Fall 2023 Program Review Report

Division/Area Name: CTE/ABDY (Auto Body)	For Planning Years: 2024-2025
Name of person leading this review: Tim Sturm	
Names of all participants in this review: Tim Strum , Tony Pustizzi, Kieth Cone, Travis Lee	

Part 1. Program Overview: *Briefly describe how the program contributes to the district __mission__*

(How does your program/area help the college meet its mission?)

 The ABDY program contributes to the district mission by supporting: 1) the AVC students seeking entry level Employment in the ABDY industry. Students can acquire certs in both ABDY collision tech as well as ABDY refinishing tech.

 The ABDY faculty and staff are committed to providing the students with hands-on training to help them be best prepared to enter the ABDY industry with a great start to grow within an ABDY shop. Students completing the 2-year program can exit with an associate degree in science, as well as an I-CAR certificate if they elect to pay for the exit exam.

Part 2A: Analyze the __program review data__ (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Students successfully completing the ABDY and or / ABDY program and have been awarded a Certificate or Degree, have found employment locally in the community, in Northrup Grumman, BYD, and local body shops.

During the last year the ABDY program has taken many steps to improve Student success, such as complete remodel of both classroom, lab and tool room. We have also upgraded all the tools to what is being used by the industry professionals along with incorporating the use of virtual reality, we believe this has opened up the students to learn in a way that is more conclusive to the way they are used to doing things. We have also moved to purchasing cars from the wrecking yards this has helped keep students engaged much more than just working on fenders. Since we have been implementing these changes the programs retention and Certificate along with Degrees has increased.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Consider the following
The opportunities for the ABDY program will be a direct connection between the program and local body shops as well as manufactures that require fabrication as well as painting. This will keep our students desirable for local shops as future employees. The one main challenge at this time is size of the facility, the students are having to work outside in the elements both hot and cold and at night they are challenged to have enough light, also this does not allow a lot of the products that we use to dry in a timely fashion. Also due to not having a lab large enough this is causing our 80,000-dollar equipment to have to stay out in the weather. ABDY would also like to pursue going to 2 full time Instructors to help streamline the work load on one full time instructor as well as keep the assessment of the students more in line with each instructor.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The ABDY program would like to continue to be the school that local shops seek their next entry level employees from, also there has been expressed interest in AVC providing paint training classes for both BYD and Northrup as well as Lockheed. I order to due this efficiently the facility is going to have to be larger, at this point we have no room for future equipment.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

During our last Advisory meeting the committee advised to pursue the remodel of the shop and equipment to ensure students are working with the most current tools used in the industry, they also recommended that we move forward with the purchase of the Virtual reality system. The last meeting not only included the committee but also members of the local community both large and small businesses we took this opportunity to show case the work our students were doing in the program. This was a huge success.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493021	Automotive Body and Related Repairers	14,500	14,370
493022	Automotive Glass Installers and Repairers	2,400	2,490
131032	Insurance Appraisers, Auto Damage	2,500	2,110
519122	Painters, Transportation Equipment	4,800	5,540
	Total	24,200	24,510

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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Part 2C: Review and comment on progress toward past Course Improvement Plans

I-CAR has continued to waive the student fees, the students have been meeting their SLO with much more success.

Past Course Improvement Plans	Progress Made
To maintain our relationship with I-CAR, so students can afford to take the I-CAR certification test if they choose.	We continue our relationship.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
To use Perkins, grant as well as SWP Grant to update classroom and equipment and tools.	Project is complete.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**			
#1 Retention/completion of program certification Degree	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	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 educational completion.	Track the data.
#2 Human Resources	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	To better increase student success and expansion of the program. Hiring a second full time instructor that would teach both night classes, ensuring the program is being taught similar across the program.	Recruit applicants for the hiring pool, applicants must be able to teach both autobody and refinish, this would be how to justify the second full time and doing away with adjunct instructors.	By moving away from night Adjunct instructors to one full time instructor, I believe we will see more completers and more degrees.
#3 Increase size of the Lab.	ILO 3. Community /Global Consciousness				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To enlarge current facility to better store equipment and allow students to be able to be indoors while working, this would be much more appropriate for the learning experience.	Listing the goal in program review.	The enrolment and retention rates will see an impact as students would be more comfortable in the extreme weather of the area we live in.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full time instructor	#2	Repeat	N/A	One-time	Tim Sturm
Physical/Facilities	Increase the size of the ABDY LAB.	#3	New	N/A	One-time	Tim Sturm -Pedro Mehia.
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
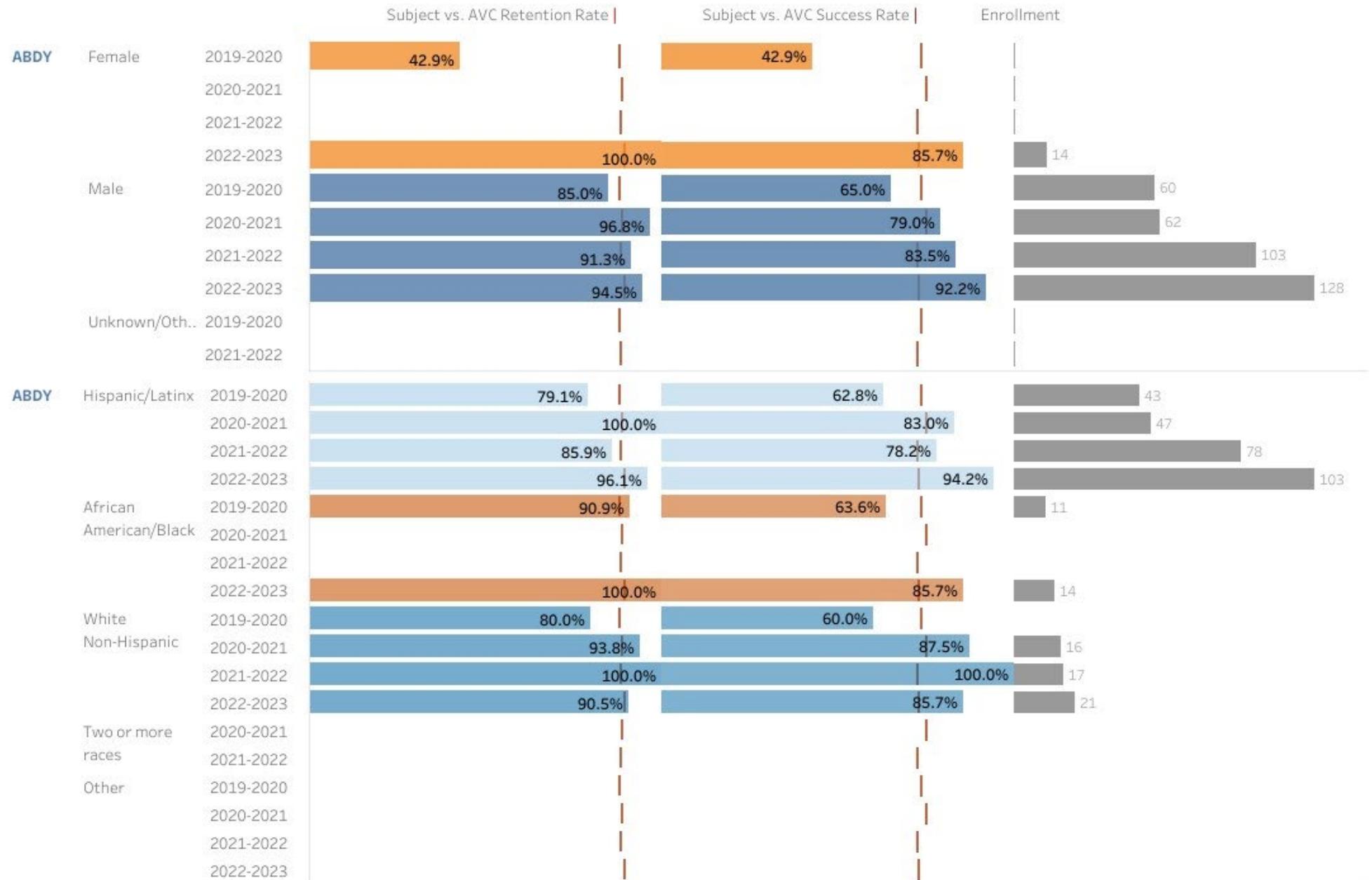- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
ABDY	Female	2019-2020	42.9%		42.9%		
		2020-2021					
		2021-2022					
		2022-2023	100.0%		85.7%		14
	Male	2019-2020	85.0%		65.0%		60
		2020-2021	96.8%		79.0%		62
		2021-2022	91.3%		83.5%		103
		2022-2023	94.5%		92.2%		128
	Unknown/Oth..	2019-2020					
		2021-2022					
ABDY	Hispanic/Latinx	2019-2020	79.1%		62.8%		43
		2020-2021	100.0%		83.0%		47
		2021-2022	85.9%		78.2%		78
		2022-2023	96.1%		94.2%		103
	African American/Black	2019-2020	90.9%		63.6%		11
		2020-2021					
		2021-2022					
		2022-2023	100.0%		85.7%		14
	White Non-Hispanic	2019-2020	80.0%		60.0%		
		2020-2021	93.8%		87.5%		16
		2021-2022	100.0%		100.0%		17
		2022-2023	90.5%		85.7%		21
	Two or more races	2020-2021					
		2021-2022					
	Other	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					

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

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

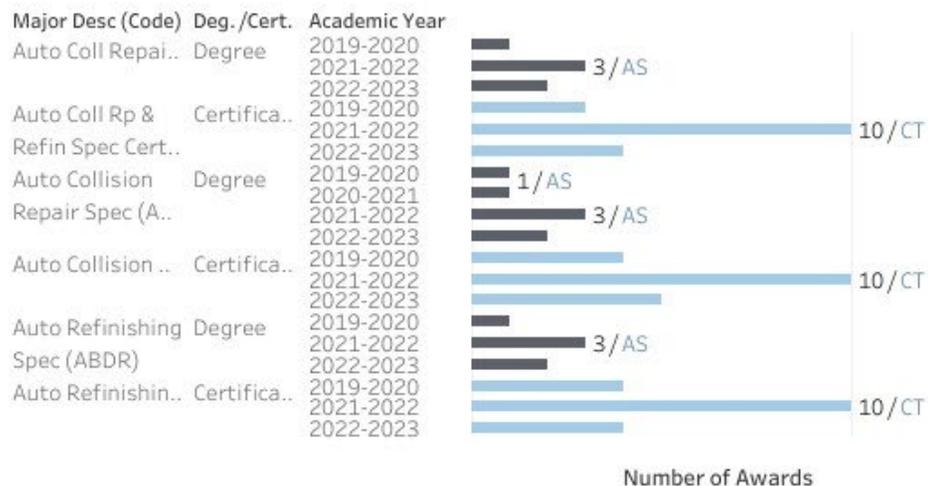| ABDY	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	79.4%	61.8%	16	68
2020-2021	94.4%	77.8%	7	72
2021-2022	89.0%	81.7%	15	109
2022-2023	95.1%	91.5%	20	142
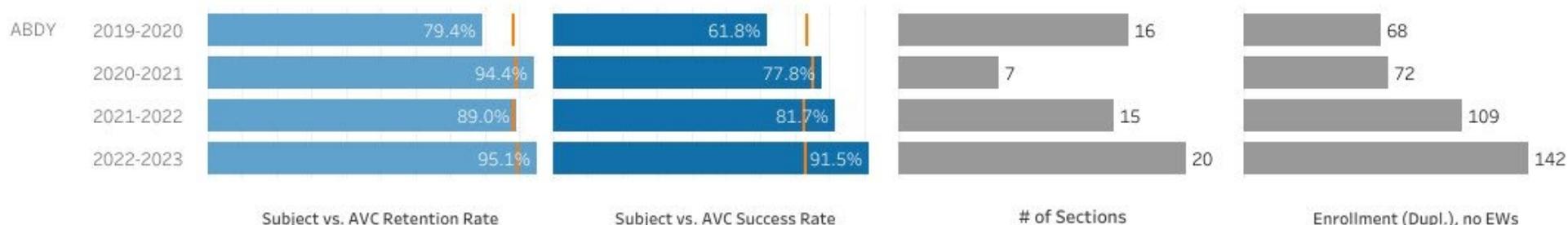
Enrollment and Number of Sections by *Modality* in ABDY

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	16	7	15	20
Enrollment	Traditional	105	72	109	142

Enrollment and Number of Sections by *Location* in ABDY

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	16	7	15	20
Enrollment	Lancaster	105	72	109	142

Number of Program Awards in Auto Coll Repair & Refin Spec (ABDC), Auto Coll Rp & Refin Spec Cert (ABD3), Auto Collision Repair Spec (ABD) and 3 more

Major Desc (Code) Deg./Cert. Academic Year

Auto Coll Repai.. Degree — 2019-2020, 2021-2022 (3/AS), 2022-2023
Auto Coll Rp & Refin Spec Cert.. Certifica.. — 2019-2020, 2021-2022 (10/CT), 2022-2023
Auto Collision Repair Spec (A.. Degree — 2019-2020, 2020-2021 (1/AS), 2021-2022 (3/AS), 2022-2023
Auto Collision .. Certifica.. — 2019-2020, 2021-2022 (10/CT), 2022-2023
Auto Refinishing Spec (ABDR) Degree — 2019-2020, 2021-2022 (3/AS), 2022-2023
Auto Refinishin.. Certifica.. — 2019-2020, 2021-2022 (10/CT), 2022-2023

Number of Awards

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1.1	0.6	1.1	1.1
FT (Regular) FTEF	1.1	1.1	1.1	1.9
TOTAL FTEF	2.2	1.7	2.2	3.0
PT/FT FTEF Ratio	1.0	0.5	1.0	0.6
FTES	24.0	17.8	26.4	32.9
FTES/FTEF Ratio	10.9	10.5	12.0	10.9
WSCH/FTEF Ratio	326.7	314.8	359.2	325.7
WSCH	720.9	535.2	792.6	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Division/Area Name: CTE/ ACRV (Air Conditioning, Refrigeration & Ventilation)	**For Planning Years: 2024-2025**
Name of person leading this review: Travis Lee	
Names of all participants in this review: Travis Lee	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
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.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis) • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis) • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Students successfully completing the Air Conditioning and/or Refrigeration program and awarded a Certificate or Degree, have found employment locally in the community, in the Facilities Department at Northrop Grumman and Lockheed, BYD, Edwards AFB, Antelope Valley and Palmdale Hospitals, local and county School districts. Students have also found employment working in LA at the UCLA Medical Center. Students enrolled in our program have also found employment with local C-20 (HVAC) and C-38 (Refrigeration) contractors, performing installation, maintenance and repair of HVAC/R systems.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
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 employees in this industry are essential workers, as they maintain facility environments, Refrigeration for preservation, and storage, not to mention comfort and indoor air quality. Changes with the refrigerants used in the HVAC/R industries have been mandated by the EPA in efforts to curb both ozone depletion potential (ODP) and GWP (global warming potential). New HC (Hydro-carbon) and HFO (Hydro-Fluoro-Olefin) refrigerants are now used in small self-contained equipment and have been approved for use in smaller self-contained equipment. These new refrigerants are labeled as an "A2L" or Non-Toxic but slightly flammable, and require a completely new approach to the handling, use, and the manufacturing of system components. Of course, we need to bring our program around to get ahead of the curve, preparing our students for the change that is to come. Then, there is the Alternative Energy Industry (Solar and Wind turbines) which has been attracting some of

our students for their fundamental electro-mechanical skills. 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.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Our program, while teaching fundamental skills still utilized in the HVACR industry, is falling behind in regard to the current technologies that are now commonplace in the industry. One example of these technologies is inverter driven refrigeration compressors in domestic refrigerators. I want our program to reflect a level of technical knowledge that is current with today's advances in the industry. I want to prepare our students for the realities of our industry's best practices.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here CTE/ACRV Advisory Meeting (Ad Hoc) 9/22/23

_ To move our students toward employment in the HVACR trade. We also need to stay current in our own field of expertise. The college at this point needs to hire a full-time instructor that can
lead this discipline.

_Separation of lab and lecture courses needed. Five-hour courses in the evening is a drag on both students and instructors. Can the college explore the idea of a fundamentals course? We also need to teach and proctor EPA Sec. 608 exams as a course in our program. Instructors should not be profiting from this process (conflict of interest). We need to hire more instructors for the ACRV
program.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	6,490	7,410
	Total	6,490	7,410

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
For SLOs reporting below the expected performance line, this program needs to implement changes as a whole to improve student performance. This program needs to modernize in the terms of using tools, materials, and methods that are in sync with today's industry. Over the last ten years, because of climate change and energy efficiency, many products and methods have changed. We are still utilizing 20-year-old methodology in our labs. It is the goal of the program to bring hands- on labs up to speed in regards to the controls and refrigerants that students will be working with in the future. This requires an investment in modern machinery and supplies; two examples would be moving away from refrigerants that have a high GWP and also using refrigeration equipment that is digitally controlled.	N/A

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
This program needs to hire a dedicated full-time instructor. The adjunct instructors would also benefit from continued education in the field in order to teach modern and current methodology.	Hiring Search Continues

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Retention/ Completion of Program Certification & Degree	ILO 1,2 & 4				EMP 1 & 3	Increase the number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselors and express to students the importance of striving for educational completion.	More students completing a certificate or degree
#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. Use new pamphlets, flyers, webpage and possible marquee space.	Increased enrollment
#3	ILO #1, 2				EMP 3 & 5	Utilize work	Faculty to work with	More students completing a

						experience/job placement to help students gain job	current CTE job placement specialist to find local	certificate or degree that gain employment.
Work Experience / Job Placement	& 4					skills and prepare them for full-time employment	businesses for possible apprenticeship /employment placement	

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Need a full-time faculty	ALL	Repeat	2	Recurring	Dean Bormann
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab
Optional:
- Other supporting data/information

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->
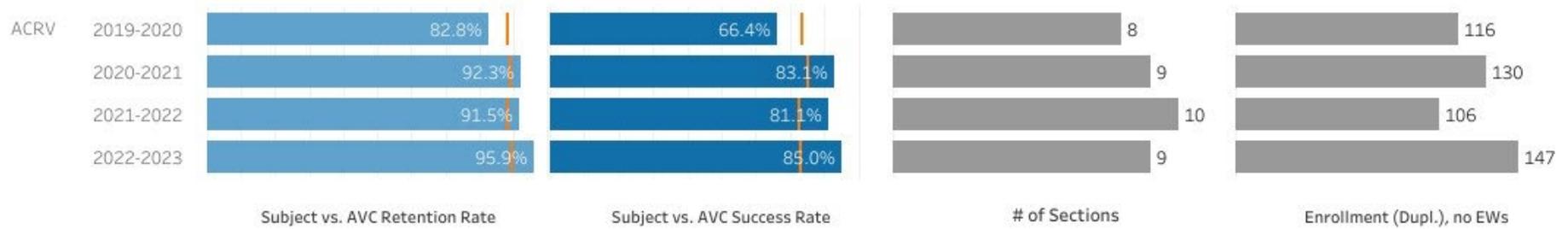
Select Subject ACRV	Select Subject again ACRV	Select Program Major(s) Multiple values	Academic Year Multiple values

Retention, Success, Number of Sections, & Enrollment in ACRV (Total AVC rates are shown as | *hover over to see data*)
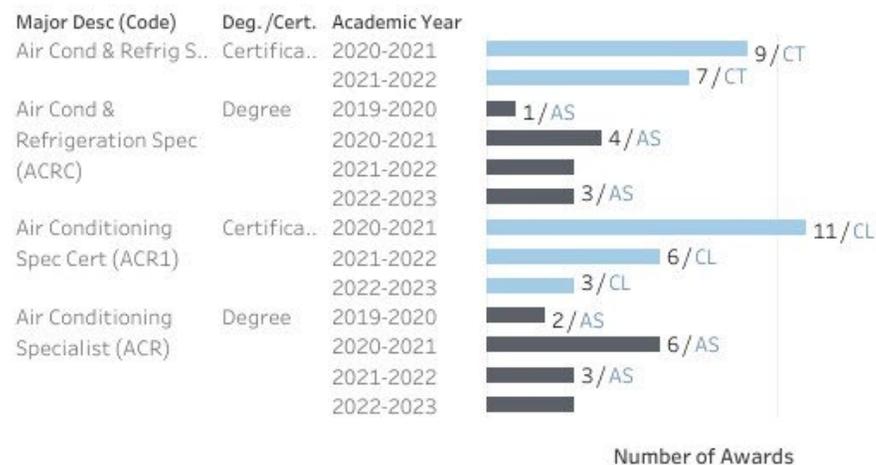
ACRV	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	82.8%	66.4%	8	116
2020-2021	92.3%	83.1%	9	130
2021-2022	91.5%	81.1%	10	106
2022-2023	95.9%	85.0%	9	147

Enrollment and Number of Sections by *Modality* in ACRV

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Other Indep Study		1		
	Traditional	8	8	10	9
Enrollment	Other Indep Study		3		
	Traditional	122	127	106	147

Enrollment and Number of Sections by *Location* in ACRV

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	8	9	10	9
Enrollment	Lancaster	122	130	106	147

Number of Program Awards in Air Cond & Refrig Spec Cert (ACR3), Air Cond & Refrigeration Spec (ACRC), Air Conditioning Spec Cert (ACR1) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Air Cond & Refrig S..	Certifica..	2020-2021	9 / CT
		2021-2022	7 / CT
Air Cond & Refrigeration Spec (ACRC)	Degree	2019-2020	1 / AS
		2020-2021	4 / AS
		2021-2022	
		2022-2023	3 / AS
Air Conditioning Spec Cert (ACR1)	Certifica..	2020-2021	11 / CL
		2021-2022	6 / CL
		2022-2023	3 / CL
Air Conditioning Specialist (ACR)	Degree	2019-2020	2 / AS
		2020-2021	6 / AS
		2021-2022	3 / AS
		2022-2023	

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

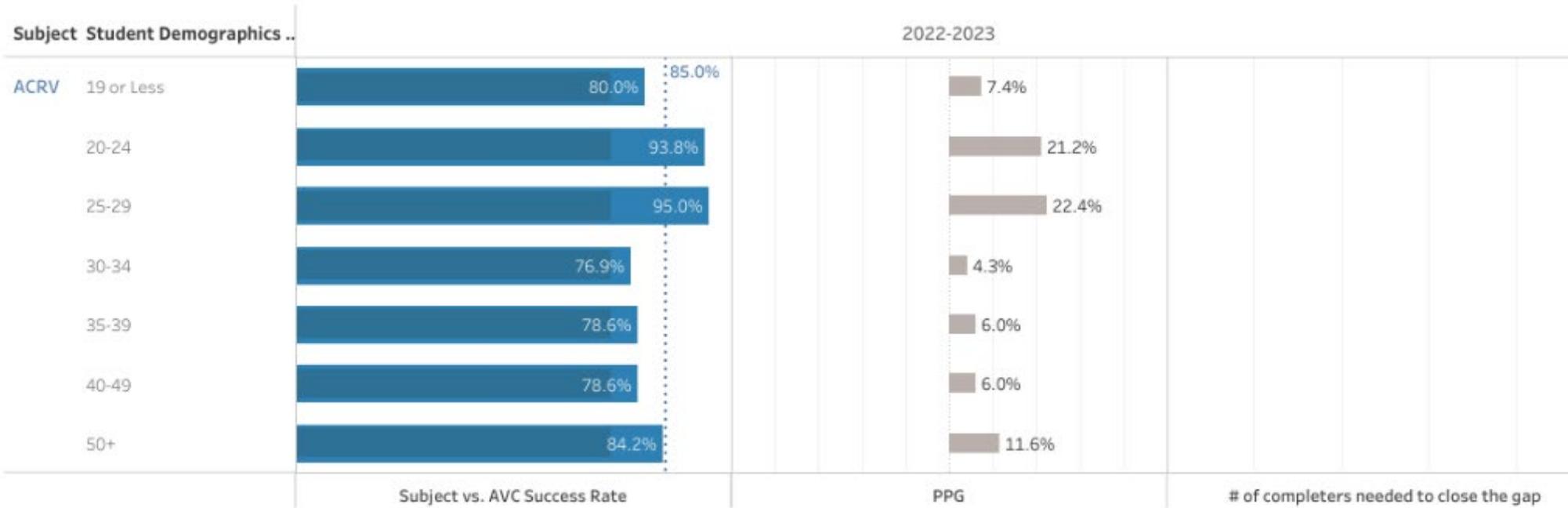|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1.7	1.7	1.1	2.8
FT (Regular) FTEF	1.1	0.6	0.6	
TOTAL FTEF	2.8	2.3	1.7	2.8
PT/FT FTEF Ratio	1.5	2.8	2.0	
FTES	28.2	21.6	11.5	31.9
FTES/FTEF Ratio	10.2	9.4	7.0	11.5
WSCH/FTEF Ratio	306.0	282.1	208.6	345.5
WSCH	844.5	648.9	346.2	

Click here to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. ACRV Annual SR (dotted line)

Subject	Student Demographics ..	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
ACRV	19 or Less	80.0%	7.4%	
	20-24	93.8%	21.2%	
	25-29	95.0%	22.4%	
	30-34	76.9%	4.3%	
	35-39	78.6%	6.0%	
	40-49	78.6%	6.0%	
	50+	84.2%	11.6%	

2022-2023 — dotted line 85.0%

In 2022-2023, ACRV's Success Rate was 85.0% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 12.4%

In ACRV, 147 was the enrollment count (duplicated headcount) (only shows if *n* > 10)

If there is a Disproportionate impact (**PPG is negative**), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, (147 * |12.4%|)=**18**. it means that 18 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:

- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	Enrollment
ACRV	Female	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
	Male	2019-2020	82.0%	66.7%	111
		2020-2021	92.1%	82.7%	127
		2021-2022	93.9%	82.8%	99
		2022-2023	95.8%	84.6%	143
	Unknown/Oth..	2021-2022			
		2022-2023			
ACRV	Hispanic/Latinx	2019-2020	85.7%	71.4%	63
		2020-2021	95.0%	82.5%	80
		2021-2022	93.8%	85.9%	64
		2022-2023	99.0%	93.1%	102
	African American/Black	2019-2020	80.0%	50.0%	
		2020-2021			
		2021-2022	90.9%	54.5%	11
		2022-2023	94.1%	47.1%	17
	White Non-Hispanic	2019-2020	78.6%	57.1%	28
		2020-2021	91.3%	91.3%	23
		2021-2022	94.4%	88.9%	18
		2022-2023	93.8%	87.5%	16
	Two or more races	2019-2020			
		2020-2021	90.9%	90.9%	11
		2021-2022	72.7%	63.6%	11
		2022-2023			
	Other	2019-2020	75.0%	75.0%	12
		2020-2021			
		2021-2022			
		2022-2023			

Fall 2023 Program Review Report

Division/Area Name: CTE/Aeronautical Science & Technology/AERO	For Planning Years: 2024-2025
Name of person leading this review: Jack R. Halliday and Dr. Maria Clinton –Houck	
Names of all participants in this review: Jack R. Halliday, Samuel Padilla, Dave Champieux, Doug Nuckolls	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The Airframe and Powerplant Program contributes to the college mission as a career technical program. The program offers three associate degrees and three certificates to the students upon completion of the program. In addition, the program is also part of the college's baccalaureate degree in Airframe Manufacturing Technology.

Part 2A: Analyze the program review data ([retrieval instructions](#)), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis)   • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?   • What are the trends for the number of awards granted? Are the number of awards going up or down?   Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)   • Which racial/ethnic student groups complete their courses at the highest rates?   • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The AERO Program trains students the necessary and essential skills to be successful in the aviation maintenance industry. These skills and work habits will help them to be successful in other related career paths as well. The purchase of two regional jets has helped the students gain real-world training on up-to-date aircraft and aircraft systems.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Update curriculum and projects to meet the new FAA FAR 147 standards and the new jet aircraft systems. The FAA sets the standards on how this program is run and the curriculum that must be taught to maintain its certification. Equity gaps not identified in the Program Review Data.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The AERO Program strives to produce the finest technicians possible. We are considered one of the best Airframe and Powerplant schools in California, providing technicians to the industry with the training necessary to be successful and productive. The desired future is still the same as last year, to expand the facility to accommodate a higher student enrollment, providing more trained technicians to the industry that has a projected 12,000 shortfall of technicians in the next ten years. In order to accomplish program improvement, we project a need for another aircraft hangar approximately 20,000 square feet, on the West side of our existing hanger, for the storage of our current aircraft and anticipated donation aircraft. Also, this new hanger facility would house the newly created aircraft welding discipline that has no location as yet. Based on student demand, in order to expand the AERO Program, additional classrooms, additional hanger space, additional composite labs, additional training equipment, additional full-time instructor and assistant are needed. Estimated cost $20,000,000.00
Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Still the same: Advisory Committee recommendations are to add an Avionics Technician Program, a Metrology (precision measuring) Program, and a Low Observable Technology Program to enhance the abilities of the students.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493011	Aircraft Mechanics and Service Technicians	14,100	12,370
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	3,300	2,020
492091	Avionics Technicians	1,700	1,230
	Total	19,100	15,620

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Update Electronic Training Equipment	Equipment Purchased and Installed
Update Runnable Jet Engine & Systems	Purchased 2 Jet Aircraft
Purchase Aerotrain to help students pass written exams conducted by FAA	Students are utilizing Aerotrain to prepare for FAA exams

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Update Curriculum based on new 147 Rules	Still updating curriculum per new FAA 147 requirements
Purchase Electronic Flight Information System	Purchased 2 Jet Aircraft with updated flight systems – but still assessing if these systems in the jet aircraft meet all the requirements of the new 147 requirements.
Expansion of Facilities	None

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 1. Communication				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	The FAA has updated the regulations related to A&P schools. The update allows students to gain	Instructors have made minor updates to the curriculum to match these regulations.	Demonstrates analytical reading and writing skills including research, quantitative and qualitative

#	ILO				Goal			
						skills and training to meet the changing industry standards.		evaluation, and synthesis. Demonstrates listening and speaking skills that result in focused and coherent communications
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts	By purchasing updated equipment that enhance their skills in all aspects of aviation maintenance.	Evaluating students on performance and knowledge retainability.
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Discuss with the students, tips to taking the exams. Assisting them with good study habits to help in their success in taking the tests.	By increasing the number of students that take and pass the FAA written/oral and practical exams
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Will need additional faculty in the future for expansion and curriculum development	Expansion of Facilities	Repeat	$200,000	Recurring	Alfred Brubaker
Physical/Facilities	Will need additional hangar and classrooms, offices at Fox Field Location for expansion	Expansion of Facilities	Repeat	$20,000,000	One-time	Alfred Brubaker
Professional development	Will need training on new systems per new 147 requirements	Expansion of Facilities	Repeat	$10,000 to $25,000	Recurring	Alfred Brubaker
Supplies	To equip facilities for student learning. Tools, workbenches, materials.	Program Expansion	New	$5,000,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

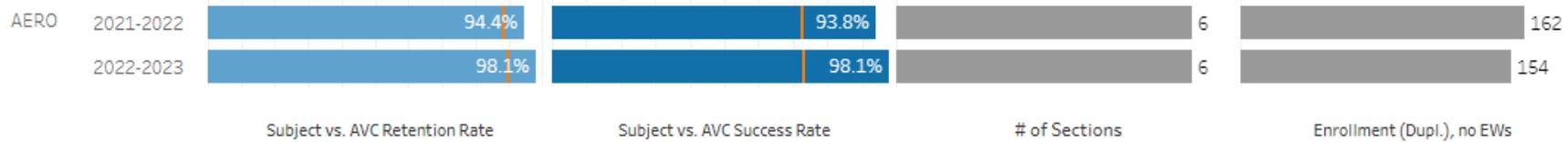Optional:
- Other supporting data/information

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
AERO ▼	AERO ▼	(Multiple values) ▼	(Multiple values) ▼

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

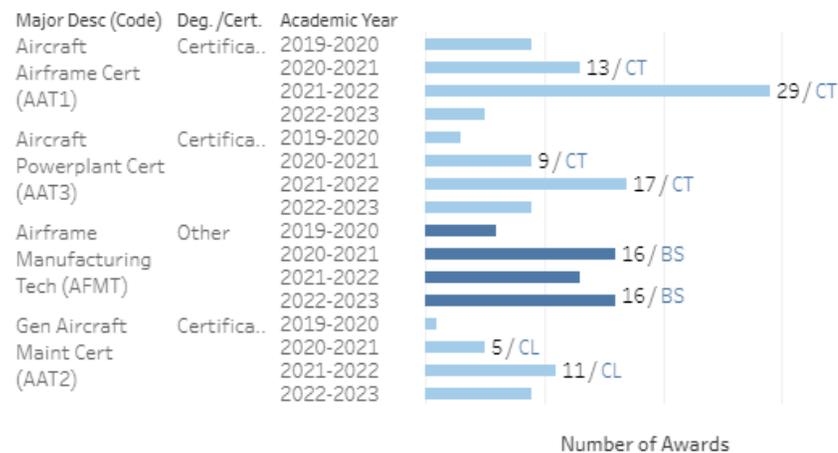| AERO		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
	2021-2022	94.4%	93.8%	6	162
	2022-2023	98.1%	98.1%	6	154

Enrollment and Number of Sections by *Modality* in AERO

	Instr. Method	2021-2022	2022-2023
Number of Sections	Traditional	6	6
Enrollment	Traditional	162	154

Enrollment and Number of Sections by *Location* in AERO

	Location	2021-2022	2022-2023
Number of Sections	Lancaster [Off Campus]	6	6
Enrollment	Lancaster [Off Campus]	162	154

Number of Program Awards in Aircraft Airframe Cert (AAT1), Aircraft Powerplant Cert (AAT3), Airframe Manufacturing Tech (AFMT) and 1 more

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards
Aircraft Airframe Cert (AAT1)	Certifica..	2019-2020	
		2020-2021	13 / CT
		2021-2022	29 / CT
		2022-2023	
Aircraft Powerplant Cert (AAT3)	Certifica..	2019-2020	
		2020-2021	9 / CT
		2021-2022	17 / CT
		2022-2023	
Airframe Manufacturing Tech (AFMT)	Other	2019-2020	
		2020-2021	16 / BS
		2021-2022	
		2022-2023	16 / BS
Gen Aircraft Maint Cert (AAT2)	Certifica..	2019-2020	
		2020-2021	5 / CL
		2021-2022	11 / CL
		2022-2023	

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

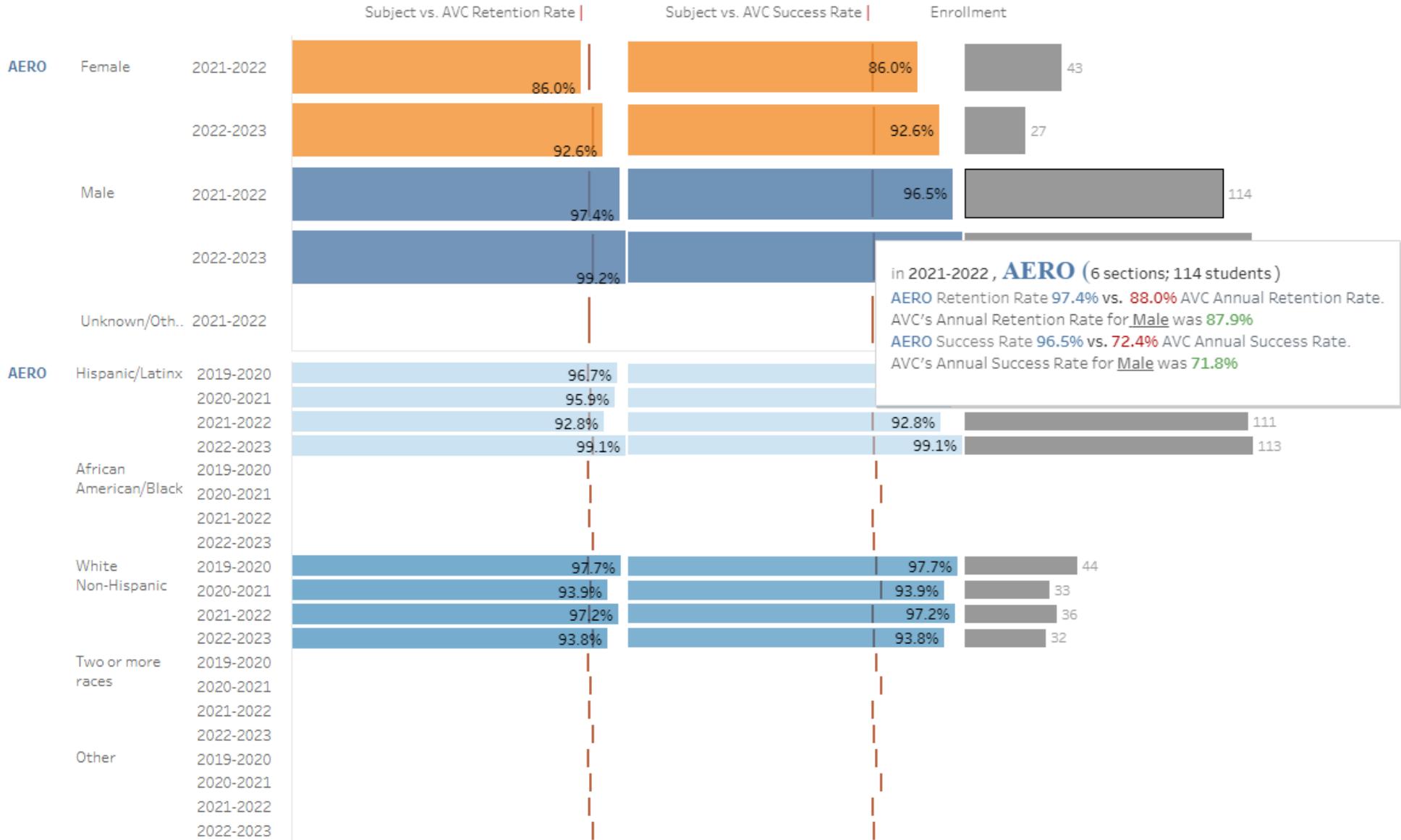|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1			
FT (Regular) FTEF	1	3	3	3
TOTAL FTEF	3	3	3	3
PT/FT FTEF Ratio	1	0	0	0
FTES	45	45	48	47
FTES/FTEF Ratio	17	17	17	17
WSCH/FTEF Ratio	497	505	525	515
WSCH	1,364	1,364	1,442	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)
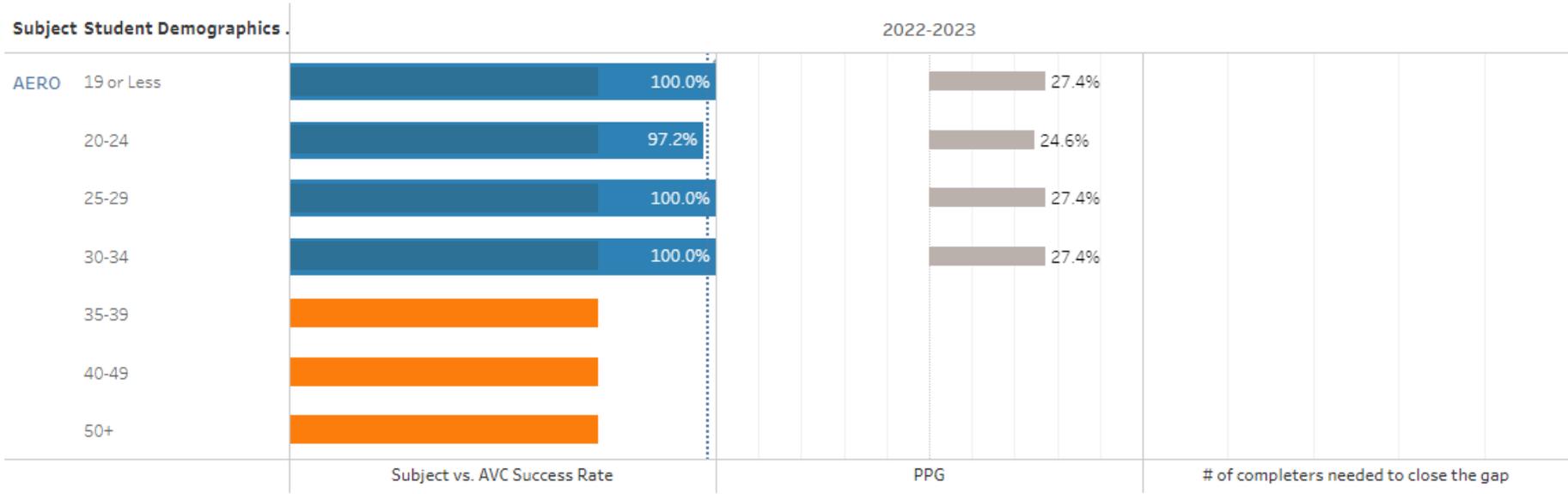
If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
AERO	Female	2021-2022	86.0%		86.0%		43
		2022-2023	92.6%		92.6%		27
	Male	2021-2022	97.4%		96.5%		114
		2022-2023	99.2%				
	Unknown/Oth..	2021-2022					
AERO	Hispanic/Latinx	2019-2020	96.7%				
		2020-2021	95.9%				
		2021-2022	92.8%		92.8%		111
		2022-2023	99.1%		99.1%		113
	African American/Black	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					
	White Non-Hispanic	2019-2020	97.7%		97.7%		44
		2020-2021	93.9%		93.9%		33
		2021-2022	97.2%		97.2%		36
		2022-2023	93.8%		93.8%		32
	Two or more races	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					
	Other	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					

in 2021-2022 , **AERO** (6 sections; 114 students)
AERO Retention Rate 97.4% vs. 88.0% AVC Annual Retention Rate.
AVC's Annual Retention Rate for Male was 87.9%
AERO Success Rate 96.5% vs. 72.4% AVC Annual Success Rate.
AVC's Annual Success Rate for Male was 71.8%

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. AERO Annual SR (dotted line)

Subject	Student Demographics	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
AERO	19 or Less	100.0%	27.4%	
	20-24	97.2%	24.6%	
	25-29	100.0%	27.4%	
	30-34	100.0%	27.4%	
	35-39			
	40-49			
	50+			

In 2022-2023, AERO's Success Rate was 98.1% vs. AVC's Annual rate of 72.6%

Fall 2023 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/ AFAB	**For Planning Years: 2024-2025**
Name of person leading this review: Dr. Maria Clinton-Houck	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Aircraft Fabrication & Assembly Technician and the Advanced Aircraft Structures programs 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.

Part 2A: Analyze the program review data **(**retrieval instructions**), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:**

Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

AFAB courses provide the necessary skills and knowledge to meet current employer demands and requirements for entry level positions. The number of AFAB degrees and certificates (AFAB & AFX) awarded has decreased since last year's report, this could be because students are not being encouraged to apply for the certificates. Success and retention rates in AFAB courses are higher than AVC rates and stay relatively the same (over 90%) for both markers. Contributing to the success rates for this program are the close partnerships with industry and the ability to provide students with the necessary training and education to be successful by maintaining industry standards.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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 Technical Center, and Fox Field) and housekeeping is imperative to the success of the program. At least 2 additional full-time faculty are needed to keep up with industry demand for sections and new programs. Industry has requested the following new certificate programs: Electrical, Precision Measurements, Low Observable and Aircraft Painting. Per Program Review Data there was not any equity gaps identified for the AFAB program.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The world's leading aeronautical programs that continues to meet industry demands for qualified aviation technicians in a variety of aviation fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Advisory committee recommendations were the same: to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite, Aerospace Electrician, and Precision Measurements.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Please note that this data is often not accurate due to aircraft employers issuing one job requisition for 100 applicants.

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493011	Aircraft Mechanics and Service Technicians	14,100	12,370
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	3,300	2,020
492091	Avionics Technicians	1,700	1,230
173026	Industrial Engineering Technicians	5,000	5,310
	Total	24,100	20,930

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Discovery Metrology and NDI Lab fully functional	Metrology & NDI Lab still not fully functional
Renovate Existing Composite & Structures Labs	1 Composite Lab (EL123/125) has been renovated only, the other 3 have not
More Full-Time and Adjunct Faculty	1 full time faculty has been hired
Development of new programs requested by industry	In the research stage

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Facilities- The renovation and improvement on existing programs, funding to continue to run these programs and facilities needed for these programs, all the new programs that industry is requesting will need facilities and tooling and equipment	1 Composite Lab (EL123/125) has been renovated only, the other 3 have not. New facilities funding has not been secured.

Coordinator Supervisor - this is a must, if the program is going to continue to grow, and if new certificate programs are going to be developed, per industry request.	Nothing
Implement new certificate programs – This is currently being done with new programs being placed on the schedule (spring 2023) due to delays in the Discovery Building.	In research stage, and awaiting facility identification
Faculty – new faculty to teach the new programs requested by industry	1 full time faculty has been hired

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	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 work and projects. The AFAB program needs to renovate and improve on the existing labs at the AVC campus. In addition, new tooling and equipment needs to be purchased as well as new labs for the new certificate programs	Continue to work with advisory committee and recommendations to update labs -Continue to apply for grant funding to support lab renovations and new lab development for existing and new certificate programs.	This is an ongoing goal, as industry is constantly changing with new technology.
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	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. In addition, 4 new programs	-Request and develop a coordinator or supervisor position for the AST Department	When coordination of new programs are adequately covered and grow.

						are being added to the department that will also have these aforementioned needs		
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Industry has identified needs for new programs/certificates and the AST Department needs to be - Implement courses and programs. Schedule new offering for spring 2022 and fall 2022. 26 prepared to address these needs. The AST department will need to identified labs, equipment, tooling, and faculty for these new programs that can prepare our students for the workforce.	Continue to develop and Implement courses and programs.	This is an ongoing goal, as industry is constantly changing with new technology.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Will need additional faculty in the future for expansion of programs	Meet Industry Demands	Repeat	$200,000	Recurring	Alfred Brubaker
Physical/Facilities	Will need to continue to renovate current labs and additional hangar and classrooms, offices at Fox Field Location for expansion of programs	Meet Industry Demands	Repeat	$500,000 for renovations	One-time	Alfred Brubaker
Professional development	Will need training for new and existing programs	Meet Industry Demands	Repeat	$10,000 to $25,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
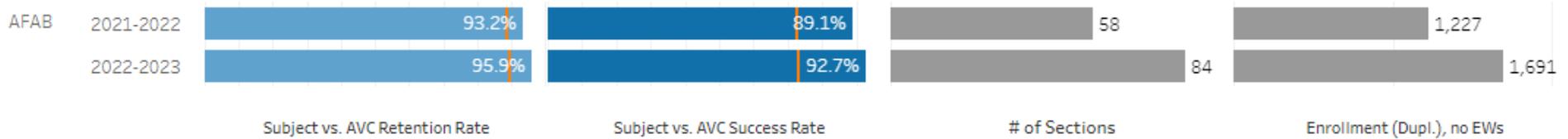- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
AFAB ▼	AFAB ▼	(Multiple values) ▼	(Multiple values) ▼

Retention, Success, Number of Sections, & Enrollment in AFAB (Total AVC rates are shown as │ *hover over to see data*)
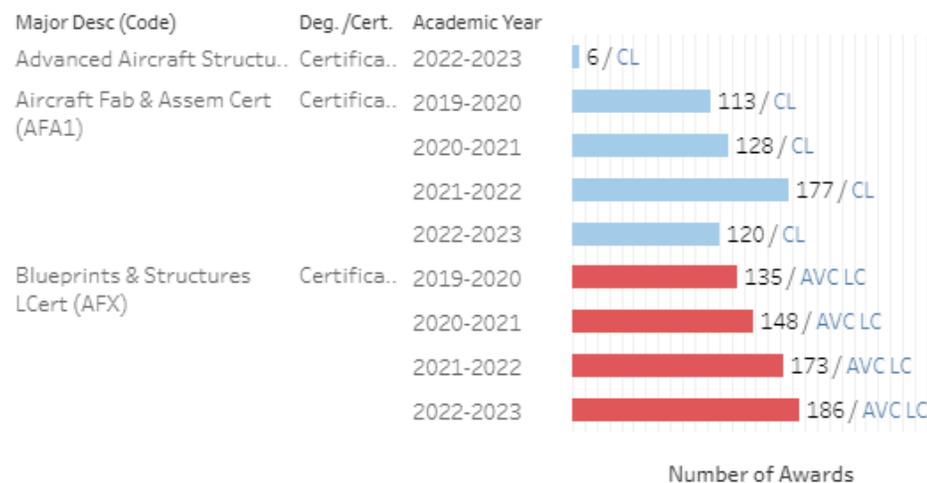
		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
AFAB	2021-2022	93.2%	89.1%	58	1,227
	2022-2023	95.9%	92.7%	84	1,691

Enrollment and Number of Sections by *Modality* in AFAB

	Instr. Method	2021-2022	2022-2023
Number of Sections	Traditional	58	84
Enrollment	Traditional	1,228	1,691

Enrollment and Number of Sections by *Location* in AFAB

	Location	2021-2022	2022-2023
Number of Sections	Lancaster	41	42
	Lancaster [O..	3	6
	Palmdale	13	35
	Palmdale [Of..	1	1
Enrollment	Lancaster	845	838
	Lancaster [O..	51	100
	Palmdale	311	734
	Palmdale [Of..	21	19

Number of Program Awards in Advanced Aircraft Structures (AAS), Aircraft Fab & Assem Cert (AFA1), Blueprints & Structures LCert (AFX)

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards
Advanced Aircraft Structu..	Certifica..	2022-2023	6 / CL
Aircraft Fab & Assem Cert (AFA1)	Certifica..	2019-2020	113 / CL
		2020-2021	128 / CL
		2021-2022	177 / CL
		2022-2023	120 / CL
Blueprints & Structures LCert (AFX)	Certifica..	2019-2020	135 / AVC LC
		2020-2021	148 / AVC LC
		2021-2022	173 / AVC LC
		2022-2023	186 / AVC LC

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

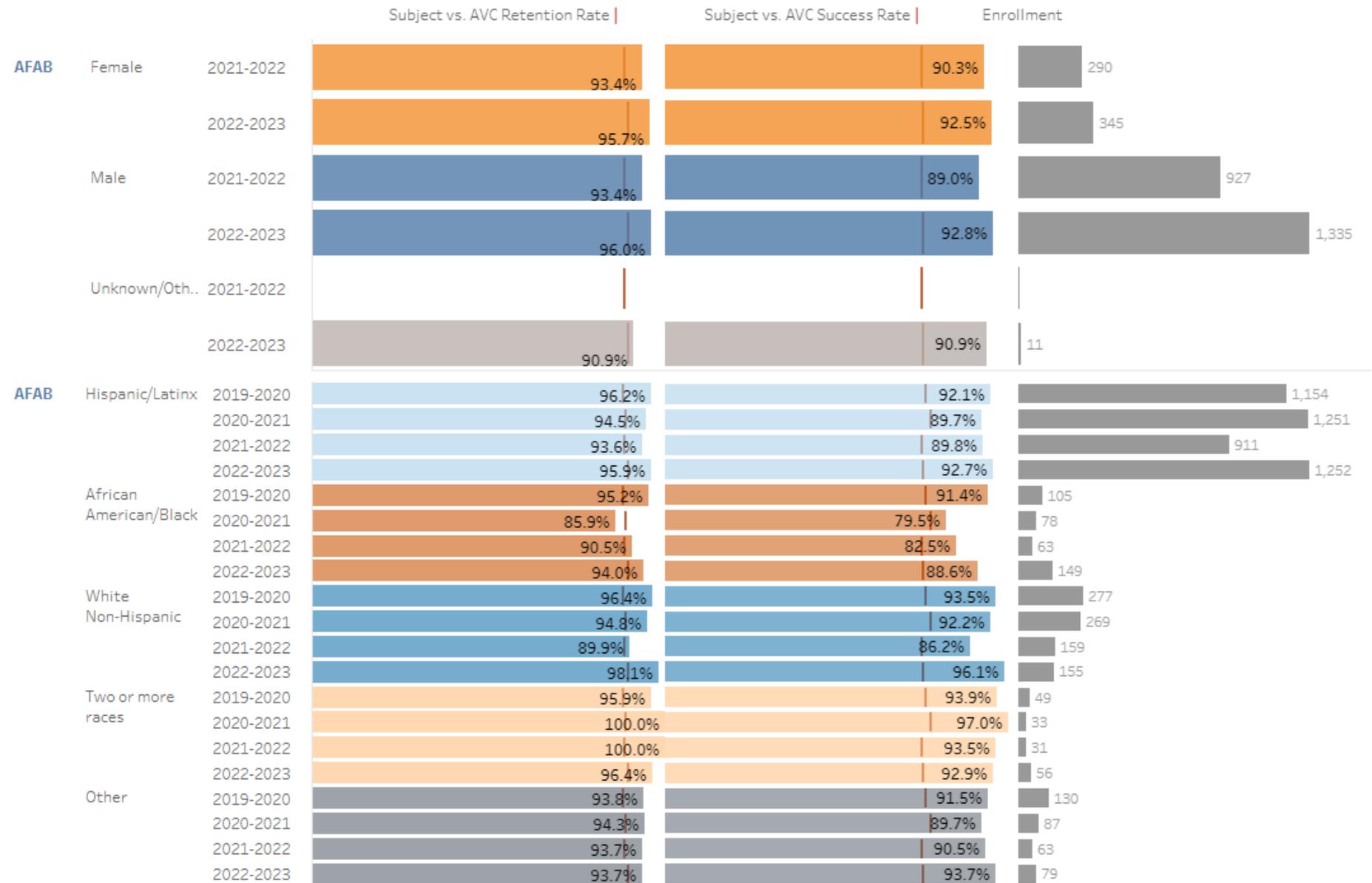|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	10	11	7	11
FT (Regular) FTEF	3	2	3	4
FT (Overload) FTEF	1	1	1	3
TOTAL FTEF	14	14	11	18
PT/FT FTEF Ratio	3	5	3	3
FTES	172	161	111	163
FTES/FTEF Ratio	12	11	10	9
WSCH/FTEF Ratio	358	337	299	270
WSCH	5,161	4,820	3,328	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)
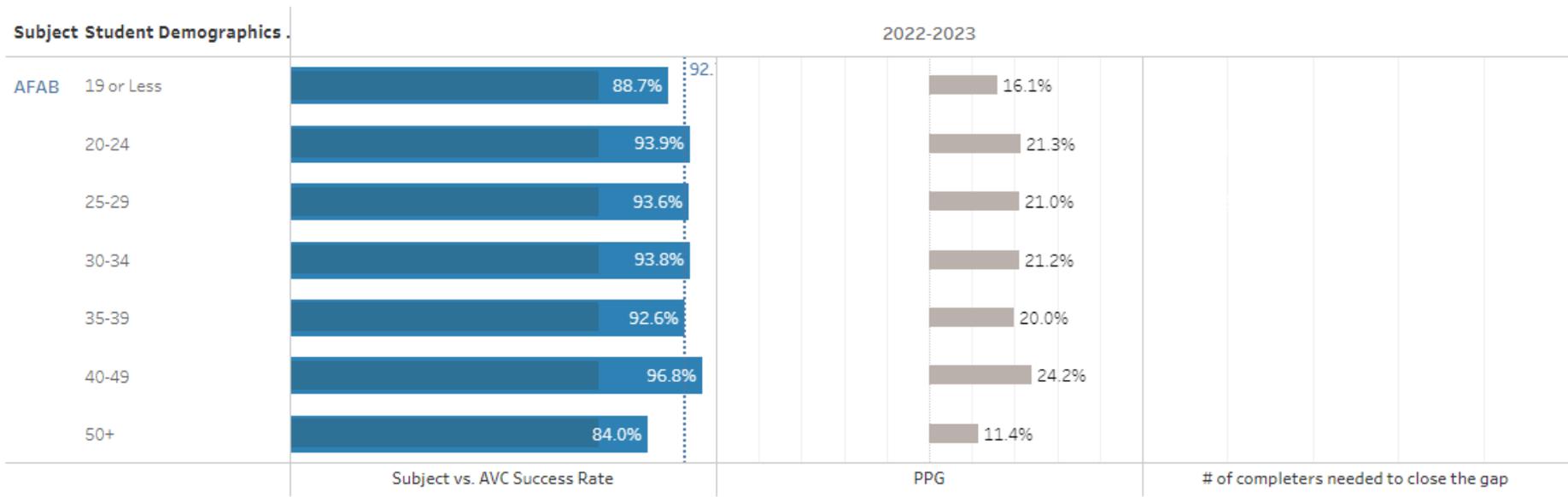
If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate |	Subject vs. AVC Success Rate |	Enrollment
AFAB	Female	2021-2022	93.4%	90.3%	290
		2022-2023	95.7%	92.5%	345
	Male	2021-2022	93.4%	89.0%	927
		2022-2023	96.0%	92.8%	1,335
	Unknown/Oth..	2021-2022			
		2022-2023	90.9%	90.9%	11
AFAB	Hispanic/Latinx	2019-2020	96.2%	92.1%	1,154
		2020-2021	94.5%	89.7%	1,251
		2021-2022	93.6%	89.8%	911
		2022-2023	95.9%	92.7%	1,252
	African American/Black	2019-2020	95.2%	91.4%	105
		2020-2021	85.9%	79.5%	78
		2021-2022	90.5%	82.5%	63
		2022-2023	94.0%	88.6%	149
	White Non-Hispanic	2019-2020	96.4%	93.5%	277
		2020-2021	94.8%	92.2%	269
		2021-2022	89.9%	86.2%	159
		2022-2023	98.1%	96.1%	155
	Two or more races	2019-2020	95.9%	93.9%	49
		2020-2021	100.0%	97.0%	33
		2021-2022	100.0%	93.5%	31
		2022-2023	96.4%	92.9%	56
	Other	2019-2020	93.8%	91.5%	130
		2020-2021	94.3%	89.7%	87
		2021-2022	93.7%	90.5%	63
		2022-2023	93.7%	93.7%	79

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. **AVC Annual SR (orange bar)** vs. AFAB Annual SR (dotted line)

Subject	Student Demographics	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
AFAB	19 or Less	88.7%	16.1%	
	20-24	93.9%	21.3%	
	25-29	93.6%	21.0%	
	30-34	93.8%	21.2%	
	35-39	92.6%	20.0%	
	40-49	96.8%	24.2%	
	50+	84.0%	11.4%	

2022-2023 (dotted line at 92)

In 2022-2023, AFAB's Success Rate was 92.7% vs. AVC's Annual rate of 72.6%

Division/Area Name: CTE/Aeronautical Science & Technology/AFMT	For Planning Years: 2024-2025
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Airframe Manufacturing Technology Program (AFMT) contributes to the college mission as a career technical program by providing the local aerospace industry student with an advanced understating of production, logistic and management tailored for efficient aircraft production.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis) • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis) • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Students from AFAB and AFMT are well-prepared to meet the expectations of their employers. They receive training in two primary areas of aircraft production: structures and composite fabrication. The AFMT program further enhances these skills by introducing advanced composite techniques, Lean manufacturing, and program management strategies essential for pivotal roles in the aerospace industry. The Fox Field facility offers students hands-on experience with a variety of airframes, engine types, and aircraft systems. AFMT students delve into the theoretical operations of aircraft systems and subsequently apply that knowledge on fully operational aircraft.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
We must keep our curriculum current to align with the demands of the aerospace industry. Additionally, we should contemplate offering a part-time track for students who are unable to attend on a full-time basis.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Our program has established itself as a model for diversity and inclusion, earning accolades for its inclusive approach. My vision is for the program to become known for its life-changing impact on students and for creating opportunities that foster generational change. This year, we will initiate the process of ABET accreditation. As our program grows and expands, it's important to consider introducing a daytime track to make our program more accessible to interested students. We must also continue to expand our facilities to support increased enrollment, thereby supplying the industry with more trained Mechanical Engineers (ME), Industrial Engineers (IE), Quality Assurance inspectors, managers, and supervisors.
Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Advisory committee recommendations (3/29/2022) were to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite,

Aerospace Electrician, and Precision Measurements.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to Top Code(s):

095050 *Aircraft Fabrication*

Geography: Los Angeles County
Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings[1]
173026	Industrial Engineering Technicians	1,030	1,000
	Total	1,030	1,000

Table Generated on 11/6/2023 2:24:31 PM

[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Discovery Metrology and NDI Lab fully functional	Due to logistical issues and facility constraints, the metrology and non-destructive inspection (NDI) equipment have not yet been received /or installed by the facilities team.
Renovate Existing Composite & Structures Labs	1 Composite Lab (EL123/125) has been renovated only, the other 3 have not
More Full-Time and Adjunct Faculty	1 Full-Time faculty has been hired, and 1 Full-Time is in the interview stage.
Development of new programs requested by industry	We are in the process of researching the potential implementation of a complex and game changing program.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Facilities: Renovations and improvements are underway for existing programs, along with securing funding to ensure their continued operation. Additionally, the new programs requested by the industry will require dedicated facilities, as well as appropriate tooling and equipment. The AFMT program utilizes both the AFAB labs at the AVC and Palmdale Technical Center as well as the AERO facility at Fox Field Airport.	Due to logistical challenges and limitations within our facilities, we have not yet received or installed the metrology and non-destructive inspection (NDI) equipment. Moreover, only one Composite Lab (EL123/125) has undergone renovation; the remaining three are still awaiting updates. As discussed in the AFAB Program Review we are scheduled to renovate the AVC campus AFAB labs, which the AFMT program will utilize.
Program Marketing	We've made progress in marketing the students in our program. Nonetheless, further marketing efforts are necessary to maintain the program's growth. It's my hope that we fully capitalize on the opportunity presented by the Los Angeles Times article that featured our program.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	X	X		Goal 5: Align instructional programs to the skills identified by the labor market	Students require the appropriate knowledge and skills to be employable and succeed in the workforce. This entails not only access to theoretical classroom instruction but also to practical experience through shop/lab work and projects. The Airframe Manufacturing Technology (AFMT) makes use of the AFAB labs. Consequently, there is a need for the AFAB program to renovate and enhance the existing labs at the AVC campus to meet these educational requirements.	We should continue collaborating with the advisory committee, taking their recommendations to develop additional programs and update our labs. Additionally, we must pursue ABET accreditation and persist in seeking grant funding, which is essential for both renovating existing labs and developing new ones for our current and upcoming certificate programs.	This is an ongoing goal, as industry is constantly changing with new technology.

| #2 | ILO 2. Creative, Critical, and Analytical Thinking | | | | | Goal 5: Align instructional programs to the skills identified by the labor market | The aerospace industry is dynamic and rapidly evolving, continuously introducing new processes, procedures, and advanced technologies to create state-of-the-art 5th and 6th generation aircraft. Such an environment demands advanced critical thinking and analytical problem-solving skills. Leaders in this field must proactively identify potential operational and production issues to prevent costly delays and damage. Additionally, they need to stay ahead of industry trends, invest in continuous improvement, and foster innovation to maintain a competitive edge. | To equip our students for success in the dynamic and rapidly evolving aerospace industry, we need to prioritize the following areas:

Education and Training: We should provide specialized training programs that are current with the latest aerospace technologies, processes, and procedures. This could include partnerships with industry leaders for up-to-date knowledge and practices.

Critical Thinking and Problem-Solving: Our curriculum must include training that sharpens critical thinking and analytical problem-solving skills. This can be achieved through simulation exercises, case studies, and strategic games that mimic real-world challenges.

Continuous Improvement: Adopting continuous improvement methodologies, such as Six Sigma or Lean Manufacturing, is essential. This approach will help streamline production processes and enhance efficiency, giving students practical tools for workplace effectiveness. | This is an ongoing goal, as industry is constantly changing with new technology, processes and procedures. |

							Risk Management: Students need to grasp the principles of risk management as they pertain to the aerospace industry. Teaching them to identify potential operational and production issues via case studies, simulations, and hands-on projects is key. Additionally, they should be trained to perform regular evaluations, report findings, and use predictive analytics to prevent and address risks. **Regulatory Compliance:** A deep understanding of industry regulations and standards is non-negotiable. Students must be taught to navigate the complex regulatory environment of aerospace to ensure compliance and uphold the integrity of production processes. In addition to these focal points, we should also emphasize the importance of soft skills such as communication, teamwork, and adaptability. Ensuring that our students are well-rounded will further their potential to become leaders in the aerospace field.	
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Will need additional faculty in the future for expansion of programs	Expansion of Facilities	Repeat	200,000	Recurring	Alfred Brubaker
Physical/Facilities	Will need additional hangar and classrooms, offices at Fox Field Location for expansion	Expansion of Facilities	Repeat	$500,000 for renovations	One-time	Alfred Brubaker
Professional development	Will need training for new and existing programs	Expansion of Facilities	Repeat	$10,000 to $25,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->
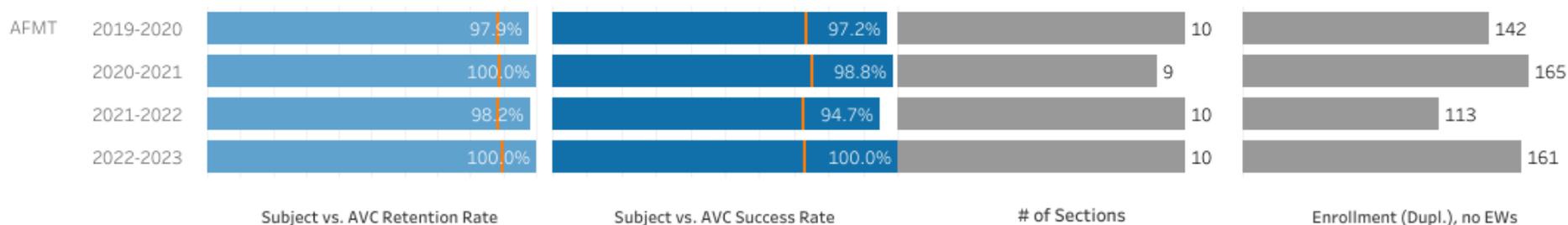
Select Subject	Select Subject again	Select Program Major(s)	Academic Year
AFMT	AFMT	Airframe Manufacturing Tech (AFMT)	Multiple values

Retention, Success, Number of Sections, & Enrollment in AFMT (Total AVC rates are shown as │ *hover over to see data*)
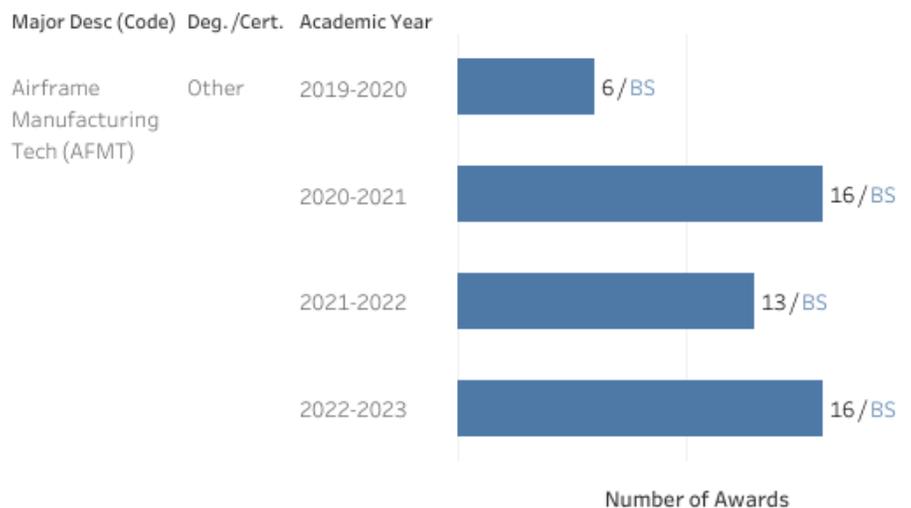
AFMT	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	97.9%	97.2%	10	142
2020-2021	100.0%	98.8%	9	165
2021-2022	98.2%	94.7%	10	113
2022-2023	100.0%	100.0%	10	161

Enrollment and Number of Sections by *Modality* in AFMT

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	10	9	10	10
Enrollment	Traditional	142	165	113	161

Enrollment and Number of Sections by *Location* in AFMT

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	10	6	5	3
	Lancaster [O..		2	3	5
	Palmdale		1	2	2
Enrollment	Lancaster	142	99	54	40
	Lancaster [O..		44	29	82
	Palmdale		22	30	39

Number of Program Awards in Airframe Manufacturing Tech (AFMT)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Airframe Manufacturing Tech (AFMT)	Other	2019-2020	6 / BS
		2020-2021	16 / BS
		2021-2022	13 / BS
		2022-2023	16 / BS

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.4	0.4	0.5	0.5
FT (Regular) FTEF	0.4	0.6	0.5	0.7
FT (Overload) FTEF	0.1		0.1	
TOTAL FTEF	1.0	1.0	1.2	1.2
PT/FT FTEF Ratio	1.0	0.7	1.0	0.8
FTES	5.5	13.5	6.0	8.7
FTES/FTEF Ratio	5.4	13.5	5.0	7.3
WSCH/FTEF Ratio	161.6	405.0	150.0	217.5
WSCH	163.8	405.0	180.0	

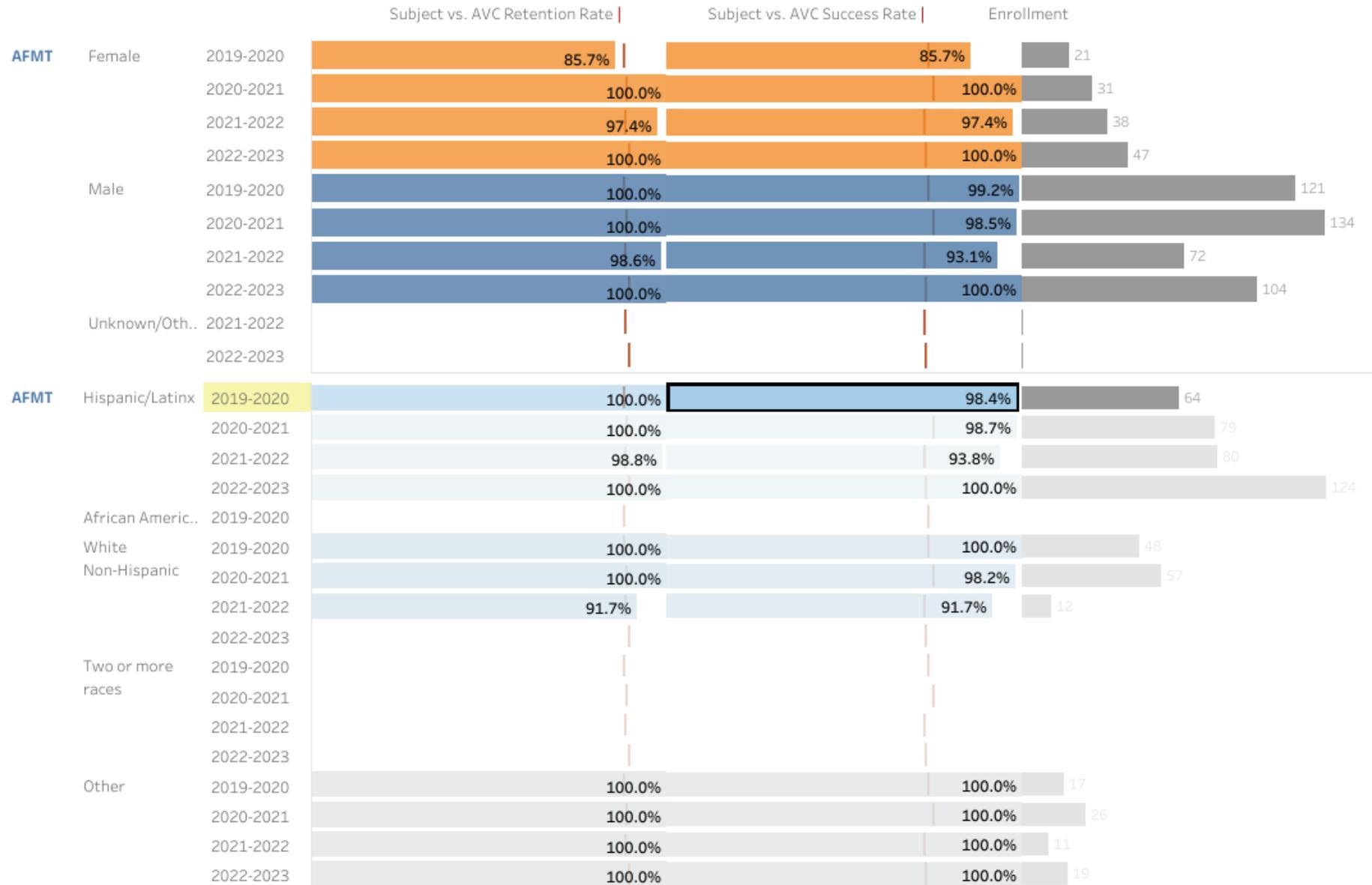Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	Enrollment
AFMT	Female	2019-2020	85.7%	85.7%	21
		2020-2021	100.0%	100.0%	31
		2021-2022	97.4%	97.4%	38
		2022-2023	100.0%	100.0%	47
	Male	2019-2020	100.0%	99.2%	121
		2020-2021	100.0%	98.5%	134
		2021-2022	98.6%	93.1%	72
		2022-2023	100.0%	100.0%	104
	Unknown/Oth..	2021-2022			
		2022-2023			
AFMT	Hispanic/Latinx	2019-2020	100.0%	98.4%	64
		2020-2021	100.0%	98.7%	79
		2021-2022	98.8%	93.8%	80
		2022-2023	100.0%	100.0%	124
	African Americ..	2019-2020			
	White Non-Hispanic	2019-2020	100.0%	100.0%	48
		2020-2021	100.0%	98.2%	57
		2021-2022	91.7%	91.7%	12
		2022-2023			
	Two or more races	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
	Other	2019-2020	100.0%	100.0%	17
		2020-2021	100.0%	100.0%	26
		2021-2022	100.0%	100.0%	11
		2022-2023	100.0%	100.0%	19

Division/Area Name: CTE/Aeronautical Science & Technology/ALM	**For Planning Years: 2024-2025**
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Aerospace Leadership and Management (ALM) contributes to the college mission as a career technical program by providing the local aerospace industry student with an advanced understating of aerospace management tailored for aircraft production environment.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
• What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
• Which racial/ethnic student groups complete their courses at the highest rates?
• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
ALM courses provide the necessary skills and knowledge to meet current employer demand for employees with an understanding of leadership and management. We work closely with industry leaders to ensure our students are equipped for success.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
We must keep our curriculum current to align with the demands of the aerospace industry.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The world's leading aeronautical programs that continues to meet industry demands for qualified aviation technicians in a variety of aviation fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Advisory committee recommendations were the same: to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite, Aerospace Electrician, and Precision Measurements.

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to CIP Code(s):

150699   *Industrial Production Technologies/Technicians, Other*

Geography: California

Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings[1]
173026	Industrial Engineering Technicians	5,000	5,310
	Total	**5,000**	**5,310**

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[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
N/A	N/A

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 2. Creative, Critical, and Analytical Thinking	x			Goal 5: Align instructional programs to the skills identified by the labor market	The aerospace industry is dynamic and rapidly evolving, continuously introducing new processes, procedures, and advanced technologies to create state-of-the-art 5th and 6th generation aircraft. Such an environment demands advanced critical thinking and analytical problem-solving skills. Leaders in this field must proactively identify potential operational and production issues to prevent costly delays and damage. Additionally, they need to stay ahead of industry trends, invest in continuous improvement, and foster innovation to maintain a competitive edge.	To equip our students for success in the dynamic and rapidly evolving aerospace industry, we need to prioritize the following areas: **Education and Training**: We should provide specialized training programs that are current with the latest aerospace technologies, processes, and procedures. This could include partnerships with industry leaders for up-to-date knowledge and practices. **Critical Thinking and Problem-Solving:** Our curriculum must include training that sharpens critical thinking and analytical problem-solving skills. This can be achieved through simulation exercises, case studies, and strategic games that mimic real-world challenges.	This is an ongoing goal, as industry is constantly changing with new technology, processes and procedures.

								Continuous Improvement: Adopting continuous improvement methodologies, such as Six Sigma or Lean Manufacturing, is essential. This approach will help streamline production processes and enhance efficiency, giving students practical tools for workplace effectiveness. Risk Management: Students need to grasp the principles of risk management as they pertain to the aerospace industry. Teaching them to identify potential operational and production issues via case studies, simulations, and hands-on projects is key. Additionally, they should be trained to perform regular evaluations, report findings, and use predictive analytics to prevent and address risks. Regulatory Compliance: A deep understanding of industry regulations and standards is non-negotiable. Students must be taught to navigate the complex regulatory environment of aerospace to ensure compliance and uphold the integrity of production processes.	

							In addition to these focal points, we should also emphasize the importance of soft skills such as communication, teamwork, and adaptability. Ensuring that our students are well-rounded will further their potential to become leaders in the aerospace field.	
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Students require the appropriate knowledge and skills to be employable and succeed in the workforce. This entails not only access to theoretical classroom instruction but also to practical experience through shop/lab work and projects.	We should maintain our collaboration with the advisory committee, utilizing their recommendations to develop further programs and update our coursework. This will ensure that we meet industry standards.	This is an ongoing goal, as industry is constantly changing with new technology, processes and procedures.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment

| ALM | Female | 2022-2023 | | | | | |
| | Male | 2022-2023 | | | | | |

ALM	Hispanic/Latinx	2022-2023					
	African American/Black	2022-2023					
	White Non-Hispanic	2022-2023					
	Two or more races	2022-2023					

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ALM	ALM	None	Multiple values

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

ALM	2022-2023	92.9%	92.9%	1	14
		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs

Enrollment and Number of Sections by *Modality* in ALM

	Instr. Method	2022-2023
Number of Sections	Traditional	1
Enrollment	Traditional	14

Enrollment and Number of Sections by *Location* in ALM

	Location	2022-2023
Number of Sections	Lancaster	1
Enrollment	Lancaster	14

Number of Program Awards in None

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

	Fall 2022
FTES	0

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Fall 2023 Program Review Report

Division/Area Name: CTE/Trades & Technologies/AM (Advanced Manufacturing)	For Planning Years: 2024-2025
Name of person leading this review: Dr. Maria Clinton-Houck	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The faculty and staff of the AM Program and AVC are dedicated to helping 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. The AM program offers three locally approved certificates in CAD - CAM, CAD – using Solid-works. and CAD using CAITIA 3D.

Part 2A: Analyze the program review data **(**retrieval instructions**), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:**
Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
• What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
• Which racial/ethnic student groups complete their courses at the highest rates?
• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The AM courses contain the necessary skills and knowledge to meet current employer demands and requirements for entry level positions. The program is new and the trend that the data is showing is that success and retention rates are improving from last academic year. This program could use a dedicated full-time instructor to help improve the program, student success rates and equity gaps.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Marketing – we have not had the chance to really market the program to local industry partners, and it does not have a dedicated full-time instructor to help promote the program.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The world's leading aeronautical programs that continues to meet industry demands for qualified aviation technicians in a variety of aviation fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Advisory committee recommendations (3/29/2022) were to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite, Aerospace Electrician, and Precision Measurements.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493011	Aircraft Mechanics and Service Technicians	4,930	3,950
492091	Avionics Technicians	610	440
	Total	5,540	4,390

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
New full-time faculty	None

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Purchase Software	Some software has been purchased

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Grow the program	-Continue to work with advisory committee and recommendations to promote program	When classes are full
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Grow the program	A Full-time faculty member is needed for this program to reach its full potential to not only promote the program but to build industry connections and create a pipeline for students to gain employment.	- When a new full-time faculty is hired
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time Faculty needed for the program to improve	ALL	Repeat	$100,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
AM ▼	AM ▼	(Multiple values) ▼	(Multiple values) ▼

Retention, Success, Number of Sections, & Enrollment in AM (Total AVC rates are shown as | *hover over to see data*)
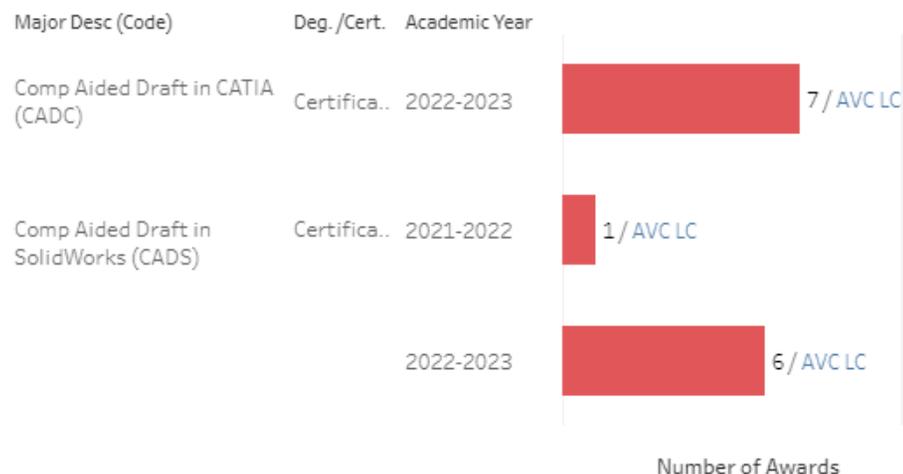
		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
AM	2021-2022	78.4%	62.7%	5	51
	2022-2023	89.7%	70.7%	9	58
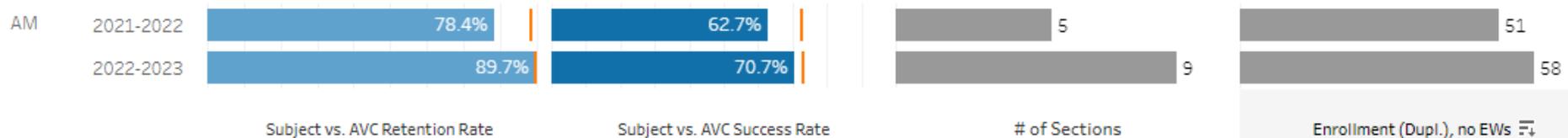
Enrollment and Number of Sections by *Modality* in AM

	Instr. Method	2021-2022	2022-2023
Number of Sections	Traditional	5	9
Enrollment	Traditional	51	58

Enrollment and Number of Sections by *Location* in AM

	Location	2021-2022	2022-2023
Number of Sections	Lancaster	5	9
Enrollment	Lancaster	51	58

Number of Program Awards in Comp Aided Draft in CATIA (CADC) & Comp Aided Draft in SolidWorks (CADS)

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards
Comp Aided Draft in CATIA (CADC)	Certifica..	2022-2023	7 / AVC LC
Comp Aided Draft in SolidWorks (CADS)	Certifica..	2021-2022	1 / AVC LC
		2022-2023	6 / AVC LC

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

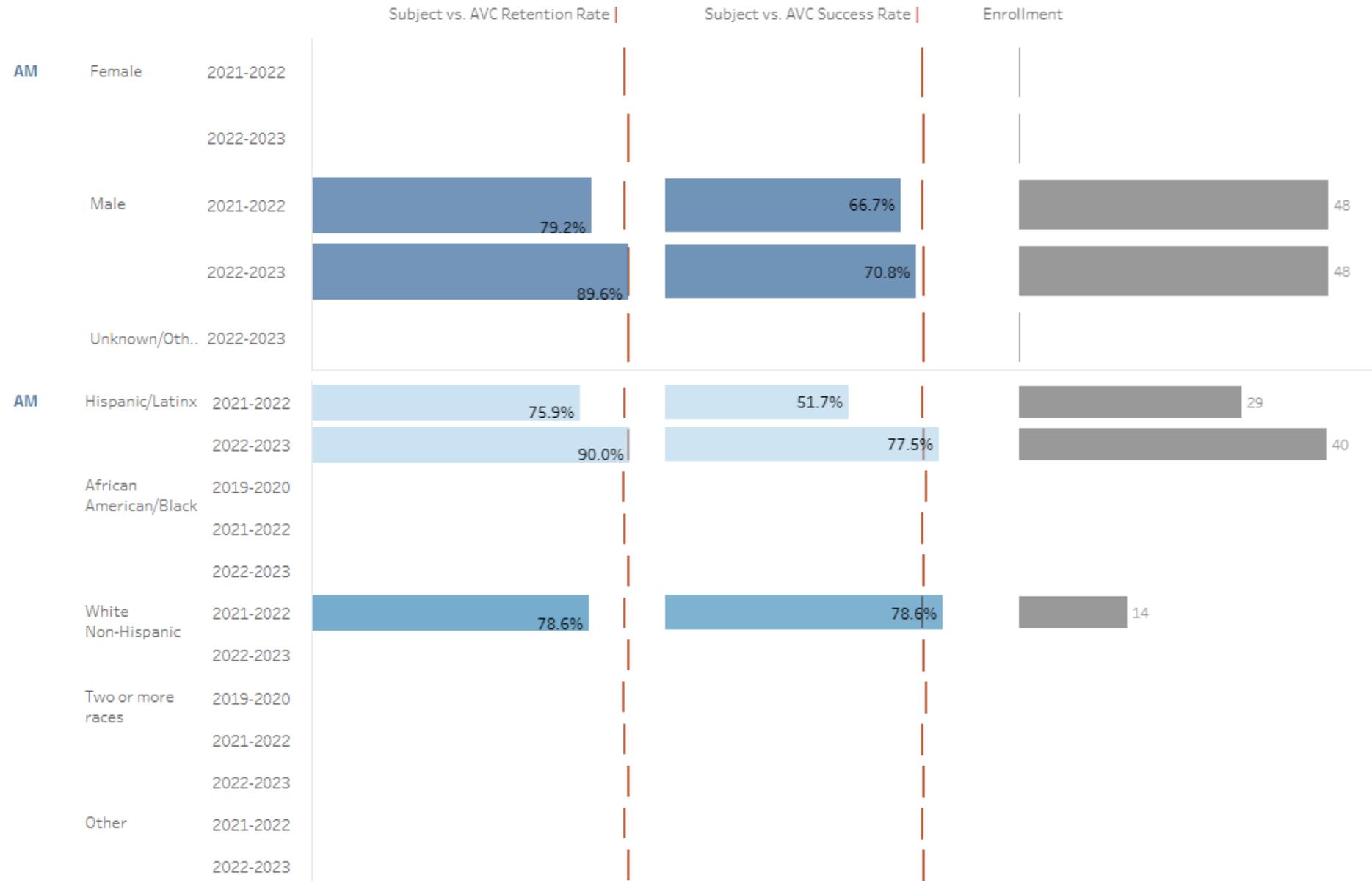|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF			0.3	0.9
TOTAL FTEF	0.0	0.0	0.3	0.9
FTES			1.9	6.0
FTES/FTEF Ratio			5.7	7.0
WSCH/FTEF Ratio			170.0	209.3
WSCH			56.1	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)
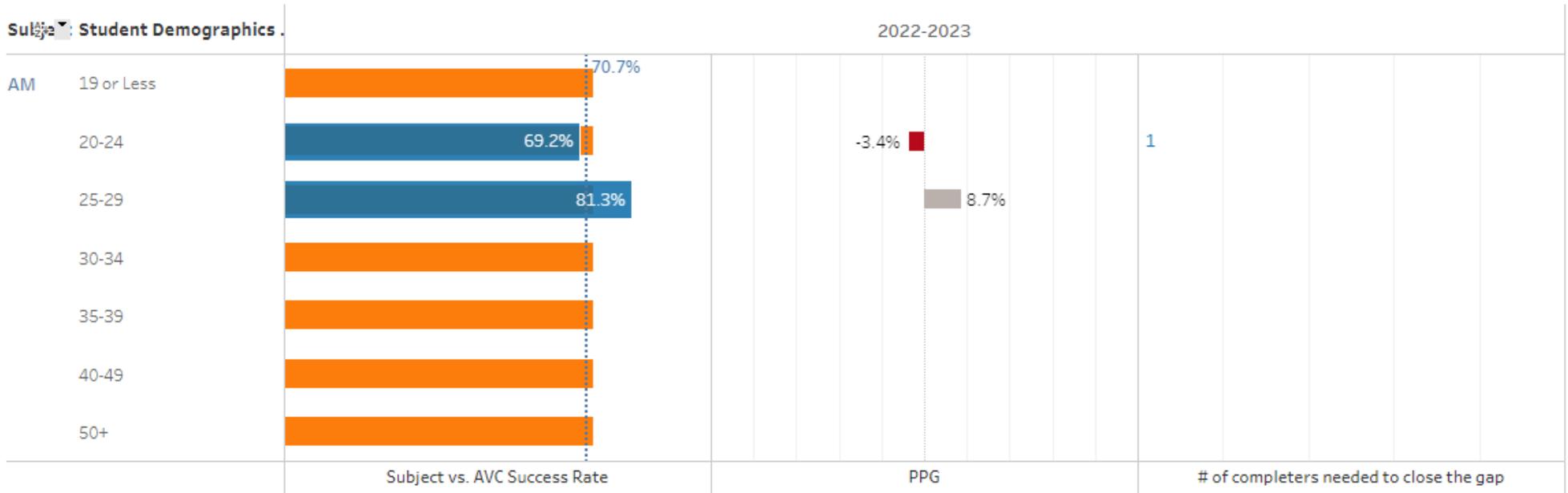
If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate |	Subject vs. AVC Success Rate |	Enrollment
AM	Female	2021-2022			
		2022-2023			
	Male	2021-2022	79.2%	66.7%	48
		2022-2023	89.6%	70.8%	48
	Unknown/Oth..	2022-2023			
AM	Hispanic/Latinx	2021-2022	75.9%	51.7%	29
		2022-2023	90.0%	77.5%	40
	African American/Black	2019-2020			
		2021-2022			
		2022-2023			
	White Non-Hispanic	2021-2022	78.6%	78.6%	14
		2022-2023			
	Two or more races	2019-2020			
		2021-2022			
		2022-2023			
	Other	2021-2022			
		2022-2023			

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. AM Annual SR (dotted line)

Subje: Student Demographics	2022-2023		
	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
AM 19 or Less	70.7%		
20-24	69.2%	-3.4%	1
25-29	81.3%	8.7%	
30-34			
35-39			
40-49			
50+			

In 2022-2023, AM's Success Rate was 70.7% vs. AVC's Annual rate of 72.6%

Fall 2023 Program Review Report

Division/Area Name: CTE/AUTO (Automotive Technology)	For Planning Years: 2024-2025
Name of person leading this review: Rosario Gonzalez	
Names of all participants in this review: Rosario Gonzalez	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The automotive technology program at Antelope Valley College contributes to the district mission by supporting a diverse population of student learners. We provide education/training to students who are looking to enter the automotive industry.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis)   • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?   • What are the trends for the number of awards granted? Are the number of awards going up or down?   Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)   • Which racial/ethnic student groups complete their courses at the highest rates?   • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• We believe our program excels at allowing students to gain experience working in the lab and learning hands on. We strive to have updated equipment and tools so our students can learn without interruptions in instruction. We have implemented mandatory introductory courses for all students, to ensure that safe practices, proper ergonomics, and basic shop skills are learned from the beginning of every students' journey.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• Our program needs to improve our scheduling practices to help students graduate faster. We need to create a good scheduling format to ensure classes do not repeat and create low enrollment. Ensure that classes are taught during the days and times students can attend. Now our student success rates are above average, which shows us we have made good changes to ensure all our students succeed. We will continue to help students build the skills they need to be successful in school but also when they enter the workforce.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• We want our program to be known for our capable students. We want people to be impressed with the skills our students bring to their place of employment.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
AVC Automotive Technology program did not have an advisory meeting for the 2022-2023 year.
See Below. https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Continued updates to shop, equipment, and instructional equipment.	We have updated many tools and equipment. For winter 2023, we are hoping our lift update and new shop layout project will be completed.
Ensuring students are not left behind.	We feel that our course success rates are improving with the practices we have begun to implement.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increasing class sections, to increase enrollment.	We have been unable to offer more class sections, but continue to strive for this goal.
Continue lab updates.	We have received funding for an update to our main shop area, however completing the project has taken much longer than anticipated. We hope Winter 2023 the project will be completed.
Build better community engagement.	Unfortunately, we have been unable to get our local automotive community to become involved in our advisory and with offering jobs to graduating students.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Certificate updates.	Research certifications/licenses needed locally for jobs. Create new certifications.	Certificate completers. Students employed in their field of study.
#2	ILO 3. Community				Goal 1: Commitment to strengthening	Build community engagement.	Reach out to community partners.	Advisory meeting attendance.

	/Global Consciousness				institutional effectiveness measures and practices		Attend local dealer meetings. Create partnerships with employers. Invite local employers to advisory meetings.	More job placement opportunities for students.
#3	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase program completers.	Offer more course sections. Improve scheduling. Correct college catalog. Discontinue outdated certificates/degrees/courses.	Increased number of graduating students.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Supplies	Marketing materials.	GOAL#1 and #3.	New	$5,000	Recurring	Rosario Gonzalez
Supplies	Subsistence expenses.	GOAL #2.	New	$5,000	Recurring	Rosario Gonzalez
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->
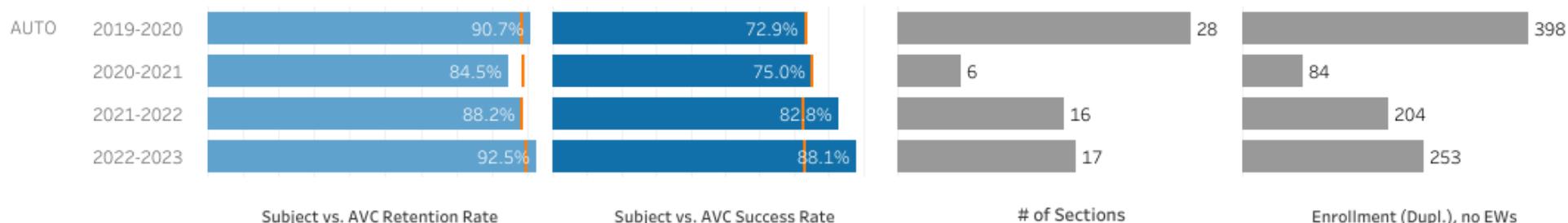
| Select Subject AUTO | Select Subject *again* AUTO | Select Program Major(s) Multiple values | Academic Year Multiple values |

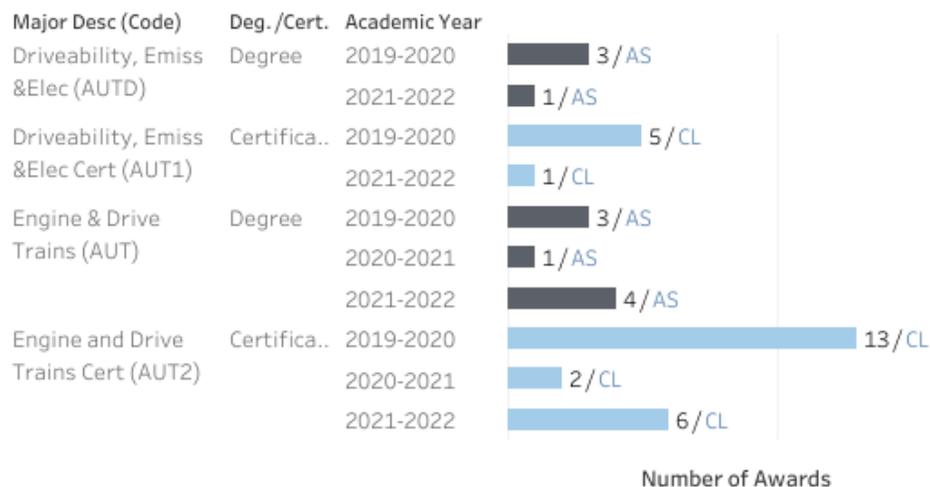Retention, Success, Number of Sections, & Enrollment in AUTO (Total AVC rates are shown as | *hover over to see data*)

AUTO				
2019-2020	90.7%	72.9%	28	398
2020-2021	84.5%	75.0%	6	84
2021-2022	88.2%	82.8%	16	204
2022-2023	92.5%	88.1%	17	253

| Subject vs. AVC Retention Rate | Subject vs. AVC Success Rate | # of Sections | Enrollment (Dupl.), no EWs |

Enrollment and Number of Sections by *Modality* in AUTO

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Other Indep Study			1	
	Traditional	28	6	15	17
Enrollment	Other Indep Study			1	
	Traditional	404	84	203	253

Enrollment and Number of Sections by *Location* in AUTO

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	28	6	16	17
Enrollment	Lancaster	404	84	204	253

Number of Program Awards in Driveability, Emiss &Elec (AUTD), Driveability, Emiss &Elec Cert (AUT1), Engine & Drive Trains (AUT) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards	
Driveability, Emiss &Elec (AUTD)	Degree	2019-2020	3	/AS
		2021-2022	1	/AS
Driveability, Emiss &Elec Cert (AUT1)	Certifica..	2019-2020	5	/CL
		2021-2022	1	/CL
Engine & Drive Trains (AUT)	Degree	2019-2020	3	/AS
		2020-2021	1	/AS
		2021-2022	4	/AS
Engine and Drive Trains Cert (AUT2)	Certifica..	2019-2020	13	/CL
		2020-2021	2	/CL
		2021-2022	6	/CL

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

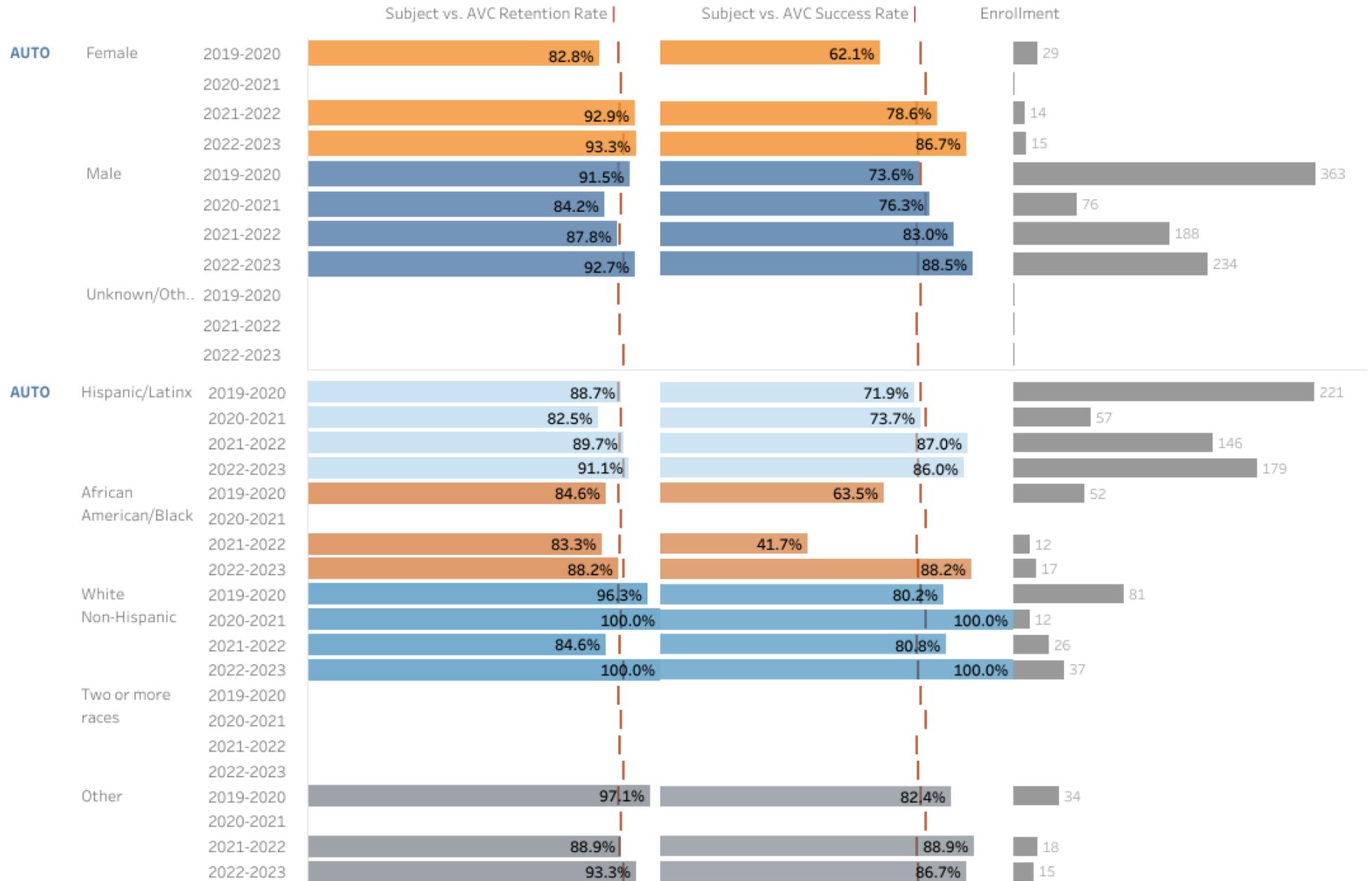|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1		1	2
FT (Regular) FTEF	2	1	2	1
FT (Overload) FTEF	0			1
TOTAL FTEF	3	1	3	3
PT/FT FTEF Ratio	0	0	1	1
FTES	44	11	23	29
FTES/FTEF Ratio	13	11	9	9
WSCH/FTEF Ratio	385	330	267	281
WSCH	1,326	330	687	

Click here to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
AUTO	Female	2019-2020	82.8%		62.1%		29
		2020-2021					
		2021-2022	92.9%		78.6%		14
		2022-2023	93.3%		86.7%		15
	Male	2019-2020	91.5%		73.6%		363
		2020-2021	84.2%		76.3%		76
		2021-2022	87.8%		83.0%		188
		2022-2023	92.7%		88.5%		234
	Unknown/Oth..	2019-2020					
		2021-2022					
		2022-2023					
AUTO	Hispanic/Latinx	2019-2020	88.7%		71.9%		221
		2020-2021	82.5%		73.7%		57
		2021-2022	89.7%		87.0%		146
		2022-2023	91.1%		86.0%		179
	African American/Black	2019-2020	84.6%		63.5%		52
		2020-2021					
		2021-2022	83.3%		41.7%		12
		2022-2023	88.2%		88.2%		17
	White Non-Hispanic	2019-2020	96.3%		80.2%		81
		2020-2021	100.0%		100.0%		12
		2021-2022	84.6%		80.8%		26
		2022-2023	100.0%		100.0%		37
	Two or more races	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					
	Other	2019-2020	97.1%		82.4%		34
		2020-2021					
		2021-2022	88.9%		88.9%		18
		2022-2023	93.3%		86.7%		15

EDD Employment
Development
Department
State of California

Jobs   Claims   Employers   Newsroom   Search

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

094800 Automotive Technology

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493023	Automotive Service Technicians and Mechanics	80,200	77,050
	Total	80,200	77,050

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2)This occupation has been suppressed due to confidentiality.

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Fall 2023 Program Review Report

Division/Area Name: CTE/ Trades &Technology/ELEC (Electrical Technology)	For Planning Years: 2024-2025
Name of person leading this review: Miguel Rodriguez	
Names of all participants in this review: Miguel Rodriguez	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The ELEC program specifically contributes to the district mission by supporting students seeking career technical education to enter the workforce or enhance their knowledge with an Electrical Technology Certificate & Degree.
The faculty and staff of the Electrical Technology Program provide students with the hands-on training required for a technical skills 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.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The Electrical Technology Program provides necessary coursework for State licensing and remains current on Accreditation curriculum. 2022-2023 success rates in ELEC courses remain steady at 90.0% vs. 72.4% AVC annual rates. All SLO and PLO achievement targets are being met with student completion in competencies trending on the high side of grading averages. The number of sections offered, ELEC degrees and ELEC certificates awarded in 2022-2023 has increased with student retention rates increasing as well, 93.6% vs. 88% AVC annual, trending an overall positive direction for the program.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Students leave the program to work for entry level jobs without completing a certificate or degree. We need to counsel students on the importance of a degree for future improved earnings and career advancement. Job opportunities in the electrical field show consistent growth, fostering a need to form relationships with local businesses for student work experience and job placement. The program would also benefit from a financial investment by the college in a professional marketing firm for all the CTE programs as society shifts to more traditional trade driven career choices.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
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, Edison, Metro, DWP, local school districts, as well as Los Angeles County agencies. We would like to create a dedicated pipeline with sources of employment for all students as they complete the curriculum requirements and bridge the gap from education to employment.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Based on the most recent ELEC Advisory Committee meeting, the following suggestions were made:

1) Program Updates & Curriculum Changes needed, Discussion Item: 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 successfully completed curriculum in electrical theory, electrical code requirements; residential, commercial & industrial wiring practices; program logic & motor control applications as well as preventative maintenance and troubleshooting skills which qualifies them for licensing. What current occupational competencies can be added or improved on to maintain quality industry needs? Would it be beneficial to add elective classes to the program for certification or credentials in OSHA Construction Safety, Arc Flash Safety, NIMS and or Go Green Renewables? Action Items: motion proposed more hands-on lab time with digital timers for lighting, VFDs for motor control and expanded work in three phase systems would better prepare the students for employment opportunities. Motion proposed the program would benefit from adding OSHA 10, NFPA 70e and renewable certifications as electives or possible COR revisions to the program. Motion proposed to seek out instructor certification. A motion was passed to obtain faculty professional development for staff to become certified instructors in these areas, 6 yes votes. A motion was passed to move this item forward for funding/resource request, 6 yes votes.

2) New Technology & Applications needed, Discussion Item: The faculty and staff of the Electrical Technology Program provide 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. Over the course of the last several years ELEC courses have been offered with online supplementation to the traditional face to face instruction with Cengage Learning products. This has led to the introduction of some computer-generated electrical simulation software that can be used to enhance student learning outcomes virtually. Would it be beneficial to further research and incorporate new and innovative computer aided software into the ELEC program to enhance workforce skills? Action Item: motion proposed computer aided software would be a great addition to the program to supplement and reinforce key concepts. Simulators can also provide an opportunity to troubleshoot and work on equipment in a limited lab space environment. Software such as VFD programming, Scada update and Micrologix 1400 were offered as potential products. A motion was passed to support adding computer aided software to the program and request the funding/resources for this agenda item, 6 yes votes.

3) Facilities Update Lecture/Lab Space, Discussion Item: The Electrical Technology Program will be moving to a new lecture/lab space in the new Discovery Building. We will vacate lecture/lab space EL7-123 and potentially EL7-103 computer lab as well. The program will also lose access to the adjoining outdoor space used for large projects. It was originally recommended that the program have two dedicated lecture/lab spaces as most classes contain vital hands-on competencies as well as equipment-led discussions. The last several years' experience has further reinforced the need for students to work individual projects, as well as group projects, which require more individualized tools and equipment, as well as space to store them. What recommendations as a committee member would you offer to better prepare the ELEC program for this tentative move? Would you support a motion to increase the amount of days and times that classes are offered to fully utilize the new space? Would you support a motion to hire additional staff to teach on additional days/times? Would you support a motion to seek additional lecture/lab space scheduling? Would you support a motion to move any or all of these items forward for funding/request? Action Item: motion proposed that lab space is essential for the development of qualified students in the electrical field. The need for space for our students and program to grow is vital and must continue to be addressed. A motion was proposed to ensure that students have enough space to complete competencies without compromise to safety. A motion was proposed to apply for funding/resources to properly set up the new lab space after moving in. To include workstations, supplies, and storage. Hiring additional staff, including a dedicated TA, to help with maximizing the use of the new facility space with the addition of more class days and times. A motion was passed to increase the number of days and times that classes are offered to fully utilize the new space, hire additional staff to teach on additional days/times, seek additional lecture/lab space scheduling, and move all items forward for funding/resource request, 6 yes votes.

4) Funding Grants, Instructional Supplies & Lab Equipment (Perkins, Strong Workforce, Prop 20, Block Grant), Discussion Item: Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific safety related tools, diagnostic meters, laptops, 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 student learning outcomes & program learning outcomes. All SLO's and PLOs are being met at introduced, developed and mastery levels throughout the program which speaks to the programs educational success rate. It is the ELEC program's 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. What types of innovative or industry standard instructional supplies and or equipment would you suggest we provide to keep our students relevant? Would you support a motion to request program support through district operating funds, CalWORKs Block Grant for lab equipment and Prop 20 funding for instructional supplies? Would you support a motion to apply/request for funding for updated lecture/lab equipment & supplies with Perkins and Strong Workforce resources as needed to keep current with technology and produce a stronger workforce? Would you support a motion to move this item forward for funding/resource request? Action Items: motion proposed the program procure funding for individual lab stations for three phase transformers with taps, troubleshooting motor control modules, dissectible motors, comprehensive new motor control panels, as well as agenda items 2, 3 & 4. Motion passed to request program support through district operating funds, CalWORKs Block Grant for lab equipment and Prop 20 funding for instructional supplies, 6 yes votes. Motion passed to apply/request for funding for updated lecture/lab equipment & supplies with Perkins and Strong Workforce resources as needed for agenda items to keep current with technology and produce a stronger workforce, 6 yes votes.

Projections of Employment by Occupation, 2018 - 2028
Occupations Matched to CIP Code(s):
460302   Electrician
Geography: Los Angeles County
Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title	2018 Employment	Annual Job Openings
472111	Electricians	78,100	102,320
471011	First-Line Sup/Mgrs	62,500	73,630
473013	Helpers--Electricians	4,900	7,080
492098	Security and Fire Alarm Inst	9,000	12,550
	Total	154,500	195,580

Part 2C: Review and comment on progress toward past Course Improvement Plans

Past Course Improvement Plans	Progress Made
It was the Electrical Technology Programs action plan to continue to build/sustain student success rates in all outcomes as we transition to a new environment in a new building with unknown challenges. Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific equipment and teaching supplies to provide students with more hands-on experience with relevant industry components. This greatly enhanced and supported individual as well as group projects which in turn improved student success rates on competencies. The addition of new equipment and supplies created a firm foundation for improving student participation and performance in directly related Course SLO's & Program PLO's. The importance of secure and reliable funding allows for the appropriate targeting of course/program level outcomes, planning, and application in advancing CTE programs. All Electrical Technology Program	The transition to the new building had greatly improved students' exposure to the industrial, residential, and commercial settings in the electrical field. Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific equipment and teaching supplies to provide students with more hands-on experience with relevant industry components. This continues to improve student hands-on practices that are being implemented in the electrical industry. The addition of new equipment and supplies continues to facilitate a firm foundation for improving student participation and performance in directly related Course SLO's & Program PLO's. The importance of secure and reliable funding allows for the appropriate targeting of course/program level outcomes, planning, and application in advancing CTE programs. All Electrical Technology Program SLO's and PLOs are continuously being met at introduced, developed and mastery levels throughout the program which speaks to the programs

SLO's and PLOs are being met at introduced, developed and mastery levels throughout the program which speaks to the programs educational success rate.	educational success rate. With the ever-changing advancements of alternate energy, the students will be able to work on solar panels to further their competency of solar power.

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

Past Goal	Progress Made
#1 Improve Retention/Completion of Program Certification & Degree: The staff have been working with an on location CTE counselor in a time-sharing capacity to offer students better access to services provided by counseling without having to go to the student services building. Faculty are encouraged to council students on the importance of prescribed program completion. Students still tend to leave the program before completion of their program once employment is attained. This item will remain on the 2022-2023 goal list.	#1 Improve Retention/Completion of Program Certification & Degree: We continue to collaborate with AVC CTE counselor to provide students with better access to counseling services without having to visit the student services building. Faculty members continue to encourage and counsel students on the importance of completing their prescribed program. As years before, students would leave the program before completion and students are having more employment opportunities. This item will remain on the 2023-2024 goal list.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Retention/ Completion of Program Certification & Degree	Choose ILO #1, #2, & #4				Choose an item. #1 & #3	Improve/Increase the number of students retained in the program, completing a certificate, and getting a degree.	Faculty to work with current CTE counselors and express to students the importance of striving for educational completion.	More students are completing a certificate or degree.
#2 Market & Outreach	Choose ILO #1, #2, & #4				Choose an item. #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 generate new community exposure through flyers, webpage, and advertising.	Increased enrollment
#3 Workforce Experience/	Choose ILO				Choose an item.	Utilize work experience/job placement to help students gain	Faculty to work with current CTE job placement specialist to find	More students completing a

Job Placement	#1, #2, & #4				#3 & #5	job skills and prepare them for full-time employment.	local businesses for possible apprenticeship/employment placement.	certificate or degree that gain employment.
#4 Instructional Supplies and Lab Equipment:	Choose ILO #2 & #3				Choose an item. #2 & #4	Update instructional supplies/lab equipment consistent with industry standards/ innovative technology to continue student success in program outcomes for analyzing, evaluating, and repairing various electrical systems.	Obtain 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 to better prepare students for employment.	Improved outcomes data and student success rates.

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Supplies		#4 Instructional Supplies and Lab Equipment:	Repeat	40000	Recurring	
Faculty			Repeat		Recurring	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

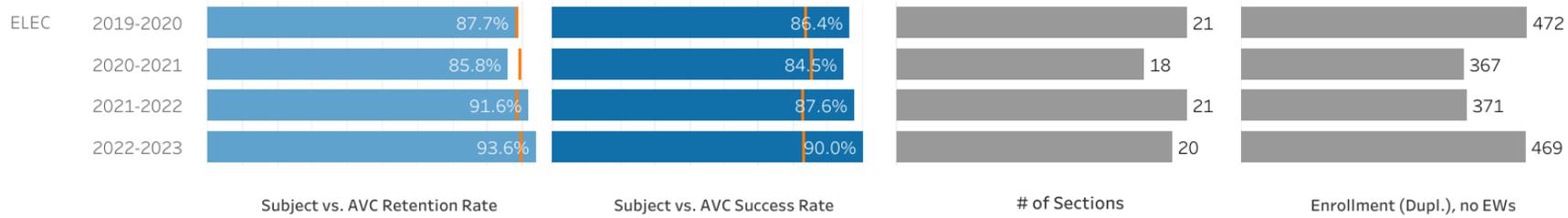## Retention, Success, Number of Sections, & Enrollment in ELEC (Total AVC rates are shown as | *hover over to see data*)

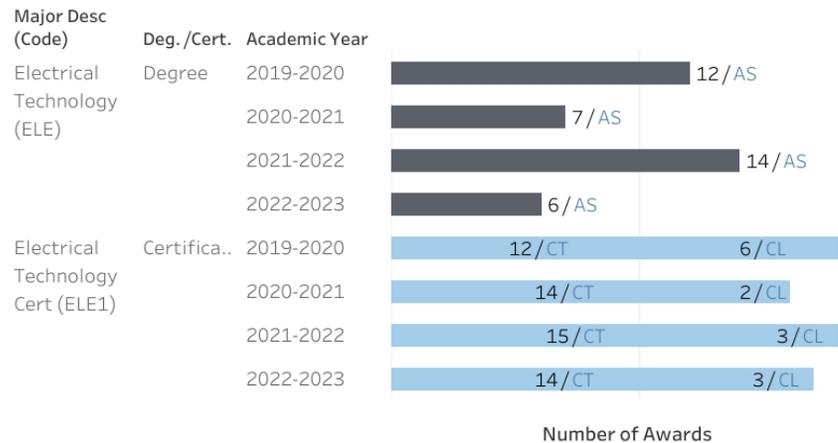| ELEC	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	87.7%	86.4%	21	472
2020-2021	85.8%	84.5%	18	367
2021-2022	91.6%	87.6%	21	371
2022-2023	93.6%	90.0%	20	469

Enrollment and Number of Sections by *Modality* in ELEC

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	21	18	21	20
Enrollment	Traditional	489	367	371	469

Enrollment and Number of Sections by *Location* in ELEC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	21	18	21	20
Enrollment	Lancaster	489	367	371	469

Number of Program Awards in Electrical Technology (ELE) & Electrical Technology Cert (ELE1)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Electrical Technology (ELE)	Degree	2019-2020	12/AS
		2020-2021	7/AS
		2021-2022	14/AS
		2022-2023	6/AS
Electrical Technology Cert (ELE1)	Certifica..	2019-2020	12/CT 6/CL
		2020-2021	14/CT 2/CL
		2021-2022	15/CT 3/CL
		2022-2023	14/CT 3/CL

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

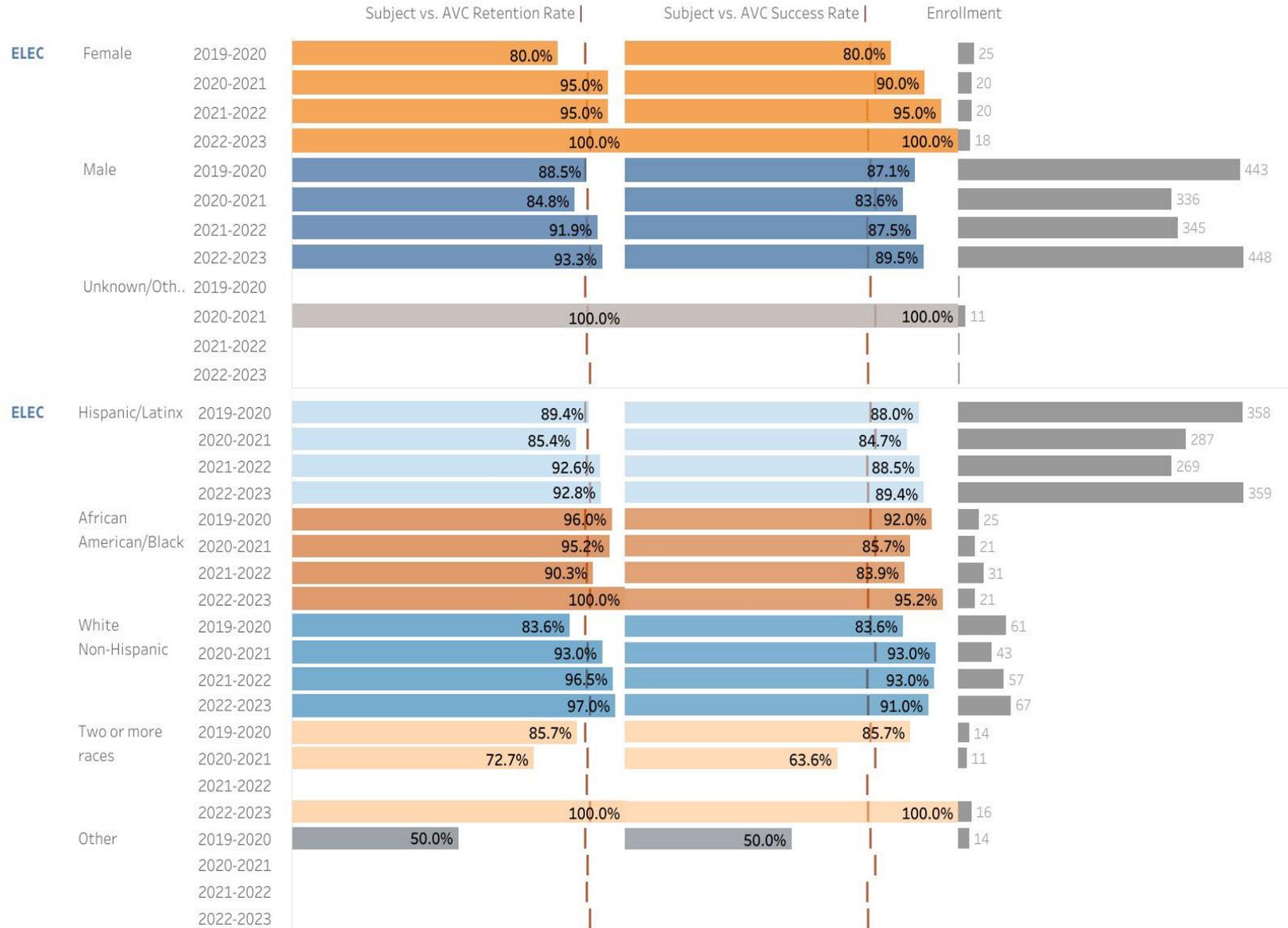|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	2	2
FT (Regular) FTEF	1	1	1	1
FT (Overload) FTEF			0	0
TOTAL FTEF	3	3	3	3
PT/FT FTEF Ratio	1	1	2	3
FTES	38	28	29	37
FTES/FTEF Ratio	14	10	10	13
WSCH/FTEF Ratio	407	296	307	399
WSCH	1,141	829	860	

Click here
to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
ELEC	Female	2019-2020	80.0%		80.0%		25
		2020-2021	95.0%		90.0%		20
		2021-2022	95.0%		95.0%		20
		2022-2023	100.0%		100.0%		18
	Male	2019-2020	88.5%		87.1%		443
		2020-2021	84.8%		83.6%		336
		2021-2022	91.9%		87.5%		345
		2022-2023	93.3%		89.5%		448
	Unknown/Oth..	2019-2020					
		2020-2021	100.0%		100.0%		11
		2021-2022					
		2022-2023					
ELEC	Hispanic/Latinx	2019-2020	89.4%		88.0%		358
		2020-2021	85.4%		84.7%		287
		2021-2022	92.6%		88.5%		269
		2022-2023	92.8%		89.4%		359
	African American/Black	2019-2020	96.0%		92.0%		25
		2020-2021	95.2%		85.7%		21
		2021-2022	90.3%		83.9%		31
		2022-2023	100.0%		95.2%		21
	White Non-Hispanic	2019-2020	83.6%		83.6%		61
		2020-2021	93.0%		93.0%		43
		2021-2022	96.5%		93.0%		57
		2022-2023	97.0%		91.0%		67
	Two or more races	2019-2020	85.7%		85.7%		14
		2020-2021	72.7%		63.6%		11
		2021-2022					
		2022-2023	100.0%		100.0%		16
	Other	2019-2020	50.0%		50.0%		14
		2020-2021					
		2021-2022					
		2022-2023					

ANTELOPE
VALLEY
COLLEGE

Fall 2023 Program Review Report

Division/Area Name: CTE/ ELTE (Electronics Technology)	For Planning Years: 2024-2025
Name of person leading this review: Rick Motawakel	
Names of all participants in this review: Rick Motawakel	

Part 1. Program Overview: *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.

Part 2A: Analyze the program review data ([retrieval instructions](#)), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
  The success and retention rates for electronics technology is the same as 2021-2022.
- What are the trends for the number of awards granted? Are the number of awards going up or down?
  The number of awards is going down for 2022-2023.

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
  Two or more races' groups complete their courses at highest rates.
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
  African American/Black student groups experience the largest gaps when compared to the highest-performing group.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- 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.
- One adjunct faculty 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 has 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

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- 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 meat 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 if 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 needs 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.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- The program has 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
- Number of degrees and certificates awarded in electronics technology was higher than last year but lower than 2015-2016 years.
- The program is growing but we need two full time instructors.

- 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 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)   **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 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.**
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/   What were the hourly wages of the students before training versus after training?   What were the hourly wages of transfer students and non-transfer students—before training versus after training?   Does the similarity between job and program of study influence wage gains?   What is your current employment status?   More Key Results $11.78 is the overall change in hourly wages after completing training—in dollars   79% is the overall change in hourly wages after completing training—in percentage gain   81% of respondents reported being employed for pay   34% of respondents reported transferring to another college or university   85% of respondents reported being very satisfied or satisfied with their training.   Conclusion The results of the survey showed that completing CTE studies and training –   whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes.   The preponderance of respondents is employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

The new trainers are providing outstanding outcomes. All 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 if this equipment is replacing older equipment but some of it provides new capabilities for the program. Student feedback has been very positive.

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.

Past Course Improvement Plans	Progress Made
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.	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 2D: Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Adding NIDA trainers for all classes provided computer-based training (CBT) and hands on circuit testing and troubleshooting.	NIDA equipment were purchased with Perkins and SWF for the new labs and classrooms.
The program is in the process of expanding.	The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking		1		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Form relationship with businesses		Doing a survey and SLO
#2	ILO 4. Career and Specialized Knowledge		2		Goal 5: Align instructional programs to the skills identified by the labor market			Doing a survey and SLO
#3	ILO 3. Community/Global Consciousness		3		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	The additional aid in the lab environment will help with hands on practical and insuring a safe working environment in the lab.	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.	Doing a survey and SLO

#4	ILO 1. Communication		4		Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	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.	Doing a survey and SLO

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	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.	All area goals	Repeat	$65k	Recurring	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.	All area goals	Repeat	$35k	Recurring	Rick Motawakel
Technology	Once a way forward has been planned and coordinated for the introduction of a new	All area goals	Repeat	$50k	Recurring	Rick Motawakel

	course (in microcontrollers) or a comprehensive reorganization of the current Microprocessor class, equipment needs to be purchased and the course material updated accordingly.					
Supplies	Evaluate, relocate and purchase equipment for the new facility	All area goals	New	$50k	One-time	Rick Motawakel
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. Program

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ELTE	ELTE	Electronics Technology Cert (ELT1)	Multiple values

Retention, Success, Number of Sections, & Enrollment in ELTE (Total AVC rates are shown as | *hover over to see data*)
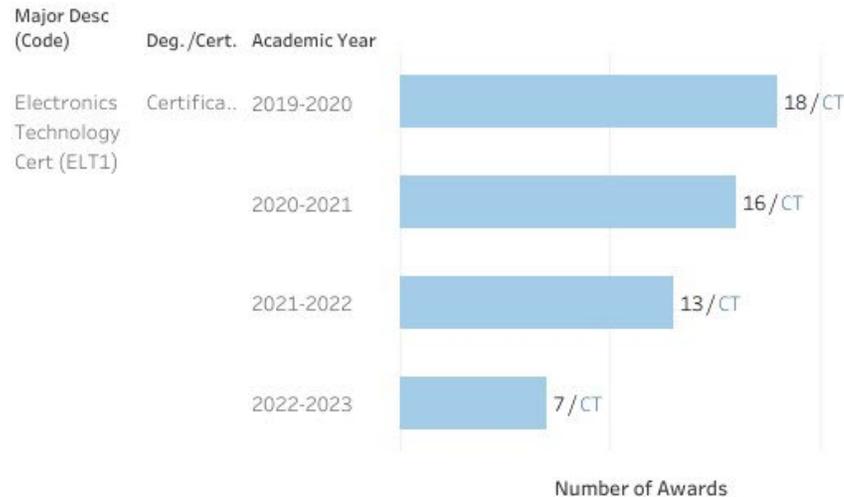
		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
ELTE	2021-2022	92.2%	82.5%	17	206
	2022-2023	91.5%	73.8%	22	271

Enrollment and Number of Sections by *Modality* in ELTE

	Instr. Method	2021-2022	2022-2023
Number of Sections	Other Indep Study	2	1
	Traditional	15	20
	Work Experience		1
Enrollment	Other Indep Study	4	1
	Traditional	203	269
	Work Experience		1

Enrollment and Number of Sections by *Location* in ELTE

	Location	2021-2022	2022-2023
Number of Sections	Lancaster	17	22
Enrollment	Lancaster	207	271

Number of Program Awards in Electronics Technology Cert (ELT1)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Electronics Technology Cert (ELT1)	Certifica..	2019-2020	18 / CT
		2020-2021	16 / CT
		2021-2022	13 / CT
		2022-2023	7 / CT

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	1	2
FT (Regular) FTEF	1	1	1	1
TOTAL FTEF	3	4	2	3
PT/FT FTEF Ratio	2	2	1	1
FTES	34	33	20	23
FTES/FTEF Ratio	10	9	9	8
WSCH/FTEF Ratio	296	278	272	233
WSCH	1,010	1,000	609	

Click here to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

	Academic Year	Subject	Break by..
	Multiple values	ELTE	None

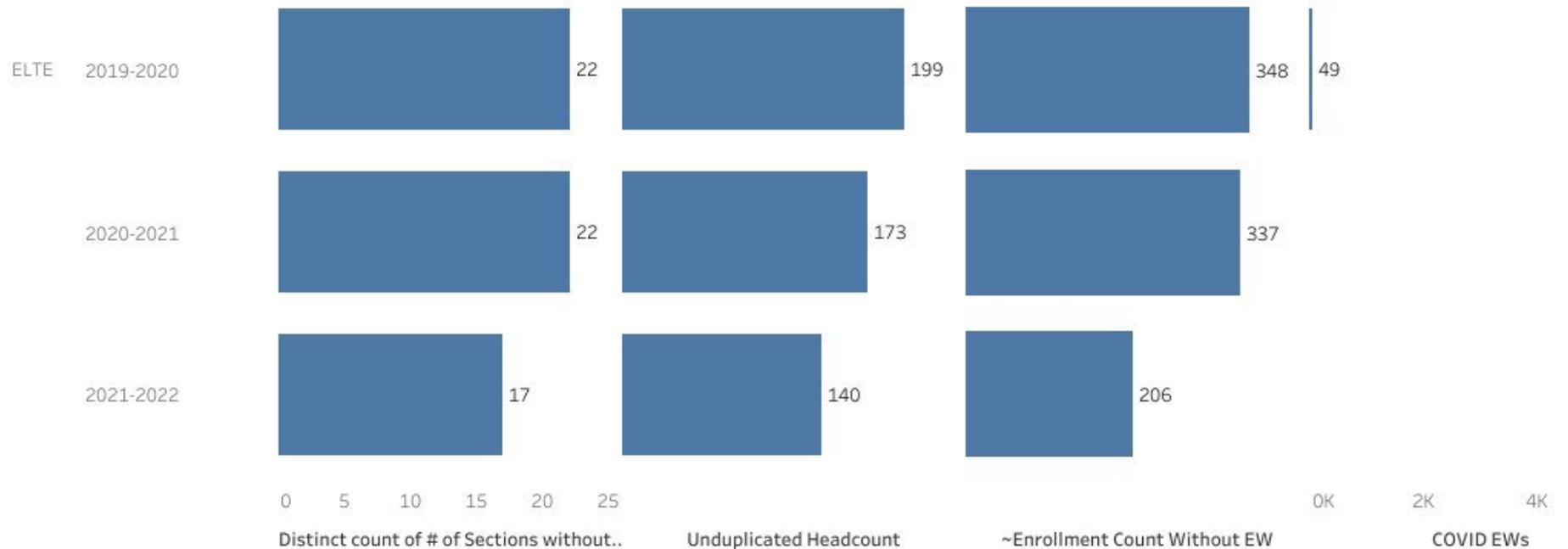Success (and Enrollment) Numbers in Subject(s) ELTE by Academic Year (Hover over the numbers for Retention)

	2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
ELTE	80.2% (348)	82.5% (337)	82.5% (206)	73.8% (271)	79.8% (1,162)
Grand Total	80.2% (348)	82.5% (337)	82.5% (206)	73.8% (271)	79.8% (1,162)

Enrollment, Number of Sections by Course Number

		Annual or Term	Term	Select a Course Number
		Annual	All	All

		Distinct count of # of Sections without..	Unduplicated Headcount	~Enrollment Count Without EW	COVID EWs
ELTE	2019-2020	22	199	348	49
	2020-2021	22	173	337	
	2021-2022	17	140	206	

Optional:

FTEF, FTES, FTES/FTEF, & WSCH/FTEF by Major Term (AVC vs. Subject)

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	1	2
FT (Regular) FTEF	1	1	1	1
TOTAL FTEF	3	4	2	3
PT/FT FTEF Ratio	2	2	1	1
FTES	34	33	20	23
FTES/FTEF Ratio	10	9	9	8
WSCH/FTEF Ratio	296	278	272	233
WSCH	1,010	1,000	609	

AVC Total

Full-Time Equivalent Student (FTES) – is a standard statewide conceptual measure of student enrollment. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment. One FTES is an equivalent of one student taking course totaling 15 hours a week each semester for two semesters.

Full-Time Equivalent Faculty (FTEF) – a faculty member's actual workload standardized against the teaching load (15 LHE). FTEF does not represent an actual number of faculty members; it is a conceptual measure of the workload. FTEF = Contract Workload/15 (Contract teaching load, LHE) (E.g., a 3-Unit Class = 0.2 FTEF)

Weekly Student Contact Hours (WSCH) – is a total number of hours faculty contacted students weekly. WSCH = Census enrollment x class hours per week.
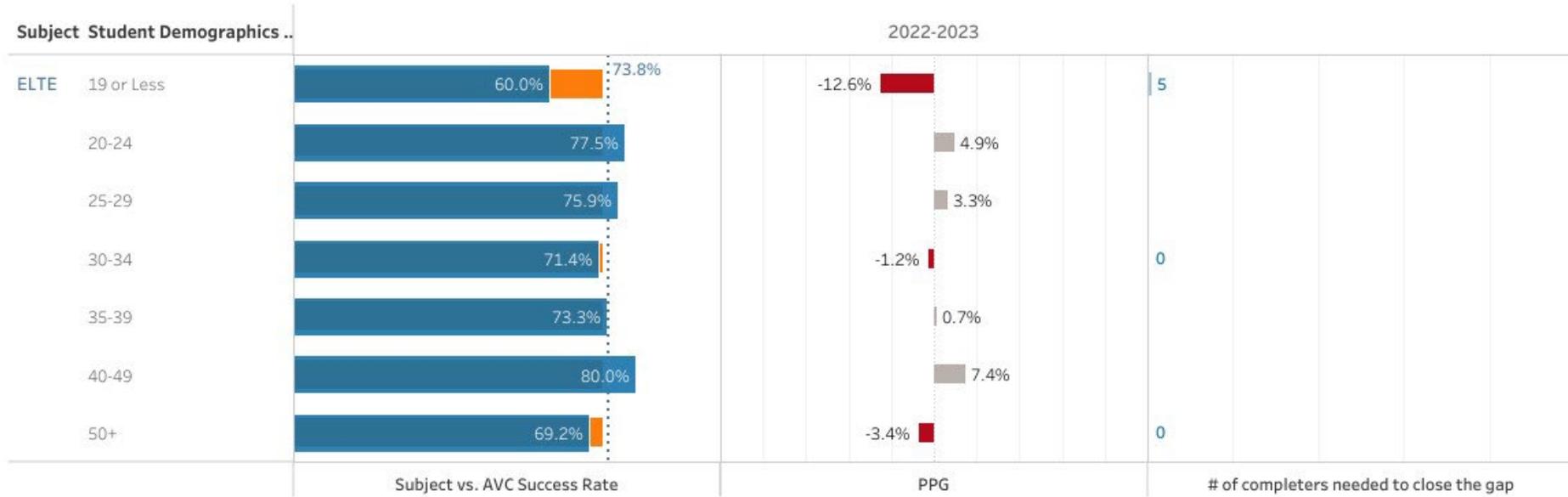
WSCH / FTEF Ratio is an indication of the average class size. A WSCH / FTEF Ratio of **525** is often purported to be a target for efficiency (for the compressed calendar of 17 weeks, WSCH/FTEF ratio of 560 is used as a standard productivity measure.) because it represents an estimated average class size of 35. Lower WSCH / FTEF Ratios may need to consider offering fewer sections; more students in each section (i.e., look at fill rates); restructuring scheduling/program, etc.

FTES / FTEF reflects how much FTES each FTEF is generating. An FTES / FTEF Ratio of **17.5** is the equivalent of WSCH / FTEF ratio of 525 and is another productivity measure. For more info, please refer to http://plnlegacy.foundationccc.org/sites/default/files/asks/SEMUnderstandingCalculatingFTES_Spring2019.pdf

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Academic Year Slider

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. ELTE Annual SR (dotted line)

Subject	Student Demographics ..	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
			2022-2023	
ELTE	19 or Less	60.0% (73.8%)	-12.6%	5
	20-24	77.5%	4.9%	
	25-29	75.9%	3.3%	
	30-34	71.4%	-1.2%	0
	35-39	73.3%	0.7%	
	40-49	80.0%	7.4%	
	50+	69.2%	-3.4%	0

In 2022-2023, ELTE's Success Rate was 73.8% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 1.2%

In ELTE, 271 was the enrollment count (duplicated headcount) (only shows if $n > 10$)

If there is a Disproportionate impact (PPG is negative) , multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, (271 * |1.2%|)=3. it means that 3 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Fall 2023 Program Review Report

Division/Area Name: CTE/HSS/EMT (Emergency Medical Technician)	For Planning Years: 2024-2025
Name of person leading this review: Darren Watters	
Names of all participants in this review:	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
The Emergency Medical Technician (EMT) program at Antelope Valley College plays a crucial role in achieving the college's mission by providing comprehensive and inclusive education to a diverse student body, ensuring their success in the emergency medical field. The program emphasizes a rigorous curriculum, critical thinking, effective communication, and problem-solving skills, while also fostering a respectful and supportive learning environment. Collaborations with local healthcare providers and community organizations ensure the program's relevance and contribution to the Antelope Valley community, ultimately aligning with the college's mission and vision of transforming lives through quality education.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)
- **What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?**
  - 2022-2023 (Enrollment: 149, 16 Sections)
    - Success Rate: 26.2%
    - Retention Rate: 80.5%
  - Reflection
    - The success rate for the EMT program decreased from 34.5% in the 2021-2022 academic year to 26.2% in the 2022-2023 academic year. The retention rate increased from 73.8% in the 2021-2022 academic year to 80.5% in the 2022-2023 academic year.
    - In the Fall of 2022, there was an increase in sections offered from 8 to 16 and an increase in enrollment from 84 to 149, respectively.
- What are the trends for the number of awards granted? Are the number of awards going up or down?
  - Since the EMT program at Antelope Valley College is not affiliated with a degree or major, there are no awards or degrees granted directly through this program. Therefore, there would be no trends to report in terms of the number of awards granted. The focus of the program is to prepare students for certification as Emergency Medical Technicians.

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- **Which racial/ethnic student groups complete their courses at the highest rates?**
  - 2022-2023
    - African American/Black (13 Students)
      - Success Rate: 30.8%
      - Retention Rate: 76.9%
    - White Non-Hispanic (17 Students)
      - Success Rate: 29.4%

- Retention Rate: 88.2%
    - Hispanic/Latinx (100 Students)
        - Success Rate: 24%
        - Retention Rate: 79%
    - Two or More Races (11 Students)
        - Success Rate: 18.2%
        - Retention Rate: 90.9%
    - o Based on the success rates, African American/Black students complete their courses at the highest rates, followed closely by White Non-Hispanic students. However, it's important to note that the smaller group sizes for African American/Black and Two or More Races students mean that their percentages could be more easily influenced by individual student performance compared to the larger Hispanic/Latinx group.

- **Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.**
    - o The Hispanic/Latinx students are experiencing the largest equity gap, with a 10% decrease in success rate compared to the previous period and a 6.8% gap compared to the highest-performing group in the current period.
    - o White Non-Hispanic students, despite a decrease in success rate, still maintain relatively high performance.
    - o The introduction of data for African American/Black and Two or More Races students in the current period provides a broader understanding of equity gaps, highlighting areas needing attention.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
- **What does your program/area do well, including capabilities and greatest accomplishments?**
    - o The Antelope Valley College Emergency Medical Technician Education Program exhibits significant strengths and accomplishments, with a notable capability in preparing students for the National Registry Emergency Medical Technician certification, evidenced by a 69% pass rate in the 2022-2023 academic year. Although this is a decrease from the previous year's 82% pass rate, the program has demonstrated growth and adaptability, accommodating a larger student population. The program is committed to providing an equitable and inclusive learning environment, utilizing a comprehensive curriculum delivered by industry experts, which caters to diverse learning styles. High retention rates and a strong alignment with community and industry needs further underscore the program's effectiveness in equipping students for success in the emergency medical field.
    - o There has been significant growth in both student enrollment and the number of sections offered. The enrollment increased from 84 students in the 2021-2022 academic year to 149 students in the 2022-2023 academic year, with the number of sections doubling from 8 to 16. This growth indicates a high demand for the program and the program's capability to accommodate more students.
- **What are the practices that were implemented to increase success and retention rates or program awards?**
    - o To elevate success and retention rates in the EMT Education Program, numerous strategies have been put into action. These include offering a variety of support services like tutoring and counseling, employing diverse teaching methods to cater to different learning styles, and providing flexible scheduling options. Regular assessments and constructive feedback help track student progress and address challenges promptly. The program also benefits from strong ties with local medical institutions, creating opportunities for real-world experience and potential employment. Encouraging a community atmosphere through peer support and recognizing student achievements contributes to a positive and inclusive learning environment. Additionally, proactive interventions help identify and assist at-risk students, ensuring they receive the necessary support to succeed. These practices collectively create a robust framework that enhances student success, and retention.
        - 2022-2023 (Enrollment: 149, 16 Sections)

- Success Rate: 26.2%
- Retention Rate: 80.5%

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
- **What does your program/area need to do better to support/improve student success?**
  - Increasing Success Rates: With a success rate of 26.2% in the 2022-2023 academic year, there is a clear opportunity to improve the percentage of students who successfully complete the program. Strategies could include enhanced tutoring, additional resources, revisiting teaching methodologies and altering instructional time.
    - Course Improvement Plan (2022-2023)
      - Achievement Target: 70%
      - Actual Performance: 73.58%
  - Enhancing Engagement: The program could benefit from strategies aimed at increasing student engagement, which is often correlated with higher success and retention rates. This might involve more interactive and practical learning experiences, as well as building a stronger sense of community among students.
  - Improving NREMT Exam Preparation: While the NREMT pass rate has improved from the previous year, continuing to focus on preparing students for this critical certification exam will directly contribute to their success post-course completion.
  - Expanding Community and Industry Partnerships: Building stronger connections with local emergency medical services and hospitals can provide students with more hands-on learning opportunities and increase their chances of job placement after graduation.
  - Overall Strategies for Student Success
    - One of the pivotal strategies poised to enhance student success within the EMT program is the strategic realignment and integration with the future Paramedic Program Degree Pathway. This will be achieved by elevating the program's semester units from 7 to 9, ensuring a seamless and comprehensive educational continuum for aspiring paramedics.
    - In an effort to augment student success and accommodate diverse learning preferences, the EMT program is proactively exploring the implementation of a hybrid course model. This innovative educational approach integrates both online and in-person instructional methods, providing a flexible and adaptive learning environment that caters to the unique needs of our diverse student body.
    - We are actively engaged in a search to employ qualified EMT adjunct instructors. This endeavor is crucial for enriching our educational offerings and ensuring that our students receive instruction from experienced professionals who bring current industry knowledge and practices into the classroom.
- **What actions can be taken to help close equity gaps?**
  - The data indicates disparities in success and retention rates among different racial/ethnic student groups. Focusing on closing these gaps by providing targeted support and resources to underperforming groups is essential. It should also be a priority to actively promote the program to increase awareness and reach for a more diverse classroom population.
    - 2022-2023
      - African American/Black (13 Students)
        - Success Rate: 30.8%
        - Retention Rate: 76.9%
      - White Non-Hispanic (17 Students)
        - Success Rate: 29.4%
        - Retention Rate: 88.2%

- Hispanic/Latinx (100 Students)
    - Success Rate: 24%
    - Retention Rate: 79%
- Two or More Races (11 Students)
    - Success Rate: 18.2%
    - Retention Rate: 90.9%
- To address equity gaps within the EMT program, a comprehensive strategy should be implemented, focusing on data analysis, academic support, inclusive practices, community engagement, financial assistance, and effective communication. This approach includes closely monitoring performance metrics, providing targeted academic resources, fostering a supportive community, ensuring accessibility to financial aid and learning materials, and implementing communication strategies tailored to reach underrepresented student groups. Continuous evaluation and adjustment of these strategies are crucial for promoting an inclusive learning environment and ensuring the success of all students, ultimately working towards closing the equity gaps.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
- **What does your program/area want to be known for?**
    - The Antelope Valley College Emergency Medical Technician Training Program aspires to be recognized for its academic excellence, high success rates, and retention strategies. It aims to expand enrollment while ensuring accessibility, provide comprehensive completion support, foster strong community connections, and maintain a positive learning environment. The program is also committed to innovation and continuous improvement in its teaching practices and curriculum. These aspirations are underpinned by a data-driven approach, utilizing key metrics such as success and retention rates, enrollment trends, and student feedback to ensure ongoing enhancement and alignment with industry standards.
- **What is a desired future?**
    - The Antelope Valley College Emergency Medical Technician Training Program seeks to significantly enhance student success (>80%) and retention rates (>80%), while aiming for increased performance in the National Registry of Emergency Medical Technicians (NREMT) certification exam (>80%). Plans for expansion include increasing enrollment, especially from diverse backgrounds, and investing in upgraded facilities and state-of-the-art equipment to create a superior learning environment. The program envisions a strengthened leadership structure to guide these advancements, and seeks to broaden its offerings to better serve the community's needs. Ultimately, the goal is to establish the program as a model of excellence, education, and community engagement within the emergency medical services education field.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Christy Camarillo (2023) – Highland High School – Emergency Medical Technician Training Program Director / Paramedic
- "Update the program's simulation equipment to include the latest in patient simulation technology for more realistic training scenarios."

Edward Aguiler (2023) – University of Antelope Valley / American Medical Response - Emergency Medical Services Program Director / Paramedic
- "Establish a more structured clinical and field internship experience with designated/trained preceptors."
- "Develop a continuous education workshop series with a focus on emerging trends in emergency medical response, such as telemedicine and advanced life support techniques."

Genaro Alvarado (2023) – American Medical Response / Emergency Medical Technician
- "Offer an open lab session each week to reinforce clinical competencies and improve proficiency."

Kevin Schott (2023) - American Medical Response - Emergency Medical Technician/Field Training Officer
- "Introduce a professional development component within the curriculum to address gaps in career readiness; it has been observed that numerous EMT aspirants are entering the job market without essential professional skills, such as effective resume writing and interview techniques."
- "Provide regular, structured feedback sessions post-clinical rotations, allowing students to learn directly from their field experiences."

Katrina Watters (2023) - Palmdale Regional Medical Center - Registered Nurse
- "Integrate interdisciplinary training sessions with nursing staff to foster teamwork and understanding of the different roles within emergency care."
- "Add Palmdale Regional Medical Center to the approved training site."

Robert Garcia (2023) - Antelope Valley Medical Center/Various - Registered Nurse
- Advisor did not report any recommendations at this time.

Matthew Simok (2023) - Oaks Christian High School - Certified Athletic Trainer
- "Offer elective course on health and fitness for EMTs, emphasizing the physical demands of the job and the importance of self-care."

Victoria King (2023) – All Town Ambulance – Emergency Medical Technician
- Advisor did not report any recommendations at this time.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/ Emergency

Medical Technicians and Paramedics (SOC Code : 29-2041)

Area	Estimated Year – Projected Year	Employment		Number	Change Percent	Total Job Openings
		Estimated	Projected			
Los Angeles County	2018 - 2028	4,300	4,690	390	9.1	3,380
California	2018 - 2028	16,800	18,600	1,800	10.7	13,570

U.S. Bureau of Labor Statistics (https://www.bls.gov/)

Occupation: Emergency Medical Technicians(SOC code 292042)
Period: May 2022

Area name	Employment(1)	Hourly mean wage	Annual mean wage(2)	Wage percent relative standard error(3)	Hourly median wage	Annual median wage(2)	Employment per 1,000 jobs	Location Quotient
California(0600000)	18280	21.93	45620	0.8	17.95	37340	1.036	0.91

Footnotes:
(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
(2) Annual wages have been calculated by multiplying the corresponding hourly wage by 2,080 hours.
(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Data extracted on November 06, 2023

Occupation: Emergency Medical Technicians(SOC code 292042)
Period: May 2022

Area name	Employment(1)	Hourly mean wage	Annual mean wage(2)	Wage percent relative standard error(3)	Hourly median wage	Annual median wage(2)	Employment per 1,000 jobs	Location Quotient
National(0000000)	167720	19.29	40120	0.3	17.64	36680		

Footnotes:
(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
(2) Annual wages have been calculated by multiplying the corresponding hourly wage by 2,080 hours.
(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Data extracted on November 06, 2023

National Summary
Summary

Quick Facts: EMTs and Paramedics	
2022 Median Pay	$39,410 per year $18.95 per hour
Typical Entry-Level Education	Postsecondary nondegree award
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	None
Number of Jobs, 2022	269,000
Job Outlook, 2022-32	5% (Faster than average)
Employment Change, 2022-32	14,600

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
2022-2023 Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)	Achievement Target: 70.00% Actual Performance: 73.58%
2021-2022 Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)	Achievement Target: 70.00% Actual Performance: 43.28%

In the 2022-2023 academic year, the EMT program made creditable progress, with actual performance in program SLOs reaching 73.58%, exceeding the set target of 70% and showing significant improvement from the 43.28% performance in the previous year. This advancement can be attributed to refined practical training, curriculum updates, enhanced feedback mechanisms, and focused faculty development. Although the minimum target was met, the program aims to maintain a trajectory of excellence through continuous professional development, investment in simulation technology, bolstered student support, strengthened stakeholder relationships, and data-driven decision-making, ensuring that graduates are exceptionally prepared for their roles in emergency services and continued educational aspirations.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
2022-2023 Program/Area Goals	
Increase achievement and success rate of program SLO (43.28% → 70.0%)	The program has made significant strides in meeting its Student Learning Outcomes (SLOs) achievement target. In the 2021-2022 academic year, the actual performance was 43.28%, well below the target. However, in the 2022-2023 period, the program surpassed the goal, achieving a 73.58% success rate, reflecting effective improvements in teaching methodologies, student support, or curricular adjustments.
Increase NREMT 1st Attempt Pass Rates (65% → 80%)	The goal of reaching an 80% first-time pass rate for the National Registry Emergency Medical Technician (NREMT) exam has not yet been met. The latest data indicate a first-time pass rate of 61%, which suggests a need for continued focus on exam preparation and mastery of the material. While this represents an improvement from the previous year's performance, additional strategies may be necessary to achieve the targeted 80%.
Increase students' exposure to diverse populations and provide opportunities to apply newly acquired skills in real-world applications.	The addition of All-Town Ambulance and Antelope Valley Medical Center as approved clinical and field internship sites, along with the option for an additional third internship experience, directly addresses this goal. By expanding the sites and experiences available to students, the program is ensuring that students are not only exposed to a wider variety of patient demographics and medical conditions but are also given more opportunities to apply their knowledge in real-world settings.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 4. Career and Specialized Knowledge	Demonstrate proficiency in applying EMT skills and the use of EMS equipment and supplies during patient care scenarios.	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase First Attempt NREMT Pass Rates to 80%	-Add an NREMT preparation module near the end of each course, focusing on exam specific material -Provide students with supplemental resources for test-taking strategies and NREMT specific content. -Provide faculty professional development on teaching strategies	NREMT First Attempt Pass Rate is 80% or Higher
#2	ILO 2. Creative, Critical, and Analytical Thinking	Assess specific patient conditions based on determination of chief complaint	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)		Goal 5: Align instructional programs to the skills identified by the labor market	Enhance students' systematic patient assessment skills, emphasizing the collection and analysis of subjective and objective data to form differential diagnoses informed by their theoretical and practical knowledge.	-Integrate more in-depth patient assessment activities -More practical training -Include activities aimed at researching and deconstructing case studies -Increase clinical and field rotation opportunities -Add interdisciplinary collaborative projects	-Patient Assessment Scenario Assessments -Formative and Summative Assessments -Clinical Performance Logs/Preceptor Feedback
#3	ILO 4. Career and Specialized Knowledge	Demonstrate proficiency in applying EMT skills and the use of EMS equipment and supplies during	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase student success rate and retention rate to 80%	-Curriculum Review -Review Instructional Strategies -Tutoring Opportunities	-Performance evaluations -Student Surveys -Individualized Feedback -Portfolio Reviews

		patient care scenarios	patient care scenarios. (Active from Fall 2018)			-Add EMT Adjunct Instructors -Faculty professional development	-Graduate Surveys -Feedback on Program Satisfaction
#4	ILO 3. Community/Glo bal Consciousness	Students will successfully complete all required supervised clinical and field experiences, demonstrating the application of acquired knowledge, skills, and professional conduct in a real-world healthcare setting.	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)	Goal 5: Align instructional programs to the skills identified by the labor market	Provide more unique and diverse opportunities for students to develop cultural sensitivity and ethical decision-making by integrating community-based experiences and global health perspectives into the curriculum.	-Add EMT Adjunct Instructors -Increase clinical and field internship opportunities and approved sites -Field Trips -Liaison with the EMT Program Clinical Coordinator	-Establish new internship training site contracts with more medical and public service entities

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	NREMT Exam Vouchers (150 Vouchers/Year)	Goal #1: Increase First Attempt NREMT Pass Rates to 80% -Ease the financial burden and encourage immediate testing. By removing the financial barrier, students may be more likely to take the exam soon after completing the course when the information is freshest in their minds.	Repeat	$15,600	Recurring	NREMT
Other	NREMT Exam Preparation Software Application Licenses (150 Licenses/Year)	Goal #1: Increase First Attempt NREMT Pass Rates to 80% - This tool would provide students with targeted practice and preparation specifically designed to improve their knowledge and test-taking skills, directly supporting their readiness for the NREMT exam. -Allows for the instructor to monitor usage and initiate teaching strategies based on cumulative objective data.	Repeat	$9,000	Recurring	Pocket Prep
Faculty	Adjunct Instructor(s)	All Goals Goal #1: Adjunct instructors with current field experience can offer valuable test preparation insights and strategies specific to the NREMT exam, directly influencing first-attempt pass rates. Goal #2: These instructors can provide current, most up-to-date hands-on training and feedback on patient assessment techniques, directly impacting students' practical skills. Goal #3: These instructors can provide current, hands-on training and feedback on patient assessment techniques, directly impacting students' practical skills. Goal #4: Adjunct instructors can often facilitate unique learning opportunities, such as field trips, guest speakers, and connections to internships, which can expose students to a broader range of experiences and perspectives.	New	N/A	Recurring	AVC
Technology	High-Fidelity Patient Simulator	Goal #2: High-fidelity simulators provide realistic patient scenarios that are crucial for developing hands-on assessment skills, allowing students to practice and refine their ability to gather data, perform diagnoses, and	New	$80,000	One-time	Gaumard

		respond with appropriate care in a controlled environment. Increases their clinical decision-making capabilities, emotional engagement, and overall preparedness for real-world emergency situations.				
Physical/Facilities	Updated WIFI Speeds in Uhazy Hall 101	Goal #3: Essential for accessing online databases for patient information, using assessment software, and engaging in simulation technologies that require an internet connection. Goal #3: an improve the overall learning experience, facilitating access to learning materials, online support resources, and enabling smooth execution of online exams and educational software, all of which can contribute to student success and retention.	New	N/A	One-time	AVC
Classified Staff	Student Assistant/Worker	Goal #2: Assist in setting up and managing lab equipment, facilitating more efficient and focused lab sessions where students practice patient assessment skills. Goal #3: Enhance the learning environment by providing peers with additional support, potentially improving understanding and retention of course material.	New	N/A	Recurring	AVC
Technology	Cardiac Monitor (LifePak15)	Goal #2: Needed to assess cardiac function, and having one available for training would directly enhance students' skills in performing cardiovascular assessments, ALS Assist, and interpreting data, which is a key component of systematic patient assessment.	New	$20,000	One-time	Stryker
Technology	Virtual/Augmented Reality Device/Software	Goal #1: Can simulate a wide range of patient scenarios for assessment practice, enhancing students' abilities to collect and analyze patient data systematically. Goal #4: VR/AR can expose students to a variety of cultural contexts and ethical dilemmas in a controlled environment, enriching their understanding and responses to such situations.	New	$20,000	One-time	Oculus / Apple
Other	Transportation for Field Trips	Goal #3: Field trips can enrich the educational experience, making learning more engaging and relevant, which may increase student satisfaction and, consequently, retention and success rates. Goal #4: By facilitating transportation to a variety of locations, students can engage with diverse populations and settings, enhancing their cultural sensitivity and providing real-world contexts to apply ethical decision-making.	New	N/A	Recurring	AVC

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
EMT	EMT	None	Multiple values

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

EMT
Year	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	61.9%	16.7%	8	84
2020-2021	83.3%	%	8	66
2021-2022	73.8%	34.5%	8	84
2022-2023	80.5%	26.2%	16	149

Enrollment and Number of Sections by *Modality* in EMT

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	8	8	8	16
Enrollment	Traditional	94	67	84	149

Enrollment and Number of Sections by *Location* in EMT

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	8	8	8	8
	Palmdale				8
Enrollment	Lancaster	94	67	84	80
	Palmdale				69

Number of Program Awards in None

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF			0.3	
FT (Regular) FTEF	1.1	1.1	1.1	2.1
TOTAL FTEF	1.1	1.1	1.3	2.1
PT/FT FTEF Ratio	0.0	0.0	0.3	
FTES	12.2	9.6	13.4	19.5
FTES/FTEF Ratio	11.5	8.7	10.1	9.2
WSCH/FTEF Ratio	344.3	262.1	301.7	274.6
WSCH	367.2	288.3	402.3	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

- S&R by Demographic Groups tab

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

Subject vs. AVC Retention Rate | Subject vs. AVC Success Rate | Enrollment

EMT			Retention	Success	Enrollment
EMT	Female	2019-2020	69.7%	2.1%	33
		2020-2021	80.8%	7%	26
		2021-2022	78.3%	56.5%	23
		2022-2023	74.0%	26.0%	50
	Male	2019-2020	59.6%	19.1%	47
		2020-2021	84.2%		38
		2021-2022	73.3%	26.7%	60
		2022-2023	83.2%	26.3%	95
	Unknown/Oth..	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
EMT	Hispanic/Latinx	2019-2020	59.3%	20.4%	54
		2020-2021	77.1%		35
		2021-2022	75.5%	34.0%	53
		2022-2023	79.0%	24.0%	100
	African American/Black	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023	76.9%	30.8%	13
	White Non-Hispanic	2019-2020	80.0%	7%	15
		2020-2021	92.9%	1%	14
		2021-2022	73.3%	46.7%	15
		2022-2023	88.2%	29.4%	17
	Two or more races	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023	90.9%	18.2%	11
	Other	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
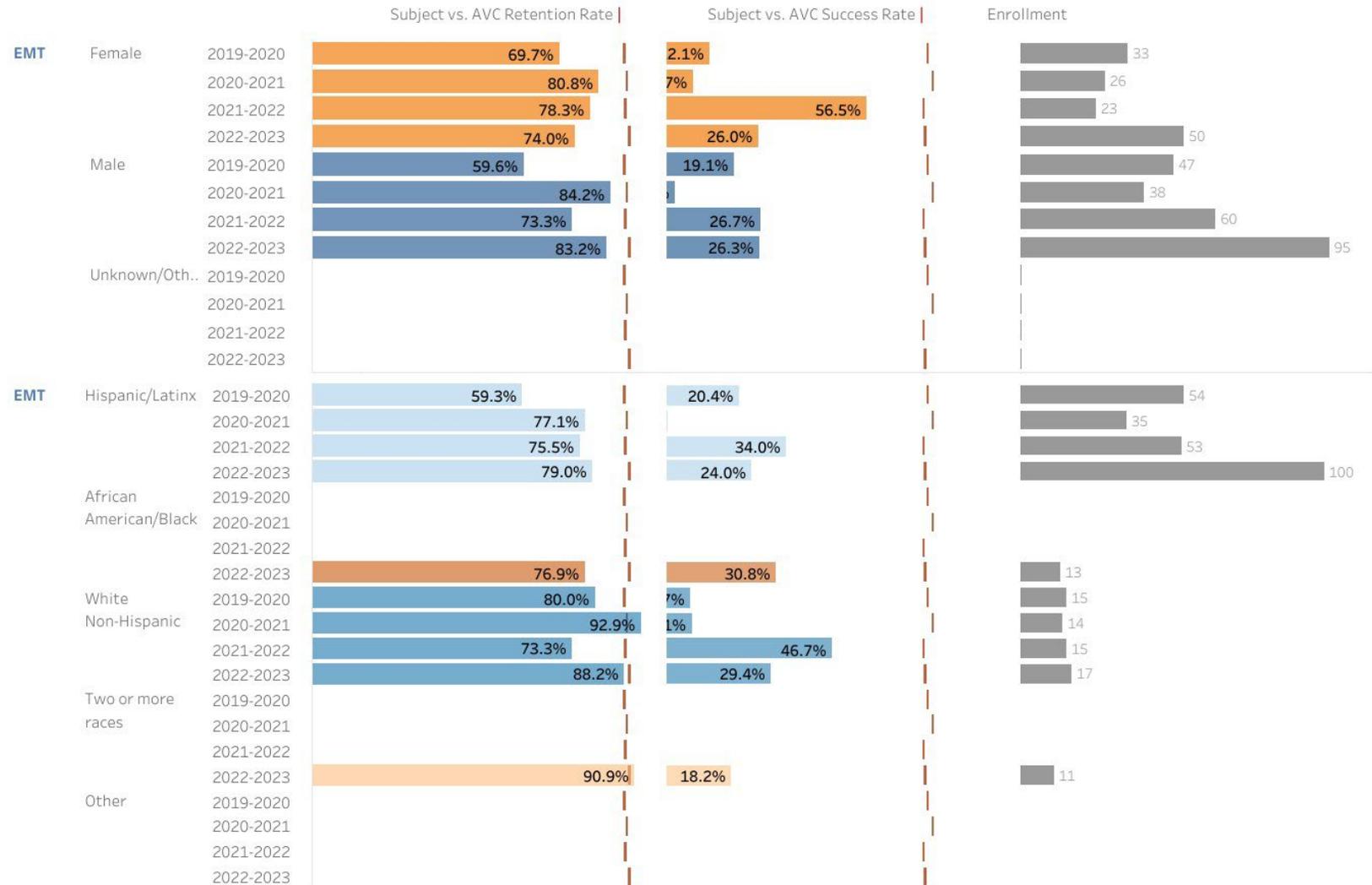
Optional:
- Other supporting data/information

NREMT Passing Scores (07/01/2022 – 07/01/2023) State v. Program

Performance Report | Description

Performance Report

This report provides cognitive examination pass rate data by cohort (see Description sheet for details), level: **EMT**, attempt: **Cumulative Sixth Attempt**, state: **California**, education program: **Antelope Valley College**, and **All Programs** between **2022-07-01** and **2023-07-01**.

Figure 1: Education Program Pass Rate
Cumulative Sixth Attempt

Figure 2: Education Program and State Pass Rate
Cumulative Sixth Attempt

Figure 3: Education Program and All Programs Pass Rate
Cumulative Sixth Attempt

Figure 4: Education Program, State and All Programs Pass Rate
Cumulative Sixth Attempt

Table 1: Education Program, State and All Programs Pass Rate
Cumulative Sixth Attempt

Level	Program				State				All Programs			
	Below Passing		Passing		Below Passing		Passing		Below Passing		Passing	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
EMT	16	32%	34	68%	2,000	17%	10,038	83%	17,709	20%	71,414	80%

Division/Area Name: CTE/HSS/FTEC Fire Technology	**For Planning Years: 2024-2025**

Name of person leading this review: Mark Gilman

Names of all participants in this review: N/A

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

As part of CTE and HSS, Fire Technology contributes to the district's mission by providing educational opportunities to a diverse population that will lead to meaningful careers in Firefighting that help the overall safety and well-being of the community.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
    - We are offering a State accredited Fire Academy with experienced instructors to a large geographic area. Those that successfully complete the Academy, will receive a Firefighter-1 Certification. Graduates are getting jobs in the Fire Service.
- What are the practices that were implemented to increase success and retention rates or program awards?
    - We are emphasizing the importance of obtaining a certificate or degree in this area to increase the chances of getting a job in this very competitive field.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
  - As our program continues to improve, we really need additional help. An Instructional Assistant is needed to help with day-to-day activities that are currently not being completed. We need to bring on more instructors as the demand for classes increases.
- What actions can be taken to help close equity gaps?
  - We are trying to implement a pre-fire academy fitness and conditioning course to allow those that need more prep for the fire academy the resources to be successful.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
  - We would like to be known for providing an excellent program that is equal or better than other Fire Technology programs in the state. We want to give opportunities to the surrounding area so that students do not have to go to other areas for this training.
- What is a desired future?
  - Having a robust program that offers semester courses for those seeking certificates or degrees. To provide the training and certifications needed for students to become meaningfully employed in the fire service.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

- Our Advisory Committee met on 6/13/2023
- Los Angeles County Fire Department representative related that there is a need for Company officer and other career track classes.
- Develop a partnership with KINF Dean Partee. New instructor for FTEC-290 Dr Bryan Moses. The plan is to create open enrollment conditioning course for potential Academy students.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
332011	Fire Fighters	7,690	5,840
332021	Fire Inspectors and Investigators	200	210
	Total	7,890	6,050

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase enrollment in the FTEC programs.	We have seen a steady increase in the enrollment over the last few years.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Our goal was to increase the availability of students to learn from updated equipment and new technology.	We have definitely made progress; we have received a lot of new equipment. But we are being challenged by the lack of time and additional help that is needed to achieve this goal. We have to do everything relating to obtaining needed equipment with very little assistance from any other department. This is where an Instructional Assistant could help us reach our goals.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO #1 Communication				Goal 5: Align instructional programs to the skills identified by the labor market.	Develop competent listening, speaking and writing skills that translate into a career path.	Continue with written and oral assignments related to the career path	Tracking student success.
#2	Choose ILO				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Problem solving and the use of new technology and equipment related to the field.	Obtain new technology. And increase student problem solving exercises.	Tracking student success.
#3	Choose ILO				Goal 5: Align instructional programs to the skills identified by the labor market.	Encourage cooperation with outside agencies as part of our program. Increased course offerings.	Students can observe and participate in career activities and gain knowledge. period	Tracking student success. Follow up with student job placement. .

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Instructional Assistant	We need an Instructional Assistant to help with the workload.	This will support all of our goals. Specifically administrative type work. Ordering, maintenance. Paperwork.	Repeat	Two (2)	54,000	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

https://public.tableau.com/shared/ZTJ89G9BF?:display_count=n&:origin=viz_share_link

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->
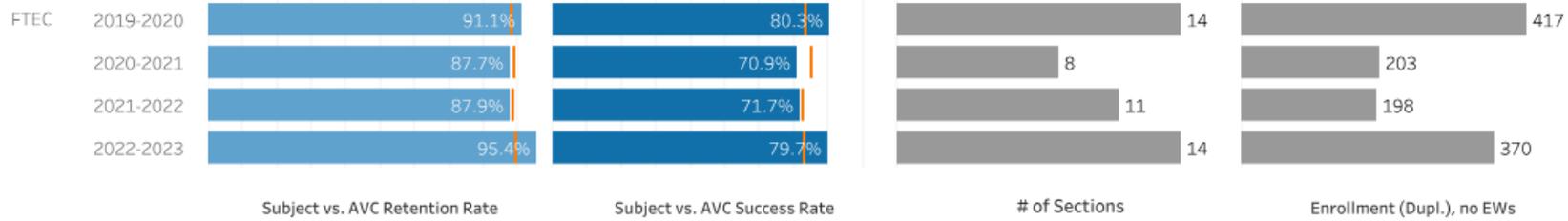
Select Subject	Select Subject again	Select Program Major(s)	Academic Year
FTEC	FTEC	Fire Technology (FT)	Multiple values

Retention, Success, Number of Sections, & Enrollment in FTEC (Total AVC rates are shown as | *hover over to see data*)
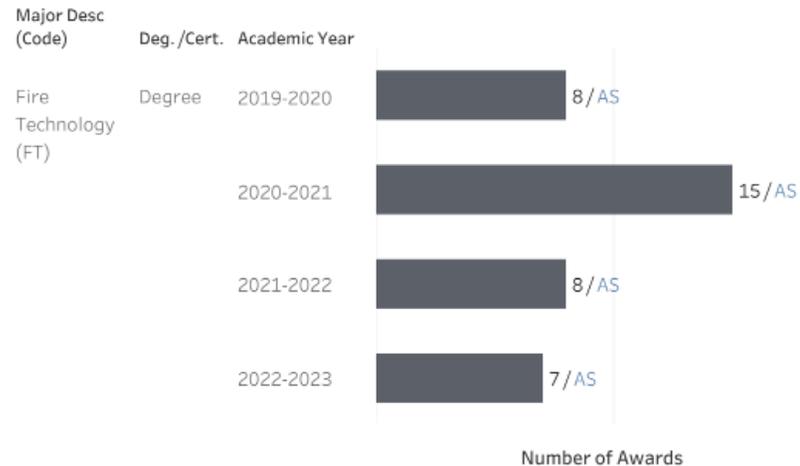
FTEC	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	91.1%	80.3%	14	417
2020-2021	87.7%	70.9%	8	203
2021-2022	87.9%	71.7%	11	198
2022-2023	95.4%	79.7%	14	370

Enrollment and Number of Sections by *Modality* in FTEC

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	13	8	11	14
	Work Experience	1			
Enrollment	Traditional	418	203	198	370
	Work Experience	1			

Enrollment and Number of Sections by *Location* in FTEC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	12	8	11	12
	Lancaster [O..	2			2
Enrollment	Lancaster	343	203	198	324
	Lancaster [O..	76			46

Number of Program Awards in Fire Technology (FT)

Major Desc (Code)	Deg. /Cert.	Academic Year	Number of Awards	
Fire Technology (FT)	Degree	2019-2020	8	AS
		2020-2021	15	AS
		2021-2022	8	AS
		2022-2023	7	AS

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

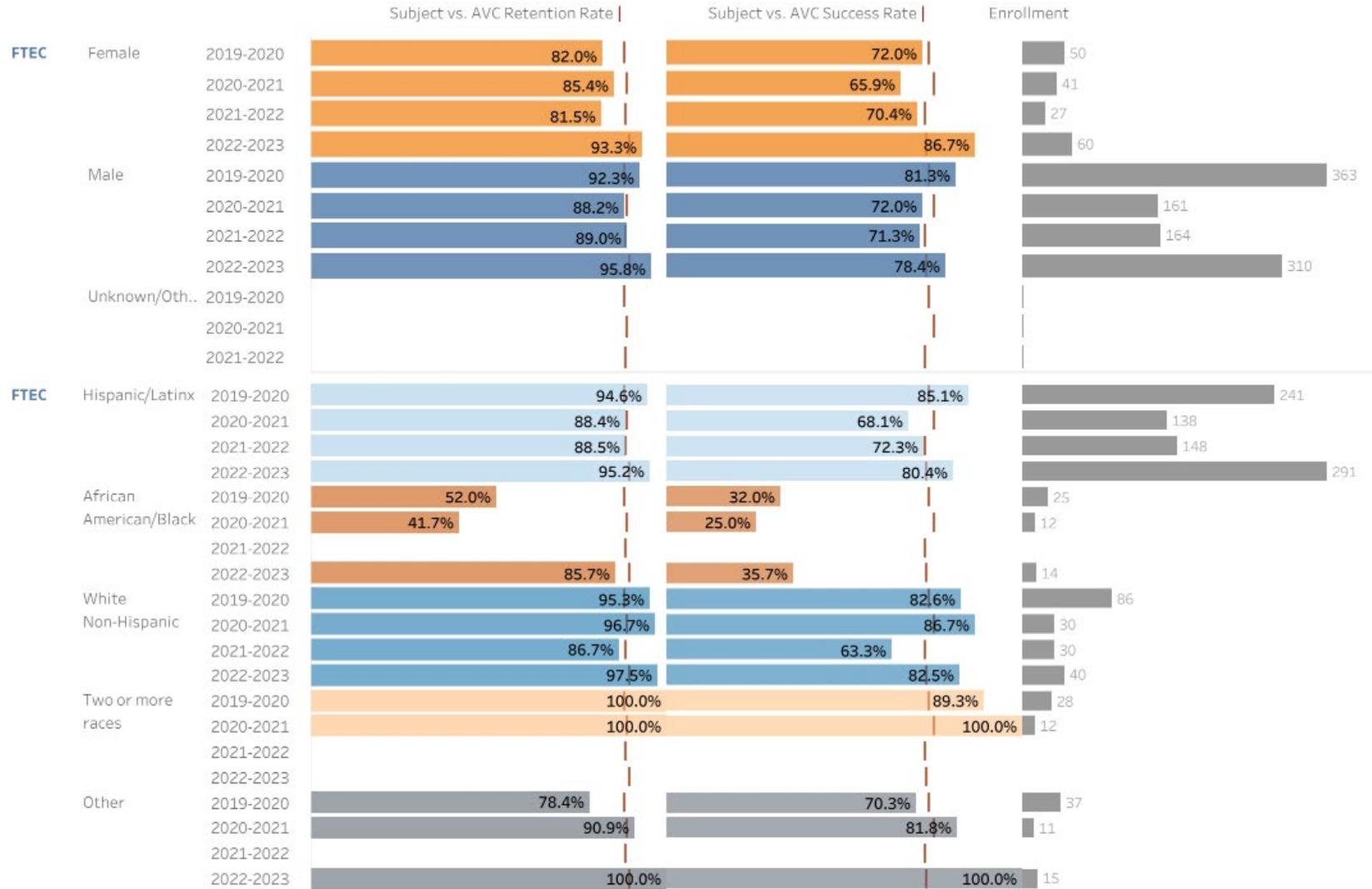|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1	0		1
FT (Regular) FTEF	2	1	1	1
FT (Overload) FTEF		0		1
TOTAL FTEF	3	1	1	3
PT/FT FTEF Ratio	1	0	0	1
FTES	38	16	10	29
FTES/FTEF Ratio	12	13	8	10
WSCH/FTEF Ratio	364	399	243	311
WSCH	1,141	479	292	

Click here
to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	Enrollment
FTEC	Female	2019-2020	82.0%	72.0%	50
		2020-2021	85.4%	65.9%	41
		2021-2022	81.5%	70.4%	27
		2022-2023	93.3%	86.7%	60
	Male	2019-2020	92.3%	81.3%	363
		2020-2021	88.2%	72.0%	161
		2021-2022	89.0%	71.3%	164
		2022-2023	95.8%	78.4%	310
	Unknown/Oth..	2019-2020			
		2020-2021			
		2021-2022			
FTEC	Hispanic/Latinx	2019-2020	94.6%	85.1%	241
		2020-2021	88.4%	68.1%	138
		2021-2022	88.5%	72.3%	148
		2022-2023	95.2%	80.4%	291
	African American/Black	2019-2020	52.0%	32.0%	25
		2020-2021	41.7%	25.0%	12
		2021-2022			
		2022-2023	85.7%	35.7%	14
	White Non-Hispanic	2019-2020	95.3%	82.6%	86
		2020-2021	96.7%	86.7%	30
		2021-2022	86.7%	63.3%	30
		2022-2023	97.5%	82.5%	40
	Two or more races	2019-2020	100.0%	89.3%	28
		2020-2021	100.0%	100.0%	12
		2021-2022			
		2022-2023			
	Other	2019-2020	78.4%	70.3%	37
		2020-2021	90.9%	81.8%	11
		2021-2022			
		2022-2023	100.0%	100.0%	15

Fall 2023 Program Review Report

Division/Area Name: CTE / HSS / FTW (Wildland Technology Fire)	For Planning Years: 2024-2025

Name of person leading this review: Lori Gilroy

Names of all participants in this review: NA

Part 1. Program Overview: *Briefly describe how the program contributes to the district <u>mission</u>*
Wildland Fire Technology contributes by providing educational opportunities to a diverse population that will lead to careers in the Fire Service that will help with the overall well-being of the community.

Part 2A: Analyze the <u>program review data</u> (<u>retrieval instructions</u>), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis) ● What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? Increased What are the trends for the number of awards granted? Are the number of awards going up or down? Up ● Wildland Fire Technology (WFT) Degree   2020-2021 1/AS - 2021-2022 1/ AS - 2022-2023 3/AS ● Wildland Fire Tech Cert (WFTX) Certification 2022-2023 1/LC   2/CT Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis) ● Which racial/ethnic student groups complete their courses at the highest rates? ● Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Consider the following questions: *What does your program/area do well, including capabilities and greatest accomplishments?* ● We are offering more NWCG certifications during the Wildland Fire Academy with experienced adjunct instructors. Graduates are getting full time jobs in the Fire Service. *What are the practices that were implemented to increase success and retention rates or program awards?* ● We are emphasizing the importance of obtaining a certificate or degree in this area to increase chances of getting a job in this very competitive field.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

What does your program/area need to do better to support/improve student success?

- As our program continues to improve, we really need additional help. An Instructional Assistant is needed to help with day to day activities that are currently not being completed This will allow myself and the adjunct instructor more time to focus on the hands-on portion. The Instructional Assistant would be an asset to coordinating worksites such as locating areas with less restriction on the National Forest (conditions change at the last minute) and assisting with the required documents. as well as providing one-on-one hands-on training, to ensure the safety of our students. This would ensure that students have access to the necessary tools to be successful in their training. We need to bring on more instructors as the demand for classes increases.

What actions can be taken to help close equity gaps?

- Implementing a pre- Wildland fire academy fitness and conditioning course to allow those that need more prep for the Wildland fire academy.
- An instructional Assistant, would allow more time for recruiting at the local high schools and surrounding areas, attending community events, and performing community service events. Raising awareness about our program in the community.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

What does your program/area want to be known for?

- Providing an excellent program that is equal or better than other Wildland Fire Technology programs in the state and increase their ability to obtain an entry level position, as well as enhance their ability to promote to first level supervisors' positions. Promoting cultural change in the work force and to emphasize the vital importance of leadership concepts in the wildland fire service by providing educational and leadership development opportunities.

What is the desired future?

- Bring up student enrollment, having a program that offers semester courses for those seeking certificates or degrees. To provide the training and certifications needed for students to become meaningfully employed in the fire service. Providing advanced classes need for promotions, for those employed in fire service that wish to continue their education.

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Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Insert Advisory Committee Recommendations here: Ghorbani related that there is a need for Company officer and another career track classes. Plan to create an open conditioning course for potential Academy students.
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/   **According to the California Employment Development Department labor market projections are estimated over the next ten-year positions as firefighters in California will increase by 4.4% for an annual average opening of 8,520 positions. The projections for the whole United States are projected to increase by 5% or 11,230 positions on average per year.**

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase student enrollment, that have an interest in becoming a firefighter.	Majority of students are interested in pursuing a career in the fire Service.
Hire an Instructional Assistant	Still pending
Hire an Adjunct Instructor of the Wildland Fire Academy	1 Adjunct hired

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase number of students retained in the program, completing a certificate and getting a degree.	Number of students has increased, Opening FTEC 199 for students with full time careers in the industry.
Hire an Instructional Assistant to assist in technical training, maintain a span of control and provide more opportunities for our students.	Still pending
Add additional program electives to FTW to provide more options. Removing and updating outdated material.	Class material for NWCG standard is updated, in progress updating training equipment.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	#3 community /Global Consciousness				Goal 5: Align instructional programs to the skills identified by the labor market.	Increase number of students retained in the program, completing a certificate and earning a degree	Faculty working with CTE counselors and expressing to students the importance of striving for educational completion.	Tracking the success and retention data.
#2	#2 Creative, critical and analytical thinking				Goal 2: Increase efficient and effective use of resources: Technology: Facilities: Human Resources: Business Services	Updated equipment, provide hands on training opposed to videos, Utilizing an Instructional Assistant	Instructional Assistant, to assist in technical training, maintain a span of control and provide additional opportunities for our students.	Having assistance with help with day to day activities.

#3	#3 Career and specialized knowledge				Goal 3: Align instructional programs to skills identified by the labor market	Continue to update FTW curricula to decrease the time of completion to increase student success metrics	Add additional program electives to FTW to provide additional options for students. Removing and updating outdated material.	Adding two or more courses to the program
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Instructional Assistant	Instructional Assistant: Help with day-to-day activities that are currently not being completed. Assist in technical training, maintain a span of control, and provide additional opportunities for our students. Coordinating worksites such as locating areas with less restriction on the National Forest (conditions change at the last minute) and assisting with the required documents, as well as providing one-on-one hands-on	All	Repeated request	3	C	Lori Gilroy

	training, and play a critical role ensuring the safety of students during technical training. This would ensure that students have access to the necessary tools to be successful in their training.		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Retention, Success, Number of Sections, & Enrollment in FTW (Total AVC rates are shown as | *hover over to see data*)
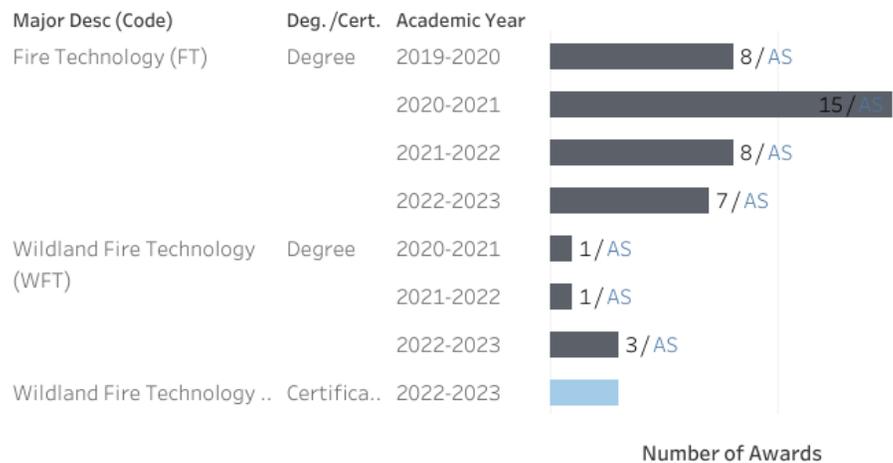
FTW	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	86.8%	71.1%	8	121
2020-2021	95.7%	65.7%	4	70
2021-2022	95.2%	88.6%	11	105
2022-2023	92.0%	89.1%	8	137
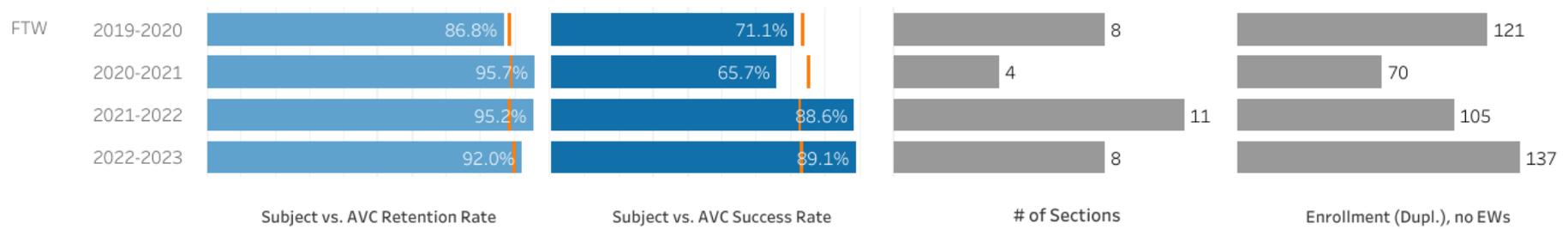
Enrollment and Number of Sections by *Modality* in FTW

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Other Indep Study		1	3	
	Traditional	8	3	8	8
Enrollment	Other Indep Study		3	3	
	Traditional	124	67	102	137

Enrollment and Number of Sections by *Location* in FTW

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	8	4	11	8
Enrollment	Lancaster	124	70	105	137

Number of Program Awards in Fire Technology (FT), Wildland Fire Technology (WFT), Wildland Fire Technology Cert (WFTX) and 1 more

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Fire Technology (FT)	Degree	2019-2020	8/AS
		2020-2021	15/AS
		2021-2022	8/AS
		2022-2023	7/AS
Wildland Fire Technology (WFT)	Degree	2020-2021	1/AS
		2021-2022	1/AS
		2022-2023	3/AS
Wildland Fire Technology ..	Certifica..	2022-2023	

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

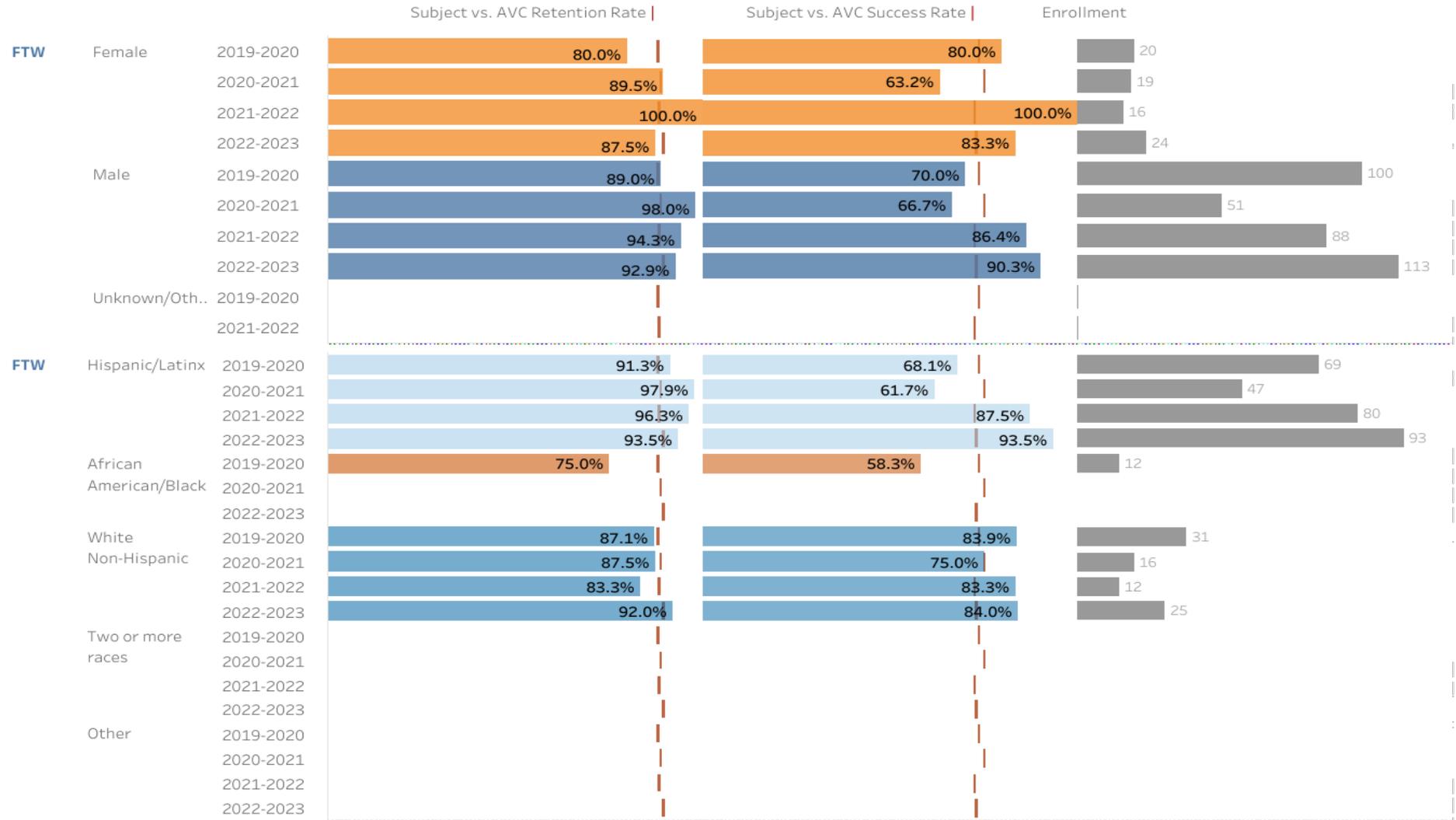|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
FT (Regular) FTEF	0.2	0.2	0.6	0.9
TOTAL FTEF	0.2	0.2	0.6	0.9
PT/FT FTEF Ratio	0.0	0.0	0.0	
FTES	2.2	2.4	3.1	8.3
FTES/FTEF Ratio	10.9	11.9	5.2	8.9
WSCH/FTEF Ratio	327.0	357.0	154.5	267.7
WSCH	65.4	71.4	92.7	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate |	Subject vs. AVC Success Rate |	Enrollment
FTW	Female	2019-2020	80.0%	80.0%	20
		2020-2021	89.5%	63.2%	19
		2021-2022	100.0%	100.0%	16
		2022-2023	87.5%	83.3%	24
	Male	2019-2020	89.0%	70.0%	100
		2020-2021	98.0%	66.7%	51
		2021-2022	94.3%	86.4%	88
		2022-2023	92.9%	90.3%	113
	Unknown/Oth..	2019-2020			
		2021-2022			
FTW	Hispanic/Latinx	2019-2020	91.3%	68.1%	69
		2020-2021	97.9%	61.7%	47
		2021-2022	96.3%	87.5%	80
		2022-2023	93.5%	93.5%	93
	African American/Black	2019-2020	75.0%	58.3%	12
		2020-2021			
		2022-2023			
	White Non-Hispanic	2019-2020	87.1%	83.9%	31
		2020-2021	87.5%	75.0%	16
		2021-2022	83.3%	83.3%	12
		2022-2023	92.0%	84.0%	25
	Two or more races	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
	Other	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			

Projections of Employment by Occupation,

2018 - 2028

Selections:

CIP Code(s):

　　030501　Forestry, General

Geography:　California

Includes: All California Counties

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
194093	Forest and Conservation Technicians	6,800	8,520
454011	Forest and Conservation Workers	2,800	4,370
	Total	9,600	12,890

Division/Area Name: CTE/IMTA	**For Planning Years: 2024-2025**
Name of person leading this review: Travis Lee	
Names of all participants in this review: Travis Lee	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
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 Department of Workforce Development and Bureau of Apprenticeship Standard (DWD/BAS) 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 Workforce programs and job preparation courses (non-degree applicable) contribute to the educational and economic well-being of the community. IMTA courses are provided for students who wish to complete a certificate to enter the workforce or upgrade their skill level. The IMTA program specially 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.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: • This Program is Directly connected to BYD
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Students successfully completing the IMTA program and were awarded a certificate. Students hired by (BYD) are working locally at the plant in Lancaster, and living in the community.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The IMTA must provide a bus that students can work on. The need for the proper equipment is necessary to ensure passing of SLO's and training needed for students to be Job ready.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The IMTA program is for training students on how to build electrical buses which is the future. The continuation and growth of the program will assist in Local Job placement.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

No Advisory Committee Recommendations at this time

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	1,030	1,000
	Total	1,030	1,000

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans. No CIP's have been completed for this program.

Past Course Improvement Plans	Progress Made
Need Full time Faculty	Hiring Search as begun

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

List your past program review goals and progress towards those goals.

No available goals to list.

Past Goal	Progress Made
No Data Accessible.	

Due to awaiting new Instructors for this program the curriculum has not been updated yet. This will need to be addressed as soon as Faculty are onboarded.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Choose an item.	No Data Accessible.		
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.	N/A – Self-funded		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->
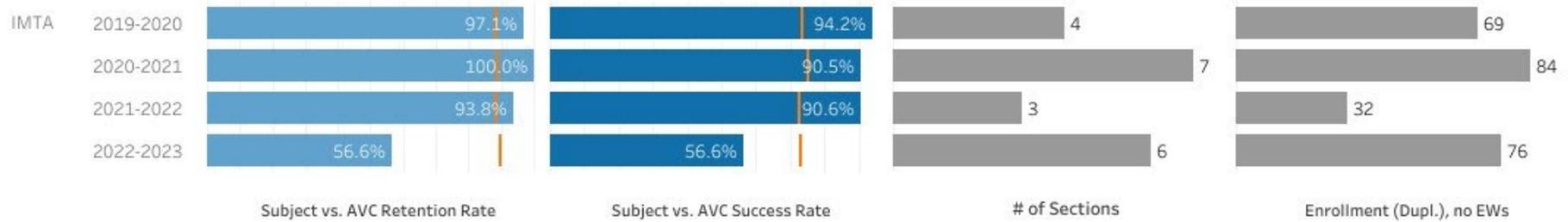
Select Subject	Select Subject again	Select Program Major(s)	Academic Year
IMTA	IMTA	Indust Manuf Tech Apprent (IMTA)	Multiple values

Retention, Success, Number of Sections, & Enrollment in IMTA (Total AVC rates are shown as │ *hover over to see data*)
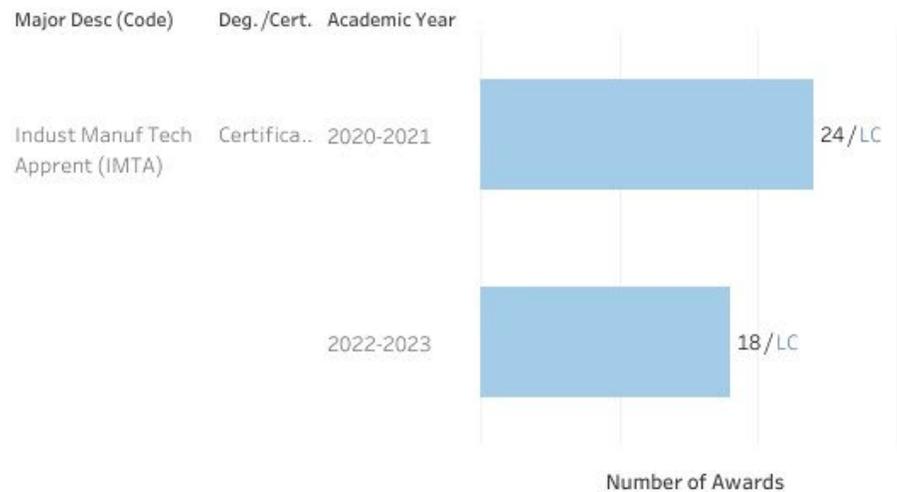
IMTA	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	97.1%	94.2%	4	69
2020-2021	100.0%	90.5%	7	84
2021-2022	93.8%	90.6%	3	32
2022-2023	56.6%	56.6%	6	76

Enrollment and Number of Sections by *Modality* in IMTA

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	4	7	3	6
Enrollment	Traditional	73	84	32	76

Enrollment and Number of Sections by *Location* in IMTA

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster		2		1
	Palmdale	4	5	3	5
Enrollment	Lancaster		20		16
	Palmdale	73	64	32	60

Number of Program Awards in Indust Manuf Tech Apprent (IMTA)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Indust Manuf Tech Apprent (IMTA)	Certifica..	2020-2021	24 /LC
		2022-2023	18 /LC

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.4	1.1	0.3	0.3
TOTAL FTEF	0.4	1.1	0.3	0.3
FTES	4.1	5.6	0.9	2.3
FTES/FTEF Ratio	10.3	5.1	3.2	8.5
WSCH/FTEF Ratio	307.5	152.2	96.8	255.6
WSCH	123.0	167.4	25.8	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. IMTA Annual SR (dotted line)

Subject	Student Demographics ..	2022-2023		

| | | Subject vs. AVC Success Rate | PPG | # of completers needed to close the gap |

Chart data (IMTA):
- 19 or Less: 56.6%
- 20-24: (orange)
- 25-29: 62.5%, PPG -10.1%, 2
- 30-34: 66.7%, PPG -5.9%, 1
- 40-49: (orange)
- 50+: 50.0%, PPG -22.6%, 7

In 2022-2023, IMTA's Success Rate was 56.6% vs. AVC's Annual rate of 72.6%
Overall Disproportionate Impact as percentage point gap was : -16.0%
In IMTA, 76 was the enrollment count (duplicated headcount) (only shows if *n* > 10)
If there is a Disproportionate impact (**PPG is negative**) , multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
(For example, (76 * |-16.0%|)=**12**. it means that 12 more successful course completers would help close the gap for this subject area)

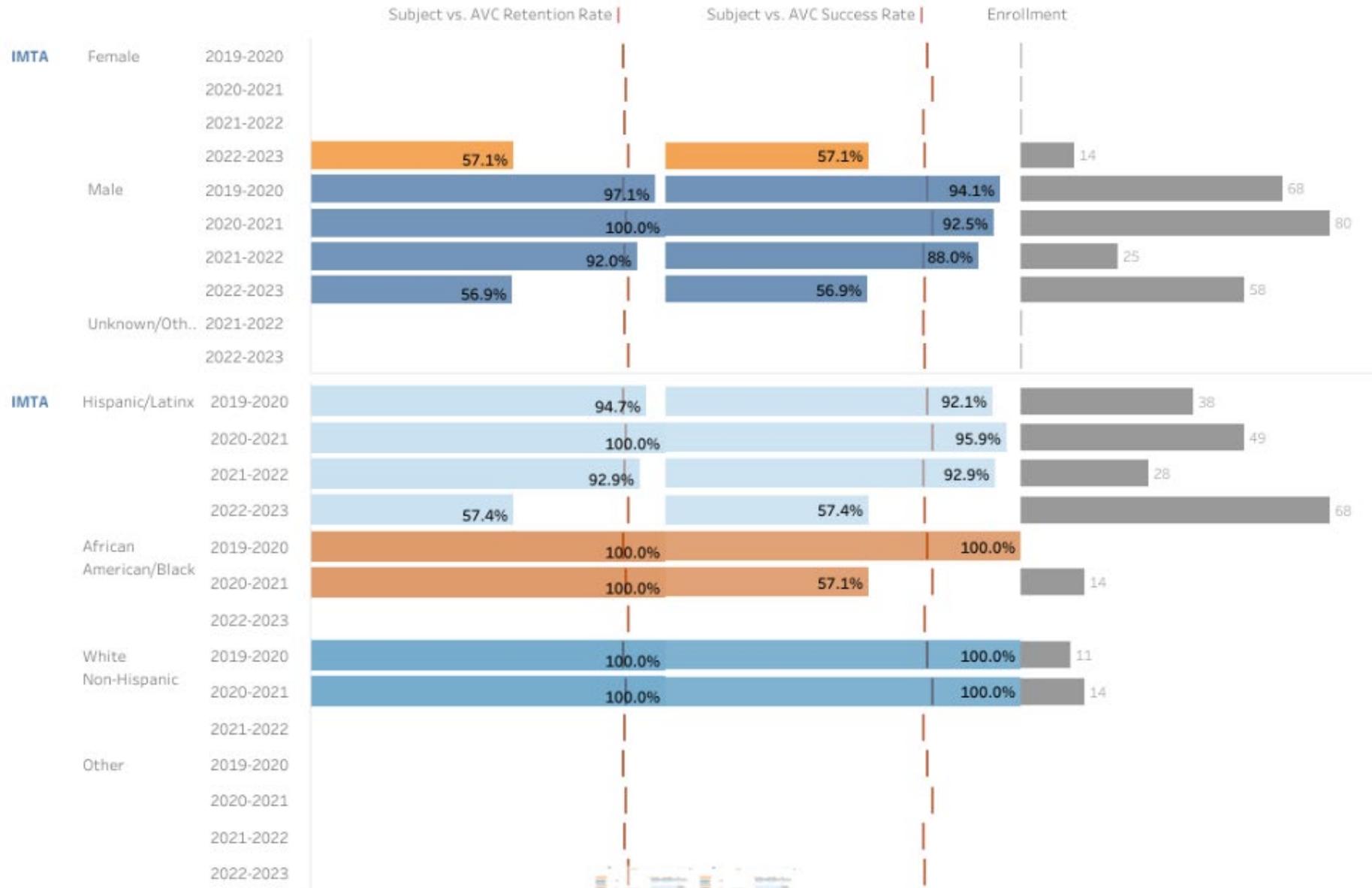(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
IMTA	Female	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023	57.1%		57.1%		14
	Male	2019-2020	97.1%		94.1%		68
		2020-2021	100.0%		92.5%		80
		2021-2022	92.0%		88.0%		25
		2022-2023	56.9%		56.9%		58
	Unknown/Oth..	2021-2022					
		2022-2023					
IMTA	Hispanic/Latinx	2019-2020	94.7%		92.1%		38
		2020-2021	100.0%		95.9%		49
		2021-2022	92.9%		92.9%		28
		2022-2023	57.4%		57.4%		68
	African American/Black	2019-2020	100.0%		100.0%		
		2020-2021	100.0%		57.1%		14
		2022-2023					
	White Non-Hispanic	2019-2020	100.0%		100.0%		11
		2020-2021	100.0%		100.0%		14
		2021-2022					
	Other	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					

Division/Area Name: CTE/HSS/Medical Office Assistant	**For Planning Years: 2024-2025**
Name of person leading this review: Robin Jordan-King, AA, RMA, AHI	
Names of all participants in this review: Paularita Bossier, Joanne Stoll, Karen Stenback, Robin Jordan-KIng	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The mission of Antelope Valley Community College District is to serve to community by placing student success and student-centered learning as our No. 1 priority through higher educational standards, innovative programs and services in a professional, team-driven environment.   The MOA program upholds the mission of Antelope Valley College by providing students with the skills and training necessary to obtain a successful career towards National certification as a medical assistant. The standards that the MOA program adheres to coincide with the mission by centering on students didactic and laboratory skills that will ensure quality training and professionals within the community. The program embodies: 1) specific skills, knowledge, and instruction that coincides with a promising career as an entry-level medical assistant;2) students obtain training, education and communication skills essential to becoming a vital member of the health care team; 3) use objective analysis, deductive reasoning and technology in providing quality patient care; 4) requires lifelong dedication from a student that is committed to the highest ethical principles within the community as a whole.

Part 2A: Analyze the program review data ([retrieval instructions](#)), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Success rate was 80.7% and Retention rate was 89.1%
- Did they decrease or increase in the last year? There was an increase from the last year (2021-2022: Success rate 73.5% and Retention rate was 88%)
- What are the trends for the number of awards granted? The number of awards has been the same for the 3 previous years (12).
- Are the number of awards going up or down? This year's awards have gone down (7).

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates? White Non-Hispanic (85.4%), Hispanic/Latinx (83.6%)
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? African American/Black (66.7%), Other (73.9%) Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
- *What does your program/area do well, including-g capabilities and greatest accomplishments*? The MOA has a retention rate of 89.1%. The rate of retention is important because there is such a high demand for medical assistants. This high demand can lead to a short supply in the community, therefore having a good retention rate can assist with that short supply. The MOA success rate is at 80.7% which means that more students will have an opportunity to help patients within the community. These students' success rates will create a demand for the program within our organization.

- *What are the practices that were implemented to increase success and retention rates or program awards?* Sending our students to externship will give them an opportunity to have hands on experience and assist our local clinics, hospitals, and doctors' offices to meet their patients' needs. Externship will also increase the students' chances of gaining employment by completing 160 hours of externship within the community.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

What does your program/area need to do better to support/improve student success?

1) A lack of clinical experiences places students at a disadvantage within the hiring pool.

2) Coordinate with local medical facilities to allow our students to complete their extern hours locally.

3) Employers want graduates with clinical experiences that can function at a higher level and who have taken certification examinations. Only those graduates who complete the program with an AS (and within one year of taking MOA111) can sit for the California state certification. By becoming accredited, we will give our students the opportunity to take national certification examinations.

4) Coordinate with the office on requirements, prerequisites and classes needed to obtain accreditation format the program appropriately so that students are not confused about which classes to take first.

5) The MOA program currently has 1 site that has expressed interest in allowing our students to complete their extern hours. We need to obtain more sites so that our students have more options to complete their hours.

- What actions can be taken to help close equity gaps? Providing students with support and making them feel like they belong can help close equity gaps. Offering services in remediation can help with student retention. Having a better understanding of the student demographics in the area can help close cultural gaps and gives students a sense of inclusivity.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
- What does your program/area want to be known for? The MOA program wants to be viewed as a program for all people in all walks of life. A program that shows their students compassion and the students pay that same compassion forward in the community. We are a program that treats our students, faculty and colleagues with respect while maintaining a positive and professional mindset. Instilling values of empathy and integrity in our students can help them provide quality patient care- One patient at a time.
- What is a desired future? The MOA program at AVC is working on being more aligned with the industry. Implementing a program that is accredited where students will be able to get nationally certified will increase our students' rates of entry-level positions within the community and allow them the opportunity to travel anywhere in the world to work.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.) Currently do not have an Advisory Board Committee in place. An Advisory Board Committee will be in place once we are accredited as it is a requirement.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Geography: California

Includes: All California Counties   Projections of Employment by Occupation, 2018 - 2028

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings[1]
319092	Medical Assistants	101,600	150,550
	Total	101,600	150,550

Geography: Los Angeles County
Includes: Los Angeles County

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings[1]
319092	Medical Assistants	24,200	35,630
	Total	24,200	35,630

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
promote critical thinking skills	Assignments given help the students to use critical thinking which improves progress.
facilitate student engagement and opportunities to share with their peers and instructor.	Students work together and create rapport with each other which builds relationships. Instructors create activities where everyone participates which improves progress.
Contact students weekly via Canvas to remind students of upcoming assignments	The instructor can make announcements to the class to communicate any upcoming assignments. Progress has been made in this area.
Continue to use online surveys of students - one survey mid-semester and one survey at end of course, to assess students' learning needs and improve course design.	Survey monkey gives students opportunities to express how they feel about the progress of class and instruction. Progress was made here.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Continue to provide students with necessary learning material in the classroom.	There are supplies that are available to the students. There is progress here, however we are in the process of getting more materials for the students.
Combine areas of study (front and back office)	The curriculum has front and back-office studies within it.
Gain accreditation (CAAHEP) for the program	Steps are being made for this goal; progress is moving forward.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OOO				
#1	ILO 4. Career and Specialized Knowledge	Main Program outcome	Demonstrate competency in medical office procedures		Goal 5: Align instructional programs to the skills identified by the labor market	To prepare medical assistants who are competent in cognitive and affective learning domains to enter the profession	1. Hire instructor to teach and organize clinical rotations 2. Gain clinical sites and work on MOU 3. Maintain durable medical equipment supply budget	1. Hired an instructor to fulfill the goal. 2. Clinical sites are being organized at this moment. 3. Some equipment still needs attention or replaced.
#2	ILO 4. Career and Specialized Knowledge	Main Program outcome	Demonstrate competency in medical office procedures		Goal 5: Align instructional programs to the skills identified by the labor market	Increase completion and employment rates of MOA graduates	1. Hire full time MOA staff member that meets accreditation requirements. 2. Create one cohesive program that meet the requirements for accreditation 3. Apply for accreditation ($1500) with an annual fee of $2100. 4. Have a site visit $2700. 5. Provide students with clinical experiences that are required for employment. 6. Reevaluate	1. Full time staff member hired. 2. Working on accreditation requirements. 3. Need to be accreditation ready prior to applying. 4. Track graduate exam performances. 5. Employment surveys.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Supplies	Having all the supplies needed to ensure lab skills are supported	Preparing medical assistants who are competent in cognitive and affective learning domains to enter the profession	Repeat	unspecified	Recurring	Robin Jordan-King
Other	Apply for accreditation	Increase completion and employment rates of MOA graduates	New	$1500 with annual fee of $2100, site visit of $2700	Recurring	Robin Jordan-King
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Document attached

Please Select **Subject** area (twice) and **Program** Major(s) to get your data -->
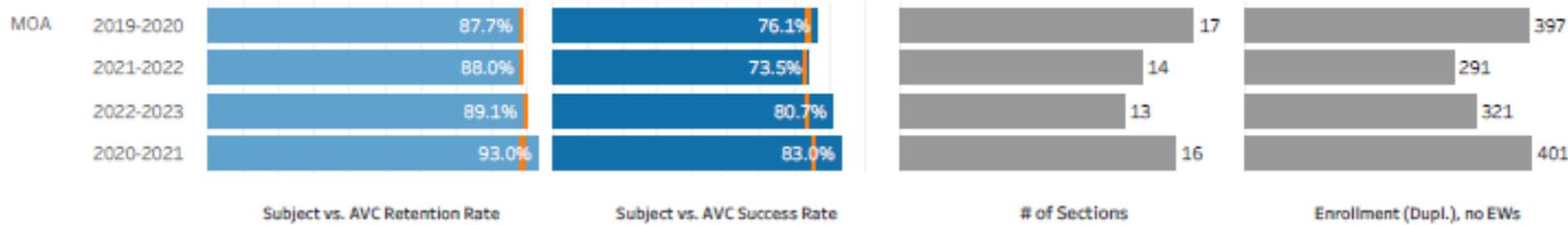
Select Subject	Select Subject again	Select Program Major(s)	Academic Year
MOA	MOA	Medical Assistant Cert (MA1)	Multiple values

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

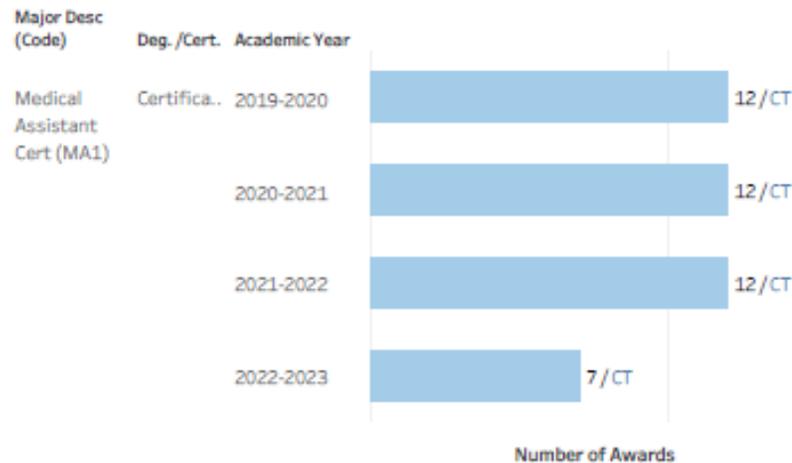| MOA	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	87.7%	76.1%	17	397
2021-2022	88.0%	73.5%	14	291
2022-2023	89.1%	80.7%	13	321
2020-2021	93.0%	83.0%	16	401

Enrollment and Number of Sections by *Modality* in MOA

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	7	7	9	10
	Traditional	10	9	5	3
Enrollment	Online	207	202	237	260
	Traditional	195	199	54	61

Enrollment and Number of Sections by *Location* in MOA

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	7	7	4	3
	Palmdale	10	9	10	10
Enrollment	Lancaster	145	153	44	61
	Palmdale	257	248	247	260

Number of Program Awards in Medical Assistant Cert (MA1)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Medical Assistant Cert (MA1)	Certifica..	2019-2020	12 / CT
		2020-2021	12 / CT
		2021-2022	12 / CT
		2022-2023	7 / CT

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

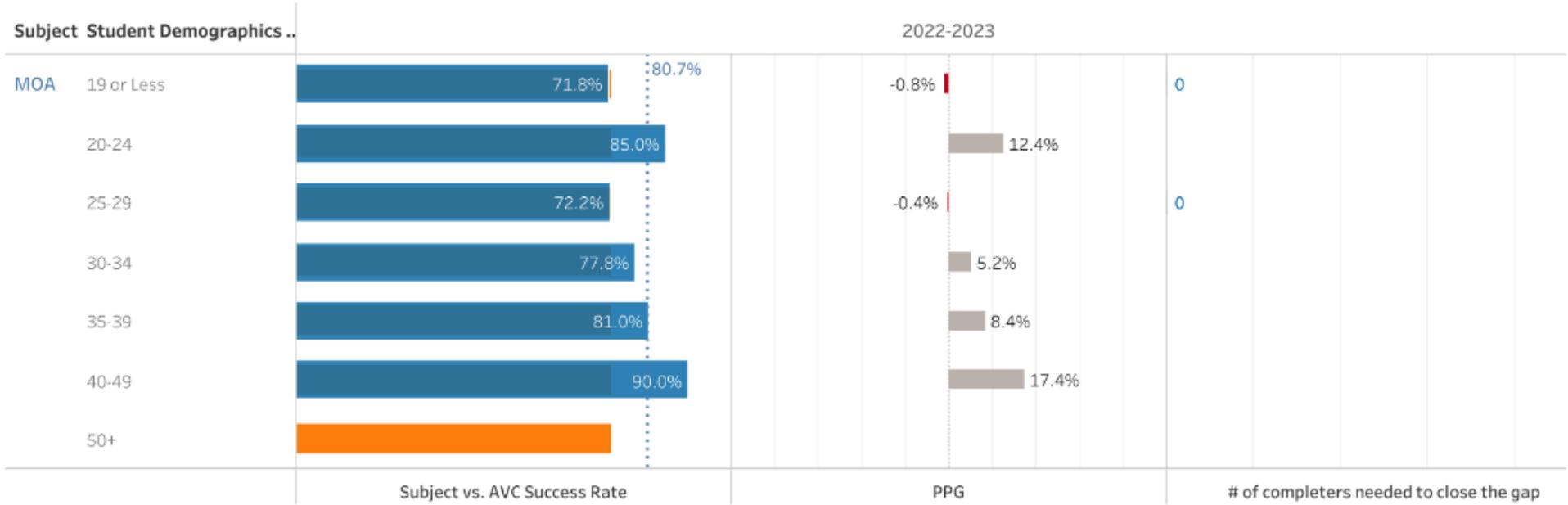|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1.6	1.4	1.4	1.1
FT (Regular) FTEF		0.4		
FT (Overload) FTEF				0.3
TOTAL FTEF	1.6	1.8	1.4	1.4
PT/FT FTEF Ratio		3.5		
FTES	22.7	22.0	12.1	16.3
FTES/FTEF Ratio	14.2	12.2	8.7	11.6
WSCH/FTEF Ratio	425.6	366.3	260.1	349.3
WSCH	681.0	659.4	364.2	

Click here
to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Academic Year Slider

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. MOA Annual SR (dotted line)

Subject	Student Demographics ..	Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
MOA	19 or Less	71.8% (80.7%)	-0.8%	0
	20-24	85.0%	12.4%	
	25-29	72.2%	-0.4%	0
	30-34	77.8%	5.2%	
	35-39	81.0%	8.4%	
	40-49	90.0%	17.4%	
	50+			

2022-2023

In 2022-2023, MOA's Success Rate was 80.7% vs. AVC's Annual rate of 72.6%
Overall Disproportionate Impact as percentage point gap was : 8.1%
In MOA, 321 was the enrollment count (duplicated headcount) (only shows if *n* > 10)
If there is a Disproportionate impact (**PPG is negative**) , multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
(For example, (321 * |8.1%|)=**26**. it means that 26 more successful course completers would help close the gap for this subject area)
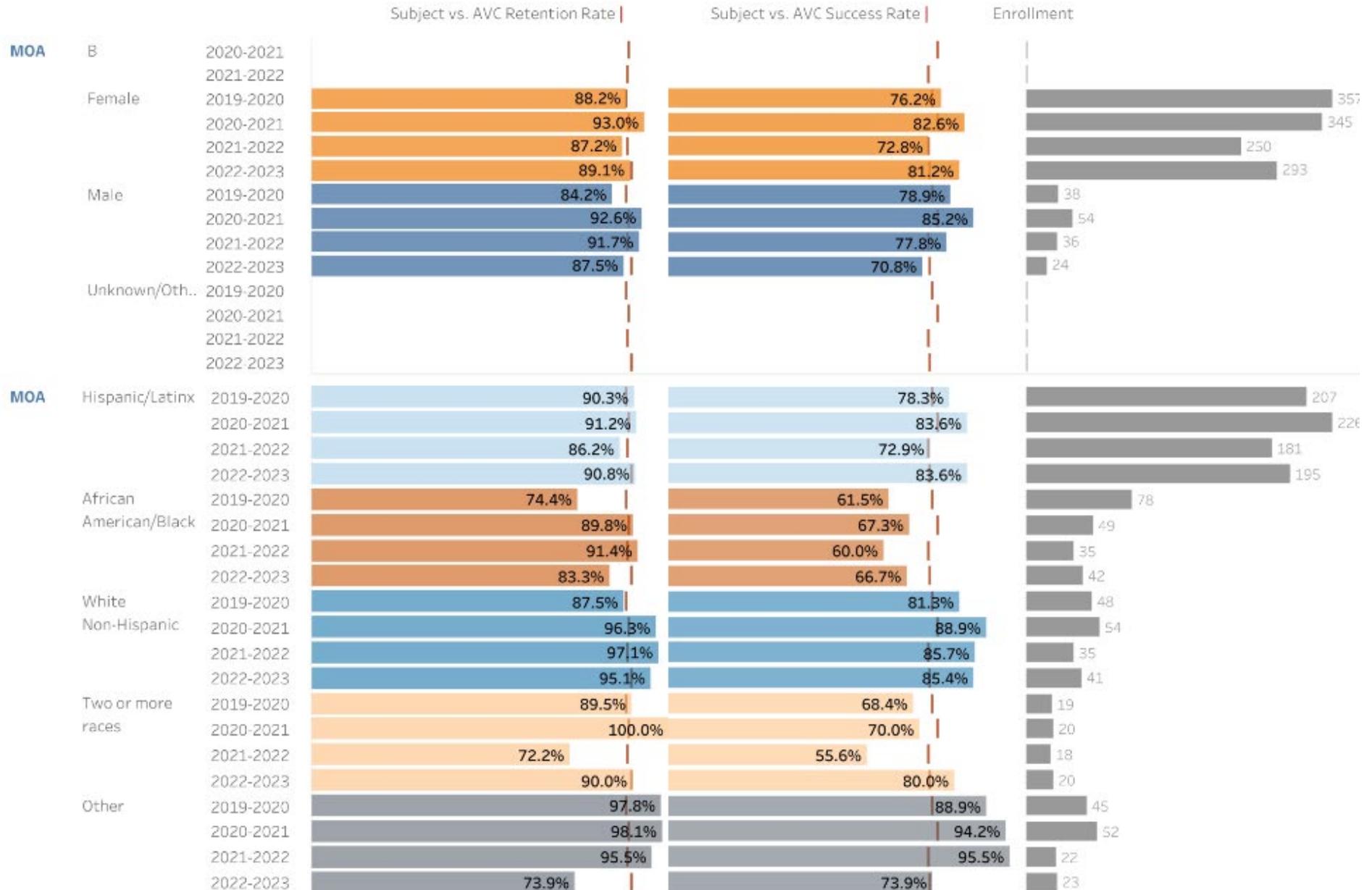(Hover over each bar in the chart to see details about each sub-group)
Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	Enrollment
MOA	B	2020-2021			
		2021-2022			
	Female	2019-2020	88.2%	76.2%	357
		2020-2021	93.0%	82.6%	345
		2021-2022	87.2%	72.8%	250
		2022-2023	89.1%	81.2%	293
	Male	2019-2020	84.2%	78.9%	38
		2020-2021	92.6%	85.2%	54
		2021-2022	91.7%	77.8%	36
		2022-2023	87.5%	70.8%	24
	Unknown/Oth..	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023			
MOA	Hispanic/Latinx	2019-2020	90.3%	78.3%	207
		2020-2021	91.2%	83.6%	226
		2021-2022	86.2%	72.9%	181
		2022-2023	90.8%	83.6%	195
	African American/Black	2019-2020	74.4%	61.5%	78
		2020-2021	89.8%	67.3%	49
		2021-2022	91.4%	60.0%	35
		2022-2023	83.3%	66.7%	42
	White Non-Hispanic	2019-2020	87.5%	81.3%	48
		2020-2021	96.3%	88.9%	54
		2021-2022	97.1%	85.7%	35
		2022-2023	95.1%	85.4%	41
	Two or more races	2019-2020	89.5%	68.4%	19
		2020-2021	100.0%	70.0%	20
		2021-2022	72.2%	55.6%	18
		2022-2023	90.0%	80.0%	20
	Other	2019-2020	97.8%	88.9%	45
		2020-2021	98.1%	94.2%	52
		2021-2022	95.5%	95.5%	22
		2022-2023	73.9%	73.9%	23

Division/Area Name: CTE/Aeronautical Science & Technology/MSAM	**For Planning Years: 2024-2025**
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Antelope Valley College's Aeronautical Sciences & Technology Department has a collaborative partnership with local aviation industry employers that serve to educate/train our students and provide the college with resources (adjunct faculty and donations). In addition, the AST Department has adjunct faculty and industry representatives that are members of our advisory committee. The Aeronautical Sciences & Technology Department serves the community by preparing students for careers in aviation manufacturing and maintenance. This course of study provides career technical education that leads to a certificate in Metrology Sciences for Aerospace Manufacturing. Students learn the knowledge, skills and attitudes that will enable them to be successful in computer aided manufacturing entry level positions.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis)   • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?   • What are the trends for the number of awards granted? Are the number of awards going up or down?   Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)   • Which racial/ethnic student groups complete their courses at the highest rates?   • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The MSAM courses contain the necessary skills and knowledge to meet current employer demands and requirements for entry level positions. This program is unique, having been specifically requested by the industry. After the initial set of certificates is completed, we will conduct a review of the lessons learned and make improvements as needed.
Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Marketing – we have not had the chance to really market the program to local industry partners, and it does not have a dedicated full-time instructor to help promote the program.
Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The world's leading aeronautical programs that continues to meet industry demands for qualified aviation technicians in a variety of aviation fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Advisory committee recommendations were the same: to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite, Aerospace Electrician, and Precision Measurements.

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to CIP Code(s):

150613   *Manufacturing Technology/Technician*

Geography: California

Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings[1]
173026	Industrial Engineering Technicians	5,000	5,310
	Total	**5,000**	**5,310**

Table Generated on 11/7/2023 12:35:34 PM

[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
N/A	N/A
N/A	N/A

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

Past Goal	Progress Made
This is the first program review.	

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	X	X		Goal 5: Align instructional programs to the skills identified by the labor market	Grow the program	Continue to work with advisory committee and recommendations to promote program	When classes are full
#2	ILO 4. Career and Specialized Knowledge	X	X		Goal 5: Align instructional programs to the skills identified by the labor market	Grow the program	A Full-time faculty member is needed for this program to reach its full potential to not only promote the program but to build industry connections and create a pipeline for students to gain employment	When a new full time faculty is hired
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Full-time Faculty needed for the program to improve.	ALL	New	$100,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
ALM	ALM	None	Multiple values

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

ALM	2022-2023	92.9%	92.9%	1	14

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

Enrollment and Number of Sections by *Modality* in ALM

	Instr. Method	2022-2023
Number of Sections	Traditional	1
Enrollment	Traditional	14

Enrollment and Number of Sections by *Location* in ALM

	Location	2022-2023
Number of Sections	Lancaster	1
Enrollment	Lancaster	14

Number of Program Awards in None

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

	Fall 2022
FTES	0

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
MSAM	MSAM	None	Multiple values

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

MSAM	2022-2023	100.0%	100.0%	1	14

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

Enrollment and Number of Sections by *Modality* in MSAM

	Instr. Method	2022-2023
Number of Sections	Traditional	1
Enrollment	Traditional	14

Enrollment and Number of Sections by *Location* in MSAM

	Location	2022-2023
Number of Sections	Lancaster	1
Enrollment	Lancaster	14

Number of Program Awards in None

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

	Fall 2022
FTES	0

Click here
to see AVC's Program
awards dashboard

Fall 2023 Program Review Report

Division/Area Name: CTE/Health Safety Sciences/Nutrition	**For Planning Years: 2024-2025**
Name of person leading this review: Ann Volk	
Names of all participants in this review: Rona Brynin	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development, and community service.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
• What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
• Which racial/ethnic student groups complete their courses at the highest rates?
• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The average retention rate was 88.5% for this review period. This is consistent with previous years and is above the AVC rate. An increase in retention rate was shown in males (86 to 89%) and African American/Black (85 to 89%) with all other segments consistent with rates at 89%. Enrollment numbers increased slightly from the previous year (744 vs 733). The greatest enrollment increase was seen in the traditional class mode – from 192 to 266. However, online class enrollment dropped from 541 to 508. Retention rates may be consistently above the AVC rate due to different factors. Full-time faculty are available both in-person and via Zoom for office hours making them easily accessible for help, and a tutor is available for NF 100. Due to the nature of NF 102, class size is limited so the instructor can provide a more personal learning experience.
It is important to note that "Palmdale "is being used to indicate both online courses and the actual Palmdale site. This is misleading since classes have been cancelled at the Palmdale site due to low enrollment. It gives a false impression that classes are being physically taught at Palmdale, when in fact they are not.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
• Success rates have been lower than the AVC rate. Overall, the rate was 62%, a drop from the previous year, but still consistent with other years. Whites have the highest success rate, African American the lowest. However, in this review, African American/Black showed improvement in the success rate. Analyzing the retention vs success rates, students may be continuing in the class even though they are failing. Online courses had a retention rate of 90%, whereas traditional mode was 86%. One full-time faculty has implemented the practice of notifying students that they are at risk of failing the course and provides them with strategies to improve their grade. When students have missed 3 classes, which is the max amount before college policy states a student

130

can miss before being dropped, that faculty member notifies those students to discuss their attendance (if possible). For this instructor, success rates for their classes averaged 73% vs the 62% stated in the Program Review Data.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The faculty will meet to discuss the strategy discussed above and other ideas to improve the success rate for all modes of instruction and classes.   AS-T for Nutrition is an option that is being developed for students wishing to transfer. The desire is to inform students of this program and expand participation.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/ **TOP Code(s):**

- 130620 Dietetic Services and Management

Geography: Los Angeles County
Includes: Los Angeles County

Annual Job Openings by Occupation			
SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
352012	Cooks, Institution and Cafeteria	6,840	11,040
291031	Dietitians and Nutritionists	2,360	1,970
351012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	24,250	43,870
513092	Food Batchmakers	4,290	6,520
119051	Food Service Managers	15,820	22,150
	Total	53,560	85,550

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2)This occupation has been suppressed due to confidentiality.

Part 2C: Review and comment on progress toward past Course Improvement Plans

One of the SLOs was changed and approved for NF 102 to better assess and reflect student learning.

Past Course Improvement Plans	Progress Made

Maintain retention rates	Rate are consistent and above the AVC average
Increase success rates	Rates stable

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

AS-T Nutrition has been entered into eLumen for approval, advisory meeting held.

Past Goal	Progress Made
AS-T for Nutrition	Entered into eLumen, awaiting approval

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Choose an item.			
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.	Improve success rates	Faculty will meet to review strategies to increase success rates.	Success rates increase
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
NF	NF	FCE: Nutrition & Foods (FCEN)	2022-2023

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

NF	2022-2023	88.4%	61.6%		30	774

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

Enrollment and Number of Sections by *Modality* in NF

	Instr. Method	2022-2023
Number of Sections	Online	16
	Traditional	14
Enrollment	Online	508
	Traditional	266

Enrollment and Number of Sections by *Location* in NF

	Location	2022-2023
Number of Sections	Lancaster	13
	Palmdale	17
Enrollment	Lancaster	264
	Palmdale	510

Number of Program Awards in FCE: Nutrition & Foods (FCEN)

Major Desc (Code)	Deg./Cert.	Academic Year	
FCE: Nutrition & Foods (FCEN)	Degree	2019-2020	1/AA
		2021-2022	1/AA

Number of Awards

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

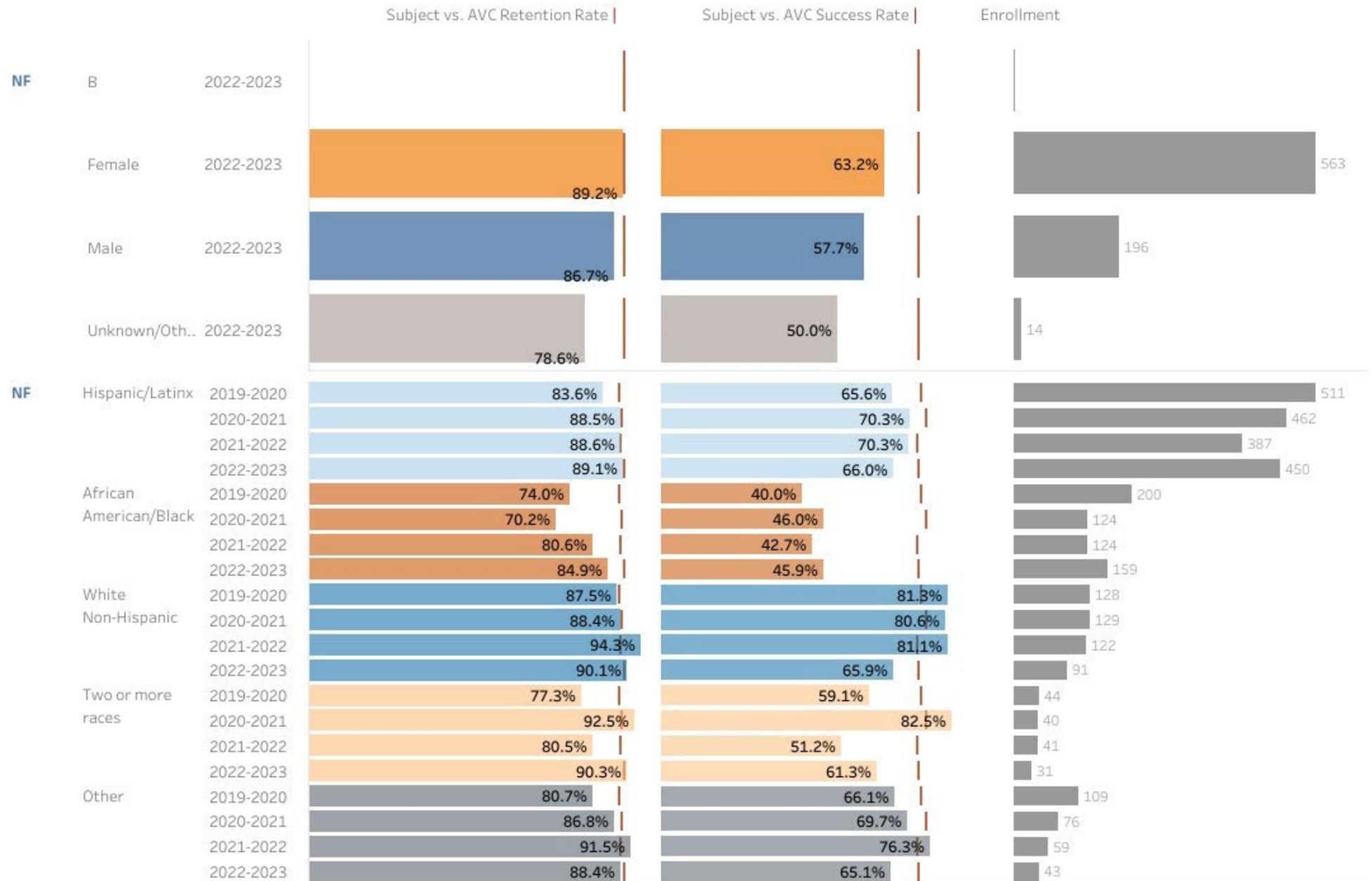|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1	0	1	0
FT (Regular) FTEF	2	2	2	2
FT (Overload) FTEF	1	0	1	0
TOTAL FTEF	3	3	3	3
PT/FT FTEF Ratio	0	0	0	0
FTES	45	36	32	35
FTES/FTEF Ratio	14	13	10	13
WSCH/FTEF Ratio	407	396	312	393
WSCH	1,343	1,070	969	

Click here
to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
NF	B	2022-2023					
	Female	2022-2023	89.2%		63.2%		563
	Male	2022-2023	86.7%		57.7%		196
	Unknown/Oth..	2022-2023	78.6%		50.0%		14
NF	Hispanic/Latinx	2019-2020	83.6%		65.6%		511
		2020-2021	88.5%		70.3%		462
		2021-2022	88.6%		70.3%		387
		2022-2023	89.1%		66.0%		450
	African American/Black	2019-2020	74.0%		40.0%		200
		2020-2021	70.2%		46.0%		124
		2021-2022	80.6%		42.7%		124
		2022-2023	84.9%		45.9%		159
	White Non-Hispanic	2019-2020	87.5%		81.3%		128
		2020-2021	88.4%		80.6%		129
		2021-2022	94.3%		81.1%		122
		2022-2023	90.1%		65.9%		91
	Two or more races	2019-2020	77.3%		59.1%		44
		2020-2021	92.5%		82.5%		40
		2021-2022	80.5%		51.2%		41
		2022-2023	90.3%		61.3%		31
	Other	2019-2020	80.7%		66.1%		109
		2020-2021	86.8%		69.7%		76
		2021-2022	91.5%		76.3%		59
		2022-2023	88.4%		65.1%		43

Division/Area Name: CTE/Health and Safety Sciences/Registered Nursing	For Planning Years: 2024-2025
Name of person leading this review: Marissa Latuno	
Names of all participants in this review: Debra Dickinson, Aharon Groveman, Mary Jacobs, Peachie Kilayko, Jennifer Rock, Kim Smith, Susie Snyder, Bobbie Sorcelli	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The nursing program supports the district mission by providing a quality education that empowers students with the knowledge, skills and caring attitudes to become competent entry-level professional registered nurses, life-long learners and community service partners

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
- Nursing is the #1 declared major at AVC
- The enrollment fill rate is 100%
- The majority of NCLEX quarterly reports are at or above the national average. For October 2022 – September 2023, our average pass rate is 93.8%
- Greater than 90% of our graduates are employed in high demand, high wage jobs.
- Simulation lab is state of the art (including high-fidelity manikins) with 3 hospital rooms for all ages across the lifespan.
- S&R rates for nursing are well above the AVC S&R rates (Attached below is the S&R documentation). Thus, the nursing program's Retention Rate is 96.8% vs. AVC's rate of 89.2%. The nursing program's success rate is 91.9% vs. AVC's rate of 72.6%. Compared to last year, both retention and success rates increased by 0.1%
- The number of awards went down from 71 to 70.

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates? The racial/ethnic group with the highest success rate is African American/
Black (96.3%), followed by Others (93.4%), then White/Non-Hispanic (91.5%), Hispanic/Latinx (91.4%) and lastly, two or more races (88.9%)
- There are no equity gaps present.
.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:
What does your program/area do well, including capabilities and greatest accomplishments? One of our greatest accomplishments is our NCLEX passing rate, which is above 90%; also, our success and retention rates are well above AVC's S&R rates. Attached below are the S&R documents and NCLEX pass rates from October 2022 to September 2023. We also use our skills lab for healthcare simulation in collaboration with Kaiser and AVUHSD. We have been doing this for the last 2 summers. This healthcare simulation course will provide high school students a real-life experience in the hospital setting. Students will take part in a simulation using a high-fidelity manikin, which we provide. The simulation takes place over a five-week period, where each week the patient's condition will progress, and the students are required to treat the patient accordingly. Our program also does a lot of community service over the years, including flu clinics and Senior Expo.

What are the practices that were implemented to increase success and retention rates or program awards?

For Nursing Science courses: 2 of the 3 SLOs in all the nursing science course have achieved benchmark. Thus: SLO #2 – Integrate nursing process into the plan of care for all the patient populations and SLO#3 – Practice nursing within the legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice for all patient populations.

- Continue to use teaching strategies that have been successful including lecture and recorded lecture, which are enhanced with flipping the classroom, working in groups/collaborative assignments (using case studies and critical thinking activities) and classroom interaction with hands-on learning.   Directed studying and use of resources such as ATI and Course Point.
- Sustain integration and interaction with students: Hold regular office hours or online discussion sessions where students can ask questions, share their insights, and engage with course material.
- Provide tools and resources through lecture time: Incorporate multimedia presentations, handouts, or online resources during lectures to visually and practically illustrate complex concepts.
- Encourage collaboration through custom assignments and assessments: Design group projects or case studies that require students to work together to apply critical thinking skills and solve real-world medical surgical patient scenarios.
- In Maternal nursing, the textbook was changed to a combination OB/Pediatrics book providing the students with more in depth information. Davis Advantage assignments were implemented for each week along with clinical judgment assignments. The students were encouraged to utilize NCLEX preparation books to help understand how the questions would be worded and how to answer the new NextGen questions. Additional time was spent in clinic and office hours assisting students with study tips, techniques for learning, and encouraging the use of tools such as the VARK questionnaire to help then comprehend. Concept mapping and theory recordings in zoom also helped the students review and prepare for tests.
- Clinical experiences in the classroom: Nursing faculty have the opportunity to share actual clinical experiences with students. Describing encounters with patients in a real-life setting engages the student in the learning experience.

For Nursing Skills lab courses: (NS 101L/102L/201L/202L): Providing students with individual supplies for each competency skill to practice and six days per week open skills lab hours with available lab instructors as an additional resource.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

What does your program/area need to do better to support/improve student success?

For Nursing Science Courses: The SLO that did not achieve the 70% benchmark is the Kaplan exit exam. SLO#1 – Utilize critical thinking for clinical decision making for all patient populations.

- Encourage students to utilize both Kaplan and Hoffman resources and concept maps. Encourage to take Kaplan practice tests every week to improve test taking performance by increasing preparation for nursing style of questions and to meet the Kaplan exam benchmark. Although VARK is done in first semester, encourage students to review assessed learning styles and implement strategies to support personal learning styles
- Utilize technology and multimedia: Create video tutorials or interactive simulations to explain difficult concepts.
- Incorporate simulation labs: Set up realistic medical-surgical simulations where students can practice decision-making in a controlled environment. For example, create scenarios where students have to respond to various patient conditions. We can implement more high fidelity and high stakes simulations. The NGN NCLEX is tailored to match what the nurse will encounter during their shift. We can implement more active hands-on scenarios to better prepare them for the NCLEX exam.
- Encourage students to understand the 'why' or rationale of every nursing care plan -- identifying the needs or potential risks of each client.
- Reflect on and digest materials: Encourage students to write reflective journals or engage in group discussions after studying a topic, helping them solidify their understanding.

- Focus on higher-level analysis questions: Instead of asking factual questions, present scenarios and ask students to analyze and explain the potential outcomes and their reasoning. For example, present a patient case and ask what decisions the nurse should make and why.
- Implement a test plan framework: Create practice exams that mirror the format and style of critical thinking questions that students will encounter in actual assessments.
- Utilizing the CJSim (Clinical Judgment Simulation) case studies and questions for student review which has increased their clinical judgment.

Nursing Skills Lab courses: (NS 101L, NS 102L, NS 201A, NS 202A): no action needed, as none below expected performance line.

What actions can be taken to help close equity gaps? No equity gaps present

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
Consider the following questions: What does your program/area want to be known for?   • NCLEX pass rates of 95-100%   • High employability with competitive high paying wages   • Concurrent student enrollment or plan for enrollment in a BSN or MSN program after graduation   • Reduced attrition from 10% to 5%   • Community service to all patient populations   What is a desired future?   • Admit more students as approved by the BRN (Board of Registered Nursing) to meet the demand for nursing shortage in the area. Currently, we are approved to admit 102 students. Soon, we would like to request an enrollment increase. This would require a commensurate increase in resources – both faculty, clinical sites, etc.   • National accreditation through ACEN (Accreditation Commission for Education in Nursing)

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)   Community partners are offering a new graduate program tailored towards improving students' critical thinking and clinical judgment. AVC nursing students are also employed as SNAPs (Student Nurses Apprentice Program) in Palmdale Regional Medical Center (PRMC). This program are offered to incoming 3rd, and 4th semester students to practice their clinical skills and overall nursing care. The current SNAPs are rotated to MedSurg, ED, ICU etc. The SNAP students in 4th semester have a very high probability of being hired as RNs after they pass their NCLEX. Both Antelope Valley Medical Center and PRMC have commented on the competency and skill of our nursing students.
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Registered Nurses
(SOC Code : 29-1141)
in California
Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes "Nurse Anesthetists" (29-1151), "Nurse Midwives" (29-1161), and "Nurse Practitioners" (29- 1171).

Employers are usually looking for candidates with a Associate degree .

Occupational Wages   [Top]

| Area | Year | Period | Hourly Mean | Hourly by Percentile | | |
				25th	Median	75th
California	2023	1st Qtr	$66.56	$52.23	$66.23	$0.00

View Wages for All Areas About Wages

Occupational Projections of Employment (also called "Outlook" or "Demand")   [Top]

| Area | Estimated Year-Projected Year | Employment | | Employment Change | | Total Job Openings |
		Estimated	Projected	Number	Percent	
California	2018 - 2028	319,800	373,200	53,400	16.7	238,430

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase NCLEX pass rates to 95% by working through NCLEX style questions with students during theory and clinic and encouraging students to utilize the instructor's office hours to review NCLEX based exams and questions to develop understanding of the concepts taught during lecture	NCLEX pass rates are at 93.8% from October 2022 – September 2023

Provide faculty professional development on teaching strategies	Most faculty attended educational conferences the past year, specifically those that delved into the NGN NCLEX teaching strategies to prepare students on the new NCLEX exam formats. Consequently, we instituted new technology (Examsoft) used by most colleges/universities and also modified our Clinical Worksheet to make it more relevant to clinical practice and clinical judgment. We also requested more resources for NCLEX review after graduation
Increase utilization of resources offered (Kaplan, ATI, Davis)	Reviewed resources at bootcamp last August 2023. Faculty were trained to utilize resources and orient the students in creating more NCLEX style practice questions
Reduce attrition to 5%	S&R rates are 91.9% and 96.8%, respectively

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success in the program and on NCLEX	- High S&R rate above 90% 93.8% pass rate in NCLEX from Oct. 2022 – Sept. 2023 - Students are encouraged to use various resources like Kaplan and the Davis Edge and Davis Advantage as well as ATI to create practice exams in preparation for NCLEX style NexGen questions given during lecture exams. Additionally, the nursing program is providing NurseHub this Fall 2023 for beginning students to help with test-taking strategies, study skills, time management, overcoming test anxiety, professionalism, preparing for class, anatomy & physiology refresher, medical terminology and simulation 101 - Nursing Skills Lab courses: Students are provided with adequate individual supplies to practice each competency skill. Skills lab is open six days per week with available lab instructors as an additional resource. The students are also referred by clinical instructors to the skills lab for remediation if necessary if the student's skills need improvement and/or unsatisfactory.
Maintain BRN approval	This has been maintained. Next accreditation will be in 2025
Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills.	Lab is open 6 days per week and students have all the supplies and faculty support necessary for success
Provide a safe environment for learning.	No injuries have been reported in the skills lab/clinical sites
Continue to use technology in the classroom and computerized testing.	Faculty use technology in the classroom: a) ATI practice exam questions with NGN; b) Kaplan practice exam questions with NGN; c) Davis Edge and Advantage to augment learning after theory lectures;

					d) Clinical Judgment Sim – evolving case studies with questions and rationale; e) Examsoft has been used by most faculty to take exams offline for test security and connectivity issue prevention; f) NS 205 (Transition to Professional Nursing) offered exclusively online		

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 2. Creative, Critical, and Analytical Thinking	Uses critical thinking to provide the foundation for appropriate decision making	Uses critical thinking to provide the foundation for appropriate decision making for all patients		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase NCLEX pass results to 95% and above	• Work through NGN NCLEX style questions with students during theory and clinic. • Encourage students to utilize the instructor's office hours to review exams and develop understanding of the concepts taught during lecture • Provide faculty professional development on teaching strategies • Use resources like Kaplan, ATI, NurseThink for diagnostic tests, integrated exams, and review for NCLEX	NCLEX is 95% or greater.
#2	ILO 2. Creative, Critical, and Analytical Thinking	Uses the nursing process to safely care for patients; reports and documents appropriate patient information in a timely manner	Integrate nursing process into a plan of care for all patients		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase utilization of resources.	• Review resources at Nursing Bootcamp for students. • Inservice for faculty and students	Resources are being used by 70% of students in all classes
#3	ILO 4. Career and Specialized Knowledge	Practices nursing within the legal, ethical and regulatory framework of nursing and standards of	Practices nursing within the legal, ethical and regulatory framework of nursing and		Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Reduce attrition to 5%	• Refer at risk students to success counselor, learning center, OSD, SI. • Encourage students to utilize the instructor's office hours to review exams and develop understanding of the concepts taught during lecture.	Attrition is 5% or less

		nursing and standards of professional nursing practice	standards of nursing and standards of professional nursing for all patients.					• Provide faculty professional development on teaching strategies • Incorporate soft skills into classroom and clinical instruction	
#4	Choose ILO				Choose an item.				

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	2 FT FACULTY and more clinical adjunct instructors	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	New		One-time	Marissa Latuno
Supplies	1 Defibrillator 1 Emergency (Code) Cart 10 nursing manikins 10 IV Point of care and Pump modules 10 IV venipuncture and injection arms 4 hospital beds	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	New	Approximately $100,000	One-time	Marissa Latuno and Debra Dickinson
Technology	Online resources: ATI - $50,000/cohort NurseThink – $30,355 UpToDate - $5,000 UWorld - $70,000/300 students Kahoot - $1,080 Examsoft - $55,000	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	New	$211,435	Recurring	Marissa Latuno
Professional development	Continuing Education for FT faculty	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	New	variable	Recurring	Marissa Latuno
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
NS	NS	Registered Nursing (RN)	Multiple values

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

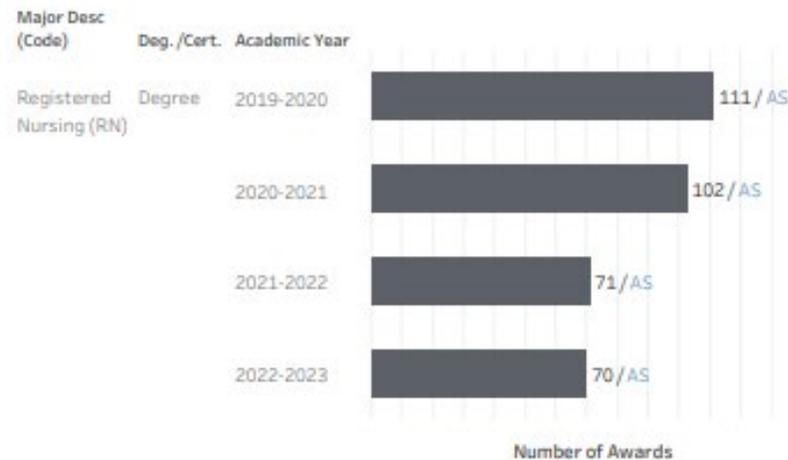| NS		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
	2019-2020	99.7%	96.1%	88	1,239
	2020-2021	98.0%	92.5%	86	1,153
	2021-2022	96.7%	91.8%	78	973
	2022-2023	96.8%	91.9%	85	1,169
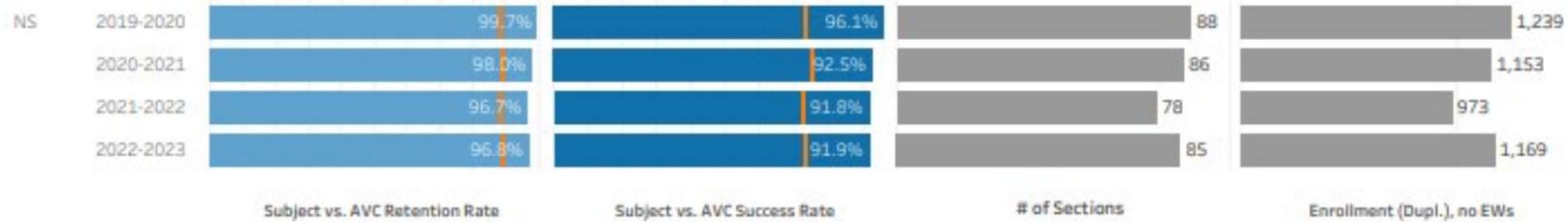
Enrollment and Number of Sections by *Modality* in NS

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online			2	3
	Traditional	88	86	76	82
Enrollment	Online			77	73
	Traditional	1,245	1,154	896	1,096

Enrollment and Number of Sections by *Location* in NS

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	88	86	76	82
	Palmdale			2	3
Enrollment	Lancaster	1,245	1,154	896	1,096
	Palmdale			77	73

Number of Program Awards in Registered Nursing (RN)

Major Desc (Code)	Deg./Cert.	Academic Year	
Registered Nursing (RN)	Degree	2019-2020	111 / AS
		2020-2021	102 / AS
		2021-2022	71 / AS
		2022-2023	70 / AS

Number of Awards

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

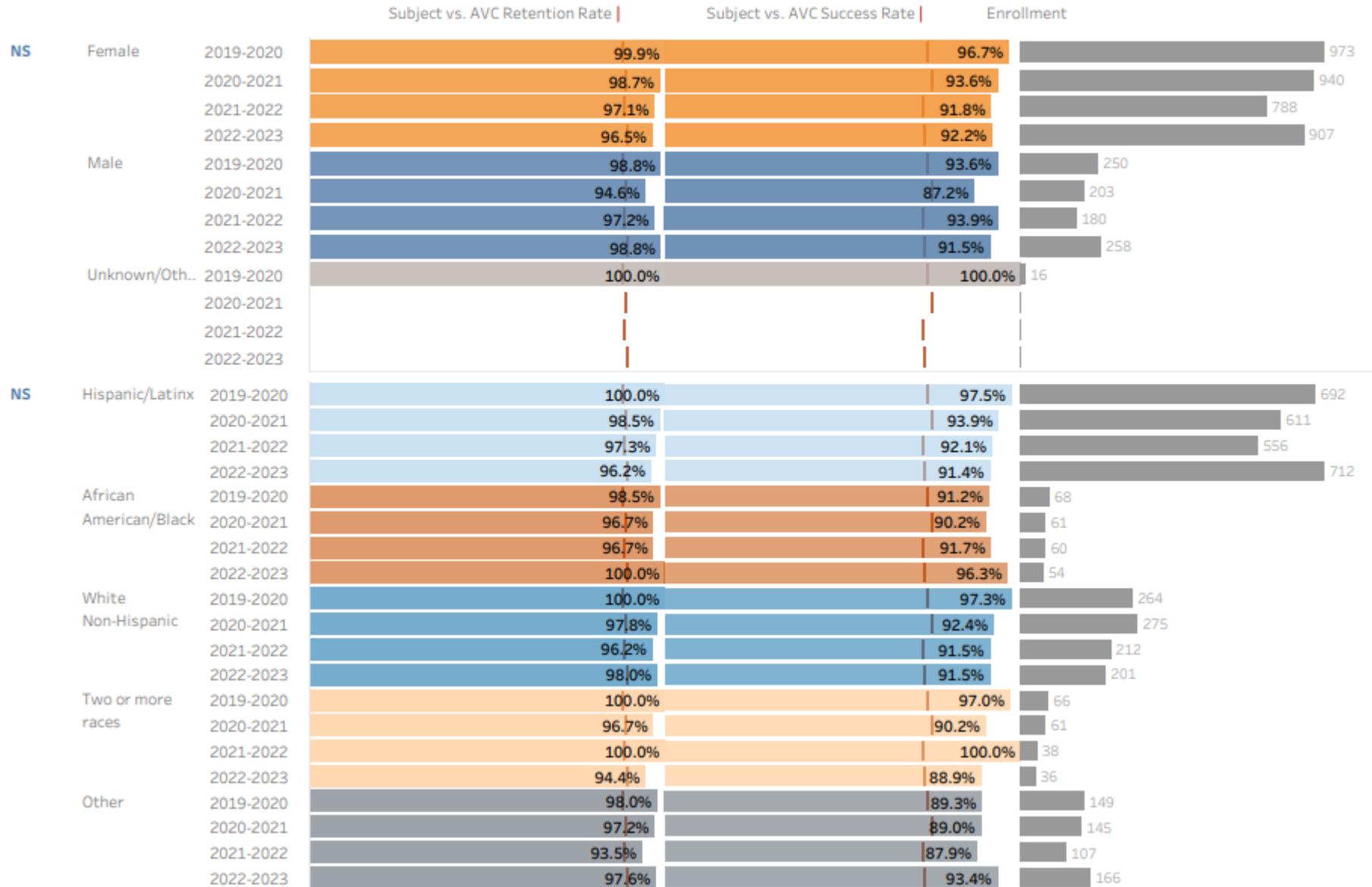|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	11	12	11	8
FT (Regular) FTEF	10	10	10	12
FT (Overload) FTEF	3	3	3	4
TOTAL FTEF	25	24	23	23
PT/FT FTEF Ratio	1	1	1	1
FTES	129	115	95	92
FTES/FTEF Ratio	5	5	4	4
WSCH/FTEF Ratio	158	142	123	118
WSCH	3,877	3,459	2,837	

Click here to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
NS	Female	2019-2020	99.9%		96.7%		973
		2020-2021	98.7%		93.6%		940
		2021-2022	97.1%		91.8%		788
		2022-2023	96.5%		92.2%		907
	Male	2019-2020	98.8%		93.6%		250
		2020-2021	94.6%		87.2%		203
		2021-2022	97.2%		93.9%		180
		2022-2023	98.8%		91.5%		258
	Unknown/Oth..	2019-2020	100.0%		100.0%		16
		2020-2021					
		2021-2022					
		2022-2023					
NS	Hispanic/Latinx	2019-2020	100.0%		97.5%		692
		2020-2021	98.5%		93.9%		611
		2021-2022	97.3%		92.1%		556
		2022-2023	96.2%		91.4%		712
	African American/Black	2019-2020	98.5%		91.2%		68
		2020-2021	96.7%		90.2%		61
		2021-2022	96.7%		91.7%		60
		2022-2023	100.0%		96.3%		54
	White Non-Hispanic	2019-2020	100.0%		97.3%		264
		2020-2021	97.8%		92.4%		275
		2021-2022	96.2%		91.5%		212
		2022-2023	98.0%		91.5%		201
	Two or more races	2019-2020	100.0%		97.0%		66
		2020-2021	96.7%		90.2%		61
		2021-2022	100.0%		100.0%		38
		2022-2023	94.4%		88.9%		36
	Other	2019-2020	98.0%		89.3%		149
		2020-2021	97.2%		89.0%		145
		2021-2022	93.5%		87.9%		107
		2022-2023	97.6%		93.4%		166

Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL

California Board of Registered Nursing (21)	CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900)	NCLEX-RN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	2	2	4
Total Passed	2	2	4
Total Failed	0	0	0
Total On Hold	0	0	0
Total Pass Rate	100.00%	100.00%	100.00%

Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL

California Board of Registered Nursing (21)	CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900)	NCLEX-RN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	28	5	33
Total Passed	26	5	31
Total Failed	2	0	2
Total On Hold	0	0	0
Total Pass Rate	92.86%	100.00%	93.94%

Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL

California Board of Registered Nursing (21)	CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900)	NCLEX-RN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	33	1	34
Total Passed	32	0	32
Total Failed	1	1	2
Total On Hold	0	0	0
Total Pass Rate	96.97%	0.00%	94.12%

Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL

California Board of Registered Nursing (21)	CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900)	NCLEX-RN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	9	1	10
Total Passed	8	1	9
Total Failed	1	0	1
Total On Hold	0	0	0
Total Pass Rate	88.89%	100.00%	90.00%

California Board of
Registered Nursing

Home | Education | Pass Rates

NCLEX-RN Pass Rates - First Time CA Educated Exam Testers

The NCLEX-RN pass rates for the five annual periods (July 1 - June 30) listed in this section reflect results for CA educated nursing program graduates/completers of CA BRN-approved pre-licensure RN programs. Note: Annual rates include all first-time exam testers taking the exam in a given annual period, even first-time testers who did not take the exam immediately following program completion/graduation.

Following posting of annual rates on the BRN website each October, pass rate changes/corrections may occur. Please contact the individual nursing education program with any questions about a program's annual rates. Each BRN-approved nursing program's contact information is available on our RN Programs page.

School	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Allan Hancock College	39	97.44%	33	87.88%	33	78.79%	32	84.38%	33	87.88%
American Career College	67	74.63%	58	93.1%	68	92.65%	84	91.67%	62	88.71%
American River College	67	94.03%	80	100%	68	91.18%	67	92.54%	52	94.23%
American University of Health Sciences - BSN	56	94.64%	70	84.29%	48	79.17%	74	85.14%	103	75.73%
Antelope Valley College	104	91.35%	98	94.09%	107	94.39%	105	94.29	96	90.63%
Azusa Pacific University - BSN	367	86.92%	390	83.08%	363	83.75%	469	80.38%	514	80.16%
Bakersfield College	127	98.43%	127	96.06%	96	95.83%	129	96.12%	172	93.02%
Biola University	47	91.49%	44	93.18%	67	85.07%	46	89.13%	40	77.50%
Brightwood College (Closed)	171	71.93%	116	68.97%	N/A	N/A	N/A	N/A	1	0%
Butte College	94	94.68%	82	89.02%	115	92.17%	119	88.24%	125	82.40%
Cabrillo College	57	82.46%	57	91.23%	62	75.81%	66	71.21%	71	64.79%

Division/Area Name: CTE/Health Science Department/RADT	For Planning Years: 2024-2025*
Name of person leading this review: Robert Desch	
Names of all participants in this review: Robert Desch	

Fall 2023 Program Review Report

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Radiologic Technology program contributes to the College's mission by providing a career pathway toward State licensure and National credential as a Radiologic Technologist. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in radiology; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing radiologic technology to patients with radiology exams in multiple modalities or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Current data review from the California Employment Development Department reveals a short fall for radiologic technology jobs. Annual job openings have increased consistently over the past year to year. Program surveys concerning students and employers have provided high scores in all areas and have remained high for the past 9 years. Students pass rate concerning national and state testing is above average with scores in the top 90%. nationally. This pass rate trend continued for 9 years consistently.

Program Personnel & Student Survey Findings - personnel resources, radiology directors, facilities, learning resources, support personnel, financial resources, program budget, clinical resources, and student interaction for the last 5 years. There are 100% participants rating concerning Antelope Valley College Radiologic Technology Program greater than 3 (average) on a 5-point Likert scale. Recommendations include provision of additional learning resources to maintain current procedures in the radiology field. Students have comments concerning adding additional clinical sites with evening rotations and additional clinical outpatient experience. The program has added 3 additional clinical sites outpatient this year and adding evening rotations options for Antelope Valley Hospital and Palmdale Regional Medical Center.

Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor, and affective domains. **Recommendations include** continued curriculum revisions to meet industry standards.

Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide expanded clinical training sites. The program continues to use the 3 Kaiser Permanente and new addition sites 3 Antelope Valley Outpatient Centers sites in the Lancaster and Palmdale area. The students have been providing positive feedback and find the training most helpful at Kaiser this has been. The student survey continues to provide positive feedback concerning the Kaiser clinical rotations. The program is still waiting for surveys back to evaluate the 3 new Antelope Valley Outpatient Centers added in 2023.

The Radiologic Technology program graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain) and graduates being well educated and trained for entry level jobs. This trend has continued for the past 9 years.

Program Increase Enrollment Numbers: The program has increased student enrollment from 10 to 16 per year. The program will continue to increase program compacity to reach a total program compacity of 32 students. The program has national accreditation JRCERT has a total enrollment compacity of 32 total students for AVC program. The increase was implemented fall 2023.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1) Keep providing improvement for ARRT testing for first time pass rate.
2) Provide students with other clinical training hours. (Program change in progress for spring 2024)
3) Expand the program to increase the number of students per year. (Program change fall 2023)

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1) In 2021 the program retention rate was 100%. The success rate is 100%. There were 10 AS degrees awarded.
2) In 2022 the program retention rate was 90%. The success rate is 90%. There were 9 AS degrees awarded.
3) In 2023 the program retention rate was 100%. The success rate is 100%. There were 10 AS degrees awarded.
4) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.
5) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2022-2023 reporting data 100% of graduates are employed. The 2022-2023 job placement data is 100% job placement in first 3 months post-graduation. This data is taken from students actively looking for employment.
6) There is a positive employer and student surveys continuous every year. The program provides high quality education with a student teacher ratio of 5/23. The program provides 5 instructors for every 23 students with all hospitals clinical training with a faculty instructor. The program provides a 100% job placement rate and is accredited by JRCERT and the California Department of Public Health and the Radiation Health Branch of California.
7) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.
8) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2022-2023 reporting data 100% of graduates are employed. The 2023 job placement data is 100% job placement in first 3 months post-graduation.

9) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.

10) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2022-2023 reporting data 100% of graduates are employed. The 2023 job placement data is 100% job placement in first 3 months post-graduation.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations: The advisory committee recommendations for 2023 have been to provide students with other training opportunities with clinical training on weekends / evening training. The program has added evening rotations to the clinical training starting Spring 2024. The evening training has been requested by the advisory committee and students wanting evening experience for their clinical training.

Insert Labor Market Data here: **2022 National estimates for Radiologic Technologists:**

The employment for Radiologic Technology is strong and there is a demand for more Technologist in the present and the future per state and national statics of 9% till 2030.

Employment estimate and mean wage estimates for Radiologic Technologists

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
215,820	0.7 %	$ 33.77	$ 70,240	0.4 %

(California Wages are in the 75%-90%-Percentile range)

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$ 22.42	$ 27.57	$ 31.32	$ 38.49	$ 47.09
Annual Wage (2)	$ 47,760	$ 57,350	$ 65,140	$ 80,050	$ 97,940

Part 2C: Review and comment on progress toward past Course Improvement Plans

					Objective Met
RADT 101	Students wall demonstrate written communication skills.	True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination Target met: YES		9:9=100% Yes
	Students will summarize the value of lifelong learning.	True false, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination Target met: YES		9:9=100% Yes
RADT 102	Demonstrate patient care techniques.	True false, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination Target met: YES		9:9=100% Yes

RADT 103	Students will utilize radiation protections.	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will apply positioning skills.	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will select technical factors/ Manual Techniques	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
RADT 104	Students will select technical factors.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100%
	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
RADT 107	Students will apply positioning skills.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will select technical factors/Manual Techniques	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will utilize radiation protection.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
RADT 108	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
RADT 109	Diagram the components of the x-ray generator and tube.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes

	Evaluate the differences between target interactions and tissue interactions involved in the production of the radiographic image.	Essay	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
	Diagram the components of the fluoroscopic image intensifiers and recording devices.	Essay	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
RADT 199	Work Experience		N/A -No Data		
RADT 201	Students will apply positioning skills.	Competency form: positioning criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: yes	9:9=100% Yes
	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will utilize radiation protections.	Competency forms: radiation protection criteria	Class average of all forms, all students, average of 3.5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will adapt standard procedures for non-routine patients.	Technologist Evaluation, Problem solving/judgment criteria:	Class average of all forms, all students, average of 7.5/10 likert scale.	Target met: Yes	9:9=100% Yes
	Students will critique images to determine diagnostic quality.	Image evaluation form, image critique criteria	Class average of all forms, all students, 90%	Target met: Yes	9:9=100% Yes
RADT 202	Students will demonstrate oral communication skills.	Radiographic Pathology Case Presentation	Class average, section 6 grading rubric, 85%	Target met: Yes	8:9=89% Yes
RADT 203	Students will demonstrate oral communication skills.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	9:9=100% Yes
RADT 204	Students will summarize the value of life-long learning.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	8:9=89% Yes

RADT 207	Students will apply positioning skills.	Competency form: positioning criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: Yes	8:8=100% Yes
	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria,	Class average of all forms, all students, average of 3/5 likert scale.	Target met: Yes	8:8=100% Yes
	Students will utilize radiation protection.	Competency form: radiation protection criteria	Class average of all forms, all students, average of 3/5 likert scale.	Target met: Yes	8:8=100% Yes
	Students will demonstrate oral communication skills.	Competency form: effective communication/approach to patient criteria	Class average of all forms, all students average 5/5 likert scale.	Target met: Yes	8:8=100% Yes
	Students will adapt standard procedures for non-routine patients.	Competency form: Adapts procedure for diverse patient needs criteria	Class average of all forms, all students, average of 4.5/5 likert scale.	Target met: Yes	8:8=100% Yes
	Students will summarize the value of like-long learning.	Essay	Class average of all papers, 90%	Target met: Yes Target met: Yes	8:8=100% Yes 8:8=100% Yes
RADT 208	Assess readiness for ARRT registry certification examination.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes Target met: Yes	7:8=88% Yes
RADT 210	Demonstrate venipuncture	True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	9.9=100% Yes

Past Course Improvement Plans	Progress Made
See document above	See document above: Progress made " Objective Met"

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

Program Assessment Plan: 2021

To ensure continuous program improvement, the program employs an ongoing and systematic assessment process to measure and document student learning outcomes. The Antelope Valley College Radiologic Technology Program uses the following assessment plan to monitor its success.

GOAL # 1 Students will graduate with a high degree of clinical competency and knowledge.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will produce diagnostic images.	Clinical Image Evaluation form, line items 1-10. Assessment of image evals. Evaluated each semester as per syllabus	Students will score an average of 3.0 or higher on image evaluation. (0-to-5-point scale)	1st and 2nd year of the program. RADT 103,107,201,207 courses.	Clinical coordinator, Program director, and Adjunct Faculty	Achieved
	Laboratory Image Evaluation form, on all line items.	Students will score an average of 3.0 or higher on image evaluation on imaging evaluation. (0-to-5-point scale)	1st year of the program	Rad 103L and Rad 107L Instructors	Achieved
Students will apply positioning skills.	Student Clinical Evaluation form, sections 1-9. Grading scale 1-10.	Students will score an average of 75% or higher on demonstration of positioning skills. 100 points total (0 to 10 scale)	1st and 2nd year of the program. RADT course 103,107,201,207.	Clinical Instructors	Achieved
	Laboratory Positioning Book. (Positioning Lab) RADT 103,107 positioning check off sheet evaluated by instructor.	Students will score an average of 3.0 or higher on positioning demonstration form during laboratory practice.	1st year of the program	Rad 103L and Rad107L Instructors	Achieved
Students will select appropriate technical factors.	Student Clinical Evaluation section 4 manual technique used during ARRT competencies at clinical training.	Students will score an average of 75% or higher on proper selection of technical factors. Must score 3 or higher for 75% pass rate.	1st and 2nd year of the program. RADT 103,107,201,207 clinical courses.	Clinical Instructors	Achieved
	Laboratory Image Evaluation form (Laboratory imaging manual technique used)	Students will score an average of 3.0 or higher on knowledge of technique. (0-to-5-point scale)	1st year of the program RADT Courses 103,107,201.207.	Rad 103L and Rad 107L Instructors	Achieved
Students will practice proper radiation protection.	Student Clinical Evaluation form area and progress reports by instructors and clinical training staff and technologists.	Students will score an average of 75% or higher on radiation protection for self and patient. (0-5 grading score)	1st and 2nd of the program RADT Course 103,107,201,207	Clinical Instructors	Achieved
	Laboratory Positioning Book. Students will show radiation protection techniques with lab positioning sheet check off list.	Students will score an average of 75% or higher on patient shielding area of procedure evaluations (1-5 grading score)	1st and 2nd of the program RADT 103,107,201,207.	Instructors Rad 103L / 107L	Achieved

Goal: #2 Students will graduate with effective oral and written communication skills

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results

	Student Clinical Competency Evaluation Form section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by greeting patients, introducing self, and checking I.D. bracelet. (scale 0-5)	1st year of the program. RADT 103,107.	Clinical Instructors	Achieved
Students-will display effective Oral Communication Skills.	Student Clinical Competency Evaluation Form Section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by explaining the procedure in lay terms and keeping patients informed of the examinations progress. (Scale 0-5)	2nd year of the program of the program. RADT 201,207.	Clinical Instructors	Achieved
Students will display written communication skills.	APA Style Grading Rubric Score. Instructors will grade pathology presentation with 2-3 faculty or radiology managers from clinical hospitals.	Students will achieve a score of 75% or better on their pathology research paper (0-100%) Graded by 2-3 other faculty or hospital staff.	Third Semester	Instructor RADT 202	Achieved
	Student Clinical Evaluation Form	Students will score an average of 75% or higher for proper written communication when taking patient histories and closing out examinations. (0 to 100% scale)	1st and 2nd year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved

GOAL # 3 Students will graduate with critical thinking and problem-solving abilities.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will possess critical thinking ability.	APA-Style-Grading Rubric Score. RADT course 202 with passing grade focusing on pathology project and presentation.	Students will demonstrate critical thinking by arriving at a sound conclusion on their pathology research paper and scoring 75% or better on grading scale	3rd Semester RADT Course 202 pathology presentation.	Instructor RADT 202	Achieved
	Student Clinical Evaluation Form Sections 1-10	Students will score an average of 75% or higher for critical thinking skills by manipulating technique for non-routine examinations. (0-5 scale)	1st and 2nd year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved
Students will adapt positioning for trauma patients.	Student Clinical Competency Evaluations for Trauma and Portable ARRT Competency.	Students will score an average of 75% or better for problem solving abilities by demonstrating adaptability to difficult clinical examinations. (scale 0-5)	2nd year of the program ARRT Competency check off with passing clinical training score.	Clinical Instructors	Achieved
	Trauma positioning	Students will demonstrate problem solving by	2nd year of the program	Instructor RADT 107L	Achieved

Laboratory Competency Check Off. RADT 107. Students will have passing score for positioning check off sheet.	scoring 75% or better on the "Hands-On" trauma positioning laboratory examination in their positioning lab class. (0-5)				

GOAL #4 Students will graduate with the knowledge and practical skills that maintain the standards of professional and ethical values.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will understand the importance of ethical and professional behavior.	Ethics Final Examination on ARRT Prep Course. Students will be evaluated with written test and multiple-choice grading with passing score focusing in ethical and professional behavior.	Students will demonstrate knowledge of ethics by achieving a score of 75% or better on their ethics final examination section (0 to 100% scale)	4th Semester / final Semester Testing and written exams.	Instructors RADT 208	Achieved
Students will understand the importance of ethical and professional behavior.	Student Clinical Evaluation Sections 1,2. ARRT competencies passing score during competency grading at clinical training sites.	Students will score an average of 75% or better on the ethical and professional areas of the Student Clinical Evaluations. (0-5 scale)	1st and 2nd year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved
	Students will attend professional interview mock interview. (Interview addresses ethical and professional future goals). Must have passing score during interview.	All students will attend professional interview mock interview, asking professional and ethical questions (1–5-point scale with at least average 3-point score)	End of program RADT 207	Program Director / Hospital Personal	Achieved
Students will understand the importance of ethical and professional behavior.	Students will attend RADT 101 and pass ethical analysis tests	Students will understand and pass assessment test for course RADT 101 ethical analysis in all general areas of patient care with a 75% or better (grading scale 0-100%)	1st Summer Course RADT 101	Instructor RADT 101	Achieved
Students will pursue continued professional development.	Students Exit Survey Students will continue advancement training in second modality post-graduation.	20% or more of graduating students will plan to seek advanced education. (20%-100% score scale)	End of program	Program Director	20% of students are continuing other modalities at university level training or Hospital in house training. Achieve
	Student-Exit-Survey 6/10 score post graduates will continue to join ASRT,CSRT or other professional organizations. Post graduate survey data.	70% or more of graduating students will plan to join the ASRT, CSRT, or other professional groups. (70% to 100% scale) and continue education other modalities	End of program	Program Director	70% of students are members. Achieved

GOAL # 5 The program will monitor or its overall effectiveness.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will complete the 1st year of the program.	The number of students entering the second year will be compared to the number beginning the program. Data from program retention rate each year. 10/10=100%	80% of the students entering the program will continue to the second year of the program. (Scale 0-100%)	End of the 1st year	Program Director	Achieved
Students will complete the 2nd year and graduate from the program.	The number of students graduating from the program will be compared to the number beginning the program. Data from ARRT program retention rates are posted on program website page and provided to JRCERT each year. 10/10=100%	80% of the students entering the program will continue to complete the program. (0 to 100% scale)	End of second year	Program Director	Achieved
Students will pass the ARRT National Registry Examination on the first attempt.	ARRT Examination Results 9/10=90%	Over a rolling 5-year period, 80% of the student's graduation from the program will pass the National Registry on 1st attempt (0 to 100% scale)	Annually upon receipt	Program Director	Achieved
Graduates will be satisfied with their education.	Student Exit Survey From sections satisfaction area. Post graduate data from program student survey provided to each graduating class.	Intern Exit surveys will average 3's or better for program and curriculum satisfaction. (0-to-5-point scale)	End of program	Program Director	Achieved
Employer will be satisfied with the graduate's performance	Clinical Education Setting Evaluation of Program. Survey and overall students during the hiring of employment by their supervisor from the radiology department. Survey provided to employers by the radiology program data collection process.	Clinical Education Setting Evaluation of Program surveys will average 3's or better for the program graduates. (0–5-point scale)	Up to 12 months after graduation	Program Director	Achieved
Graduates who desire employment will be employed within 12 months, after graduation.	Graduate Employment telephone form survey or other electronic forms. Survey provided to graduates for survey	Over a rolling 5-year period 75% of the graduates who desire employment, will be employed within 12 months after graduation (0 to 100% scale)	12 months after graduation	Program Director	Achieved

analysis data collected by the program yearly. 10/10=100%			

Revised: 2023

Past Goal	Progress Made
See document above	See document above

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
National Pass rate 75% or greater	ILO 4. Career and Specialized Knowledge	yes			Goal 1: Commitment to strengthening institutional effectiveness measures and practices	See data above	See data above	See data above
Job Placement 75% or better	ILO 3. Community /Global Consciousness	yes			Goal 5: Align instructional programs to the skills identified by the labor market	See data above	See data above	See data above
Retention Rate 75% or better	ILO 4. Career and Specialized Knowledge		yes	yes	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	See data above	See data above	See data above
Expand Program acceptance to program per year	ILO 3. Community /Global Consciousness	yes			Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	See data above	See data above	See data above

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Maintain current faculty	Accreditation	Repeat	Current Salary	Recurring	Robert Desch
Technology	External hard drives RADT Tech Bootcamp ARRT practice online for students (50 purchase)	Program Pass rate	New	$ 17,200-Bootcamp $ 600.00-hard drives	One-time	Robert Desch
Supplies	Program supply budget	Program effectiveness	Repeat	$ 3,000	Recurring	Robert Desch
Professional development	Faculty training course National ARRT Seminars	Accreditation	Repeat	$ 2,500	One-time	Robert Desch
Other	Accreditation fees, permits, certifications	Accreditation	Repeat	$ 4,500	Recurring	Robert Desch

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

COMPLETED

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

1. **Program review data concerning course objectives follows the program CIP (Rad Tech) data below.**
2. **"Program Assessment Plan" stated above follows the program review concerning student SLO (See data stated above under program assessment plan).**
3. **Currently the radiologic technology program has been meeting the national standards concerning state and national requirements. The program in the past year has been reaccredited by the national accreditation, Joint Review Committee on Education in Radiologic Technology (JRCERT) and has maintain the accreditation by the California Department of Public Health, Radiation Health Branch (CDPH, RHB). The program currently needs to maintain full funding to meet the requirements to keep accreditation current.**
4. **See additional funding needed in part # 4.**
5. **See CIP and Program Assessment Plan data concerning part #5.**

Required: CIP for 2021-2022 Academic Year (Rad Tech) Latest Version

Course Improvement Plan (CIP) for 2021-2022 Academic Year

Course Improvement Plan

Course Improvement Plan (Data) : Version by **Desch, Robert** on **09/26/2023 17:30**

Courses	Achievement Target	Actual Performance
RADT101 - Introduction to Radiologic Technology		

Students will demonstrate basic radiology skills. (Active from Summer 2021)	75.00%	100.00%
Student will demonstrate a basic understanding of radiologic technology and terminology (Active from Summer 2021)	75.00%	100.00%
RADT102 - Patient Care in Radiology		
Demonstrate patient care techniques. (Active from Summer 2021)	75.00%	100.00%
RADT103 - Radiographic Positioning and Procedures I		
Students will utilize radiation protections. (Active from Fall 2021)	70.00%	100.00%
Students will apply positioning skills. (Active from Fall 2021)	70.00%	100.00%
Students will select technical factors (Active from Fall 2021)	70.00%	100.00%
RADT104 - Radiographic Principles I		
Students will select technical factors. (Active from Fall 2021)	75.00%	100.00%
Students will critique images to determine diagnostic quality. (Active from Fall 2021)	75.00%	100.00%
RADT107 - Radiographic Positioning and Procedures II		
Students will select technical factors. (Active from Fall 2021)	75.00%	100.00%
Students will apply positioning skills. (Active from Fall 2021)	75.00%	100.00%
Students will utilize radiation protection. (Active from Fall 2021)	75.00%	100.00%
RADT108 - Advanced Principles of Exposure		
Students will critique images to determine diagnostic quality. (Active from Fall 2021)	75.00%	100.00%
RADT109 - Radiation Physics		
Diagram the components of the x-ray generator and tube. (Active from Fall 2021)	75.00%	100.00%
Evaluate the differences between target interactions and tissue interactions involved in the production of the radiographic image. (Active from Fall 2021)	75.00%	100.00%
Diagram the components of the fluoroscopic image intensifiers and recording devices. (Active from Fall 2021)	75.00%	100.00%
RADT201 - Radiographic Clinical Practicum III		100.00%
Students will apply positioning skills meeting CDPH, RHB, ARRT requirements (Active from Summer 2021)	75.00%	100.00%
Students will select technical factors meeting CDPH, RHB, ARRT requirements (Active from Summer 2021)	75.00%	100.00%
Students will utilize radiation protections meeting CDPH, RHB, ARRT requirements. (Active from Summer 2021)	75.00%	100.00%
Students will adapt standard procedures for non-routine patient meeting CDPH, RHB, and ARRT requirements (Active from Summer 2021)	75.00%	100.00%
Students will critique images to determine diagnostic quality. (Active from Summer 2021)	75.00%	100.00%

RADT202 - Radiographic Pathology		
Students will adapt standard procedures for non-routine patients. (Active from Fall 2019)	75.00%	88.89%
Students will critique images to determine diagnostic quality. (Active from Fall 2019)	75.00%	88.89%
Students will demonstrate oral communication skills. (Active from Fall 2019)	75.00%	88.89%
RADT203 - Fluoroscopic Imaging and Radiation Protection		
Students will demonstrate safe radiation protection in general radiography and fluoroscopy skills. (Active from Fall 2021)	75.00%	100.00%
RADT204 - Principles and Applications of Cross-Sectional Anatomy in Imaging	75.00%	88.89%
Students will demonstrate anatomy in details cross sectionally (Active from Fall 2021)	75.00%	88.89%
RADT207 - Advanced Radiographic Procedures		
Students will apply position skills. (Active from Fall 2021)	75.00%	100.00%
Students will select technical factors. (Active from Fall 2021)	75.00%	100.00%
Students will utilize radiation protection. (Active from Fall 2021)	75.00%	100.00%
Students will demonstrate oral communication skills. (Active from Fall 2021)	75.00%	100.00%
Students will adapt standard procedures for non-routine patients. (Active from Fall 2021)	75.00%	100.00%
Students will summarize the value of life-long learning. (Active from Fall 2021)	75.00%	100.00%
RADT208 - Radiographic Certification Preparation		
Demonstrate readiness for ARRT registry certification examination. (Active from Fall 2021)	75.00%	100.00%
RADT210 - Principles of Venipuncture for Radiology		
Demonstrate venipuncture (Active from Fall 2021)	75.00%	100.00%

Course Improvement Plan Narrative: Version by **Desch, Robert** on **09/13/2022 00:33**

1.   **Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?**
Achievement targets have been met. Increase the number of faculty and support funding needed to meet achievement targets.
2.   **Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?**
Attending national and international faculty training concerning American Registry of Radiologic Technology (ARRT), American Society of Radiologic Technology (ASRT) and the European Society of Radiology (ESR) and others to improve student performance. Funding for the latest teaching materials and lab equipment.
3.   **Indicate any additional resources needed to implement the changes.**
Provide additional funding to support questions 1 and 2.

The CIP data correlates with the program review data stated above.

The radiologic technology program demographic groups follow the college demographic groups for the entire college in general.

Hispanic or Latino Female 34%, Hispanic or Latino Male 26.4%. and White Male 8.6%

Racial Demographics: Hispanic 58%, White 15.4%, Black or African American 14.2%

- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

Program Review by IERP

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
RADT ▼	CHEM ▼	AS-T Chemistry (CHMT) ▼	(Multiple values) ▼

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

RADT		Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
RADT	2019-2020	100.0%	100.0%	23	152
	2020-2021	100.0%	100.0%	23	160
	2021-2022	99.2%	97.6%	19	125
	2022-2023	100.0%	100.0%	19	130

Enrollment and Number of Sections by *Modality* in RADT

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	23	23	19	19
Enrollment	Traditional	152	160	125	130

Enrollment and Number of Sections by *Location* in RADT

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	23	23	19	19
Enrollment	Lancaster	152	160	125	130

Number of Program Awards in AS-T Chemistry (CHMT)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
AS-T Chemistry (CHMT)	Degree	2019-2020	19 / AS
		2020-2021	22 / AS
		2021-2022	23 / AS
		2022-2023	21 / AS
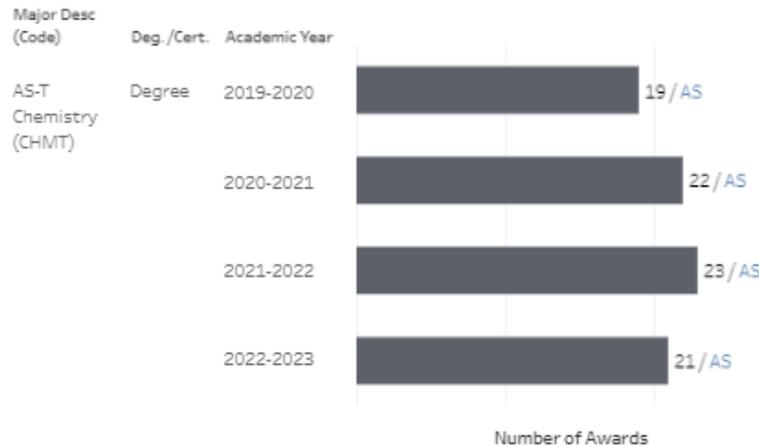
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in CHEM

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	5	5	5	5
FT (Regular) FTEF	4	6	5	5
FT (Overload) FTEF	3	2	2	2
TOTAL FTEF	12	12	11	11
PT/FT FTEF Ratio	1	1	1	1
FTES	165	164	153	146
FTES/FTEF Ratio	14	14	13	13
WSCH/FTEF Ratio	419	406	404	396
WSCH	4,947	4,914	4,584	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

+ableau

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
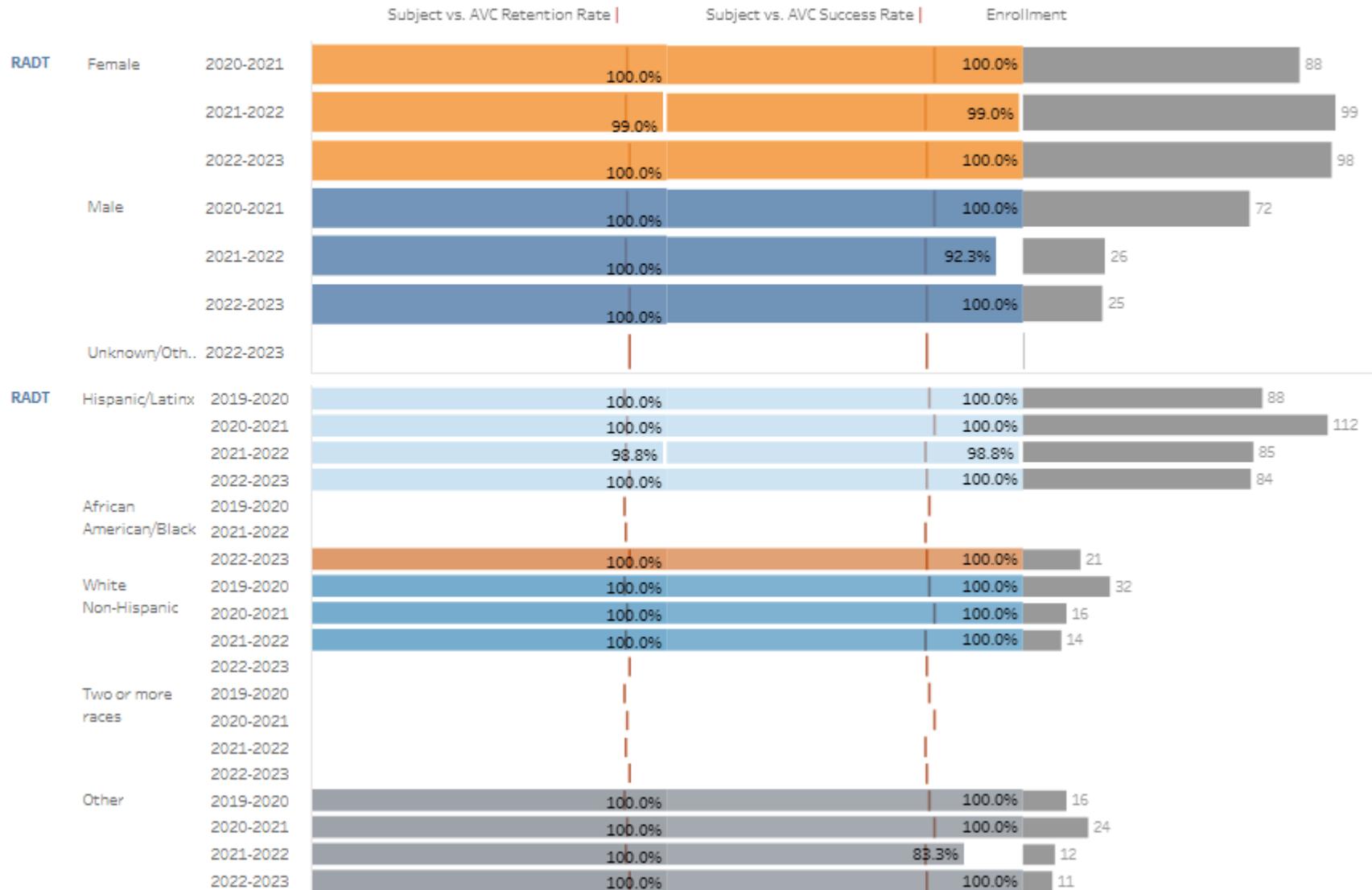*- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?*

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
RADT	Female	2020-2021		100.0%		100.0%	88
		2021-2022	99.0%			99.0%	99
		2022-2023		100.0%		100.0%	98
	Male	2020-2021		100.0%		100.0%	72
		2021-2022		100.0%		92.3%	26
		2022-2023		100.0%		100.0%	25
	Unknown/Oth..	2022-2023					
RADT	Hispanic/Latinx	2019-2020	100.0%		100.0%		88
		2020-2021	100.0%		100.0%		112
		2021-2022	98.8%		98.8%		85
		2022-2023	100.0%		100.0%		84
	African American/Black	2019-2020					
		2021-2022					
		2022-2023	100.0%		100.0%		21
	White Non-Hispanic	2019-2020	100.0%		100.0%		32
		2020-2021	100.0%		100.0%		16
		2021-2022	100.0%		100.0%		14
		2022-2023					
	Two or more races	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					
	Other	2019-2020	100.0%		100.0%		16
		2020-2021	100.0%		100.0%		24
		2021-2022	100.0%		83.3%		12
		2022-2023	100.0%		100.0%		11

Age Groups ▼

ⓘ

Academic Year Slider

○ ◁ ▷

✓ Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. RADT Annual SR (dotted line)

Subject	Student Demographics	2022-2023

RADT 20-24 — 100.0% — 27.4%

25-29 — 100.0% — 27.4%

30-34

35-39

2022-2023,
Disproportionate Impact (%): 27.4% ("30-34" group)
Number of Students: 14 (only shows if *n* > 10)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
*(For example, (14 * |27.4%|)=4. it means that 4 more successful course completers would help close the gap for this subgroup)*

Subject ...e gap

In 2022-2023, RADT's Success Rate was 100.0% vs. AVC's Annual rate of 72.6%

Overall Disproportionate Impact as percentage point gap was : 27.4%

In RADT, 130 was the enrollment count (duplicated headcount) (only shows if *n* > 10)

If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

*(For example, (130 * |27.4%|)=36. it means that 36 more successful course completers would help close the gap for this subject area)*

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
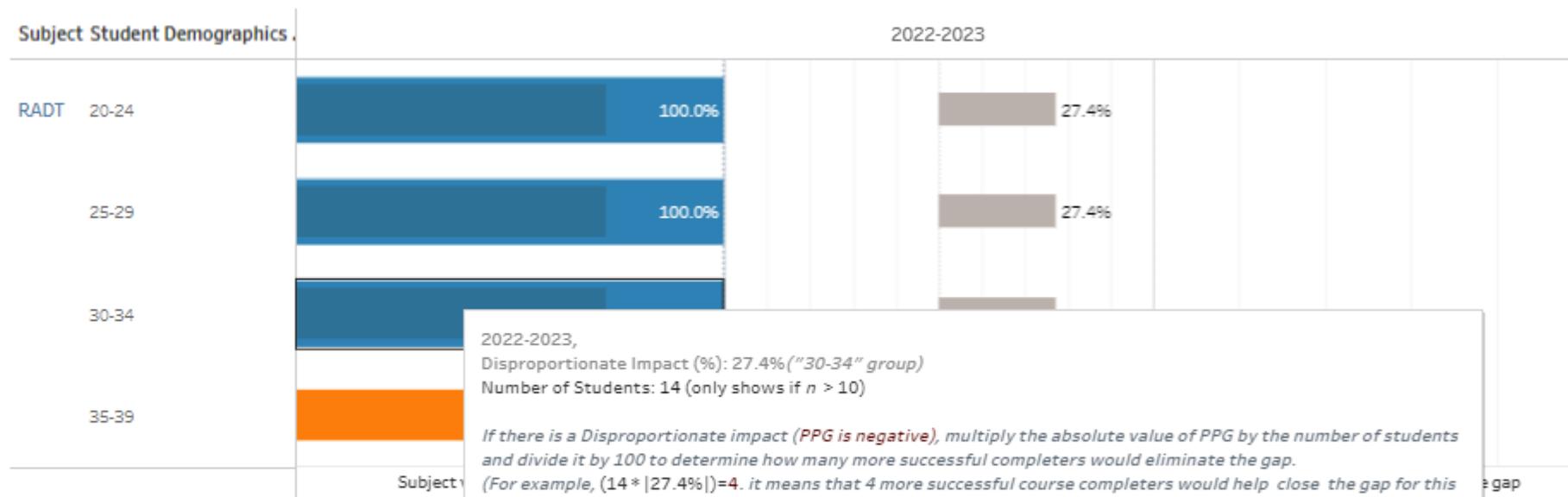
- What are the potential reasons for equity gaps?

- What can my program implement to mitigate these gaps?

- What resources are available to support these efforts?

![Antelope Valley College logo]

Fall 2023 Program Review Report

Division/Area Name: CTE/HSS/Respiratory Care	For Planning Years: 2024-2025
Name of person leading this review: Wendy Stout	
Names of all participants in this review: Charles Burke	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Respiratory Care Program contributes to the College's mission by providing a career pathway toward State licensure and National credential as a Registered Respiratory Care Practitioner. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in respiratory care; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing respiratory care to patients with respiratory disease or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:
Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?
Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1. **Employment in the respiratory Care field is growing in both the local area as well as in the state of California**.

Geographic Area	Employment SOC Code 29-1126	Projected Employment (2018-2028)	Growth (2020-2028)	Annual Job Openings Reported
Los Angeles County		69290	26.1%	4,280
California		22,500	47.8%	15,490

2. **Program Personnel & Student Survey Findings -** personnel resources, medical director, facilities, laboratory equipment, learning resources, support personnel, financial resources, program budget, clinical resources, and physician interaction for the last 5 years 100% participants have rated Antelope Valley College RCP program greater than 3 (average) on a 5-point Likert scale. **Recommendations include**: provision of additional learning resources and up-to-date equipment. Students have complaints about current use of computers in lab as they drop internet connection. Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. **Recommendations include:** continue curriculum revisions to meet industry standards.

3. **Licensure Exam Results:** Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards. National Board Respiratory Care Testing Statistics AVC. Only 16 of 18 our graduates have been tested at the time of the writing of this report.

TMC High Cut Score

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2020	15	93.3%	66.7	26.7
2021	10	100	90	10
2022	12	100	75	25
2023	16	81.3	75	6.3

Clinical Simulation (CSE)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2020	13	12	69.2	23.1
2021	10	90	80	10
2022	12	91.7	66.7	25
2023	12	83.3	66.7	16.7

TMC All Candidate Summary High Cut Score	Program Pass %	National Pass%	% of National Pass
2020-2023	73.24%	52.43%	139.70%

CSE All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2020-2023	62.20%	59.59%	104.38%

Review of national testing shows Antelope Valley College meets all testing standards set forth by the Commission on Accreditation for Respiratory Care (CoARC) and California Board of Respiratory Care.

Program outcome summary reveals 3 year average (2020-2022) Each area has improved from previous years.

Retention	Job Placement	Employer Satisfaction	Graduate Satisfaction
83%	87%	100%	100%

4. **Looking at SLO outcomes for the 22-23 school year**

A. RCP 103, 104, and 201

Students struggle when writing their papers, especially when it applies to Pharmacology. Changes that can be made are possibly a stronger rubric and a peer review of each other's papers.

B.RCP 204

1. We had some issues with computers and the network which the faculty continue to struggle with and feel our overall scores on our exit exams further brought down as students could not take practice exams.

2. Using the sub-scores for the TMC between 1/1/2022 and 12/31/2022 1. Using the sub-scores for the TMC between 1/1/2022 and 12/31/2022 we have no sub-score that falls below 85% of the national mean on the New Candidate Summery. However, we have several sub-scores that are just below the national average that we would like to work on. 1A Evaluate Data in the Patient Record 94%, 1B Perform Clinical Assessment 96%, 3B Perform Airway Clearance and Lung Expansion Techniques 94% , 3G Provide Respiratory Care in High-Risk Situations 97% and 3H Assist a Physician / Provider in Performing Procedures.

2. For the CSE The sub-score data beginning 1/1/2022 and ending 12/31/2022 shows that in area 3G we are at 83% of the national average. 3G-is Provide Respiratory Care Techniques in High-Risk situations. This is a great improvement from 2021 as we were at 65%. This year we also are at 84% of national average in 3D Administer Medications and Specialty Gases. 3G-To increase performance, we added a module on transports to RCP 202 and in RCP 204 we run mock codes with our RN program to work on emergency and interdisciplinary communication.

5. Employer Surveys: The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain).

6. Equity: In 2023 the RCP program success rates are higher in all demographics when compared to AVC in general. This is an improvement from last year in which Hispanic students had a lower success and retention rate. We have improved this and are now higher in this area. This is a positive since the majority of our students are Hispanic.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
1. A new COARC requirement that is coming requires programs to provide clinical rotations in other than acute care facilities. At this time, we do rotations in a medical office and sleep lab, but the hours are not consistent and there are no hours in Subacute facilities.
2. The program still needed hands-on training with neonatal and pediatric patients to offer better training in these areas to help improve CSE scores and continue to increase the number of graduates working.
3. CoARC accreditation fees continue to increase and the budget for this has not increased which could cause us to lose our accreditation .

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
1. Increase the number of degrees and completions we will be doing this by offering an Advanced Degree in Respiratory Care.
2. Provide a subacute clinical rotation and increase simulation with pediatric and neonatal care.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

1. Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide an advanced degree as the industry is moving in that direction and finding the funding to support it.

2.   Employment in the respiratory Care field is growing in both the local area as well as in the state of California.

Geographic Area	Employment SOC Code 29-1126	Projected Employment (2018-2028)	Growth (2020-2028)	Annual Job Openings Reported
Los Angeles County		6290	26.1%	4,280
California		22,500	47.8%	15,490

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Plan 3G-To increase performance in this area a module on transports will be added to RCP 202 and in RCP 204 will run mock codes with our RN program to work on emergency and also interdisciplinary communication	Curriculum changes were made. We had a great improvement from 2021 as we were at 65%. And increased to 84%. To increase performance in this area we added a module on transports to RCP 202 and in RCP 204 we run mock codes with others to work on emergency and interdisciplinary communication.
Students struggle when writing their papers, especially when it applies to Pharmacology. Changes that can be made are possibly a stronger rubric and a peer review of each other's papers.	This process has been implemented and the outcomes now are meeting our goal.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Fulfill the need for Advanced Respiratory Care Practitioners in our community.	We continue to meet this COARC required goal.
Maintain accreditation standards for respiratory care.	We continue to meet COARC standards as shown in the annual report.
Improve graduate performance on national board examinations in areas that show deficiency.	We implemented changes and have seen an improvement in the areas of deficiency but still have 3G below national average on the CSE.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:							
Program /Area Goal #	**Goal Supports which:**				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice			Goal 5: Align instructional programs to the skills identified by the labor market	Fulfill the need for Advanced Respiratory Care Practitioners in our community by preparing students to fill the need.	These goals are ongoing and reflect student success, curriculum advancement, licensure, and employment. Return prior budget and Increase supply budget structure due to increased cost of supplies. Continue to work with Local employers to meet the needs of the community.	1. Employer Satisfaction Surveys 2. Licensure results 3. Employment data
#2	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice			Goal 5: Align instructional programs to the skills identified by the labor market	Maintain accreditation standards for respiratory care so graduates are eligible for NBRC examinations.	Continue to revise curriculum to meet COARC standards as they change. Maintain qualified faculty and provide professional development. Increase supply budget to provide required equipment to the students. Increase Accreditation Fees budget to meet current standard and cover the BS program.	COARC Annual program report outcomes.
#3	ILO 2. Creative, Critical, and Analytical Thinking	PLO: Practice as a registered respiratory care practitioner	SLOs: from RCP 101,		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Improve graduate performance on national board examinations in areas that show deficiency.	Action Plan 1A Evaluate Data in the Patient Record 94%, - Increase simulated record use in RCP 101 and RCP 103 1B Perform Clinical	*Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.* 80	

		within legal, ethical, professional, and regulatory standards of respiratory care practice	103, 202, 203, 204				Assessment 96%, -Increase simulated patient assessment in RCP 101 and do more patient assessments in RCP 103 3B Perform Airway Clearance and Lung Expansion Techniques 94% - Purchase and teach using more modalities to provide lung expansion. 3G Provide Respiratory Care in High-Risk Situations 97% - Add hyperbaric and more ER time to RCP 202, 203 and 204 clinical. 3H Assist a Physician / Provider in Performing Procedures. Work with MD to take part in more procedures in all clinical rotations. 2. For the CSE The sub-score data beginning 1/1/2022 and ending 12/31/2022 shows that in area 3G we are at 83% of the national average. 3G-is Provide Respiratory Care Techniques in High-Risk situations. This is a great improvement from 2021 as we were at 65%. This year we also are at 84% of national average in 3D Administer Medications and Specialty Gases. 3G-To increase performance we added a module on transports to RCP 202 and in RCP 204 we run mock codes with our RN	

							program to work on emergency and also interdisciplinary communication. This year we will continue this and try to add hyperbaric. 3D Administer Medications and Specialty Gases. -In RCP 202 we will add a module on specialty gases and In RCP 204 do an administration of medication review.	
#4	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Offer a fully accredited bachelor's degree in respiratory care to increase potential income and career opportunities for respiratory care graduates.	1. Start offering the BS program. 2. Gain COARC accreditation. 3. Evaluate and make curriculum changes as needed to meet COARC standards.	COARC Annual program report outcomes. And degrees offered. Graduate surveys.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	New Full Time Faulty	Goal 2 and 4	Repeat	96,000	Recurring	Wendy Stout
Professional development	Simulation Training	Goal 2 and 3	New	50,000	One-time	Wendy Stout
Supplies	Medical supplies	All goals	Repeat	10000	Recurring	Wendy Stout
Other	Accreditation Fees	Goal 1 and 4	Repeat	3500	Recurring	Wendy Stout
Other	Curriculum Development	Goal 2 and 3	New	20000	One-time	Wendy Stout

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

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

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

RCP	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	100.0%	94.8%	20	135
2020-2021	100.0%	92.9%	19	113
2021-2022	94.4%	90.1%	20	161
2022-2023	95.7%	92.9%	25	184
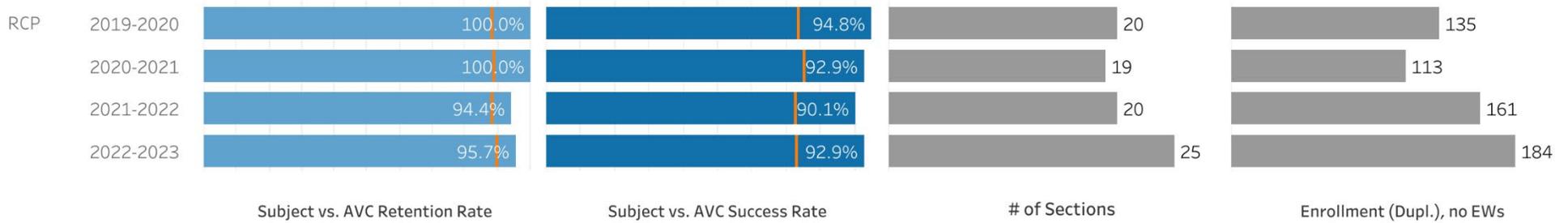
Enrollment and Number of Sections by *Modality* in RCP

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Traditional	20	19	20	25
Enrollment	Traditional	135	113	161	184

Enrollment and Number of Sections by *Location* in RCP

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	20	19	20	25
Enrollment	Lancaster	135	113	161	184

Number of Program Awards in Respiratory Care/Therapy (RSPT)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Respiratory Care/Therapy (RSPT)	Degree	2019-2020	16 / AS
		2020-2021	10 / AS
		2021-2022	12 / AS
		2022-2023	18 / AS
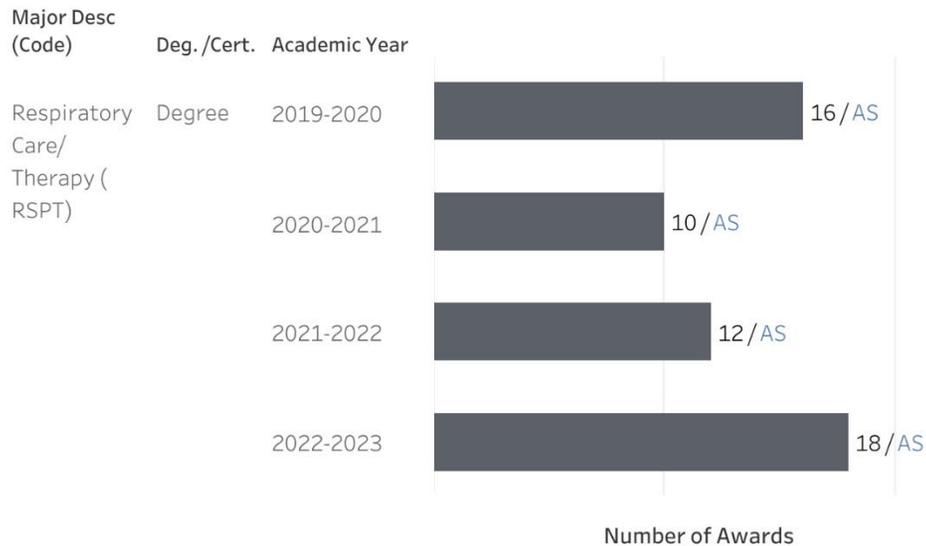
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in RCP

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2.7	1.9	1.9	2.7
FT (Regular) FTEF	1.5	1.6	2.1	1.3
FT (Overload) FTEF	0.6	0.7	0.4	1.3
TOTAL FTEF	4.8	4.2	4.4	5.2
PT/FT FTEF Ratio	1.8	1.2	0.9	2.1
FTES	17.8	15.0	20.5	24.9
FTES/FTEF Ratio	3.7	3.6	4.7	4.8
WSCH/FTEF Ratio	110.0	106.8	139.9	143.1
WSCH	532.8	448.5	615.9	

Click here
to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
RCP	Female	2019-2020	100.0%		94.7%		114
		2020-2021	100.0%		91.3%		92
		2021-2022	91.4%		85.7%		105
		2022-2023	96.4%		92.8%		111
	Male	2019-2020	100.0%		95.2%		21
		2020-2021	100.0%		100.0%		21
		2021-2022	100.0%		98.2%		56
		2022-2023	94.5%		93.2%		73
RCP	Hispanic/Latinx	2019-2020	100.0%		94.6%		56
		2020-2021	100.0%		93.8%		64
		2021-2022	89.3%		84.5%		84
		2022-2023	93.5%		92.4%		92
	African American/Black	2019-2020	100.0%		77.8%		18
		2020-2021					
		2021-2022	100.0%		94.1%		17
		2022-2023	100.0%		86.7%		15
	White Non-Hispanic	2019-2020	100.0%		100.0%		39
		2020-2021	100.0%		100.0%		18
		2021-2022	100.0%		100.0%		26
		2022-2023	94.7%		94.7%		38
	Two or more races	2019-2020					
		2020-2021					
	Other	2019-2020	100.0%		100.0%		14
		2020-2021	100.0%		91.7%		12
		2021-2022	100.0%		94.1%		34
		2022-2023	100.0%		94.9%		39

![Antelope Valley College logo]

Fall 2023 Program Review Report

Division/Area Name: CTE/HSS/VN Vocational Nursing	For Planning Years: 2024-2025
Name of person leading this review: Elinda Parkinson	
Names of all participants in this review: Elinda Parkinson, Candace Martin	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Vocational Nursing Program (VNP) provides quality, comprehensive education to a diverse population of students who desire to work in the health care industry. It contributes to the Antelope Valley College (AVC) District mission by offering a certificate of "essential career technical instruction," namely, the Certificate of Vocational Nursing. This certificate allows the students to sit for the National Council Licensure Exam (NCLEX), the exam leading to licensure in the state of California.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The graduates of the VNP have experienced excellent pass rates of the NCLEX. According to the BVNPT website, pass rates were as follows: 100% in 2018, 100% in 2019, 100% in 2020 and 92% in 2021, 84% in 1st and 2nd quarter of 2022 and 100% in 3rd and 4th quarter of 2022 (mean of 92% for that year), and 100% in 2023 so far (see below for screenshots of this data). The need for Licensed Vocational Nurses (LVN) in the job market continues to increase as a result of the aging population in California and the nation as a whole. A quote from the Employment Development Department of the State of California states, "Growth in the employment of LVNs is in response to the long-term care needs of a rapidly growing elderly population and the general growth of healthcare. Replacement needs will be a major source of job openings as workers leave the occupation." (Occupation Profile, California LaborMarketInfo)

Equity data showed that 85.5% of students in all age groups and races/ethnicities were successful 2022-2023. This is increased from 80.2% in 2021-2022. In both years the success rate is close to the college average. It is slightly lower and higher in various age groups, but overall has shown improvement. Unlike the college, our enrollment was not impacted by Covid, and our improvement in success rates can be attributed to increased enrollment and implementation of points-based admission criteria. The equity data for gender is not consistent with what is seen in the classroom. We have a disproportionate number of female students in our program. This year we have 2 male students out of 36 students admitted to the program. Last years' graduating class was entirely female. This is consistent with the historical and current trends of males in nursing. We do not currently give priority to students based on gender, though this has been considered in some nursing programs in our nation and state.

The Program Review data listed in part 5 shows a much higher success and retention rate for 2021-2022. Additionally, both the 2021-2022 and 2022-2023 have increased sections and enrollment. This data indicates that the points-based admission system and the increase in max capacity for the program has been successful. We will continue to utilize these aspects of the VN Program.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Last year, the National Counsel for State Boards of Nursing (NCSBN) announced that, beginning 04/2023, the National Counsel Licensure Exam (NCLEX) will undergo significant changes to a new format called Nex-Gen. We have completed extensive training of faculty regarding test development and implementation using Examsoft. Last year we were able to slowly introduce the new styles of questions and exams throughout the year. This year, and in future years, we are utilizing Examsoft, NexGen Style Case Studies, and example questions in the NexGen Style format in all courses.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The VNP at Antelope Valley College is well known throughout the community and highly regarded by both students and nursing staff of the various medical facilities. The program typically receives between 150 and 200 applicants each year. As stated earlier, the NCLEX pass rate has been consistently between 90 and 100%. The faculty would like to maintain this respected standing among the community to continue to serve the community in providing LVNs that are critically needed.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

The committee expressed concern that students are not knowledgeable enough about regulatory issues related to conditions such as CAUTI and pressure ulcers. They requested that more emphasis should be placed on addressing how to prevent these conditions. They also requested that students be aware that a hospital is a business, and that cost containment should be included in the curriculum.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Projections of Employment by Occupation, 2018 - 2028

Top of Form

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
292061	Licensed Practical and Licensed Vocational Nurses	76,600	74,390
	Total	76,600	74,390

Bottom of Form

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Continued use of Examsoft, Sherpath, HESI NexGen	Funding had been obtained and utilized for continued use of these programs.
Use of a multi-screening tool	We have utilized this tool since 2020. Since attrition is not where we want it, we are adding an entrance exam to the tool.
Use of remediation assignments	We are remediating students who do not pass an exam with assignments geared to improve study habits.
Maintain supplies and equipment in skills lab.	Ongoing goal. Requests for funding have been submitted.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success in the program with emphasis on VN 120 utilizing the multi-criteria screening tool.	Multi-screening tool is well established. Students admitted 2021 was 30. We had 17 graduates that year. 2022 we enrolled 30 and had 18 graduated. This year we admitted 36 students.
Maintain BVNPT approval.	The VN program was approved for another four-year cycle Spring 2020. The next approval will be completed Spring 2024.
Hire a third full-time instructor.	Position was posted Summer 2023. In the process of interviewing.
Integrate simulation into the current curriculum.	Simulation has been integrated into the curriculum and has been completed as part of the curriculum 2022-2023.

Maintain equipment in the skills lab.	Ongoing goal. We continue to restock supplies and equipment as needed.
Implement Nex-Gen style test exam format.	The curriculum has been updated. Examsoft is currently being utilized. Pending pass rates for the NCLEX-PN since the transition to NexGen style testing.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Improve attrition rates to 25% with emphasis on VN 120 utilizing the multi-criteria screening tool	ILO 1, 4				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Students will continue to be admitted based on their scores using a multi-criteria admission tool. Students will begin taking an entrance exam as a part of this admission tool beginning in 2025.	Students have been admitted based on their scores using a multi-criteria admission tool since 2020. We are working on getting an entrance exam approved and implemented as a part of the admissions process.	The attrition rate for VN 120 will be reduced to 25%.
#2 Maintain BVNPT continuing approval	ILO 4				Goal 5: Align instructional programs to the skills identified by the labor market	The VNP is reapproved every four years. This is an on-going goal which allows the program to continue running so that students can enroll in and complete the program.	Maintain compliance with BVNPT requirements.	The VN program was approved for another four-year cycle Spring 2020. The next approval will be completed Spring 2024.
#3 Improve NCLEX-PN pass rates to greater than 90% consistently.	ILO 1, 4	PLO 1, 2	SLO 1 VN 120, 121, 122 SLO 2 all courses		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and utilize critical thinking skills.	Simulations have been added but require regular updates.	Simulations are taking place 2-5 times per semester. Continued success rated on NCLEX-PN.

| | | | | | | The NCSBN has changed the format of the NCLEX (licensing exam) effective 04/2023. Students must be taught using up to 20% NexGen style test items in order to be successful on their NCLEX. | The software *ExamSoft* has been implemented into the curriculum.

Continue to use Examsoft for testing purposes to prepare students for NCLEX. | |

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Examsoft Continuing Fees	#6 Implement Nex-Gen style test exam format.	New	$20,000	Recurring	Elinda Parkinson
Other	HESI NexGen Bundle	#6 Implement Nex-Gen style test exam format.	New	$17,532	Recurring	Elinda Parkinson
Other	Manikins Various (10)	#5 Maintain equipment in the skills lab.	New	$23,810	One-time	Elinda Parkinson
Other	Welch Allyn 6500 Vital sign machines (3)	#5 Maintain equipment in the skills lab.	New	$3,000	One-time	Elinda Parkinson
Other	HillROM Bedside tables (10)	#5 Maintain equipment in the skills lab.	New	$5902.70	One-time	Elinda Parkinson
Other	Zoro Simulated Call Light (10)	#5 Maintain equipment in the skills lab.	New	$1422.10	One-time	Elinda Parkinson

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Program Review by IERP

Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
VN ▼	VN ▼	Vocational Nursing Cert (LVN) ▼	(Multiple values) ▼

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

VN	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	88.2%	83.8%	7	68
2020-2021	95.8%	91.7%	13	120
2021-2022	87.1%	80.2%	10	101
2022-2023	93.6%	85.5%	13	110

Enrollment and Number of Sections by *Modality* in VN

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online				0
	Traditional	7	13	10	13
Enrollment	Online				15
	Traditional	70	120	86	110

Enrollment and Number of Sections by *Location* in VN

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	7	13	10	13
Enrollment	Lancaster	70	120	101	110

Number of Program Awards in Vocational Nursing Cert (LVN)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Vocational Nursing Cert (LVN)	Certifica..	2019-2020	10 / CT
		2020-2021	9 / CT
		2021-2022	23 / CT
		2022-2023	17 / CT
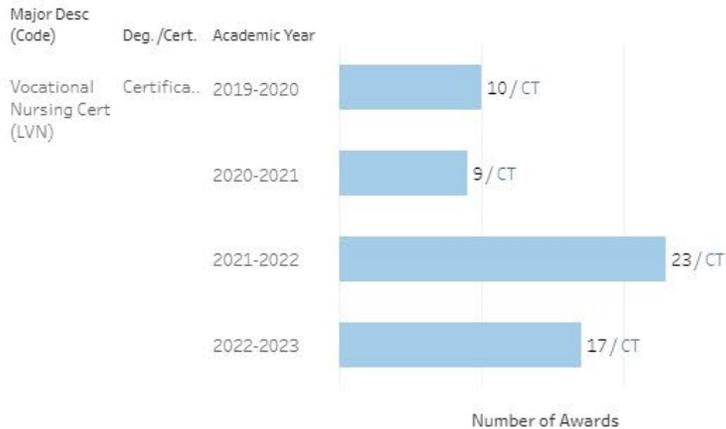
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in VN

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF		1	1	1
FT (Regular) FTEF	2	4	2	3
FT (Overload) FTEF	2	2	1	1
TOTAL FTEF	4	7	5	4
PT/FT FTEF Ratio	0	0	0	0
FTES	20	35	20	24
FTES/FTEF Ratio	5	5	4	6
WSCH/FTEF Ratio	164	151	128	185
WSCH	599	1,055	598	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

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Program Review by [IERP](#)

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:
- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, camp climate, and support services.) - What resources/training are available/needed to support these efforts?

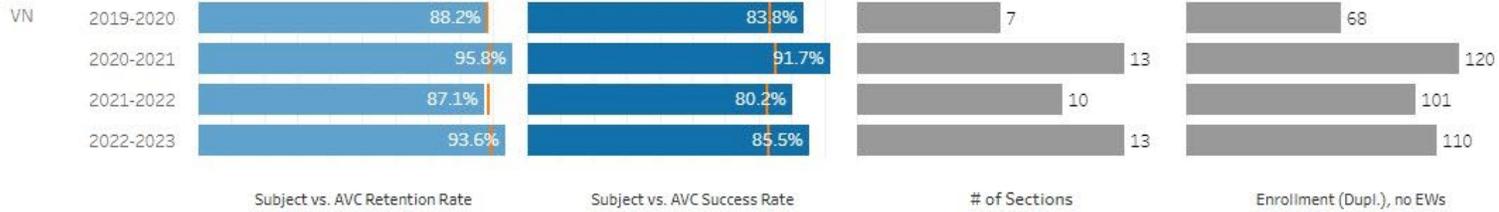|			Subject vs. AVC Retention Rate		Subject vs. AVC Success Rate		Enrollment
VN	Female	2019-2020	88.5%		86.9%		61
		2020-2021	95.5%		91.1%		112
		2021-2022	88.8%		80.9%		89
		2022-2023	94.9%		87.8%		98
	Male	2019-2020					
		2020-2021					
		2021-2022					
		2022-2023					
	Unknown/Oth..	2021-2022					
		2022-2023					
VN	Hispanic/Latinx	2019-2020	89.2%		83.8%		37
		2020-2021	97.3%		92.0%		75
		2021-2022	87.1%		79.0%		62
		2022-2023	93.0%		85.9%		71
	African American/Black	2019-2020					
		2020-2021	100.0%		93.3%		15
		2021-2022	92.3%		84.6%		13
		2022-2023	91.7%		83.3%		12
	White Non-Hispanic	2019-2020					
		2020-2021	90.5%		90.5%		21
		2021-2022	88.9%		88.9%		18
		2022-2023	95.2%		90.5%		21
	Two or more races	2021-2022					
		2022-2023					
	Other	2019-2020	80.0%		80.0%		15
		2020-2021					
		2021-2022					
		2022-2023					

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Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention

Select Demographics
Age Groups
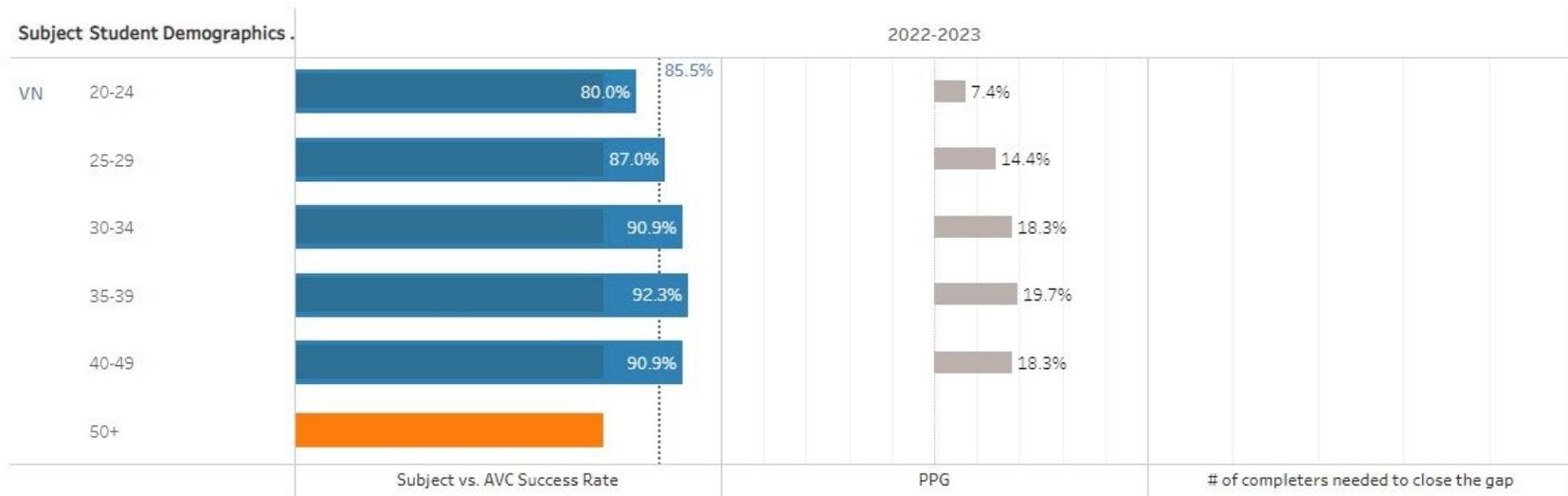
Academic Year Slider

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

Subject Student Demographics .

2022-2023

Subject	Student Demographics	Subject vs. AVC Success Rate	PPG
VN	20-24	80.0% (85.5%)	7.4%
	25-29	87.0%	14.4%
	30-34	90.9%	18.3%
	35-39	92.3%	19.7%
	40-49	90.9%	18.3%
	50+	(orange bar)	

Subject vs. AVC Success Rate | PPG | # of completers needed to close the gap

In 2022-2023, VN's Success Rate was 85.5% vs. AVC's Annual rate of 72.6%
Overall Disproportionate Impact as percentage point gap was : 12.9%
In VN, 110 was the enrollment count (duplicated headcount) (only shows if $n > 10$)
If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
(For example, $(110 * |12.9\%|) = 14$. it means that 14 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

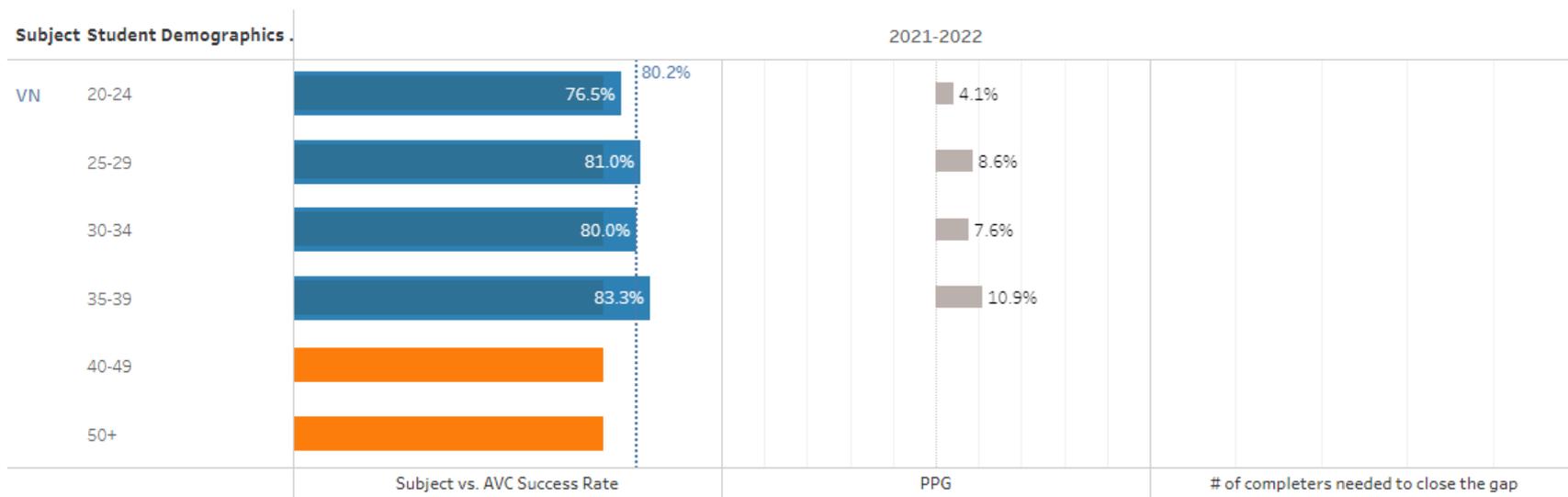⁂ +ableau

Select Demographics

Age Groups ▼

ℹ

Academic Year Slider

Click to Include EWs

2021-2022 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

Subject	Student Demographics	Subject vs. AVC Success Rate	PPG
VN	20-24	76.5% (80.2%)	4.1%
	25-29	81.0%	8.6%
	30-34	80.0%	7.6%
	35-39	83.3%	10.9%
	40-49		
	50+		

2021-2022

Subject vs. AVC Success Rate   PPG   # of completers needed to close the gap

In 2021-2022, VN's Success Rate was 80.2% vs. AVC's Annual rate of 72.4%

Overall Disproportionate Impact as percentage point gap was : 7.8%

In VN, 101 was the enrollment count (duplicated headcount) (only shows if *n* > 10)

If there is a Disproportionate impact (*PPG is negative*), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.

(For example, (101 * |7.8%|)=8. it means that 8 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention
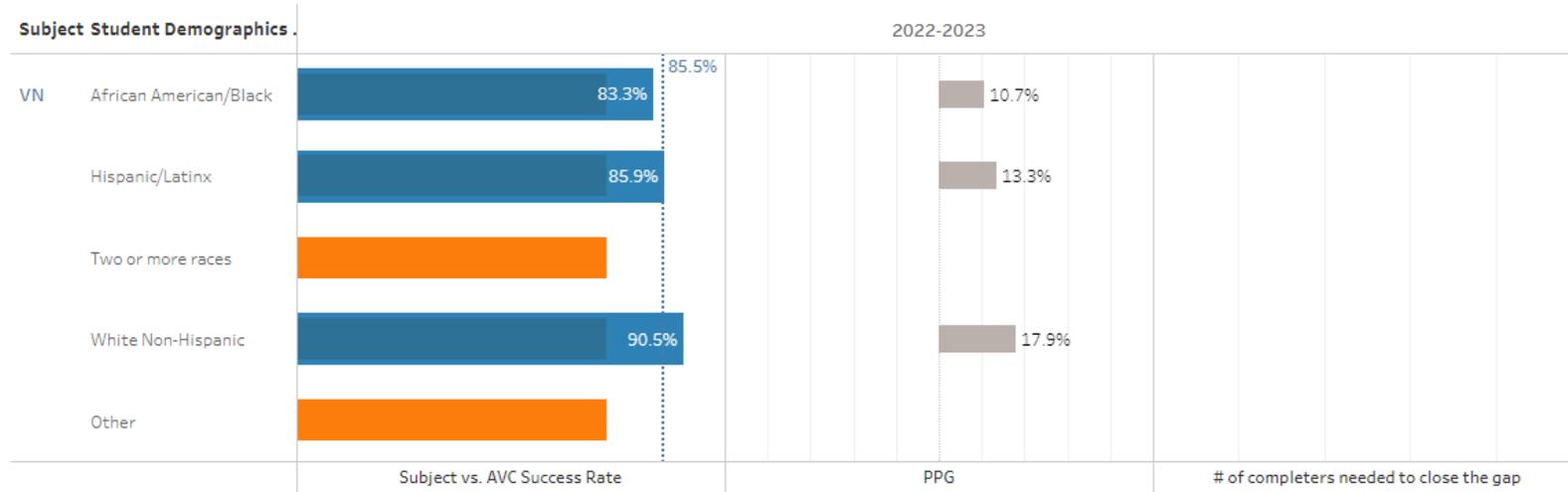
Select Demographics
Race/Ethnicity ▼

Academic Year Slider

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

Subject	Student Demographics		2022-2023	
VN	African American/Black	83.3% (85.5%)	10.7%	
	Hispanic/Latinx	85.9%	13.3%	
	Two or more races			
	White Non-Hispanic	90.5%	17.9%	
	Other			
		Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap

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- What resources are available to support these efforts?

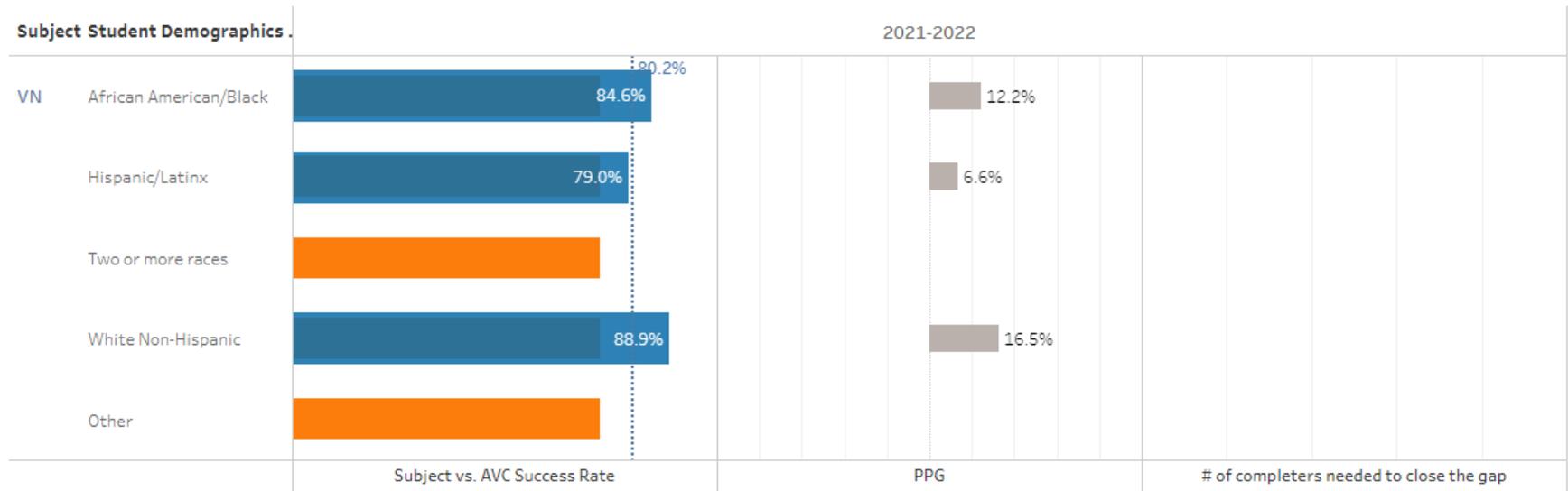| Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention |

Select Demographics

Race/Ethnicity ▼

Academic Year Slider

Click to Include EWs

2021-2022 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

Subject	Student Demographics	2021-2022		
		Subject vs. AVC Success Rate	PPG	# of completers needed to close the gap
VN	African American/Black	84.6% (80.2%)	12.2%	
	Hispanic/Latinx	79.0%	6.6%	
	Two or more races	(orange bar)		
	White Non-Hispanic	88.9%	16.5%	
	Other	(orange bar)		

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- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

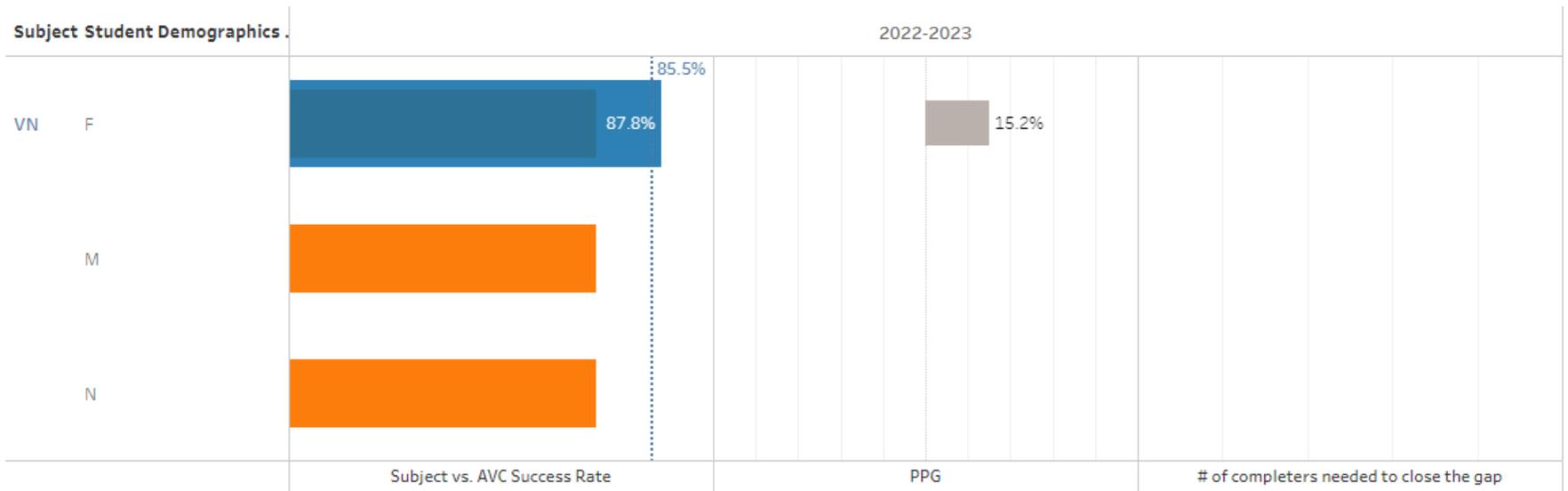| Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention |

Select Demographics

Gender ▼

Academic Year Slider

Click to Include EWs

2022-2023 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

Subject Student Demographics . 2022-2023

In 2022-2023, VN's Success Rate was 85.5% vs. AVC's Annual rate of 72.6%
Overall Disproportionate Impact as percentage point gap was : 12.9%
In VN, 110 was the enrollment count (duplicated headcount) (only shows if *n* > 10)
If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
(For example, (110 * |12.9%|)=14. it means that 14 more successful course completers would help close the gap for this subject area)
(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
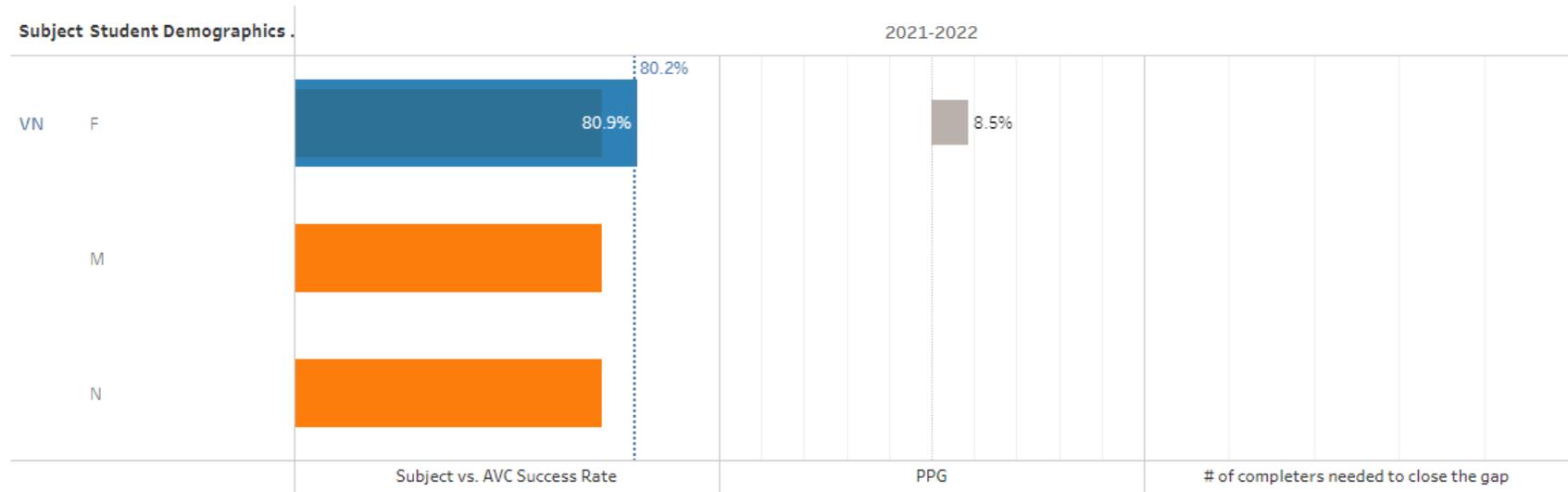- What resources are available to support these efforts?

Program Review by IERP

| Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | Access | Success & Retention | AVC Success and Retention |

Select Demographics

Gender ▾

Academic Year Slider

◀ ▶

Click to Include EWs

2021-2022 Disproportionate Impact (DI) as Percentage Point Gap (PPG)
Blue Bars show Success Rate (SR) within the sub-Groups vs. AVC Annual SR (orange bar) vs. VN Annual SR (dotted line)

| Subject | Student Demographics | 2021-2022 |

Subject vs. AVC Success Rate   PPG   # of completers needed to close the gap

- VN F: 80.9% (dotted line 80.2%), PPG 8.5%
- M (orange)
- N (orange)

In 2021-2022, VN's Success Rate was 80.2% vs. AVC's Annual rate of 72.4%
Overall Disproportionate Impact as percentage point gap was : 7.8%
In VN, 101 was the enrollment count (duplicated headcount) (only shows if *n* > 10)
If there is a Disproportionate impact (PPG is negative), multiply the absolute value of PPG by the number of students and divide it by 100 to determine how many more successful completers would eliminate the gap.
(For example, (101 * |7.8%|)=8. it means that 8 more successful course completers would help close the gap for this subject area)

(Hover over each bar in the chart to see details about each sub-group)

Some possible questions to ask when looking at the DI data:
- What are the potential reasons for equity gaps?
- What can my program implement to mitigate these gaps?
- What resources are available to support these efforts?

Department of Consumer Affairs
Board of Vocational Nursing and Psychiatric Technicians
Vocational Nursing Program Pass Rates
The table below represents the performance of all first-time graduates of California vocational nursing programs who completed the NCLEX-PN® during the past five years.
Updated 04/26/2023

Program Name	2018		2019		2020		2021		2022	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Allan Hancock College	28	100%	33	97%	33	97%	36	97%	29	97%
Allied Medical & Health Services, Inc	3	100%	5	80%	5	80%	10	90%	6	83%
American Career College, Anaheim (Orange County)	121	88%	135	93%	135	93%	189	88%	238	82%
American Career College, Los Angeles	102	91%	189	97%	189	97%	222	90%	278	86%
American Career College, Ontario	169	95%	192	90%	192	90%	240	83%	227	84%
Angeles College, City of Industry							12	75%	31	90%
Angeles College, Los Angeles	11	100%	34	65%	34	65%	25	88%	37	86%
Angeles Institute	90	68%	30	87%	30	87%	39	90%	44	80%
Annenberg School of Nursing	2	100%	12	100%	12	100%	2	100%	7	100%
Antelope Valley College	9	100%	9	100%	9	100%	26	92%	19	84%
Bakersfield Adult School	12	100%	14	100%	14	100%	6	100%	16	94%
Bakersfield College	22	95%	19	100%	19	100%	27	89%	10	100%
Baldy View Regional Occupational Program	21	95%	17	94%	17	94%	1	0%	20	80%
Beaumont Adult School	28	96%	32	91%	32	91%	39	77%	29	93%
Blake Austin College	73	75%	69	83%	69	83%	80	70%	114	52%
Butte College	1	0%	21	90%	21	90%			24	92%
California Career College, Canoga Park	22	73%	9	67%	9	67%	3	33%		
California Career Institute, Garden Grove	49	57%	69	78%	69	78%	67	64%	86	83%
California Nurses Educational Institute	80	54%	58	83%	58	83%	47	79%	63	70%
Career Care Institute, Lancaster	54	91%	37	86%	37	86%	45	76%	48	77%
Career Care Institute, Moreno Valley	34	79%	17	71%	12	92%	27	74%	32	72%
Career Care Institute, Oxnard	15	73%	22	82%	47	85%	49	78%	69	59%
Career Development Institute, Inc	33	100%	53	92%	45	84%	49	92%	78	81%

Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions

Pearson VUE's reporting database includes all exam records from 2002 to present.

NCSBN Confidential

CA - ANTELOPE VALLEY COLLEGE (US04100300)

NCLEX-PN

NCSBN Education Program	NCSBN Education Program City	NCSBN Graduation Date	07/01/2022 - 09/30/2022				10/01/2022 - 12/31/2022				01/01/2023 - 03/31/2023				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ANTELOPE VALLEY COLLEGE (US0410030 0)	LANCAS TER	08/2022	1	1	0	100.00%	12	12	0	100.00%	4	4	0	100.00%	17	17	0	100.00%
	Total		1	1	0	100.00%	12	12	0	100.00%	4	4	0	100.00%	17	17	0	100.00%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

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Fall 2023 Program Review Report

Division/Area Name: CTE/WELD (Welding)	For Planning Years: 2024-2025
Name of person leading this review: Caleb Healey	
Names of all participants in this review: Caleb Healey, Travis Lee	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Antelope Valley College's welding program aligns seamlessly with our institution's mission to provide a quality, comprehensive education to a diverse population of learners. By equipping students with the essential skills and knowledge needed for a successful career in welding, we are actively contributing to student success and offering valuable opportunities for personal and professional growth. Our program's commitment to excellence in training and service not only benefits our students but also serves as a valuable resource to our community, meeting the workforce needs and enhancing the economic vitality of the region.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the *Program Review* tab to inform your analysis) ● What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? ● What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis) ● Which racial/ethnic student groups complete their courses at the highest rates? ● Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*
The Antelope Valley College Welding program has achieved remarkable success in student retention, completion rates, and job placement within our local industry. With retention rates consistently exceeding 94% and completion rates reflecting our commitment to student success, our program ensures that students not only start their welding education but also finish it successfully. Furthermore, our strong ties with local industries have resulted in impressive job placement rates, providing our graduates with rewarding career opportunities in their chosen field. These accomplishments reflect our dedication to equipping our students with the skills and knowledge they need to excel in the welding profession and contribute to the economic growth and prosperity of our community. **Consistent Success Rates:** The program has maintained high success rates, with 88.3% in 2021-2022 and 88% in 2022-2023, indicating the effectiveness of the curriculum and teaching methods in helping students achieve their academic goals.

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Strong Retention Rates: The program demonstrates impressive retention rates of 95.5% in 2021-2022 and 94.5% in 2022-2023, indicating that students are motivated to stay in the program and complete their studies.

Awards and Recognition: The program has seen an increase in awards, with 28 awards in 2022-2023, highlighting the achievements and contributions of students and faculty in the field of welding.

Equity in Retention: The fact that "Two or more Races" students had the highest retention rate at 100% in 2022-2023 is a positive indicator of the program's commitment to equitable outcomes.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Antelope Valley College's Welding program is poised to capitalize on several opportunities to further enhance its success, retention, enrollment, and completion rates. By implementing targeted support mechanisms, such as academic advising and new welding classes/Certificate programs, we aim to boost success and retention rates even higher, ensuring that students not only start but excel in their welding education. Additionally, outreach efforts and community partnerships will be leveraged to increase program enrollment, welcoming a diverse range of students into our program. By continually refining our curriculum and support services, we aspire to see more students successfully complete their welding education and embark on fulfilling careers in this thriving industry.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Antelope Valley College's Welding program aspires to achieve continuous improvement by consistently enhancing its curriculum and teaching methods, ensuring that success and retention rates remain at peak levels. The program is committed to fostering equity and inclusion, with a goal of eliminating disparities among all racial and ethnic groups, thus offering equal opportunities for all. Strengthening community engagement and industry partnerships is a key aspiration, aiming to bolster the program's reputation and provide valuable opportunities such as internships and job placements to students. Moreover, the program seeks to encourage ongoing professional development among its faculty and staff, keeping them abreast of industry trends and teaching best practices, thereby contributing to the overall excellence of the program. In summary, these aspirations underscore the program's dedication to continuous enhancement, equity, community engagement, and academic excellence in preparing students for successful welding careers.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Based on the 2023 Welding Advisory Committee meeting, the following suggestions were made:

Issues Discussed:

1. New course development: Addressed the deactivation of weld 145 and the replacement courses such as weld 135, 137 and 265 and overview of the current class schedule. talked about the aerospace welding certification.
2. Funding for educational resources and secondary welding location to incorporate the new Welding Program expansion.
3. New Course development: Creation of a welding class for Automotive repairs making two classes for non-credit for a certificate for enhanced funding.
4. Welding program growth to meet new local industry needs: Pressure vessel welding suggested by a representative of the US Air Force.
5. Weld 101 changed to a non-credit course and updated articulation agreement with local high school.

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
514121	Welders, Cutters, Solderers, and Brazers	33,000	37,690
514122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	3,100	3,510
	Total	36,100	41,200

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

Table Generated on 10/5/2023 4:23:14 PM

[Save or View in Excel] [Back to Occupation List] [New Search]

Part 2C: Review and comment on progress toward past Course Improvement Plans

Past Course Improvement Plans	Progress Made
1. Alterations to SLO's to strengthen the skill level obtained by students to meet current Industry Standards	We have meticulously restructured essential Student Learning Outcomes (SLO's) to enhance the educational content of AVC's Welding Program, with a primary focus on bolstering our students' knowledge and skills to align with current industry standards

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Improve Retention/Completion of Program/Degree	We have seen a 147% increase in awarded certificates and degrees for the 2022-2023 year as well as an 88% success and retention rate
Job Placement	As the number of job opportunities in the welding industry continues to grow significantly, we can anticipate a continuous rise in job placements. Presently, numerous students enrolled in our welding program have already secured positions within the welding sector.
Improve the Quality and quantity of hands on training achieved in the welding program courses.	By embracing the latest advancements in technology, equipment, and supplementary training tools, our welding program remains at the forefront of providing state-of-the-art and industry-compliant hands-on training methods. These innovations enable our students to experience the most up-to-date techniques, ensuring they are well-prepared to meet the demands of the rapidly evolving welding industry. As we continue to invest in these enhancements, our commitment to delivering top-tier practical education becomes increasingly evident, ultimately benefiting our students' career prospects and the welding sector as a whole.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO #4 Career and Specialized Knowledge	AS Welding PLO's # 2, 3			EMP #1 and #3	Enhance the program's success in retaining students, enabling them to earn certificates and degrees.	1. Student Orientation and counseling 2. Academic Support Services 3. Mentorship Programs 4. Financial Aid and	Tracking Data

#	ILO	PLO			EMP	Objective	Actions	Assessment
							Scholarships	
#2	ILO #4 Career and Specialized Knowledge	Certificate Welding PLO			EMP #2 and #5	Increase the number of students securing employment within the local aerospace industry through our aerospace welding program.	1. Industry Alignment 2. Industry Partnership 3. Job readiness Training 4. Certification and Qualification	Tracking data as well as graduate outreach to directly track students who get jobs in the local industry
		# 2, 3					5. Additional Adjunct Instructors 6. Create of new Aerospace weld shop	
#3	ILO #4 Career and Specialized Knowledge	CertificateWelding PLO #2,3,5			EMP #2 and #3	Improve student success in terms of completion and retention, making them better prepared for LA City opportunities.	1. Student Support Services 2. Personalized Advising 3. Feedback Collection 4. Community Engagement 5. Updated equipment and materials	Completion Rates Employment Rates LADBS Written pass rate LADBS Practical pass rate
#4	ILO #4 Career and Specialized Knowledge	AS Welding PLO #1 and 4			EMP #2 and #5 .	Improve national welding certification assessments and employment preparedness	1. Curriculum enhancement 2. Certification Preparation Courses 3. Instructor Training 4. Access to Practice Materials	Graduate rates Student Satisfaction Certificate Pass Rate Feedback analysis

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
New Faculty	New Adjunct needed for Aerospace welding program	#2 Increase the number of students securing employment within the local aerospace industry through our aerospace welding program.	New		Recurring Cost	
Faculty Training	Advanced teaching training for welding faculty	#4 Improve national welding certification assessments and employment preparedness	New		Recurring Cost	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
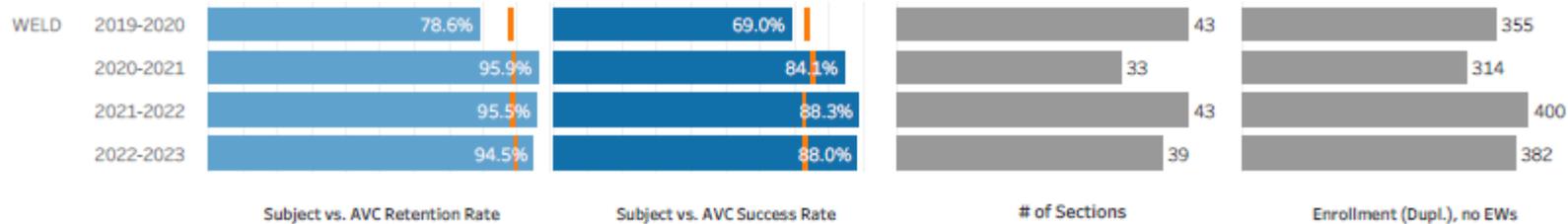- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

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

Retention, Success, Number of Sections, & Enrollment in WELD (Total AVC rates are shown as | *hover over to see data*)
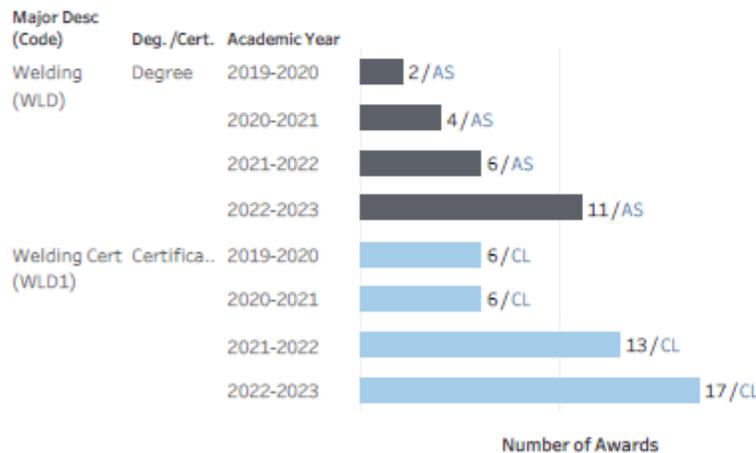
WELD	Subject vs. AVC Retention Rate	Subject vs. AVC Success Rate	# of Sections	Enrollment (Dupl.), no EWs
2019-2020	78.6%	69.0%	43	355
2020-2021	95.9%	84.1%	33	314
2021-2022	95.5%	88.3%	43	400
2022-2023	94.5%	88.0%	39	382

Enrollment and Number of Sections by *Modality* in WELD

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Other Indep Study	1	2	4	2
	Traditional	42	31	39	37
Enrollment	Other Indep Study	1	5	5	2
	Traditional	395	310	395	380

Enrollment and Number of Sections by *Location* in WELD

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	43	33	43	39
Enrollment	Lancaster	396	315	400	382

Number of Program Awards in Welding (WLD) & Welding Cert (WLD1)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Welding (WLD)	Degree	2019-2020	2 / AS
		2020-2021	4 / AS
		2021-2022	6 / AS
		2022-2023	11 / AS
Welding Cert (WLD1)	Certifica..	2019-2020	6 / CL
		2020-2021	6 / CL
		2021-2022	13 / CL
		2022-2023	17 / CL

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

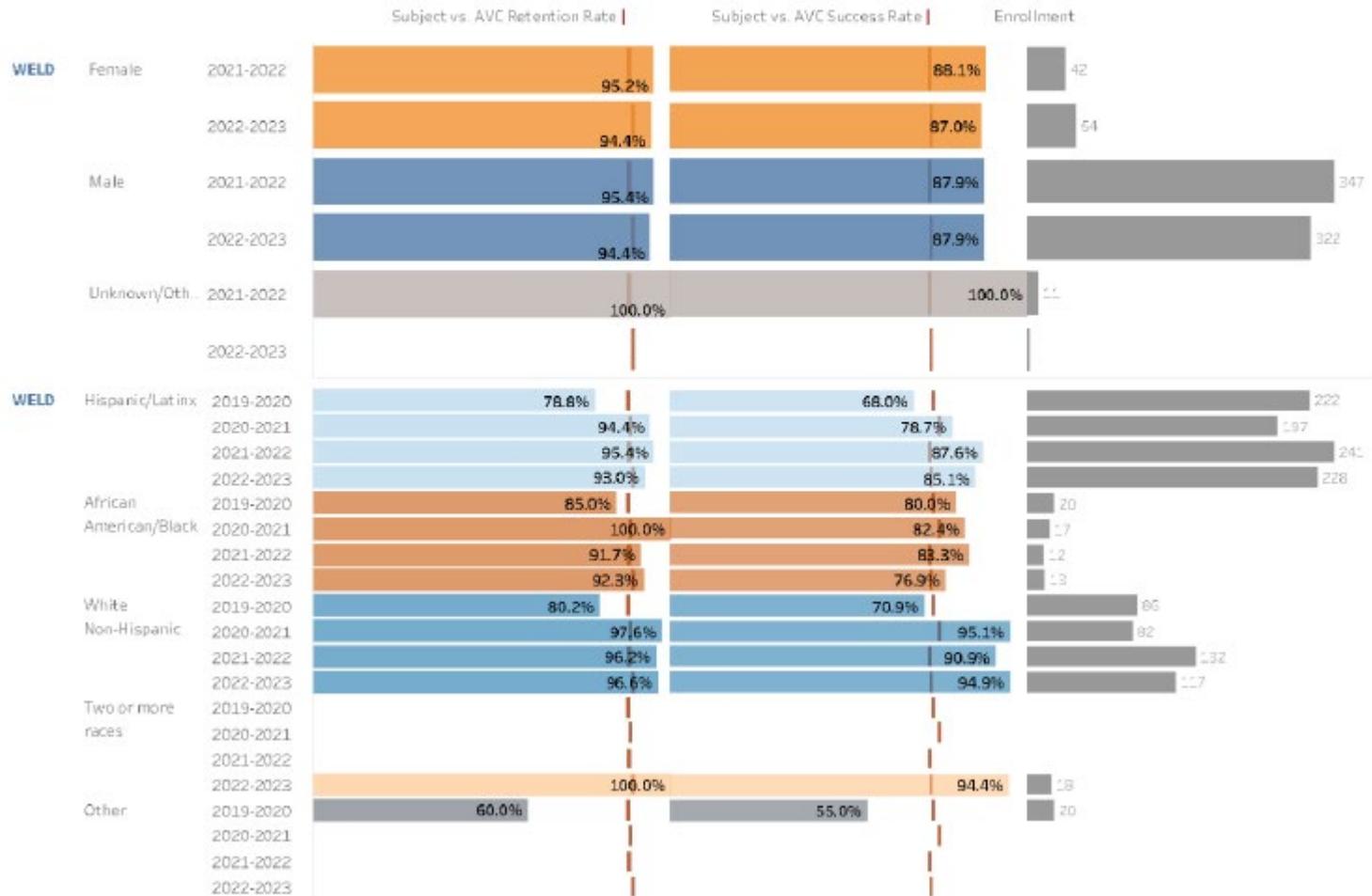|	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	1.3	0.4	0.9	
FT (Regular) FTEF	1.1	0.6	1.1	1.5
FT (Overload) FTEF	0.2	0.2	0.2	0.9
TOTAL FTEF	2.6	1.2	2.2	2.4
PT/FT FTEF Ratio	1.2	0.7	0.8	
FTES	23.8	18.6	29.5	29.2
FTES/FTEF Ratio	9.2	15.5	13.5	12.3
WSCH/FTEF Ratio	274.5	465.8	405.8	368.1
WSCH	713.7	558.9	884.7	

Click here
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (|)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.) - What resources/training are available/needed to support these efforts?

			Subject vs. AVC Retention Rate |	Subject vs. AVC Success Rate |	Enrollment
WELD	Female	2021-2022	95.2%	88.1%	42
		2022-2023	94.4%	87.0%	54
	Male	2021-2022	95.4%	87.9%	347
		2022-2023	94.4%	87.9%	322
	Unknown/Oth..	2021-2022	100.0%	100.0%	11
		2022-2023			
WELD	Hispanic/Latinx	2019-2020	78.8%	68.0%	222
		2020-2021	94.4%	78.7%	197
		2021-2022	95.4%	87.6%	241
		2022-2023	93.0%	85.1%	228
	African American/Black	2019-2020	85.0%	80.0%	20
		2020-2021	100.0%	82.4%	17
		2021-2022	91.7%	83.3%	12
		2022-2023	92.3%	76.9%	13
	White Non-Hispanic	2019-2020	80.2%	70.9%	86
		2020-2021	97.6%	95.1%	82
		2021-2022	96.2%	90.9%	132
		2022-2023	96.6%	94.9%	117
	Two or more races	2019-2020			
		2020-2021			
		2021-2022			
		2022-2023	100.0%	94.4%	18
	Other	2019-2020	60.0%	55.0%	20
		2020-2021			
		2021-2022			
		2022-2023			

2018-2028 Occupational Projections

SOC Code	Occupational Title	2018 Jobs	Annual Job Openings	Average Annual Earnings		Narrow search results using Steps 1-
51-4121	Welders, Cutters, Solderers, and Brazers	5,750	637	47,192		
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Ten	1,340	131	40,943		
Grand Total		7,090	768	44,068		

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