes for Analyzing, evaluating and repairing various residential, commercial, industrial & motor control systems.	Request consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as needed.
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Counselor	Repeat	On Staff Already	Recurring	Patty King
Classified Staff	Marketing	Repeat	On Staff Already	Recurring	Lisa Leary
Technology	Cal Works Block Grant Equipment Request	New	\$20,000	Recurring	Kimberly Sennett
Physical/Facilities					
Supplies	Prop 20 Instructional Supplies Request	New	\$15,000	Recurring	Kimberly Sennett
Professional Development					
Other	Job Placement	Repeat	On Staff Already		Sara Rivas

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
ELEC

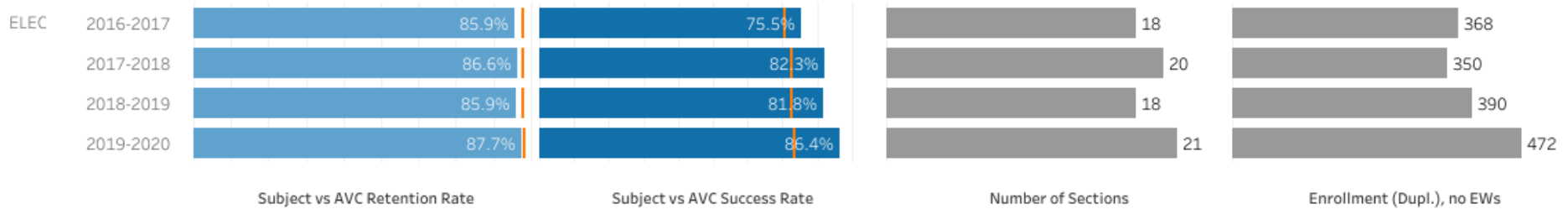
Select Subject **again**
ELEC

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in ELEC (Total AVC rates are shown as | hover over to see data)



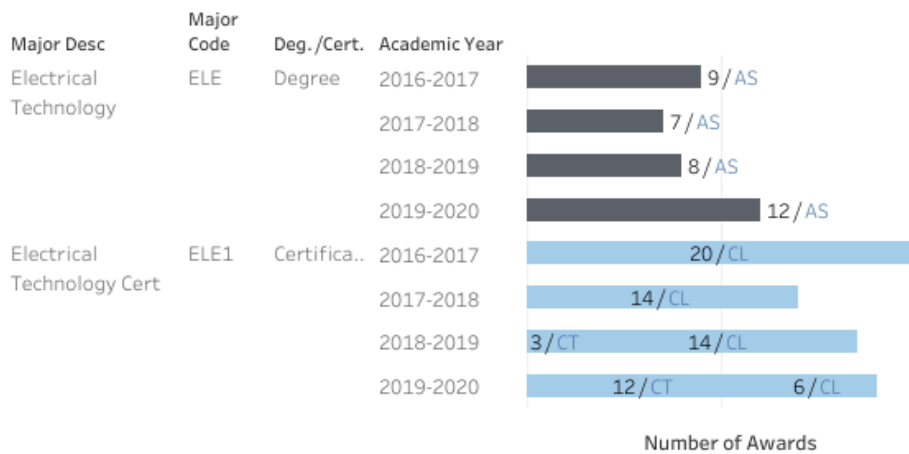
Enrollment and Number of Sections by **Modality** in ELEC

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	18	20	18	21
	Enrollment	368	350	390	489

Enrollment and Number of Sections by **Location** in ELEC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	18	20	18	21
	Enrollment	368	350	390	489

Number of Degrees/Certificates Awarded in Electrical Technology (ELE) & Electrical Technology Cert (ELE1)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ELEC

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.6	0.9	1.3	1.5
FT/Regular	0.9	1.2	1.0	1.3
FT/Overload		0.3	0.3	
TOTAL FTEF	2.5	2.5	2.5	2.8
PT/FT	1.8	0.8	1.3	1.2
FTES	27.3	22.8	33.4	38.0
FTES/FTEF Ratio	11.1	9.2	13.2	13.6
WSCH/FTEF Ratio	331.9	276.8	396.0	407.5

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2019-2020 Program Review Report

Division/Area Name: CTE/Trades & Technology/ELECTRONICS TECHNOLOGY (ELTE)	For Years: 2019-2020
Name of person leading this review: Rick Motawakel	
Names of all participants in this review: RICK MOTAWAKEL, RICHARD CHAPMAN, STEVE BROWN,	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The mission of the Electronics Technology program is to provide a comprehensive and technical education to a diverse community of learners to prepare the student for employment as an electronic technician. Electronics Technology program takes pride in providing a quality, hands-on education to produce and develop top quality engineering technicians and electronic technicians. Our goal is our student success in today's fast growing technical and aerospace industry. Upon graduation, the student has a broad reach in the electronics field and can be a positive member of the work force in the following fields: aerospace, automotive, engineering, communications, robotics, to name a few. Electronics degrees provide the students with the tools to be successful and continue their education or career upon graduation as immediate productive members of the work force.

1.2. State briefly program highlights and accomplishments

The Electronics Technology program ELTE major enrollment growth occurred in the last four years. All core courses were updated to industry standard. A new course was developed based on input from the advisory committee. The new course that was developed was ELTE 145 Acceptability of Electronic Assemblies and this course was being offered in the spring 2016. In the past four years the enrolment in this course was always over capacity of the class. This course needs special tools and parts for students to learn and prepared to the industry standards.

The department start offering a new certificate for this program and was approved by the chancellor's office. The certificate is Avionics Technology certificate. Students can complete three courses for this certificate in one semester. They can get hired in the aerospace and automotive industry. This certificate was created by the industry request and need.

Three adjunct faculties were hired for the program due to major enrollment growth. Recruiting students from AVC intermediate math classes for the program was accomplished. Making contacts with the employers in the aerospace industry to accomplish the industry need for electronics/avionics technician. ELTE program hosted guest speakers from Northrop Grumman, FAA, Edwards Air Force Base and NASA to address students understanding for their expectation and hiring procedures.

Throughout the school years, Field Trips were taken to FAA, Edwards Air Force Base and NASA. Each outing explores an aerospace technical shops and historical significance and provides a firsthand experience with experts who did help the students see what often remains hidden in plain sight. Participants in these 25-person groups get a unique field guide of the facility.

The ELTE program keeps the same schedule for the Fall and Spring semester offered on a regular rotation so that students can complete the program within three-semester time frame.

- The program provides internship with the industry for the students to get experience in their field of study.
- The adjunct instructors are hired from the industry so they can provide up to date information and training for the students.
- The program have a 95% job placement for the graduates
- All courses that were taught during the four years conducted assessment on SLOs
- Enrollment is higher in the program than last four years
- Number of sections offered are higher than last four years
- Retention, Success, Number of Sections, and Enrolment in ELTE is higher than AVC in the last four years
- FTEF/FTES and WSCH/FTEF is higher than last two years

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

X Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.

Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.

Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Aerospace is a building up at Palmdale, Edwards AFB, and all over Southern California. With the new projects job growth is expanding and the need for electronics students will increase as it has. Our graduating students in the past two semesters have already started working for these companies, and future students will have the same opportunity for the next 10-15 years. In addition, the technical industry is growing at an exponential rate and more electronics students will be required in all fields to include: communications, engineering, data, and many other fields. Our advisory groups from the industry met last October. The group suggested to have more graduates because they need more qualified technicians in the industry.

We need new equipment (soldering irons, lights, signal generators, etc.) have provided additional enhancements to the program. Some of this equipment is replacing older equipment but some of it provides new capabilities for the program. Advisory committee feedback has been very positive. The students graduating from this program are doing very well in their jobs. The industry is satisfied and happy with our graduates working for them.

This program need more consumables and the industry is willing to help and donate more parts for the students. Students requested more consumables for labs. Additional consumables were purchased enabled students more hands on time with labs.

Industry is asking for shorter program completion. They need more qualified technicians for the industry.

Students graduating from this program get hired by Edwards Air Force Base, NASA Armstrong Flight Research Center, Mojave Air and Space Port, U. S, Air Force Plant 42, and the U. S. Navy's Naval Air Weapons Station China Lake, and all the major aviation and aerospace prime contractor as well as hundreds of specialty subcontractors who make the complex parts and components that go into aircraft. Students from this program become the workforce that has extensive experience and deep knowledge of advanced materials, precision manufacturing and aircraft assembly. The program provides experienced, adaptable workers with modern skills for more accommodating business rules and regulations.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths

- The program have a 95% job placement for the graduates
- All courses that were taught during the four years conducted assessment on SLOs
- Enrollment is higher in the program than last four years

	<ul style="list-style-type: none"> • Number of sections offered are higher than last four years • Retention, Success, Number of Sections, and Enrolment in ELTE is higher than AVC in the last four years • FTEF/FTES and WSCH/FTEF is higher than last two years
Weaknesses	Number of degrees and certificates awarded in electronics technology was higher than last year but lower than 2015-2016 years.
Opportunities	The program is growing but we need two full time instructor.
Threats	Cutting low enrolment classes for the program. Not having a significant teaching staff member for the program to grow. Not having lab technician to help the instructor with keeping equipment up and running for the student use.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The new trainers are providing outstanding outcomes. All of our core courses are now being taught using the new trainers. Student feedback has been extremely positive and the student success rate is expected to dramatically improve in the next few years.

Safety has always been, and will remain, an extremely high priority for the program. We continually improve our safety training with the goal of providing the industry with technically competent and safety conscious electronics technicians.

The new computers and monitors have provided a vast increase in computing and teaching/learning capabilities. The next major tech refresh should be when we relocate to our new facilities.

The new equipment (soldering irons, lights, signal generators, etc.) have provided additional enhancements to the program. Some of this equipment is replacing older equipment but some of it provides new capabilities for the program. Student feedback has been very positive.

Part 2.D. Review and comment on progress towards past program review goals:

Adding NIDA trainers for all classes provided computer based training (CBT) and hands on circuit testing and troubleshooting. The previous labs were built around kits that had to be assembled which were time consuming, frustrating to the students, and less than average success rate. Although they met the requirements, more time in building and troubleshooting was used than actual lab times. NIDA trainers are a combination of CBT and already fashioned circuit cards that provide more time on experiments versus building labs. The CBT also provides additional learning resources the student can use from home, and then accomplish the labs. NIDA directly increased the SLO scores for students in all classes, and provided a major modern day improvement in learning. The consumables purchase for the ELTE 145 enabled students to have several hands on opportunities to build harnesses in labs and extra consumables for mistakes and learning practices. This improved class lab significantly and contributed to the students SLO growth over the semesters. This is a continuing process, as each class requires more consumables to accomplish tasks. Expected SLO improvement will continue as the class evolves around modern technology upgrades.

The program is in the process of expanding. To meet industry needs (local and national), we are introducing 3 new concentrations. The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics. Although the new trainers have been implemented successfully, the students like them and the student success rate is expected to increase, two main problems remain. There is a very steep learning curve for the instructors and the new trainers do not cover all the courses taught at AVC (like Microprocessors or Microcontrollers).

The environment is much better with the new air and heating system for our two classes. The students are comfortable and they can learn the material provided to them much better. This will help in the retention rates as well.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
ELTE/ Goal # 1	PLO/SLO	Form relationship with businesses	We are still using very outdated microprocessor lab kit/trainers for Microprocessors. Student learning is not as robust as it should be. Several options are being considered.
ELTE/ Goal # 2	PLO/SLO	The additional aid in the lab environment will help with hands on practical and insuring a safe working environment in the lab.	There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes.

ELTE/ Goal # 3	ILO/OO	Relocation	<p>We will be relocating all of our equipment and supplies into our new facilities in a few years. This will provide an outstanding opportunity to reanalyze our current and future equipment needs and implement action plans to surplus or purchase whatever is required.</p>
ELTE/Goal # 4	SLO/PLO	<p>The additional aid in the lab environment will help with hands on practical and insuring a safe working environment in the lab.</p>	<p>There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes.</p>

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	There is currently an expansion of the need for qualified electronics technicians in the Antelope Valley and on the national level; electronic technicians are in high demand. We are working very closely with the FAA, the United States Air Force and other government organizations, as well as, contractors (Northrup, Lockheed, Boeing, etc.) to fill their needs. AVC's electronics programs is expected to expand very rapidly in the next few years and an additional teaching staff member will be required.	Repeat Request	\$65k	Recurring Cost	Rick Motawakel
Classified Staff	There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes. Other California community colleges utilize students in this capacity.	Repeat Request	\$35k	Recurring Cost	Rick Motawakel
Technology	Once a way forward has been planned and coordinated for the	Repeat Request	\$100k	One-Time	Rick Motawakel

	introduction of a new course (in microcontrollers) or a comprehensive reorganization of the current Microprocessor class, equipment needs to be purchased and the course material updated accordingly.				
Physical/Facilities	The program is in the process of expanding. To meet industry needs (local and national), we are introducing 3 new concentrations. The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics.	Repeat Request	\$150k	One time	Rick Motawakel
Supplies	Evaluate, relocate and purchase equipment for the new facility	Repeat Request	\$200k	One time	Rick Motawakel
Professional Development	Faculty need to participate in seminars to bring up to date information for the department	New	\$50k	One Time	Rick Motawakel
Other					

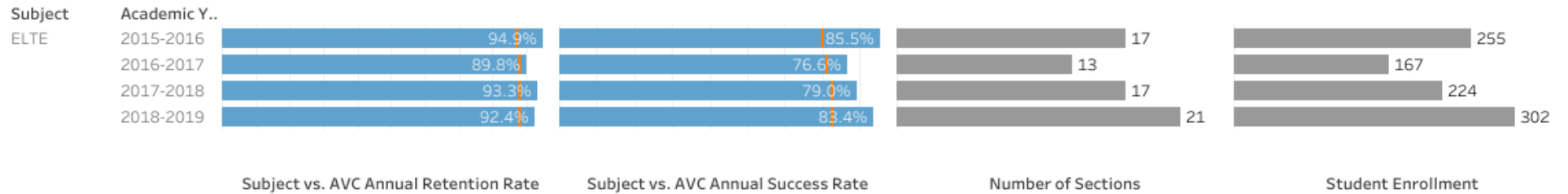
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject ELTE	Select Subject again ELTE	Select Major(s) Electronics Technology Cert (ELT1)	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in **ELTE** (Total AVC rates are shown as | hover over to see data)



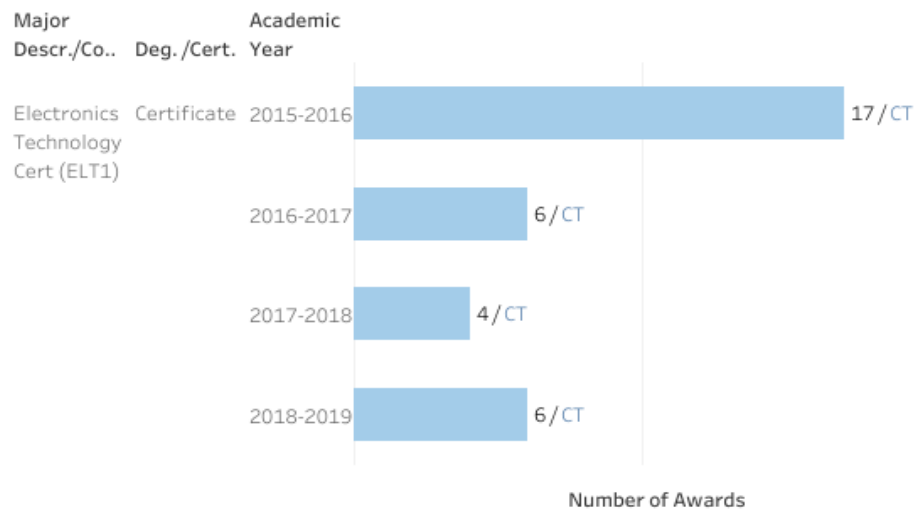
Enrollment and Number of Sections by **Modality** in **ELTE**

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Other Indep Study				1
	Traditional	16	13	17	20
	Work Experience	1			
Enrollment	Other Indep Study				3
	Traditional	254	167	224	299
	Work Experience	1			

Enrollment and Number of Sections by **Location** in **ELTE**

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	17	13	17	19
	Palmdale				2
Enrollment	Lancaster	255	167	224	276
	Palmdale				26

Number of Degrees/Certificates Awarded in **Electronics Technology Cert (ELT1)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **ELTE**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	1.7	0.9	1.9	2.0
FT/Regular	0.9	0.7	0.9	1.3
TOTAL FTEF	2.6	1.6	2.7	3.2
PT/FT	1.8	1.4	2.2	1.5
FTES	25.2	12.8	19.5	30.2
FTES/FTEF Ratio	9.5	8.0	7.1	9.3
WSCH/FTEF Ratio	286.4	240.4	212.5	280.3

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE/ Trades & Technologies/Industrial Manufacturing Technician Apprentice IMTA	For Years: 2021-2022
Name of person leading this review:	Joseph Owens
Names of all participants in this review:	Joseph Owens / William Solorzano and William Scott Union Local 105

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the IMTA Program and AVC are dedicated to providing students with the hands-on training required to enter into the Industrial Manufacturing Technician Journey workers Industry with the co-operation of the Sheet Metal, Air, Rail, Transportation (SMART) Workers Local Union #105 out of Kern and Northern LA Counties. The IMTA is a local certificate program meeting the requirements of the <u>Department of Workforce Development and Bureau of Apprenticeship Standards (DWD/BAS)</u>. To be recognized as a Journey Worker, an apprentice must successfully complete “related instruction” (RI) and “on the job learning” (OJL) requirements of the apprenticeship.</p> <p>Workforce programs and job preparation courses (non-degree applicable) contribute to the educational and economic wellbeing of the community. IMTA Courses are provided for students who wish to complete a certificate to enter the workforce or upgrade their skill level.</p> <p>The IMTA program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with an Industrial Manufacturing Technician Apprentice Certificate.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Students successfully completing the IMTA program and awarded a Certificate.</p> <p>Students hired by BYD are working locally at the plant in Lancaster, and living in our community. Students from the union enter our program as part of a co-operative effort with BYD and the Union Local #105, to employ and train the workforce.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>

<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Goal 1*:	Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/> Goal 2*:	Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
Goal 3:	Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
Goal 4*:	Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5:	Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

(coming)

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Classes are Full! 97% retention and 94% success rate
Weaknesses	None identified at this point (New program with only 2 years running.)
Opportunities	We have doubled the course offerings from the first year, running two cohorts with a semester between start dates.
Threats	The course relies on BYD for students as it relies on Local #105 the SMART Union.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Curriculum and hands on experience provided by employer (BYD) and the Local #105 union.

Part 2.D. Review and comment on progress towards past program review goals:

This is initial program review.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Need an additional adjunct instructor – the instructor we have is working in excess of 10 LHE.	yes			J. Owens and W. Solorzano
Classified Staff			-		
Technology			-		
Physical / Facilities	Presently working out of Palmdale. It would be nice to work a cohort in on the Lancaster Campus		-		
Supplies			-		
Professional Development	Adjunct instructors – instruction on Canvas.		-		
			-		

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data -->

Select Subject IMTA	Select Subject <i>again</i> IMTA	Select Program Major(s) None	Academic Year Multiple values
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Retention, Success, Number of Sections, & Enrollment in IMTA (Total AVC rates are shown as | *hover over to see data*)



Enrollment and Number of Sections by *Modality* in IMTA

	Instr. Method	2019-2020
Number of Sections	Traditional	4
Enrollment	Traditional	73

Enrollment and Number of Sections by *Location* in IMTA

	Location	2019-2020
Number of Sections	Palmdale	4
Enrollment	Palmdale	73

Number of Degrees/Certificates Awarded in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in IMTA

	Fall 2019
PT/Adjunct	0.4
TOTAL FTEF	0.4
FTES	4.1
FTES/FTEF Ratio	10.3
WSCH/FTEF Ratio	307.5

Click [here](#)
to see AVC's Program
awards dashboard



2019-2020 Program Review Report

Division/Area Name: CTE, Management	For Years: 2021-2022
Name of person leading this review: Kathy Osburn	
Names of all participants in this review: David Adams, Stacey Adams, Kathy Osburn	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Business & Computer Studies Department 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. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Business & Computer Studies Department has produced approximately 7% (228 of 3,316) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p><input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>

X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

In our last advisory committee meeting, advisory committee members once again showed interest in and felt that a management certificate would be beneficial to their employees both in obtaining jobs and in upward mobility. Our advisory committee also decided that greater access to technology in the classroom would greatly benefit students.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Our course enrollment in our online courses is consistently strong.
Weaknesses	Due to administration reducing the number of online LHE allowed for instructors, we cannot expand our online course offerings to meet student demand.
Opportunities	Create a marketing strategy targeting local industry to promote our management concentration
Threats	There are few bachelor degree programs with a management major in our area

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Last year's action plan to market the management concentration for the business ADT has not been met because we have not received any of the marketing materials that we requested. The goal to develop OER materials for management classes has been achieved in half of our management courses. The goal to integrate more online learning tools cannot be fully met without the funds and administration buy-in for creating smart classrooms for our second floor BE classrooms.

Part 2.D. Review and comment on progress towards past program review goals:

Last year's goal to improve student success rates by creating smart classrooms on the second floor of the BE building has not been met due to ITS and administration not allowing the upgrades to our classrooms.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1 Increase student success rates by increasing availability to technology in the classroom.	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Increase student success rates by increasing availability to technology in the classroom.	Obtain funding and administrative buy-in to purchase computers for second floor classrooms. Purchasing computers for the computers on the second floor will save students money and increase success rates allowing real-time research and data analysis
Goal #2 Increase enrollment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Increase enrollment	Online management classes have the highest demand. Increase the number of online sections to meet student needs. -Create an online teaching certification course specifically designed for our CTE BCS faculty to create OEI approved courses. -Remove the modality load limit so that our online courses are taught by qualified faculty thus increasing success rates

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff					
Technology	Create smart classrooms on the 2 nd floor of the BE building	Repeat	\$200,000	One-time	Kathy Osburn
Physical/Facilities					
Supplies					
Professional Development	Create an online teaching program specifically tailored to business/management faculty	New	\$10,000	One-time	Kathy Osburn
Other					

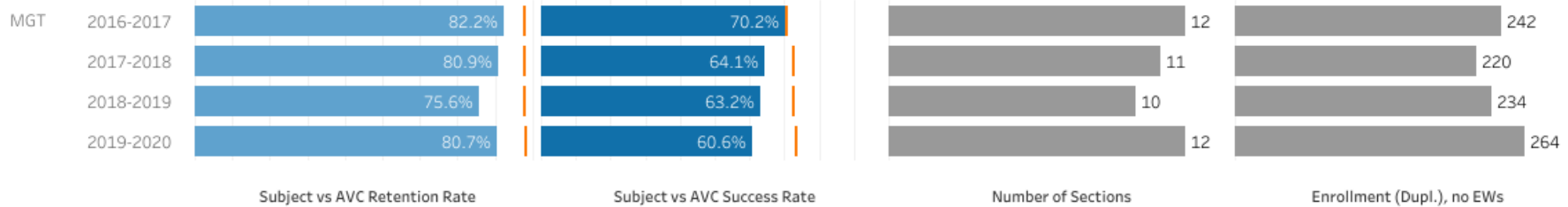
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject MGT | Select Subject again MGT | Select Program Major(s) Multiple values | Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in MGT (Total AVC rates are shown as | hover over to see data)



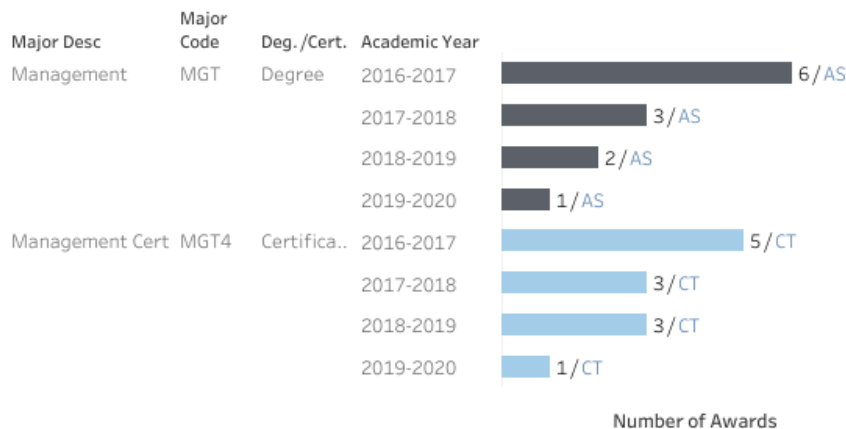
Enrollment and Number of Sections by **Modality** in MGT

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	3	6	8	10
	Other Indep S..		1		
	Traditional	9	4	2	2
Enrollment	Online	82	149	184	214
	Other Indep S..		2		
	Traditional	160	69	50	51

Enrollment and Number of Sections by **Location** in MGT

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	12	8	7	7
	Palmdale		3	3	5
Enrollment	Lancaster	242	146	163	153
	Palmdale		74	71	112

Number of Degrees/Certificates Awarded in **Management (MGT) & Management Cert (MGT4)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MGT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.8	0.6	0.8	0.8
FT/Regular		0.2	0.2	
FT/Overload	0.2	0.2		0.4
TOTAL FTEF	1.0	1.0	1.0	1.2
PT/FT		3.0	4.0	
FTES	9.7	9.6	8.4	10.9
FTES/FTEF Ratio	9.7	9.6	8.4	9.1
WSCH/FTEF Ratio	290.1	288.3	251.7	273.5

Click [here](#) to see AVC's Program awards dashboard



2020-2021 Program Review Report

Division/Area Name: Career Technical Education/Business & Computer Studies/Real Estate	For Years: 2021-2022
Name of person leading this review: Richard E Fleishman	
Names of all participants in this review:	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Real Estate faculty are industry professionals dedicated to providing students with hands-on training required for certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be successful in the industry. Courses are provided for students who wish to advance their current skills or complete a two-year degree or certificate leading to transfer to a four year-year university or entering the business workforce.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Enrollment was up 6% even in the face of the Corona virus outbreak and classes going remote. Degrees and Broker's certs awarded increased. Hispanic success rate significantly exceeded the AVC rate for the same time period. These numbers reflect the continuing contribution the program is making to the Real Estate field in the valley.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p><input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

<input type="checkbox"/> Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <i>Educational Master Plan (EMP)/Strategic Plan Goal</i> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4 : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5* : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

An Advisory committee meeting was held on September 11, 2020. The participants agreed that the course offerings are adequate for both the Broker and Agent licenses and that education for the exams is the primary motivation for about 60% of the students. Students are enjoying the interactivity of the remote, synchronous environment and remain engaged. The importance to both certificate track students and those simply seeking more information about the real estate purchase process of learning how to use the Internet to review contracts, appraisals, and purchase agreements. Students are very interested in both Internships and Mentorships. The California Employment Development Department data for the Real Estate industry show an overall 2.5% increase in the number of jobs over 2019. This plus enrollment data supports the plan to expand the program in the future.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Retention and enrollment continue to be strong.
Weaknesses	Degrees and certificates seem low in relation to enrollment. There needs to be an assessment as to whether this reflects professionals attending classes to expand their knowledge as opposed to achieving a degree or certificate. Success rates have dropped slightly and need to be monitored in the future.
Opportunities	Expand the program to support student's achievement of professional certificates.
Threats	Shrinkage of success rates will open opportunities for competitors to attract our students.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The Action Plans focused on two items, increased Internet experience, possible addition of 8-week courses during the new summer schedule and a Capstone course for the Broker Certificate. The Capstone is in development, a textbook has already been chosen. There are still no plans to computerize the traditional classrooms on the second floor of the BE building which stands in the way of achieving the first item.

Part 2.D. Review and comment on progress towards past program review goals:

An outline of the proposed Capstone course has been completed and is in review. There are still no plans to install computers in the lecture rooms of the BE building.


Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Technology	ILO #2 & #5 All RE action plans, RE PLO Action Plan	Students need to be prepared to utilize the technology used in industry in order to be employable and accordingly need access to computers in the classroom. RE and the Business Department overall, need lecture classrooms with computers throughout the second floor of the BE building, approx. 160 computers.	Acquire computers for BE lecture classrooms.
#2 Marketing & Outreach	ILO #4	Increase awareness of the program among students and promote the program as a viable pathway to employment.	An appointment is scheduled for November 6, 2020 between the lead faculty and the Marketing Dept to develop a plan for the program.
#3 Provide consistent, quality education	ILO #1,3,5 RE PLO Action Plan	The RE program needs the consistent support of a full-time faculty to update curriculum, provide support to students, research textbooks, and create connections in the community.	Hire a full-time instructor

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Hire full-time instructor	Repeat	\$65,000	Recurring	Richard E Fleishman
Classified Staff					
Technology					
Physical/Facilities	Install computers in all classrooms of the BE building second floor	Repeat	\$300,000	One-time	Richard E Fleishman
Supplies					
Professional Development					
Other					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)



Please Select RE Subject Select RE Subject again Select Multiple Program values Major(s) Academic Multiple Year values Select Major(s) Subject area to get your data

Success. Number of Sections Total AVC

Year	Success	Number of Sections	Total	AVC
2017-2018	86.3%	10	262	69.5%
2018-2019	86.5%	10	289	71.6%
2019-2020	84.3%	11	306	69.9%

are hover over to see data

Year	AVC	Retention Enrollment	Rate (Dupl.)	Subject no	vs EWs	AVC	Success	Rate
2017-2018	69.5%	10	262	10				
2018-2019	71.6%	10	289	10				
2019-2020	69.9%	11	306	11				

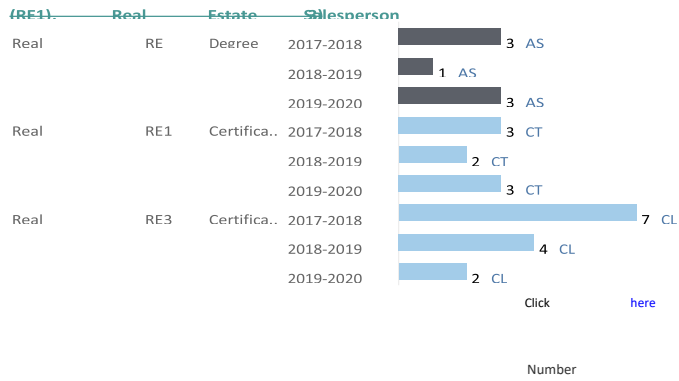
Subject Number vs of AVC Sections Retention Enrollment Rate (Dupl.) Subject no vs EWs AVC Success Rate

Enrollment and Number of Sections by Location Modality in RE Enrollment and

Instr.	Method	2017-2018	2018-2019	2019-2020	Location	2017-2018	2018-2019	2019-2020
Traditional		262	289	310	Lancaster	10	10	11

Number of Sections Enrollment Lancaster 10 10 11 Traditional Sections 10 10 11

in Real Estate (RE), Real Contract Type, Part-time/Full-time Number of Broker's FTES, Degrees/Certificates FTEF Awarded by in



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Major	Desc	Code	Deg.	/Cert.	Academic
PT/Adjunct	1.0	1.0	1.0	1.0	1.0	2	Major				
FT/Regular											
TOTAL FTEF	1.0	1.0	1.0	1.0	1.0		Broker's			Cert	
PT/FT											
FTES	13.5	13.5	15.9	15.7	15.7		Salesperson			Cert	
FTES/FTEF Ratio	13.5	13.5	15.9	15.7	15.7						
WSCH/FTEF Ratio	404.1	404.1	475.5	469.5	469.5						

of Awards to see AVC's dashboard Program

Please Select **Subject** area (**twice**) and **Program Major(s)** to get your data ---->

Select **Subject**
RE

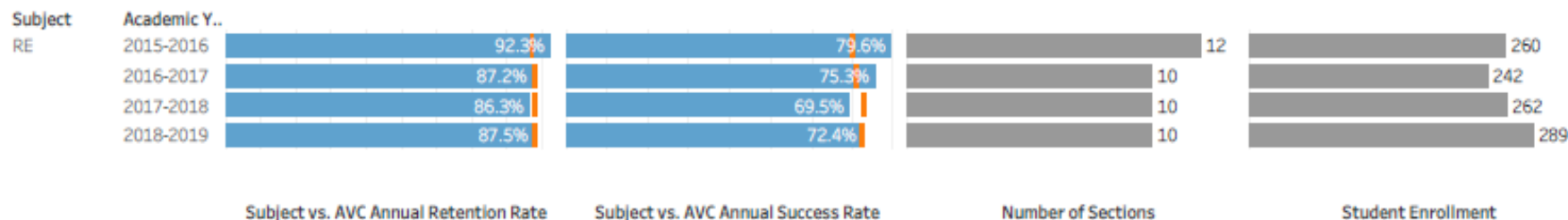
Select **Subject again**
RE

Select **Major(s)**
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Academic Year
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Retention, Success, Number of Sections, & Enrollment in RE (Total AVC rates are shown as | *hover over to see data*)



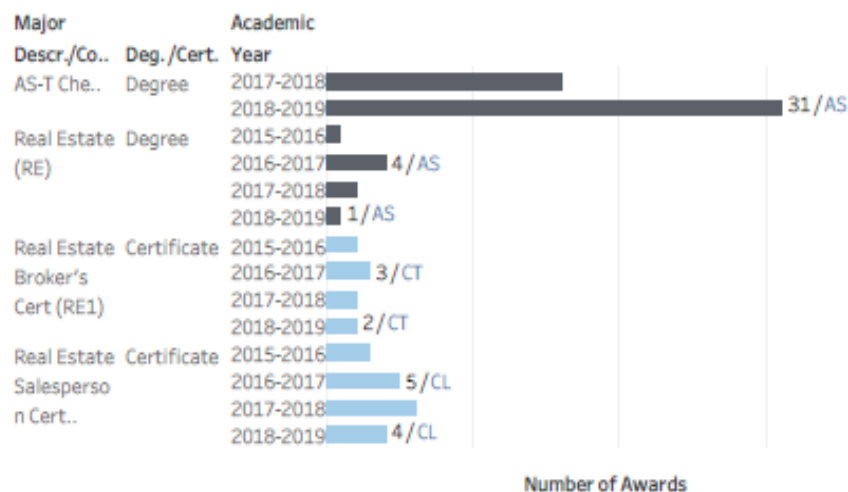
Enrollment and Number of Sections by **Modality** in RE

	Instr. Method	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Other Indep Study	1			
	Traditional	11	10	10	10
Enrollment	Other Indep Study	2			
	Traditional	258	242	262	289

Enrollment and Number of Sections by **Location** in RE

	Location	2015-2016	2016-2017	2017-2018	2018-2019
Number of Sections	Lancaster	12	10	10	10
Enrollment	Lancaster	260	242	262	289

Number of Degrees/Certificates Awarded in **AS-T Chemistry (CHMT), Real Estate (RE), Real Estate Broker's Cert (RE1) and 1 more**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in RE

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PT/Adjunct	1.0	1.0	1.0	1.0
FT/Regular				
TOTAL FTEF	1.0	1.0	1.0	1.0
PT/FT				
FTES	14.4	13.5	13.5	15.9
FTES/FTEF Ratio	14.4	13.5	13.5	15.9
WSCH/FTEF Ratio	431.4	404.1	404.1	475.5



2019-2020 Program Review Report

Division/Area Name: Career Technical Education/Business & Computer Studies/Marketing	For Years: 2021-2022
Name of person leading this review: David Adams	
Names of all participants in this review: David Adams, Kathy Osburn, Kent Moser	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The faculty and staff of the Business & Computer Studies Department 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 (Degrees and Certificates in Marketing have been discontinued), transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Marketing program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Business & Computer Studies Department has produced approximately 7.8% (277 of 3,534) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-

	being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X <input type="checkbox"/> Career and Specialized Knowledge	X <input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

During the 2019 Business, Marketing and Management Advisory Committee Meeting on May 17th, 2019, it was decided that students needed more access to technology in order to be better prepared for the external business environment.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	MKTG 130—Digital Marketing course is now waitlisted every semester. Possibility of adding a second section each semester. For 2018-2019 for MKTG, a big increase in both Retention Rates (90.7%) and Success Rates (80.2%) from prior years (see MKTG Program Review Data at end of report).
Weaknesses	Lower number of students are obtaining degrees/certificates in General Business could have a negative impact on Marketing courses going forward (see MKTG Program Review Data at end of report).
Opportunities	Reach out to local high schools to create interest in our Concentration in Marketing. Possibility of additional MKTG course development based on initial success of MKTG 130 (Digital Marketing).
Threats	Low overall enrollment due to the continued strength of the economy.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We are continuing to work to integrate more technology in the classroom and course curriculum. More coursework is assigned and remitted electronically and more students are accessing their textbooks electronically.

Part 2.D. Review and comment on progress towards past program review goals:

Goal #1—Offer a quality and consistent education utilizing professionals that are dedicated to the institution: While we hired a faculty member, it is a temporary, one-year position. We need at least one permanent full-time faculty member.

Goal #2—Continue to modernize and update Marketing curriculum utilizing computers and other current technology: We do not have computers on the second floor. We do not have a faculty member who trains us in online teaching pedagogy.

Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment: The work experience program has not been updated nor streamlined. Faculty are still unsure how to strategically implement work experience to best support students.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Goal #1—Increase Enrollment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Increase Enrollment Many students on campus are not aware of how important Marketing courses are to their overall education. We need to initiate a program to inform students in other programs how Marketing courses support their future career goals.	Partner with faculty in other departments to educate faculty and student on how Marketing courses can enhance their current program of study and future careers. Hire at least one full-time faculty member.
Goal #2—Create a pathway from K-12 to AVC	ILO—Communication ILO—Career and Specialized Knowledge	Create a pathway from K-12 to AVC. Increasing outreach to our K-12 partners will increase enrollment in our programs.	Utilizing our outreach department, faculty will participate in outreach events specifically designed to inform local K-12 students about our programs. Hire an administrative assistant to aide faculty in administering a K-12 pathway program.
Goal #3—Curriculum Development	ILO—Communication ILO—Career and Specialized Knowledge	Curriculum Development	Work with faculty to discuss possible new courses to assist our students with their future careers in the marketing field. Our current Marketing courses at AVC are as follows:

			MKTG 101—Principles of Marketing MKTG 112—Introduction to Advertising MKTG 130—Digital Marketing
--	--	--	--

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>	Hire a new Full-Time Instructor	Repeat	\$65,000	Recurring	David Adams
<i>Classified Staff</i>	Hire an administrative assistant assigned to our department	New	\$50,000	Recurring	David Adams
<i>Technology</i>	Create smart classrooms on the 2 nd Floor of the BE Building	Repeat	\$200,000	Recurring	David Adams
<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

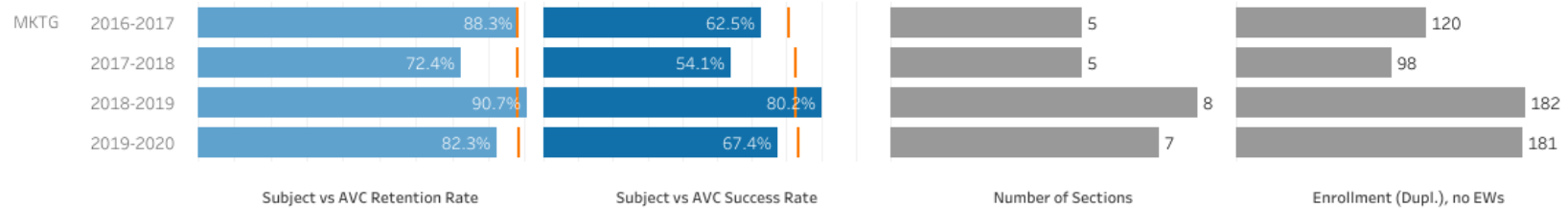
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject MKTG Select **Subject again** MKTG Select Program Major(s) Multiple values Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in MKTG (Total AVC rates are shown as | *hover over to see data*)



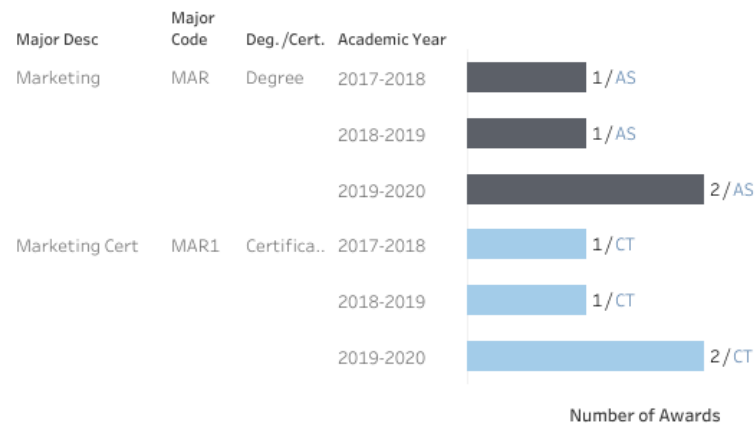
Enrollment and Number of Sections by **Modality** in MKTG

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online				4
	Traditional	5	5	8	3
Enrollment	Online				114
	Traditional	120	98	182	71

Enrollment and Number of Sections by **Location** in MKTG

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	5	5	6	3
	Lancaster [Off Ca..			2	
	Palmdale				4
Enrollment	Lancaster	120	98	124	71
	Lancaster [Off Ca..			58	
	Palmdale				114

Number of Degrees/Certificates Awarded in **Marketing (MAR) & Marketing Cert (MAR1)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MKTG

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.6	0.6	0.6	0.8
FT/Regular				
TOTAL FTEF	0.6	0.6	0.6	0.8
PT/FT				
FTES	8.3	5.8	7.5	8.7
FTES/FTEF Ratio	13.8	9.7	12.4	10.9
WSCH/FTEF Ratio	414.0	290.5	373.0	327.4

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2019-2020 Program Review Report

Division/Area Name: CTE / BCS / Office Technology & Business Information Professional	For Years: 2021-2022
Name of person leading this review: Kent Moser	
Names of all participants in this review: Kent Moser, Kathy Osburn, and Gabrielle Poorman.	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Office Technology Program consists of four certificates and three local Associate degrees in the areas of Office Support, Office Specialist, Administrative Assistant and Administrative Medical Assistant. These certificates and degrees are designed to equip students with the knowledge and necessary hands-on training and skills required to obtain entry-level and mid-level employment in the fields of clerical, administrative, secretarial, and medical billing (front office) support. Courses provided allow students to complete a two-year degree, transfer to a four-year university, or seek immediate employment in support of Career Technical Education.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Business & Computer Studies Department has produced approximately 8% of AVC degrees and certificates awarded last academic year. As a small department in terms of the number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals. We are able to constantly improve and understand what are students and community need by having and communicating with companies and individuals in the business and office technology industry during our Office Technology Advisory Committee Meetings that are held every year. Outcomes assessments for all OT programs exceed 83% for the past four years.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</u> Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

In the last Office Technology Advisory Committee Meeting, members of the committee represent AVC faculty and AVHS District. Recommendations are to develop current certificates toward Business Information Worker (Now called Business Information Professional) and Health Information Technology Certificates to provide stronger and more viable skill sets and education for students regarding employer expectations.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Annual retention rates increased by approximately 3.4% over four years with success rates increasing by approximately 3.7% over the same period. Based on the last program review, it was noted that increasing the number of online sections to better meet student needs should increase the number of sections offered in the future. It was also noted that the steady decrease in enrollment reflected the need to revise curriculum and bring it up to industry standards – thus, we are implementing the new BIP (Business Information Professional) programs in Spring 2021 -- which has been approved and is in the Spring 2021 catalogue. OT Online enrollment has greatly increased (approximately 83%) over the past four years; note, all OT and BIP courses are distant education approved. The development of these newer courses will be more relevant to employer demands.
Weaknesses	The PT/FT ratio for the last 2 years is less than 1 indicating almost all OT courses are taught by part time faculty.
Opportunities	Modality has reduced for on-campus instruction and increased for online instruction which is a great benefit for working students and other students not located in close driving distance to the college campus. All OT program courses are offered on the Lancaster Campus with 1 section opened this year at the Palmdale campus.
Threats	Overall enrollment numbers have been reduced by 21 (students) over the past four years.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The main issue to pursue regarding action plans was to hire at least one full-time instructor to lead the program to be more successful and currently relevant. There was one full-time tenure track employee hired this year.

Part 2.D. Review and comment on progress towards past program review goals:

Past program review goals involved the recommendation to hire a full-time Office Technology Instructor which was satisfied this year. Program Review goals for 2019-2023 planning were to increase student success rates, increase student participation in the Work Experience Program, and the offering of a modern curriculum that is updated to current industry standards. Data for the past four years reveals student success rates have increased by 3.7%. One full-time faculty member and one part-time faculty member are currently working with students actively enrolled in work-experience programs. Three certificates and an A.S. degree (22 courses) for the Business Information Professional (BIP) program has been submitted through “Curricunet” and has been approved for launch in the Spring of 2021 (note -- approval is now documented through the new eLumen program). It has been discussed of having alternate courses in the third level certificate allowing students to emphasize in areas such as supply chain management and virtual assistant arenas – this is anticipating student and business community demand.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Office Technology/Goal #1	ILO 2, 4, 6	Increase student success and job readiness by updating curriculum and offering a consistent, quality education utilizing professionals that are dedicated to the institution.	Increase access to computer labs at Palmdale Campus to support expanded OT/BIP course offerings.
Office Technology/Goal #2	ILO 2, 4, 6	Increase certificate completion and job readiness by completing development of second tier Business Information Professional Certificate and creation of newer courses to support the certificate.	Develop second tier BIP certificate and complete creation of related courses needed to fulfill the certificate. -- Purchase site license for or lease for SharePoint Application needed to support second tier of BIP Certificate.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff					
Technology	Purchase site license for SharePoint Application needed to support second tier BIP Certificate	New	\$5,270	Recurring	Kathy Osburn, Kent Moser

Physical/Facilities	Increase access to computer labs at Palmdale Campus to support expanded OT course offerings	New	UNKNOWN	One-time	Rick Shaw
Supplies					
Professional Development					
Other					

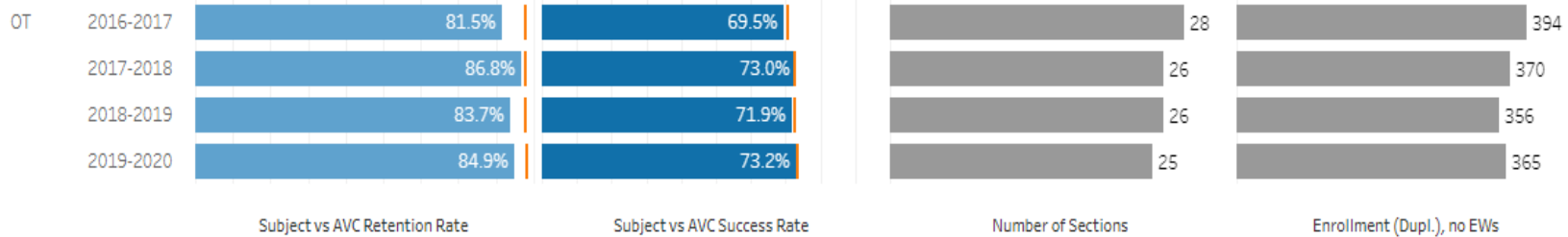
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject area (twice)** and **Program Major(s)** to get your data --->

Select Subject: OT | Select Subject again: OT | Select Program Major(s): (Multiple values) | Academic Year: (Multiple values)



Retention, Success, Number of Sections, & Enrollment in OT (Total AVC rates are shown as | hover over to see data)



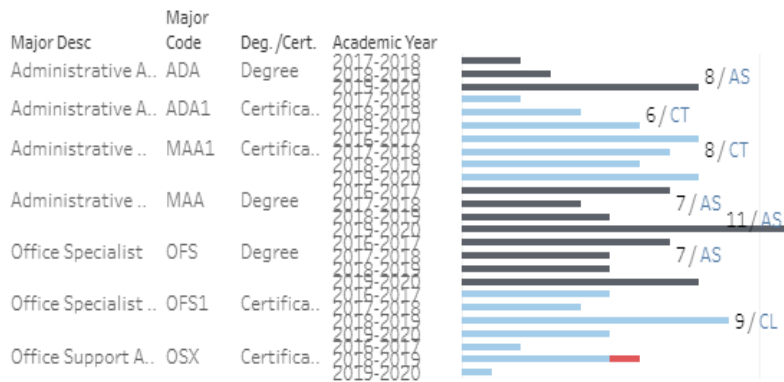
Enrollment and Number of Sections by *Modality* in OT

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	4	5	6	7
	Other Indep S..	1	1	2	3
	Traditional	23	20	16	14
	Work Experie..			2	1
Enrollment	Online	70	97	113	128
	Other Indep S..	1	1	3	9
	Traditional	323	272	238	235
	Work Experie..			2	1

Enrollment and Number of Sections by *Location* in OT

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	28	26	26	24
	Palmdale				1
Enrollment	Lancaster	394	370	356	354
	Palmdale				19

Number of Degrees/Certificates Awarded in [Administrative Assistant \(ADA\)](#), [Administrative Assistant Cert \(ADA1\)](#), [Administrative Med Assist Cert \(MAA1\)](#) and 4 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in OT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	2.4	2.2	2.0	1.8
FT/Regular	0.3	0.5		
TOTAL FTEF	2.6	2.7	2.0	1.8
PT/FT	8.9	4.0		
FTES	23.5	23.5	18.5	18.3
FTES/FTEF Ratio	8.9	8.7	9.4	10.3
WSCH/FTEF Ratio	268.1	260.7	282.6	308.3



2019-2020 Program Review Report

Division/Area Name: CTE/Trades & Technology/WELD	For Years: 2021-2022
Name of person leading this review: TRAVIS LEE	
Names of all participants in this review: TRAVIS LEE	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission	
The Welding program contributes to the district mission as a career technical program. It offers “essential career technical instruction” in the welding and fabrication field. The program provides students with the skills and knowledge necessary to secure long-term employment in high wage, high-skilled careers. In addition, the program provides the local industry with skilled entry level welding careers.	
1.2. State briefly program highlights and accomplishments	
Students completing the Welding Certificate or Degree Program, have the ability to obtain many welding certification’s including their L.A City certification from the Los Angeles Department of Building and Safety. Students found employment locally in the welding industry due to the collaboration with the Local 433 Ironworkers Union, Smart Local 105 Sheet Metal Union, And other local welding industry partners in the Antelope Valley. Students have also found employment working in L.A. for various construction companies working with structural steel, and other variants of welding and fabrication.	
1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	<input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Short Term Occupational Projections (2018-2021)

<http://www.projectionscentral.com/Projections/ShortTerm>

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
California	Welders, Cutters, Solderers, and Brazers	30,700	31,700	1,000	3.3	3,930

Long Term Occupational Projections (2016-2026)

<http://www.projectionscentral.com/Projections/LongTerm>

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
United States	Welders, Cutters, Solderers, and Brazers	404,800	427,300	22,500	5.6	45,800

- Based on the 2020 Welding Advisory Committee meeting, the following suggestions were made:

Issues Discussed:

1. New Weld shop in the CTE Building: Discussed needing updated and industry standard equipment needed to Produce quality entry level workers for local industry.
2. Changes to welding courses both weld 110 and weld 145 to better meet industry needs.
3. Welding Program growth to meet new local industry needs for productive job placement of students. Also, the need for more welding staff.

Industry partners: The program needs to continue to update the curriculum as industry standards and practices change. Partners to discuss up-to-date standards and practices to be added to the curriculum.

Action Taken: Research has begun on the equipment requested by the industry and how to implement it into the current welding lab area and curriculum. The process of curriculum changes to better meet current industry needs has started.

Follow Up Items: For continuing local industry job placement, effective changes to the welding curriculum and equipment to meet industry needs.

Local industry partners continue to hire students from the Welding program and our job placement rate has been climbing steadily

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Partnerships with local industry such as the Local 433 Ironworkers Union and other industry partners has grown enrollment numbers and job placement numbers for the students graduating the welding program.
Weaknesses	While retention rates in the Welding program/courses have dropped over the past year, due to lack of consistent leadership with the past full-time instructor due to health concerns. Enrollment numbers have since then increased dramatically. Certificates awarded this past school year (2018-2019) dropped, however there should be an increase in certificates and degrees for the 2020 – 2021 academic year. We still need a second full time instructor and a second instructional assistant, to increase student success.
Opportunities	Job opportunities in the Welding Industry continue to grow. We are always working to form relationships with local businesses to foster work experience and job placement. The continued growth and expansion of the welding program will help advance these relationships.

Threats	Students leave the program for work without completing a certificate or degree. Need to counsel students on the importance of a degree for future better earnings. Not being able to meet industry demands and they look elsewhere for entry-level welders and fabricators.
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

We have made progress toward incorporating new industry practices and standards into the welding curriculum, adopting new standards for grading and tracking of student learning outcomes and success.

Part 2.D. Review and comment on progress towards past program review goals:

Presently, it has been determined to not make weld 212 repeatable as stated in the previous program review. However, we are moving forward with the pipe welding courses to be implemented into the welding program that were discussed in past program review goals. The welding program has also increased the number of incoming students by promoting the program as a viable career path. We have also strengthened student success in job placement with students.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Improve Retention/Completion of Program Certification & Degree	ILO #1, 2 & 4 EMP #1 & 3	Increase number of students retained in the program, completing a certificate and getting a degree	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.
#2 Human Resources	ILO #1, 2 & 4 EMP #2 & 5	To better increase student success and expansion of the program. Hiring a second full time instructor and two instructional assistants.	Collaborate with the Dean of CTE to create and post the appropriate job openings.

<p>#3 Job Placement</p>	<p>ILO #1, 2 & 4 EMP #3 & 5</p>	<p>Increase the number of students obtaining Jobs in the local industry.</p>	<p>Strengthen collaboration with local industry partners such as the local 433 Ironworkers Union and the Smart Local 105 sheet metal union as well as other industry partners. Create a cohesive relationship with the MC3 program.</p>
<p>#4 Improve the quality and quantity of hands-on training achieved in the Welding Program courses. (The time with hands on practical applications is critical to build confidence, gain experience and improve dexterity)</p>	<p>ILO #1, 2 & 4 EMP #2 & 3</p>	<p>Increase student's success necessary for taking the LA City and National Welding certification exams and job readiness</p>	<p>Change weld 145 into three separate classes that would include Flux Cored Arc, Gas Metal Arc and Gas Tungsten Arc Welding to the curriculum as separate courses. This would foster students to gain a more fulfilled education for multiple welding certifications and to meet industry job placement standards.</p> <p>Alter weld 110, Change the course to include a basic understanding of oxy fuel welding, brazing and cutting then move forward to more Technological advance process: Gas Tungsten Arc Welding fundamentals that uses the same dexterity found in Oxy fuel welding. This change will better increase student job placement in the sheet metal industry.</p>

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>	Second Full time Instructor	NEW	70,00.00 est	One-time	Travis Lee, Dr. Maria Clinton
<i>Classified Staff</i>	Two Instructional Assistants one during the day and one at night	NEW	50,00.00 est	One-time	Travis Lee, Dr. Maria Clinton
<i>Technology</i>					
<i>Physical/Facilities</i>					
<i>Supplies</i>	Material and updated equipment for student success to meet industry standards.	NEW	380,000.00	One-time	Travis Lee
<i>Professional Development</i>	Training and professional licensing to keep up with current industry standards and techniques.	NEW	5,000.00	Recurring	Travis Lee
<i>Other</i>					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
WELD

Select Subject again
WELD

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in WELD (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by **Modality** in WELD

Enrollment and Number of Sections by **Location** in WELD

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..		1	5	1
	Traditional	36	41	28	42
	Work Experie..		1		
Enrollment	Other Indep S..		1	18	1
	Traditional	308	301	200	395
	Work Experie..		1		

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	36	43	33	43
Enrollment	Lancaster	308	303	218	396

Number of Degrees/Certificates Awarded in **Welding (WLD) & Welding Cert (WLD1)**

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **WELD**



	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	2.0	0.9	0.9	1.3
FT/Regular	1.1	1.1	1.1	1.1
FT/Overload	0.2	0.2	0.2	0.2
TOTAL FTEF	3.3	2.2	2.2	2.6
PT/FT	1.9	0.8	0.8	1.2
FTES	23.5	19.4	18.9	23.8
FTES/FTEF Ratio	7.1	9.0	8.8	9.2
WSCH/FTEF Ratio	212.3	269.6	262.5	274.5

Click [here](#) to see AVC's Program awards dashboard