2018-2019 Program Review Report

Division/Area Name: CTE/Business & Computer Studies/ ACCOUNTING	For Years: 2020-2021
Name of person leading this review: Stacey Adams	
Names of all participants in this review: Stacey Adams, Richard Fleishman	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission:
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The ACCT program specifically contributes to the district mission by supporting: 1) students seeking technical education to enter the workforce (Professional Bookkeeping Degree & Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.

1.2.State briefly program highlights and accomplishments:
The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

• Based on the 2018 ACCT Advisory Committee meeting, the following suggestions were made: Issues Discussed: Committee members agreed that having computers in the ACCT classroom would be beneficial and is the trend in both education and the workplace. Being proficient with the computer in the classroom and workplace is a necessity. Students without computers in the classroom seem to be at a disadvantage.   Action Taken: Continue to incorporate the use of Excel, QuickBooks, and the Internet into coursework. Provide students access to computers in the classroom as much as possible at this time.   Follow Up Items: For long-term planning, computers are needed in lecture classrooms, as textbooks, homework and a variety of other course materials are computerized and/or Internet-based.
• According to the CA EDD Labor Market Info, the Occupational Projections for Accountant and Auditors shows growth of 10.9% from 2016 – 2026.

Part 2.B. Analyze the program review data , the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	ACCT courses are providing necessary coursework for Bus Admin-T students, as well as other Business Department majors. The number of Bus Admin-T degrees awarded continues to increase significantly.
Weaknesses	Success and retention rates in ACCT courses have both been declining notably. The number of Professional Bookkeeping Degrees and Certificates awarded has declined significantly over the past four years.
Opportunities	Job opportunities in accounting and bookkeeping continue to grow. Students can find employment with Professional Bookkeeping Degree/Certificate or continue on to a university to seek a bachelor's degree.
Threats	Competition from other unaccredited institutions and online programs draw students away from AVC.

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

We have made progress toward incorporating Excel and QuickBooks to an extent into our ACCT 111 curriculum, adopting a new textbook and utilizing technology in more accounting coursework. Little or no progress has been made in terms of computers in the 2nd floor classrooms, marketing the program, or better utilizing work experience.

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

We have made progress toward incorporating Excel and QuickBooks to an extent into our ACCT 111 curriculum, but little or no progress has been made in terms of computers in the 2nd floor classrooms, marketing the program, or better utilizing work experience.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Technology	ILO #2 & #4 ACCT PLO Action Plan #1	Students need to be prepared to utilize the technology used in industry in order to be employable and accordingly need access to computers in the classroom. ACCT and the Business Department overall, need lecture classrooms with computers throughout the 2nd floor of the BE building, approx. 160 computers.	-Acquire computers for BE lecture classrooms.
#2 Work Experience	ILO #4 ACCT PLO Action Plan #2	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	-Update work experience procedures / handbook / manual -Market the work experience program -Provide administrative support to help the program run smoothly.
#3 Marketing & Outreach	ILO #4 ACCT PLO Action Plan #3	Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	-Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages.
#4 Improve Success & Retention	EMP Goal #3 ACCT 201 SLO Action Plan	Faculty need to consider teaching methods and curriculum and focus on improving success and retention rates in ACCT courses.	-Examine teaching methods utilized by faculty -Ensure tutoring is available in the Learning Center

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology	Computers in the classroom: ACCT and the Business Department overall, need	Repeat	200,000	One time	Kathy Osburn / Stacey Adams / Rich Fleishman

	lecture classrooms with computers throughout the 2nd floor of the BE building, approx. 160 computers.				
Physical/Facilities					
Supplies					
Professional Development					
Other	Marketing and Outreach: Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	Repeat	Unknown	Recurring	Kathy Osburn / Stacey Adams / Rich Fleishman

Select Subject	Select Subject *again*	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
ACCT	Multiple values	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in ACCT (Total AVC rates are shown as |)
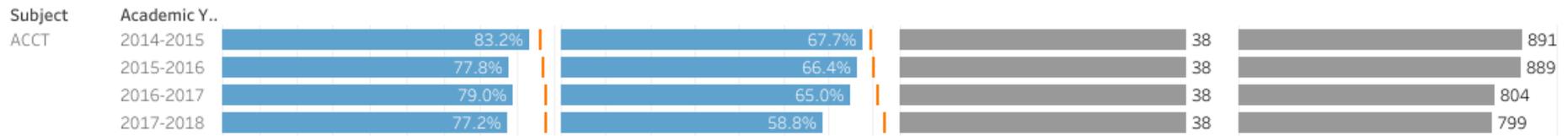
Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
ACCT	2014-2015	83.2%	67.7%	38	891
	2015-2016	77.8%	66.4%	38	889
	2016-2017	79.0%	65.0%	38	804
	2017-2018	77.2%	58.8%	38	799

Enrollment and Number of Sections by *Modality* in ACCT

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	2	2	2	2
	Traditional	35	35	36	36
	Work Experience	1	1		
Enrollment	Online	39	33	36	32
	Traditional	851	855	768	767
	Work Experience	1	1		

Enrollment and Number of Sections by *Location* in ACCT

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	35	36	35	36
	Palmdale	3	2	3	2
Enrollment	Lancaster	827	845	759	779
	Palmdale	64	44	45	20

Number of Degrees/Certificates Awarded in BOK, BOK1, BUS and 3 more

MAJOR	Major ..	Deg. /Cert.	Academic..	Number of Awards
AS-T Business Administrati..	BUST	Degree	2014-2015	
			2015-2016	
			2016-2017	
			2017-2018	105 / AS
Business Administration	BUSA	Degree	2014-2015	
			2015-2016	88 / AS
			2016-2017	
			2017-2018	71 / AS
General Business	BUS	Degree	2014-2015	19 / AS
			2015-2016	
			2016-2017	
			2017-2018	20 / AS
General Business Cert	BUS1	Certificate	2014-2015	19 / CT
			2015-2016	
			2016-2017	
			2017-2018	18 / CT
Professional Bookkeeping	BOK	Degree	2014-2015	
			2015-2016	15 / AS
			2016-2017	
			2017-2018	6 / AS
Professional Bookkeeping ..	BOK1	Certificate	2014-2015	13 / CL
			2015-2016	
			2016-2017	8 / CL
			2017-2018	

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

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	2.7	3.0	3.1	1.9	7.1	8.5	8.0	7.3
FT/Regular	1.1	1.0	1.0	1.8	12.5	12.6	12.0	13.7
FT/Overlo..	0.2			0.5	2.9	2.2	3.1	2.9
TOTAL FTEF	4.0	4.0	4.0	4.2	22.5	23.4	23.2	23.9
PT/FT	2.6	3.1	3.2	1.1	0.6	0.7	0.7	0.5
FTES	49.2	51.0	48.1	45.5	339.8	347.4	341.3	345.4
FTES/FTEF..	12.4	12.9	11.9	10.7	15.1	14.8	14.7	14.4
WSCH/FTE..	372.1	385.6	358.0	322.4	452.4	445.4	441.4	433.0

2018-2019 Program Review Report

Division/Area Name: Division/Area Name: CTE / Aeronautical Sciences & Technology / Aeronautical and Aviation Technology	For Years: 2020-2021
Name of person leading this review: Jack R. Halliday	
Names of all participants in this review: Jack R. Halliday, Doug Nuckolls, David Champieux, Patti Browne	

Part 1. Program Overview:

1.2.State briefly program highlights and accomplishments:
The Aeronautical and Aviation Technology (Airframe and Powerplant) program is part of the new baccalaureate degree in Airframe Manufacturing Technology. Two of the courses (AERO 121 and 230) feed directly into the new degree program. In addition, the program has acquired a PT-6 Turboprop Trainer and a Piper Aztec aircraft to increase our ability to train students on real world aircraft and gas turbine engines. The program has also seen a significant increase in students being picked up by local aerospace and government contractor companies.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☒ **Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☐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.
☒**Community/Global Consciousness**	☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒**Career and Specialized Knowledge**	☐Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.
☒Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☒Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☒Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☒Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
☒Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

Discipline: AERO

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

Strengths	This program prepares students for the FAA Exams to become a Federal Aviation Administration Certified Airframe and Powerplant Mechanic. Students completing specific areas of the General and Airframe classes qualifies students to enroll in the Antelope Valley College Airframe Manufacturing Bachelor's Degree Program. The Airframe and Powerplant program maintains internship programs with local industry partners at Edwards Air Force Base, Mojave Spaceport, Palmdale Air Force Plant 42 and other local Aerospace Manufacturers. AERO program data shows high retention rate of students in this program versus that of AVC. AERO has a high enrollment with a very diverse range of ethnicities and gender. The female population in the industry is less than 10%. AERO program continues to maintain 20% or higher female to male ratio. Classes remain full and job placement after graduation remains high.
Weaknesses	Lack of space to expand the program, and lack of up to date training equipment.
Opportunities	Opportunity to expand the program and increase the quality of training from the newer facility currently under remodeling.
Threats	Only threat to the program and enrollment is a downturn in local and national aviation industry.

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

We are in process of obtaining modern interactive computer based training programs that will greatly enhance student ability which will increase both SLO and PLO outcomes.

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

The Federal Administration is in process of finalizing new 14 CFR Part 147 regulations. This is still in the works and a new supplemental Notice of Proposed Rule Making has been issued and final ruling has yet to be determined. The college has signed a month to month agreement with Los Angeles County and American airports. The college will begin to do the upgrades and renovations in the near future with a possible move in within the next 6-12 months.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
Obtain interactive computer based training to allow individual student interaction with all facets of the Airframe & Powerplant (A&P) program. An additional benefit of new equipment may allow the A&P	ILO 2, ILO 4 PLO 2, PLO3 AERO 120: SLO 1, SLO 2 AERO 231: SLO 2	To enable students to learn at their own pace for better comprehension and retention.	Software has been located and negotiations are in process to obtain the computer base training programs. Apply for Grant money to purchase equipment.

program to incorporate distant learning classes in accordance with the new FAA guidelines.			
Obtain Electronic Flight Information Systems training equipment.	ILO 2, ILO 4 PLO 2, PLO3 AERO 120: SLO 1, SLO 2	To prepare students to enter the workforce, and enhance knowledge of modern aircraft maintenance to meet the needs of industry.	Apply for Grant money to purchase equipment.
Relocate to a larger facility to allow for program expansion, with future addition of another instructor and instructional assistant.	ILO 2, ILO 4 PLO1, PLO 2, PLO3 AERO 231: SLO 2	To enhance for educational growth and expansion of the Airframe & Powerplant program, and incorporate addition space for equipment efficient utilization.	Relocate to larger facility and classrooms.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	1 additional instructor	repeat		One time	Jack R. Halliday Patti Browne
Classified Staff	1 additional instructional assistant	repeat		One time	Jack R. Halliday Patti Browne
Technology	Computer Based Training. Electronic Flight Information System Equipment.	New New	$140,000.00 $30,000.00	One time One time	Jack R. Halliday Patti Browne
Physical/Facilities	Relocate to larger facilities	Repeat	Unknown	One time	Ed Knudson
Supplies					
Professional Development					
Other					

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
AERO	AERO	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in AERO (Total AVC rates are shown as │)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
AERO	2014-2015	94.6%	91.2%	6	147
	2015-2016	96.6%	95.9%	6	146
	2016-2017	96.6%	95.2%	6	146
	2017-2018	94.5%	92.5%	6	146

Enrollment and Number of Sections by *Modality* in AERO

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Traditional	6	6	6	6
Enrollment	Traditional	147	146	146	146

Enrollment and Number of Sections by *Location* in AERO

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster [Off Campus]	6	6	6	6
Enrollment	Lancaster [Off Campus]	147	146	146	146

Number of Degrees/Certificates Awarded in AAA, AAP, AAT and 3 more

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
A&A Aircraft Airframe	AAA	Degree	2014-2015	6 /AS
			2015-2016	
			2016-2017	
			2017-2018	
A&A Aircraft Powerplant	AAP	Degree	2014-2015	6 /AS
			2015-2016	
			2016-2017	8 /AS
			2017-2018	
A&A General Aircraft Maint	AAT	Degree	2014-2015	6 /AS
			2015-2016	
			2016-2017	5 /AS
			2017-2018	
Aircraft Airframe Cert	AAT1	Certificate	2014-2015	19 /CT
			2015-2016	
			2016-2017	23 /CT
			2017-2018	
Aircraft Powerplant ..	AAT3	Certificate	2014-2015	23 /CT
			2015-2016	
			2016-2017	12 /CT
			2017-2018	
Gen Aircraft Maint Cert	AAT2	Certificate	2014-2015	17 /CL
			2015-2016	
			2016-2017	10 /CL
			2017-2018	

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
FT/Regular	2.7	2.7	2.7	2.7
TOTAL FTEF	2.7	2.7	2.7	2.7
PT/FT				0.0
FTES	42.0	42.9	42.0	42.9
FTES/FTEF Ratio	15.3	15.6	15.3	15.6
WSCH/FTEF Ratio	459.2	468.6	459.2	468.6

Division/Area Name: CTE/Aircraft Fabrication & Assembly Program (AFAB)	For Years: 2020-2021
Name of person leading this review: Dr. Maria Clinton	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview:

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

1.1.   *1.2.State briefly program highlights and accomplishments:* The Aircraft fabrication & Assembly Technician program is part of the new Bachelor of Science degree in Airframe Manufacturing Technology. All five courses feed directly into the new degree program. The program continues to be recognized and utilized by Northrop Grumman for providing entry level training for all newly hired structures and composite technicians. The program has major enrollment growth over the last two-years due to the partnership with Northrop Grumman and local aerospace industry partners, as a result the AFAB program has set up accelerated (rapid training) 8-week classes to meet the demand.

AVC has recently received the CTE Stars Award, from the Chancellor's Office, which recognized Antelope Valley College for its track record on advancing students' economic mobility in Advanced Manufacturing & Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology (2017).

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

The program now has 3 full-time faculty and 20 adjunct faculty for the program.
The program has a 95% job placement rate.

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

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

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

• Based on the 2018 AST Advisory Committee meeting, the following suggestions were made: Issues Discussed: Committee members agreed that more AFAB classes would be needed in the next three to five years to meet the impending need of local industry partners. The program needs to continue to update the curriculum as industry standards and practices change.   Action Taken: Continue to wait for new facilities to be obtained so more sections of classes can be added to the schedule. Continue to meet with industry partners to discuss up-to-date standards and practices to be added to the curriculum.   Follow Up Items: For long-term planning, a new permanent structures and composite lab need to be built or acquired for the program.   • Local industry partners continue to hire students from the AFAB program and our job placement rate is 95%.

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

Strengths	AFAB courses are providing the necessary skills and knowledge to meet employer demands and requirements. The number of AFAB degrees and certificates (AFAB & AFX) awarded continues to increase significantly. Success and retention rates in AFAB courses are higher than AVC rates and stay relatively the same (over 90%) for both markers.	
Weaknesses	The number of AFAB Degrees awarded dropped from 29 in the 2016-2017academic year to 24 for the 2017-2018 academic year. The AFAB	

	program has been expanding over the past several years and a dedicated position to oversee the logistics of donations, procurement, lab upkeep (5 labs located at 3 different locations; Lancaster. Palmdale Terminal and Fox Field) and housekeeping is imperative to the success of the program.	
Opportunities	Job opportunities in aircraft manufacturing continue to grow. Students find employment before finishing up their certificates and degrees.	
Threats	Not being able to meet industry demands and they look elsewhere for entry-level technicians.	

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

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

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

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

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1 Facility: Dedicated Permanent Labs	ILO #2 & #5 AFAB PLO Action Plan #1	Students need to be prepared with the proper knowledge and skills necessary to enter into the workforce in order to be employable and accordingly need access to not only classroom theory but shop/lab work and projects. The AFAB program needs dedicated labs with manufacturing tooling and equipment.	-Continue to work with advisory committee and recommendations to update curriculum for the AFAB program.
#2 AST Logistics Coordinator/Supervisor	AST Action Plan	AST Department receives numerous donations of materials/tooling and equipment that has to be identified, picked up, distributed and tracked and then coordinated for three locations.	-Request and develop a coordinator or supervisor position for the AST Department
#3 Develop Avionics Program	ILO #2 & #5 AFAB PLO Action Plan #2	AST Department needs to be prepared to address industry needs and industry has identified a need for an Avionics program and well and	-Examine other Avionics courses -Create advisory committee with specific goals of program and course development

		new courses.	- Implement course and program development

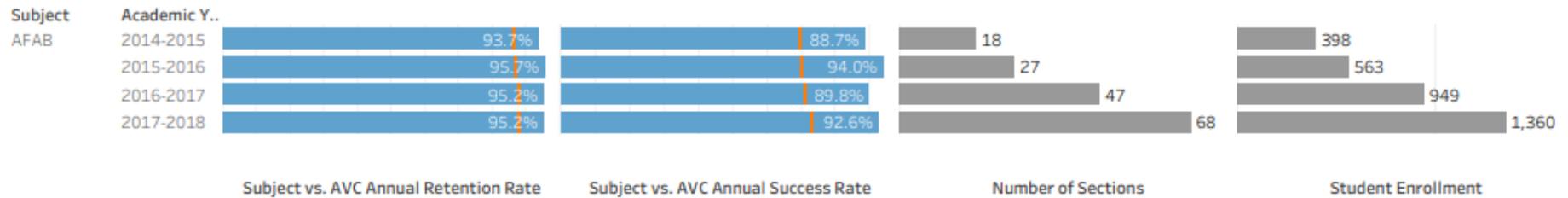**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

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

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

Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
AFAB	AFAB	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in **AFAB** (Total AVC rates are shown as │ *hover over to see data*)
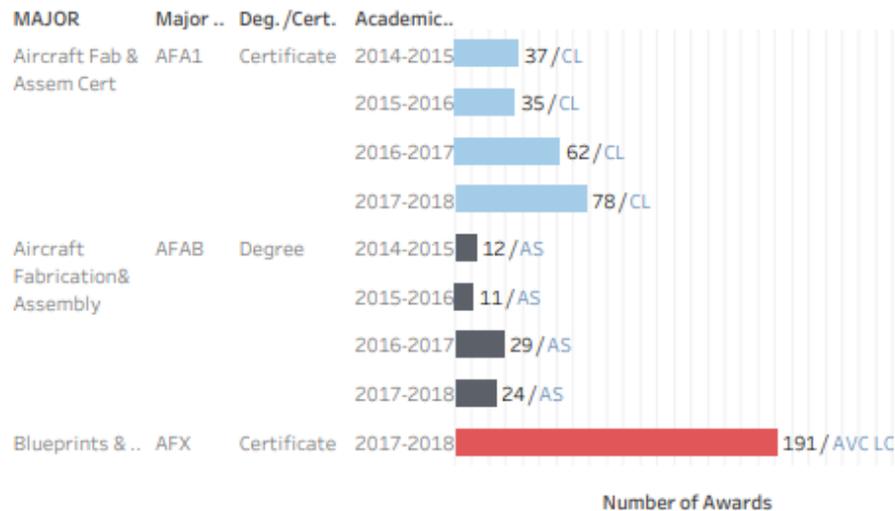
Subject	Academic Y..				
AFAB	2014-2015	93.7%	88.7%	18	398
	2015-2016	95.7%	94.0%	27	563
	2016-2017	95.2%	89.8%	47	949
	2017-2018	95.2%	92.6%	68	1,360

Subject vs. AVC Annual Retention Rate / Subject vs. AVC Annual Success Rate / Number of Sections / Student Enrollment

Enrollment and Number of Sections by *Modality* in AFAB

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study		1	3	2
	Traditional	18	26	44	66
Enrollment	Other Indep Study		2	3	2
	Traditional	398	561	946	1,358

Enrollment and Number of Sections by *Location* in AFAB

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	18	27	47	51
	Palmdale [Off Ca..				17
Enrollment	Lancaster	398	563	949	979
	Palmdale [Off Ca..				381

Number of Degrees/Certificates Awarded in AFA1, AFAB, AFX

MAJOR	Major ..	Deg./Cert.	Academic..	
Aircraft Fab & Assem Cert	AFA1	Certificate	2014-2015	37 / CL
			2015-2016	35 / CL
			2016-2017	62 / CL
			2017-2018	78 / CL
Aircraft Fabrication & Assembly	AFAB	Degree	2014-2015	12 / AS
			2015-2016	11 / AS
			2016-2017	29 / AS
			2017-2018	24 / AS
Blueprints & ..	AFX	Certificate	2017-2018	191 / AVC LC

Number of Awards

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	2.3	3.1	5.2	7.9
FT/Regular	1.1	0.3	2.2	1.6
FT/Overload	0.8			
TOTAL FTEF	4.1	3.3	7.4	9.5
PT/FT	2.1	11.5	2.4	4.9
FTES	46.3	35.6	93.8	135.9
FTES/FTEF Ratio	11.2	10.7	12.7	14.4
WSCH/FTEF Ratio	336.0	320.6	381.5	430.5

ANTELOPE
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2018-2019 Program Review Report

Division/Area Name: Career Technical Education/Airframe Manufacturing Technology Program (AFMT)	**For Years: 2020-2021**
Name of person leading this review: Dr. Maria Clinton	
Names of all participants in this review: Aeronautical Sciences and Technology (AST) full-time and part-time faculty	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>: The mission of the Airframe Manufacturing Technology Program (AFMT) is to meet the needs in the major aerospace industry for multi-skilled individuals in major processes of manufacturing.

1.2.State briefly program highlights and accomplishments: The Airframe Manufacturing Technology baccalaureate degree builds off of two existing high quality, successful programs that have provided well trained employees to meet the needs in our communities for many years. By expanding these programs to include the opportunity to earn a baccalaureate degree, Antelope Valley College will now fill the need of local employers for a highly skilled lead worker in the same field and will provide a valuable opportunity for both our students and our community.

The Airframe Manufacturing Technology program includes courses in disciplines in which Antelope Valley College already offers degrees and certificates: Aircraft Fabrication and Assembly and Aviation Airframe. Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

The Bachelor of Science degree in Airframe Manufacturing Technology was created in response to industry demands and input.
    AVC has recently received the CTE Stars Award, from the Chancellor's Office, which recognized Antelope Valley College for its track record on advancing students' economic mobility in Advanced Manufacturing & Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology (2017).
    In 2017 the was one of three programs that the California Economic Summit announced as one of the three regional public-private partnerships for Workforce development honored by the California Economic Summit's Partnership for Industry and Education. The program fills a need for thousands of trained workers in the region in large part because of Northrop Grumman winning a large Department of Defense contract to build aircraft in Palmdale.
    The new addition of 1 full-time faculty member (AFMT) instructor. However, this instructor is currently teaching courses in the AFAB program.

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

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

1.4.Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program.
☐   Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐   Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐   Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐   Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X   Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

• Based on the 2018 AST Advisory Committee meeting, the following suggestions were made: Issues Discussed: Committee members agreed that the AFMT program is needed to fill positions for their companies in the next three to five years. The program needs to continue to update the curriculum as industry standards and practices change.   Action Taken: Update Industry partners on graduate numbers. Continue to meet with industry partners to discuss up-to-date standards and practices to be added to the curriculum.   Follow Up Items: None at this time.
• Local industry partners continue to hire students from the AST programs and our job placement rate is 95%.

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

Strengths	AFMT courses are providing the necessary skills and knowledge to meet employer demands and requirements. The first graduating class will be in May 2019.
Weaknesses	The program is still new and in its pilot status.
Opportunities	Job opportunities in aircraft manufacturing continue to grow. Students either find employment or receive promotions before finishing up this degree.

Threats	No support from the Chancellor's Office.

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

A new full-time faculty member was hired beginning the fall 2016 term for the AFMT program, but is currently teaching in the AFAB program due to the demand for additional sections. Since the new hire the program has managed to make some curriculum changes to positively impact the program and learning outcomes.

The assessment results show only that newly hired faculty or faculty teaching a new course need more support and mentoring to ensure that they are providing proper training and knowledge to students for entry-level employment. Therefore, and additional full-time faculty member or a faculty member whose only responsibility is the AFMT program is needed.

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

The program is new and needs the addition of a composite lab. It currently is using the AFAB labs to teach some of its technical and hands on courses.

A request for an additional composite lab has been requested.

A centralized location for all the Aeronautical Programs is needed.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Facility: Secure dedicated Permanent Labs to improve student learning and to meet industry standards for employment.	ILO #2 & #5 AFMT PLO Action Plan #1	Acquire dedicated classroom and labs for the AFMT Program. Effectively utilize facility, staff and equipment in order to endure that students learn and acquire industry learning objectives.	-Request classroom and labs
#2 Hire dedicated Full-Time Faculty for the Bachelor's degree program that can do on-going curriculum improvements and updates necessary for students learning.	AFMT Action Plan	Maintain on-going curriculum improvements and updates. This work can be done aby a new FT AFMT instructor or reassigning existing full-time faculty to the AFMT program only.	-Better utilize existing faculty in reassigned time -Request for full-time faculty for AFMT program
#3 Hire a dedicated AST Logistics Coordinator/Supervisor to ensure that students have the required tooling and consumable materials necessary to successfully complete required projects.	AST Action Plan	Effectively manage numerous donations of materials/tooling and equipment, which has to be identified, picked up, distributed and tracked and then coordinated for three locations to ensure students	-Request and develop a coordinator or supervisor position for the AST Department

| | | | | | have the required materials for successful learning outcomes. | |

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Reassigned time or new hire	New	Up to $100,000	recurring	Dr. Clinton
Classified Staff					
Technology					
Physical/Facilities	Additional Composite Labs (renovation or new) & Centralized Aeronautical Facility (renovation and added structures)	Repeat	$500,000	One-time	Dr. Clinton
Supplies					
Professional Development					
Other	Project Supervisor	New	$70,000	Recurring	Dr. Clinton

Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
AFMT	AFMT	None	All	Multiple values

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

Subject	Academic Y..				
AFMT	2016-2017	92.3%	92.3%	1	13
	2017-2018	93.6%	85.1%	5	47

Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
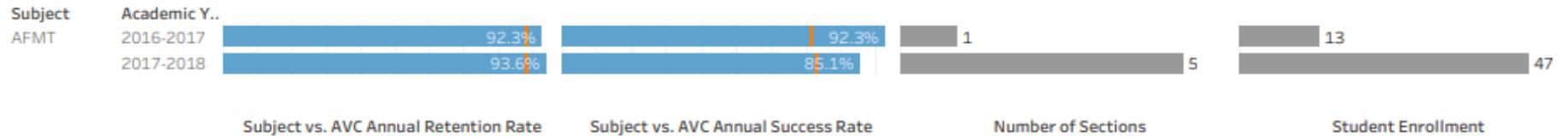
Enrollment and Number of Sections by *Modality* in AFMT

	Instr. Met..	2016-2017	2017-2018
Number of Sections	Traditional	1	5
Enrollment	Traditional	13	47

Enrollment and Number of Sections by *Location* in AFMT

	Location	2016-2017	2017-2018
Number of Sections	Lancaster	1	5
Enrollment	Lancaster	13	47

Number of Degrees/Certificates Awarded in AAA, AAHT, AAP and 157 more

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

	Fall 2016	Fall 2017
PT/Adjunct		0.2
TOTAL FTEF	0.0	0.2
PT/FT		
FTES		1.2
FTES/FTEF Ratio		6.2
WSCH/FTEF Ratio		186.0

Division/Area Name: CTE / Trades & Technologies / ACRV	For Years: 2020-2021
Name of person leading this review: Joseph Owens	
Names of all participants in this review: ACRV Program full time and adjunct faculty	

Part 1. Program Overview:

1.1.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 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 and enter the workforce, or upgrade their skills. 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 & Degree.

1.2.State briefly program highlights and accomplishments: Students completing the ACRV Certificate or Degree Program, have found employment locally at Northrup Gruman and Lockheed in the Facilities Department, Kinkisharo, BYD, Edwards AFB, AV and Palmdale Hospitals and School districts. Students have also found employment working in LA at the UCLA Medical Center. Students enrolled in our program have competed in Regional SKILLs competition, and earned a spot to advance to state competition.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☒ **Communication**	☒ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	☒ Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	☒ 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.
☐ **Community/Global Consciousness**	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
	☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒ Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program.
✓ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
✓ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
✓ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
✓ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
✓ Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

According to the Bureau of Labor Statistics Occupational outlook handbook - shows growth from 2016 through 2026 for: Heating, Air conditioning, and Refrigeration Mechanics and Installers Nationally - 15% * and Statewide - 19.6%**   Installation Maintenance and Repair occupations 9.7% **   Maintenance Workers - Machinery 12.2% **   *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Heating, Air Conditioning, and Refrigeration Mechanics and Installers, on the Internet at https://www.bls.gov/ooh/installation-maintenance-and-repair/heating-air-conditioning-and-refrigeration-mechanics-and-installers.htm (visited _March 20, 2019_).   ** http://www.projectionscentral.com/Projections/LongTerm

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

Strengths	Our success rates in ACRV courses are well above the Institutional average and increasing. The number of sections being offered has remained contstant with enrollment consistent or unchanged.
Weaknesses	While retention rates in the ACRV program/courses have increased over the past year, Enrollment numbers have remained constant as well as Degrees and Certificates awarded. There should be an increase in certificates and degrees 2018 - 2019.
Opportunities	Job opportunities in the ACRV Industry continue to grow. Need to form relationships with local businesses to foster work experience and job placement.
Threats	Students leave the program for work without completing a certificate or degree. Need to counsel students on the importance of a degree for future better earnings.

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

All SLO's and PLO's are being met with outstanding percentages which speak s to the programs educational success rate. Action items still needing attention are student retention numbers and completion of program certificate/degree.

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

With planned facility upgrades (adding a new facility for CTE) an exterior storage/ workspace has been proposed which will help with short and long term issues. Storage of labs and facilitate a yard that would enable us to build labs for both or our commercial courses.(Air and Refrigeration) The need for an overhead trellis that would allow the hanging of commercial cooling, heating and refrigeration equipment overhead, providing the opportunity to train on equipment on a realistic environment. We will also be able to have 208-230 V 1ph and 3 ph. power. (item #11-3 and 11-5 in the 2016-2017 Program Review.)

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Improve Retention/Completion of Program Certification &Degree	ILO #1, 2 & 4 EMP #1 & 3	Increase number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.
#2 Marketing & Outreach	ILO #1, 2 & 4 EMP #2 & 5	Increase the number of incoming students by promoting the program as a viable career path.	Faculty to work with Marketing and Outreach to generate new pamphlets, flyers, webpage and possible marquee space.
#3 Work Experience/Job Placement	ILO #1, 2 & 4 EMP #3 & 5	Utilize work experience/job placement to help students gain job skills and prepare them for full-time employment.	Faculty to work with current CTE job placement specialist to find local businesses for possible apprenticeship/intern placement.
#4 Improve the quality of hands-on training achieved in the Commercial Refrigeration and Air Conditioning courses.	ILO #1, 2 & 4 EMP #2 & 3	Need to increase power availability in our labs. Outside (external of the building) lighting to accommodate evening labs in the exterior lot. Outside (external of the building) power sources to be utilized for outside lab projects. (both day and night classes.)	Working with the new facility planning committee, giving up present outside storage units and getting an outside covered storage facility with lights and power to replace it.

		Smart Kapp whiteboards – one for each lab (In progress)	

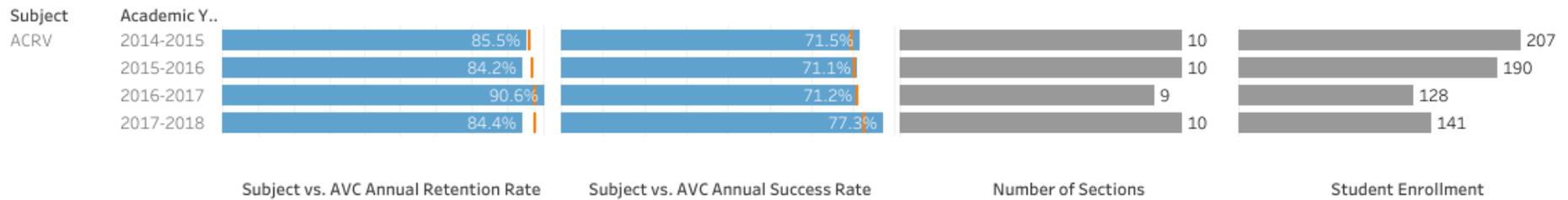**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Counselor	New	On Staff already	Recurring	Patty King
Classified Staff	Marketing	New	On Staf already	Recurring	TBD
Technology					
Physical/Facilities	Outside Storage/ Training Area	Repeat	In planning stages	One time $100,000	L. Flores
Supplies	Increase supply budget	Repeat	$3500	Recurring $3500	J. Owens / C. Landreth
Professional Development	Maintain Currency with State and Federal Energy Efficiency Standards in Regards to the Federal Clean Air Act and Californias Title 24	New	$5000	Recurring $2500	J. Owens
Other	Job placement	New	On Staff already	Recurring	Sara Rivas

Please Select **Subject** area and **Program**
Name or Code to get your data   ---------->

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
ACRV	ACRV	Multiple values	Multiple values	Multiple values

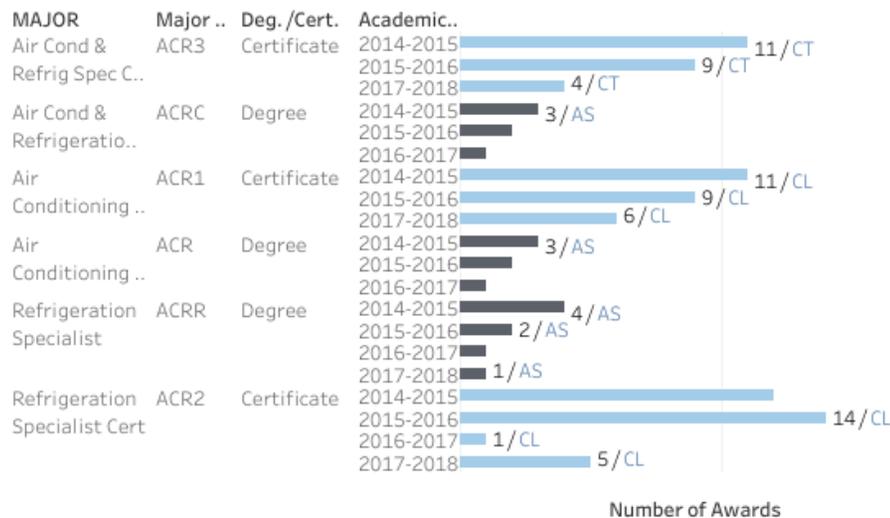## Retention, Success, Number of Sections, & Enrollment in ACRV (Total AVC rates are shown as │)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
ACRV	2014-2015	85.5%	71.5%	10	207
	2015-2016	84.2%	71.1%	10	190
	2016-2017	90.6%	71.2%	9	128
	2017-2018	84.4%	77.3%	10	141

Enrollment and Number of Sections by *Modality* in ACRV

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study				1
	Traditional	10	10	9	9
Enrollment	Other Indep Study				3
	Traditional	207	190	128	138

Enrollment and Number of Sections by *Location* in ACRV

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	10	10	9	10
Enrollment	Lancaster	207	190	128	141

Number of Degrees/Certificates Awarded in ACR, ACR1, ACR2 and 3 more

MAJOR	Major ..	Deg. /Cert.	Academic..	Number of Awards
Air Cond & Refrig Spec C..	ACR3	Certificate	2014-2015	11/CT
			2015-2016	9/CT
			2017-2018	4/CT
Air Cond & Refrigeratio..	ACRC	Degree	2014-2015	3/AS
			2015-2016	
			2016-2017	
Air Conditioning ..	ACR1	Certificate	2014-2015	11/CL
			2015-2016	9/CL
			2017-2018	6/CL
Air Conditioning ..	ACR	Degree	2014-2015	3/AS
			2015-2016	
			2016-2017	
Refrigeration Specialist	ACRR	Degree	2014-2015	4/AS
			2015-2016	2/AS
			2016-2017	
			2017-2018	1/AS
Refrigeration Specialist Cert	ACR2	Certificate	2014-2015	
			2015-2016	14/CL
			2016-2017	1/CL
			2017-2018	5/CL

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	2.2	2.2	1.7	1.7
FT/Regular	1.1	1.1	1.1	1.7
TOTAL FTEF	3.3	3.3	2.8	3.3
PT/FT	2.0	2.0	1.5	1.0
FTES	46.0	45.3	26.4	36.4
FTES/FTEF Ratio	13.9	13.7	9.6	11.0
WSCH/FTEF Ratio	416.5	410.2	287.2	329.5

![Antelope Valley College logo]

2018-2019 Program Review Report

Division/Area Name: Career Technical Education / Career Technical Education / Trades & Technologies / Auto Body	**For Years: 2020-2021**
Name of person leading this review: Tim Sturm	
Names of all participants in this review: Tim Sturm Antony Pustizzi, Alan Finch	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: By maintaining relationships with the local Auto Body industry, providing training around what they feel the need is for a young entry level Tech. The Auto Body department also works very hard at getting our Students hired in the Auto Body and Aero Space industries.
1.2.State briefly program highlights and accomplishments: The ABDY program continues to be a resource for the community to use as a hiring pool for entry level techs. Also Northrop is hiring a lot of our students to work in the Aero space industry. We maintain our relationship with I-CAR but they still have not used AVC as their Training location.

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.
xGoal 1*: Commitment to strengthening institutional effectiveness measures and practices.
xGoal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
xGoal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

xGoal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
xGoal 5: Align instructional programs to the skills identified by the labor market.

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

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

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

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

Strengths	ABDY program continues to provide the necessary course work to help our student seek entry level employment in the Auto body industry along with the Aerospace industry.
Weaknesses	It seems that the success rate is good among the students, but seems like the retention may be going down as the day refinish class did not fill to capacity ,
Opportunities	The Auto body program continues to find new opportunities with the recent boom in the local bus company and the need for entry level techs in the ABDY industry.
Threats	There is always the threat that the students will get a job in the field and not return to finish the program and this could also be why we are seeing less students enroll in the program. Also hope that funding does not become a problem with the continuing raise in materials.

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

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

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

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

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
ABDY/ #1	1,2,3,4	Try and form a strong advisory committee.	Need to meet with more shops a discuss the importance of their help by being a part of the committee
ABDY/ #2	1,2,3,4	Change some of the curriculum to spend more time of teaching proper work habits.	Will meet with all instructors, and figure out what we want to change or add to the cor.

ABDY#3	1,2,3,4	Increase the local body shops awareness to the ABDY program and have students go to them employers and gain employment.	Build a stronger advisory committee and this is starting now, need to make sure we hold more advisory meetings.

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

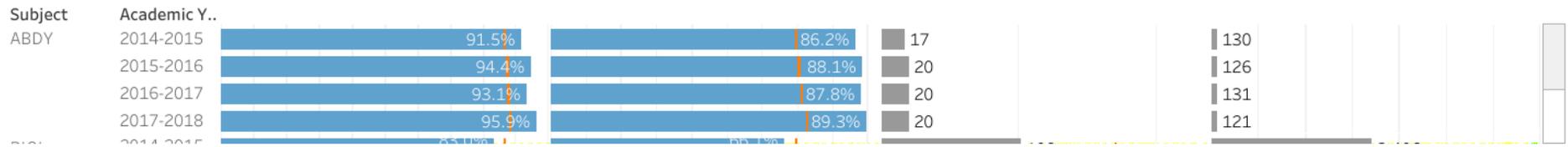| Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff	At this time we are looking to hire 2 Instructors assistants.	Repeat for night assistant.	50,000	recurring	Tim Sturm
Technology	ABDY program is in need of a new lap top for the classroom.	new	1,000	One time	Tim Sturm
Physical/Facilities	We still need to have the electrical sockets changed so our welders will run, now that we have lost the welding bay to AFAB, it is more important than ever.	repeat	1,000	One time	Tim Sturm
Supplies	This area is an area that needs to be addressed on a yearly basis, since the materials seem to go up by about 3 to 5 % per year.	repeat	unknown	recurring	Tim Sturm
Professional Development					
Other					

Select Subject Multiple values	Select Subject again Multiple values	and Select Major(s) for Program Aw.. Multiple values	or Select Major Code for Awards All	Academic Year Multiple values

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

Subject	Academic Y..				
ABDY	2014-2015	91.5%	86.2%	17	130
	2015-2016	94.4%	88.1%	20	126
	2016-2017	93.1%	87.8%	20	131
	2017-2018	95.9%	89.3%	20	121
BIOL	2014-2015				

Subject vs. AVC Annual Retention Rate Subject vs. AVC Annual Success Rate Number of Sections Student Enrollment

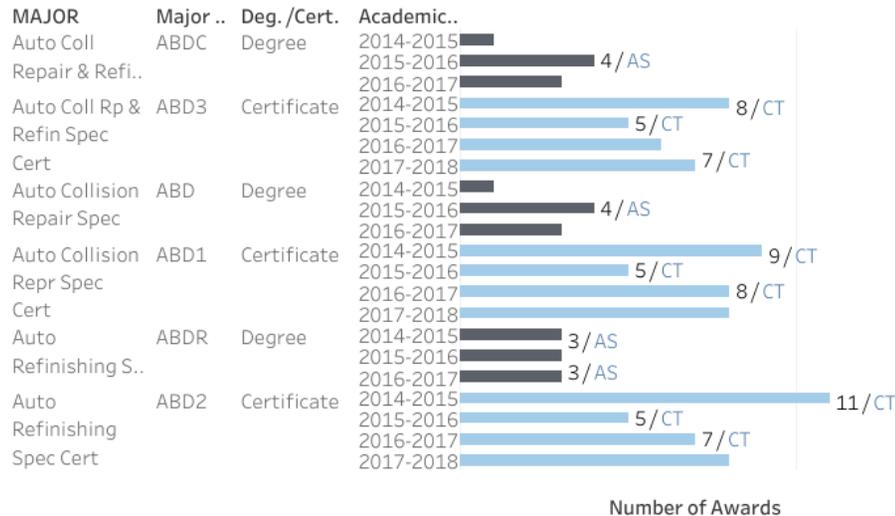## Enrollment and Number of Sections by *Modality* in All

	Instr. Met..	2014-2015		2015-2016		2016-2017		2017-2018	
Number of Sections	Online		6		11		12		17
	Traditional	17	96	20	130	20	178	20	183
Enrollment	Online		210		341		372		501
	Traditional	130	3,196	126	3,970	131	4,898	121	5,051

Enrollment and Number of Sections by *Location* in All

	Location	2014-2015		2015-2016		2016-2017		2017-2018	
Number of Sections	Lancaster	17	97	20	135	20	184	20	192
	Palmdale		5		6		6		8
Enrollment	Lancaster	130	3,242	126	4,107	131	5,069	121	5,344
	Palmdale		164		204		201		208

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

MAJOR	Major ..	Deg./Cert.	Academic..	
Auto Coll Repair & Refi..	ABDC	Degree	2014-2015	
			2015-2016	4/AS
			2016-2017	
Auto Coll Rp & Refin Spec Cert	ABD3	Certificate	2014-2015	8/CT
			2015-2016	5/CT
			2016-2017	
			2017-2018	7/CT
Auto Collision Repair Spec	ABD	Degree	2014-2015	
			2015-2016	4/AS
			2016-2017	
Auto Collision Repr Spec Cert	ABD1	Certificate	2014-2015	9/CT
			2015-2016	5/CT
			2016-2017	8/CT
			2017-2018	
Auto Refinishing S..	ABDR	Degree	2014-2015	3/AS
			2015-2016	
			2016-2017	3/AS
Auto Refinishing Spec Cert	ABD2	Certificate	2014-2015	11/CT
			2015-2016	5/CT
			2016-2017	7/CT
			2017-2018	

Number of Awards

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

	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
PT/Adjunct	1.1	1.1	1.1	1.1	7.1	8.5	8.0	7.3
FT/Regular	1.1	1.1	1.1	1.1	12.5	12.6	12.0	13.7
FT/Overlo..					2.9	2.2	3.1	2.9
TOTAL FTEF	2.2	2.2	2.2	2.2	22.5	23.4	23.2	23.9
PT/FT	1.0	1.0	1.0	1.0	0.6	0.7	0.7	0.5
FTES	29.5	27.8	30.2	30.2	339.8	347.4	341.3	345.4
FTES/FTEF..	13.4	12.6	13.7	13.7	15.1	14.8	14.7	14.4
WSCH/FTE..	401.3	377.9	410.7	410.8	452.4	445.4	441.4	433.0

28

Division/Area Name: CTE/ Trades & Technologies / Automotive Technology	For Years: 2020-2021
Name of person leading this review: Rod Sproule	
Names of all participants in this review: Rod Sproule	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>:
The faculty and staff of the Automotive department at AVC are dedicated to providing the students with the knowledge and hands on experience in the automotive field required to earn their certificate, AS degree's, transfer to get BS degree, or enter into the automotive industry. The Automotive department program contributes to the mission statement by supporting: 1) Students seeking technical education/ training to enter the workforce. 2) transfer to a college offering a BS degree in the automotive discipline such as Rio Hondo Community College.
1.2.State briefly program highlights and accomplishments:
The Automotive department at AVC has a high retention rate of students and has been adding new equipment is being added to improve the experience and education the students receive.

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.

☒ **Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	☐Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	☒ 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.
☒ **Community/Global Consciousness**	☒ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
	☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each <u>Educational Master Plan (EMP)</u>/<u>Strategic Plan Goal</u> supported by the program.

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

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

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

Based on discussions with numerous Automotive industry representatives

Most if not all manufacturers in today's industry require more manufacturer specific training, and some of which are looking to partner with community colleges to offer this training.

All require that students be trained on the most up to date equipment possible- such as cars not 10 years old or older, electronic equipment (such as Scan tools) and other shop equipment up to date.

Most manufacturers have technicians use computers for reports and finding repair info.

We are presently looking to purchase newer vehicles and other equipment to meet these standards requested and considering the possibilities of partnering with a manufacturer.

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

Strengths	Student retention
Weaknesses	Growth
Opportunities	There is a significant demand right now for trained people in the Auto industry
Threats	The demand for technicians is drawing away students before completion of the program.

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

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

We are making progress in updating needed equipment and materials to meet or exceed the industry standards. Rapid growth in the automotive industry technology makes it difficult to keep up with needed equipment to properly teach without proper funding required.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1 Technology		Students must be trained on modern up to date equipment to achieve level desired by potential employers and be	Acquire up to date equipment and maintain updating of equipment to meet the rapid technological

		successful in their careers after graduating from the program.	advances in the automotive industry.
#2 work experience		Make work experience readily available to our students to increase their growth in the industry/career	Make sure work experience is offered every semester and runs smoothly
#3 Marketing		Increase awareness of the Automotive department at AVC and the large demand for trained technicians in the auto industry today	Provide administration support and awareness of the need to market department. Possible events within the department and community to provide awareness we exist.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology	Newer vehicles, updated equipment, 3rd party certifications for students, new computers for students in classrooms	new	$250,000	$50,000 bi-annually	Rod Sproule
Physical/Facilities	Update classroom- chairs, storage, desks (Snap-on build a bay)	new	$200,000	1 time	Rod Sproule
Supplies					
Professional Development					
Other	Marketing	new	unknown		

Please Select **Subject** area (twice) and **Program** Major *or* Code to get your data -->
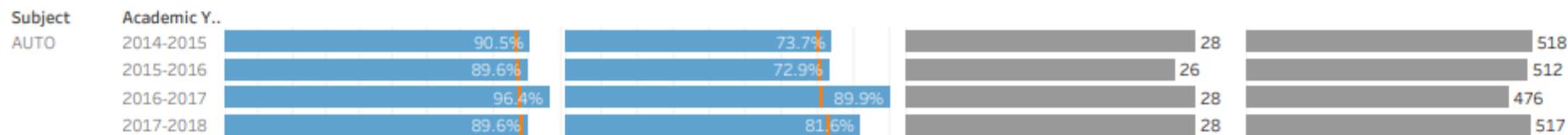
Select Subject AUTO	Select Subject *again* AUTO	and Select Major(s) for Program Aw.. Multiple values	or Select Major Code for Awards All	Academic Year Multiple values

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

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
AUTO	2014-2015	90.5%	73.7%	28	518
	2015-2016	89.6%	72.9%	26	512
	2016-2017	96.4%	89.9%	28	476
	2017-2018	89.6%	81.6%	28	517

Enrollment and Number of Sections by *Modality* in AUTO

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study				1
	Traditional	28	26	28	27
Enrollment	Other Indep Study				1
	Traditional	518	512	476	516

Enrollment and Number of Sections by *Location* in AUTO

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	28	26	28	28
Enrollment	Lancaster	518	512	476	517

Number of Degrees/Certificates Awarded in All

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Driveability, Emiss &Elec	AUTD	Degree	2014-2015	4 / AS
			2016-2017	2 / AS
			2017-2018	2 / AS
Driveability, Emiss &Elec Cert	AUT1	Certificate	2014-2015	8 / CL
			2015-2016	2 / CL
			2016-2017	2 / CL
			2017-2018	4 / CL
Engine & Drive Trains	AUT	Degree	2014-2015	4 / AS
			2015-2016	1 / AS
			2016-2017	1 / AS
			2017-2018	1 / AS
Engine and Drive Trains Cert	AUT2	Certificate	2014-2015	6 / CL
			2015-2016	5 / CL
			2016-2017	6 / CL
			2017-2018	9 / CL

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.7	1.4	1.9	1.1
FT/Regular	1.2	1.1	1.0	2.2
FT/Overload	0.1	0.4		
TOTAL FTEF	3.0	2.9	2.9	3.4
PT/FT	1.4	1.3	2.0	0.5
FTES	43.1	42.6	36.1	45.4
FTES/FTEF Ratio	14.3	14.6	12.6	13.4
WSCH/FTEF Ratio	428.0	439.2	377.6	402.8

ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

Division/Area Name: Career Technical Education/Business & Computer Studies/**Business**	**For Years: 2020-2021**
Name of person leading this review: David Adams	
Names of all participants in this review: David Adams, Kathy Osburn, Deb Sullivan-Ford	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).

1.2.State briefly program highlights and accomplishments: The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.*.*

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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

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

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

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

During the 2018 Business, Marketing and Management Advisory Committee Meeting on May 18th, 2018, it was decided that students needed more access to technology in order to be better prepared for the external business environment.

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

Strengths	More students have earned degrees in AS-T for Business Administration in recent years (68--2015-2016), (95--2016-2017), (105—2017-2018)
Weaknesses	Enrollment is down in Business (2,109 for 2014-2015), (1,995 for 2015-2016), (1,847 for 2016-2017), (1,743 for 2017-2018).
Opportunities	Reach out to local high schools to create interest in our Business degrees and certificates.
Threats	Low enrollment due the continued strength of the economy.

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

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

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

The following is a list of the Program Review goals from last year:

Goal #1—Offer a quality and consistent education utilizing professionals that are dedicated to the institution: AVC should hire an additional Full-Time Faculty to assist the Full-Time Instructors to develop curriculum and serves the needs of our students.

Goal #2—Continue to modernize and update Business curriculum utilizing computers and other current technology: More and more faculty have updated their curriculum to incorporate and teach more technology to our students. Requests have been made to modernize the 2nd floor of the BE Building to provide more technology to our students.

Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment: Business has only one student utilizing work experience. AVC needs to develop standardized policies and procedures and administration needs to dedicate personnel and other resources to help AVC expand this program.

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

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

Goal #1—Offer a quality and consistent education utilizing professionals that are dedicated to the institution	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	Full-Time faculty provide updated curriculum and provide dedicated support to our students. Full-time faculty help the school with its shared governance obligations and overall are an asset to the community.	Hire a new Full-Time Instructor.
Goal #2--Continue to modernize and update Business curriculum utilizing computers and other current technology	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	As the world becomes more dependent on technology our students need to be more technology savvy. Ways that this can be done is providing students access to technology in the classroom and to ensure that the curriculum is geared towards technology.	Offer more training in Canvas and textbook software (e.g., McGraw-Hill Connect) to assist instructors to implement technology into the classroom. Provide computers and updated technology on the 2nd floor of the BE Building.
Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	For many years the Work Experience program at AVC for Business and floundered. Administration needs to provide an updated Work Experience manual. In addition, administration needs to establish a marketing program and dedicate administrative assistance to assist faculty implement the program.	Update the Work Experience Manual. Provide marketing materials for Work Experience. Provide administrative assistance to assist faculty.

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

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

Please Select **Subject** area and **Program** Name or Code to get your data ----------->

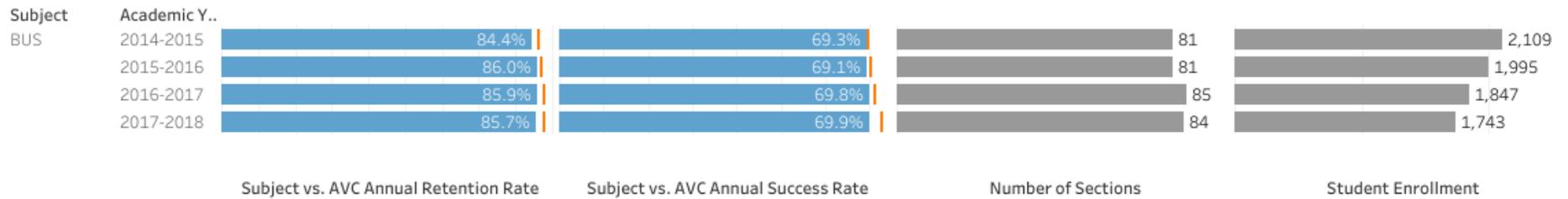| Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
BUS	BUS	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in BUS (Total AVC rates are shown as |)

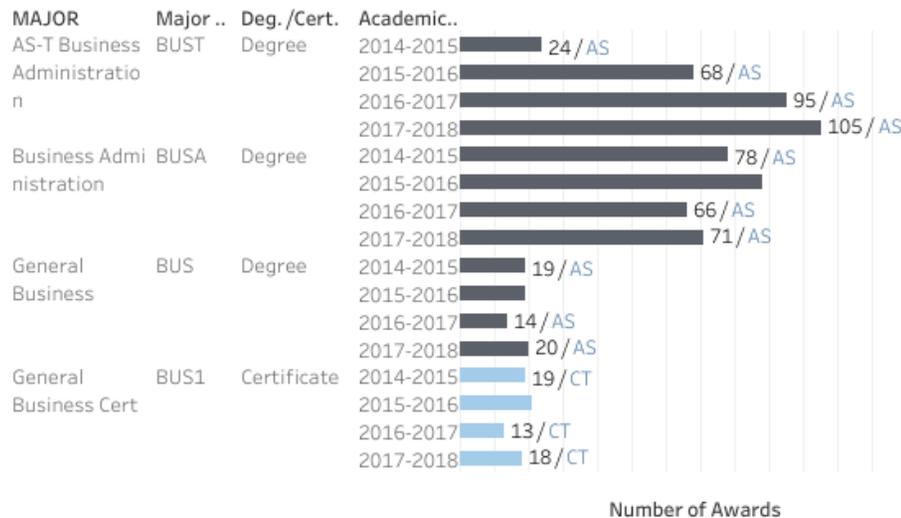| Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
BUS	2014-2015	84.4%	69.3%	81	2,109
	2015-2016	86.0%	69.1%	81	1,995
	2016-2017	85.9%	69.8%	85	1,847
	2017-2018	85.7%	69.9%	84	1,743

Enrollment and Number of Sections by *Modality* in BUS

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	4	10	14	15
	Other Indep Study				2
	Traditional	75	71	71	65
	Work Experience	2			2
Enrollment	Online	104	220	313	313
	Other Indep Study				2
	Traditional	2,003	1,775	1,534	1,417
	Work Experience	2			11

Enrollment and Number of Sections by *Location* in BUS

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	73	67	70	70
	Lancaster [Off Ca..		1	6	2
	Palmdale	8	13	9	12
Enrollment	Lancaster	1,915	1,703	1,580	1,475
	Lancaster [Off Ca..		16	78	50
	Palmdale	194	276	189	218

Number of Degrees/Certificates Awarded in BUS, BUS1, BUSA and 1 more

MAJOR	Major ..	Deg. /Cert.	Academic..	Number of Awards
AS-T Business Administration	BUST	Degree	2014-2015	24 / AS
			2015-2016	68 / AS
			2016-2017	95 / AS
			2017-2018	105 / AS
Business Administration	BUSA	Degree	2014-2015	78 / AS
			2015-2016	
			2016-2017	66 / AS
			2017-2018	71 / AS
General Business	BUS	Degree	2014-2015	19 / AS
			2015-2016	
			2016-2017	14 / AS
			2017-2018	20 / AS
General Business Cert	BUS1	Certificate	2014-2015	19 / CT
			2015-2016	
			2016-2017	13 / CT
			2017-2018	18 / CT

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	5.0	3.8	3.8	4.6
FT/Regular	2.0	2.8	2.6	2.0
FT/Overload	0.4	0.8	1.0	0.8
TOTAL FTEF	7.4	7.4	7.4	7.4
PT/FT	2.5	1.4	1.5	2.3
FTES	103.1	102.2	90.2	87.8
FTES/FTEF Ratio	13.9	13.8	12.2	11.9
WSCH/FTEF Ratio	418.0	414.2	365.5	355.9

ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

Division/Area Name: CTE / Business & Computer Studies / Computer Applications	**For Years: 2020-2021**
Name of person leading this review: Ed Beyer, PhD	
Names of all participants in this review: Dr. Ed Beyer, Jimmie Bowen	

Part 1. Program Overview:

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

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

1.2.State briefly program highlights and accomplishments:

The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

The Computer Applications discipline consistently meets student learning outcomes thresholds, and the CA discipline has an opportunity to develop a robust cybersecurity program providing additional full-time faculty are hired. A total of 36 degrees and certificates were granted in 2017-18 (see attached data image).

The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐**Community/Global**	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-

Consciousness	being of society and the environment.
	☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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

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

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

See Jimmie for Advisory Committee minutes…

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

Strengths	Computer Networking is outpacing Computer Applications and trending upward. The CA online presence has increased 48% over the last four years.
Weaknesses	Computer Applications appears to be trending downward on campus, but not online.
Opportunities	Expand the computer networking cybersecurity program to take advantage of the upward trend.
Threats	Losing the opportunity to expand the cybersecurity program with a failure to hire more full-time computer application instructors.

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

Although consistently above 80%, surprisingly, the CA success/retention rates are consistently 2-3% points below the college average. This revelation requires a comprehensive discussion between discipline faculty on the effectiveness of our current offerings, with a focus on why students are not being retained.

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

Previous SLO action plan: "Continue to monitor student performance for trends in success rates. When funding becomes available, hire a full-time computer applications instructor, upgrade instructional software, and update equipment to meet the training needs of the faculty and the community."
Equipment and software have been updated in the computer labs, although the labs have now been rearranged to a less pedagogical layout, so it remains to be seen how this affects student success.
Hiring more full-time CA faculty continues to be a pipe-dream, which is unfortunate as we have an opportunity to really develop a leading-edge cybersecurity program, but we remain severely under staffed.

Goal #1: Provide courses to prepare students for annual certification testing demanded in industry.

New computer networking certificates have been developed and approved through AP&P.

Goal #2: Review courses for the application of prerequisites.

As courses are going through periodic review, appropriate prerequisites are being add to the course.

Goal #3: Develop an online program that provides students and the community with courses, certificates, and degrees that ensure success in the business environment.

Three computer application courses have been OEI approved, with an additional one currently in the review process, and another is about to be submitted..

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Computer Application Goal #1	CA SLOs	Prior to the next program review, identify quantifiable data to help examine the success/retention of our CA students.	Conduct a student survey
Computer Application Goal #2	Goal #1	Establish a schedule to fast-track the completion of computer networking certificates.	Map out a four semester schedule.
Computer Application Goal #3	Goal #3	Continue to develop OEI aligned courses to improve online course success/retention rates.	

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Full-time Computer Applications instructor	Repeat request		Ongoing annual cost for employment.	Ed Beyer
Classified Staff					
Technology					
Physical/Facilities					

Supplies					
Professional Development					
Other					

Please Select **Subject** area (twice) and **Program** Major or Code to get your data -->
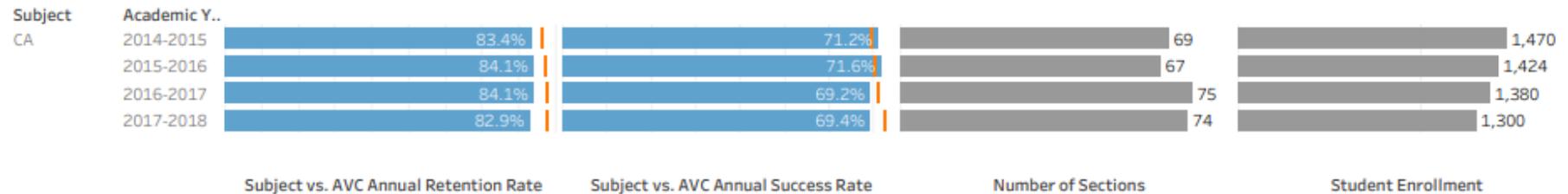
Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
CA	CA	Multiple values	All	Multiple values

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

Subject	Academic Y..			
CA	2014-2015	83.4%	71.2%	69	1,470
	2015-2016	84.1%	71.6%	67	1,424
	2016-2017	84.1%	69.2%	75	1,380
	2017-2018	82.9%	69.4%	74	1,300

| Subject vs. AVC Annual Retention Rate | Subject vs. AVC Annual Success Rate | Number of Sections | Student Enrollment |

Enrollment and Number of Sections by *Modality* in CA

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	15	16	20	25
	Other Indep Study			1	4
	Traditional	54	51	54	45
Enrollment	Online	324	343	351	479
	Other Indep Study			1	5
	Traditional	1,146	1,081	1,028	816

Enrollment and Number of Sections by *Location* in CA

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	62	50	54	53
	Lancaster [Off Ca..			4	
	Palmdale	7	17	17	21
Enrollment	Lancaster	1,325	1,058	1,031	913
	Lancaster [Off Ca..			56	
	Palmdale	145	366	293	387

Number of Degrees/Certificates Awarded in CA, CA1, CN and 2 more

MAJOR	Major ..	Deg./Cert.	Academic..	
Computer Applications	CA	Degree	2014-2015	5/AS
			2015-2016	3/AS
			2016-2017	
			2017-2018	3/AS
Computer Applications Cert	CA1	Certificate	2014-2015	5/CT
			2015-2016	
			2016-2017	3/CT
			2017-2018	
Computer Networking Core Cert	CNC1	Certificate	2014-2015	
			2015-2016	10/CL
			2016-2017	
			2017-2018	11/CL
Computer Networking Multi Cert	CNM1	Certificate	2014-2015	8/CT
			2015-2016	
			2016-2017	8/CT
			2017-2018	11/CT
Computer Networking Multi-Plat	CN	Degree	2014-2015	6/AS
			2015-2016	
			2016-2017	8/AS
			2017-2018	

Number of Awards

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	7.1	6.2	5.1	4.8
FT/Regular	1.7	1.9	2.0	2.4
FT/Overload		0.3	1.1	1.2
TOTAL FTEF	8.8	8.4	8.2	8.5
PT/FT	4.3	3.2	2.5	2.0
FTES	92.7	86.6	77.3	74.1
FTES/FTEF Ratio	10.6	10.3	9.4	8.8
WSCH/FTEF Ratio	316.6	309.4	282.7	262.7

Division/Area Name: CTE/ BCS / COMPUTER INFORMATION SCIENCE	For Years: 2020-2021
Name of person leading this review: RICHARD BIRITWUM	
Names of all participants in this review: RICHARD BIRITWUM	

Part 1. Program Overview:

1.2. Briefly describe how the program contributes to the district mission:
The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Computer Information Science program specifically contributes to the district mission by supporting: 1) students seeking technical software development education, develop analytical skills with a solid foundation in several programming languages to enter the professional workforce (Software Development Certificate), and also students seeking to transfer to a four-year University.
1.2. State briefly program highlights and accomplishments: The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

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

42

Knowledge	enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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

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

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

According to EDD labor market information (LMI), the occupational projections for computer software developers, cybersecurity engineers, networking and IT technical professionals' shows growth of over 14.8% (15%) over the period 2014-2024.

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

Strengths	Continued increase in enrollment and retention rates, the number of certificates and degrees has been stable over the previous four years. The new AS-T degree program and Python programming courses should enhance curriculum and program maturity, consistent with high graduation rates, transfers to four-year institutions and afford job opportunities for students. We have expanded coursework into the Palmdale center to accommodate students in Palmdale, Pear Blossom and Victorville areas in the AV east region.
Weaknesses	Lack additional FT Instructor to assist with load, lack of up-to-date classroom facilities to keep up with other institutions in the region. Curriculum had been stagnant and requires continued improvement.
Opportunities	Improved student retention and enrollment rates in the CIS program should improve outlook for a new faculty member for program. The exposure creates more opportunities for expanded course sections to absorb increased enrollment. Improved technology in the classroom increase the rate at which CIS students complete our programs; Improved employment outlook in the AV subsequently leads to higher demand for our online sections offered, number of certificates and degrees offered in both sites, and the rate of completion by new entrants.
Threats	Low online enrollment could threaten goals; continued gaps in college success and retention remain for minority students in this program. Potential competition from UAV, CSU-Long Beach satellite campus in Lancaster, and lack of collaboration with other Institutions such as UAV and CSU-Long Beach satellite center in Lancaster.

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

Continuous improvement in SLO and PLO action plans over the long term will ensure continued student success in transferring to four-year institutions or to getting hired with high salaries for our graduates in local industries.

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

Past Program Reviews had consistently requested a new FT faculty for CIS to assist with increased enrollment, retention and graduation. The point continues

to be made for other classroom resources over the next few years to strengthen the program. Currently an ongoing effort.	

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1. Personnel	ILO #2, ILO # 4 CIS PLO Action Plan #1	The increase in CIS course enrollment is staggering, daytime load is overwhelming for only one FT Instructor, creating a need for another FT to supplement the program coursework.	Action Plans have been consistently been updated to focus on expanding CIS course delivery to Palmdale Center to accommodate increased enrollment.
#2. Classroom Technology (software and Hardware) improvements, Furniture replacement.	ILO #2, ILO #4 CIS PLO Action Plan #2	Student learning, engagement, progress and retention will be enhanced and impacted through use of instructor-to-student interaction with assignments in the classroom.	Students will use software to collaborate with each other better; better tracked and monitored to stay focused on the concepts and foundations being directed by Instructor.
#3. Increased Funding to assist in marketing program, and required to supplement current levels.	Engage the marketing department to create promotion flyers, newsletters for area high school. Provide means to visit High Schools to promote the CIS program, to broaden our appeal. Attend area public fairs at AV Fairgrounds to promote our program.	CTE block Funds application and Strong Workforce Program (SWP) funding will continue to be sought.	Allows the local HS and programs to plan better toward accepting our CIS programs as part of their future educational planning. To assist local administrators to work with CTE with creative pathways for their students. A viable website will expose others to the mission of our program, and mission of AVC/CTE.
#4. Increased Collaboration required with Math, Science Division. To introduce and promote joint courses, certificates and degrees.	Engaging the Math and Sciences departments will increase our students' exposure to those areas which are required for job performance as well as transfer success to 4-year Universities.	Collaboration with CSU/LB, AVC Math and Sciences Division to integrate courses and resources for transfer students or job applicants. Areas include software programming courses and projects, mobile application development, and social media research and development efforts.	Instructors of both divisions and CSU/LB will better serve students with development of new programs, degrees, such a AS-T and others. Students can cross train in STEM for Computer Information Science and Computer Engineering disciplines.
#5 Marketing & Outreach	Despite being a resource request, approval will promote overarching	Increased awareness of the CIS program and job opportunities from	AVC students will also review brochures, fliers, pamphlets,

	PLO for our discipline.	our Industry partners in the region. Promote the program as a viable pathway for job positions in computer software programming and technical operating systems areas.	information sheets and webpage for courses articulated with CSUs and UCs, and plan accordingly. Job applicants can review specific local companies hiring data.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Hire FT Instructor of C.I.S program	Repeat	$68,000	Recurring	Richard Biritwum/Kathy Osburn/Laureano Flores
Classified Staff					
Technology	More updated Computers, Audio-Video components, Furniture.	Repeat	$220,000	One-Time	Richard Biritwum/Kathy Osburn/Laureano Flores
Physical/Facilities					
Supplies					
Professional Development					
Other					

Select Subject	Select Subject *again*	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
CIS	CIS	Multiple values	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in CIS (Total AVC rates are shown as |)
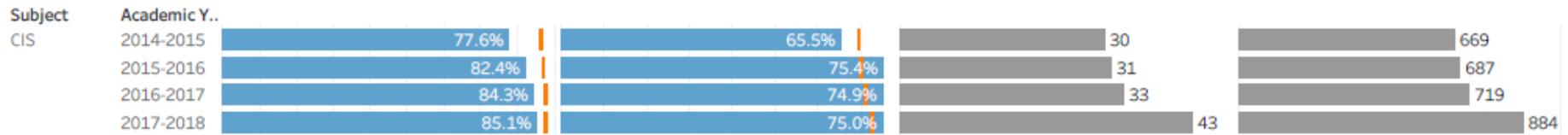
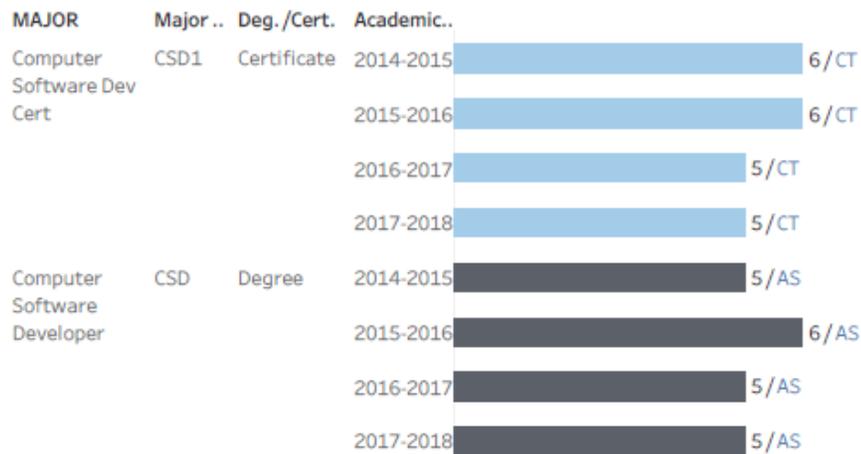| Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
CIS	2014-2015	77.6%	65.5%	30	669
	2015-2016	82.4%	75.4%	31	687
	2016-2017	84.3%	74.9%	33	719
	2017-2018	85.1%	75.0%	43	884

Enrollment and Number of Sections by *Modality* in CIS

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	4	5	5	5
	Other Indep Study		1		
	Traditional	26	25	28	38
Enrollment	Online	79	102	102	93
	Other Indep Study		1		
	Traditional	590	584	617	791

Enrollment and Number of Sections by *Location* in CIS

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	28	29	31	37
	Palmdale	2	2	2	6
Enrollment	Lancaster	624	638	668	762
	Palmdale	45	49	51	122

Number of Degrees/Certificates Awarded in CSD & CSD1

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Computer Software Dev Cert	CSD1	Certificate	2014-2015	6/CT
			2015-2016	6/CT
			2016-2017	5/CT
			2017-2018	5/CT
Computer Software Developer	CSD	Degree	2014-2015	5/AS
			2015-2016	6/AS
			2016-2017	5/AS
			2017-2018	5/AS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.5	1.5	1.8	3.2
FT/Regular	1.3	1.3	1.3	1.6
FT/Overload	0.5	0.5	0.3	0.3
TOTAL FTEF	3.4	3.4	3.4	5.0
PT/FT	1.2	1.2	1.4	2.0
FTES	35.4	37.3	35.7	48.3
FTES/FTEF Ratio	10.4	11.0	10.5	9.7
WSCH/FTEF Ratio	312.5	328.7	315.4	289.5

Division/Area Name: CTE / Trades & technologies / DRAFTING	For Years: 2020-2021
Name of person leading this review: Laureano Flores	
Names of all participants in this review: Laureano Flores	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: The Drafting program provides students with technical education in the area of engineering and architectural design. Drafting skills students learn prepares them to secure employment in a variety of companies and industry where graphic design is required as part of productions. Students in this program can earn a certificate or degree in Drafting Computer Aided Design
1.2.State briefly program highlights and accomplishments: In general, program has high retention and completion rates. Traditionally students enrolled in this program are employed or self-employed and take these courses to update their skills for employment promotion purposes, while some other students enroll as part of an engineering pathway.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☐ **Communication**	☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	☐ 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.
☐ **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

☒ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☒ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

⊠	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
⊠	Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

Advisory meeting discussions informed that demand for skills currently taught in this program (2-D) is declining which reflected on declining program enrollment through the years

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

Strengths	Computer 2-D drafting provides the basic preparation for more advanced drafting skills
Weaknesses	Local Industry demand for this type of drafting skills is not strong
Opportunities	Construction is growing in the Antelope Valley
Threats	Manufacturing industry requires computer drafting skills focus more in 3-D drafting related to manufacturing

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

Current drafting program will initiate discontinuance process on Fall 2019 due to declining demand in the last 5 years (see report).

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

Program only has adjunct instructors teaching who have not worked on any action items. Instructors know that program will initiate discontinuance evaluation on Fall 2019 due to declining demand in the last 5 years (see report).

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
Program discontinuance evaluation due to low demand			Initiate program discontinuance assessment in Fall 2019

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

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

Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
DRFT	DRFT	Multiple values	All	Multiple values

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

Subject	Academic Y..				
DRFT	2014-2015	92.3%	88.5%	7	52
	2015-2016	93.8%	89.6%	5	48
	2016-2017	87.2%	66.7%	7	39
	2017-2018	100.0%	86.2%	8	29

Subject vs. AVC Annual Retention Rate   Subject vs. AVC Annual Success Rate   Number of Sections   Student Enrollment
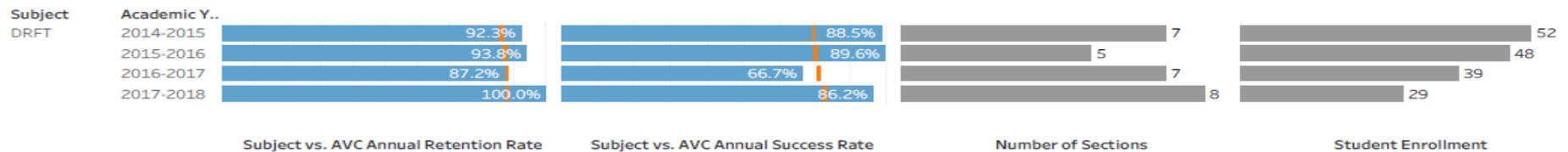
Enrollment and Number of Sections by *Modality* in DRFT

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study				1
	Traditional	7	5	7	7
Enrollment	Other Indep Study				1
	Traditional	52	48	39	28

Enrollment and Number of Sections by *Location* in DRFT

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	7	5	7	8
Enrollment	Lancaster	52	48	39	29

Number of Degrees/Certificates Awarded in DRF & DRF1

MAJOR	Major ..	Deg./Cert.	Academic..	
Drafting/ Cmptr Aided Dsgn Cert	DRF1	Certificate	2014-2015	5/CL
			2015-2016	3/CL
			2017-2018	1/CL
Drafting/ Computer Aided Dsgn	DRF	Degree	2014-2015	5/AS
			2016-2017	1/AS
			2017-2018	2/AS

Number of Awards
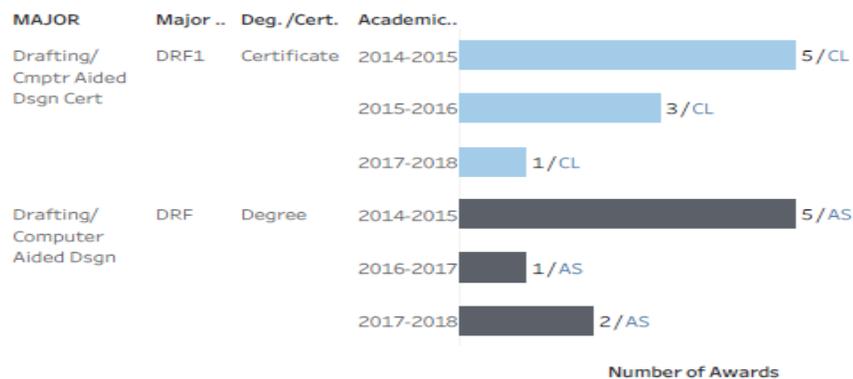
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in DRFT

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.7	0.7	0.7	0.7
TOTAL FTEF	0.7	0.7	0.7	0.7
PT/FT				
FTES	5.4	6.6	5.8	2.5
FTES/FTEF Ratio	8.1	10.0	8.7	3.7
WSCH/FTEF Ratio	242.1	298.8	261.5	112.1

2018-2019 Program Review Report

Division/Area Name: : CTE – Electrical Technology	For Years: 2020-2021
Name of person leading this review: Kimberly Burton	
Names of all participants in this review: Electrical Technology Program Full Time Faculty & Adjuncts	

Part 1. Program Overview:

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

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

1.2.State briefly program highlights and accomplishments:

The Electrical Technology program has a State of California, Department of Industrial Relations, Division of Labor Standards, Electrician Certification Accreditation.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☒ **Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	☒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.
☐ **Community/Global Consciousness**	☐ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒ ☒ Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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

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

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

According to the CA EDD Labor Market Info the Occupational Projections shows growth from 2016 though 2026 for: Electrical Power-Line Installers and Repairers at 12% General Electricians at 13.3% Electrical Helpers at 14.3% Security and Fire Alarm Installers at 17.8% Construction Trade and Extraction Supervisors at 18.1% Mechanics, Installers, and Repair Supervisors at 8.6%

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

Strengths	Success rates in ELEC courses are well above the Institutional average and increasing. The number of sections being offered has increased. The Electrical Technology Program provides necessary coursework for State Licensing and remains current on Accreditation Curriculum.
Weaknesses	Retention rates in the ELEC courses have increased over previous years, but are still below the Institutional average. Enrollment number have declined, as well are Degrees and Certificates awarded.
Opportunities	Job opportunities in the electrical field continue to grow. Need to form relationships with local businesses to foster work experience and job placement.
Threats	Students leave the program for work without completing a certificate or degree. Need to counsel students on the importance of a degree for future better earnings.

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

All SLO's and PLO's are being met with outstanding percentages which speak s to the programs educational success rate. Action items still needing attention are student retention numbers and completion of program certificate/degree.

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

In 2017 the Electrical Technology Program hired its first non-traditional Full Time Faculty member. In 2018 an additional non-traditional Adjunct Instructor was hired, as well as a CTE counselor being introduced. With the installment of new faculty, student success, retention, as well as the presence of non-traditional students have increased. In the last year the Electrical Technology lab has been completely remodeled (cleaned), addressing such environmental factors as house keeping, safety, inventory control and organizational needs. The staff has developed and provided an environment conducive to learning as well as implemented office space-time sharing with counseling.

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

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

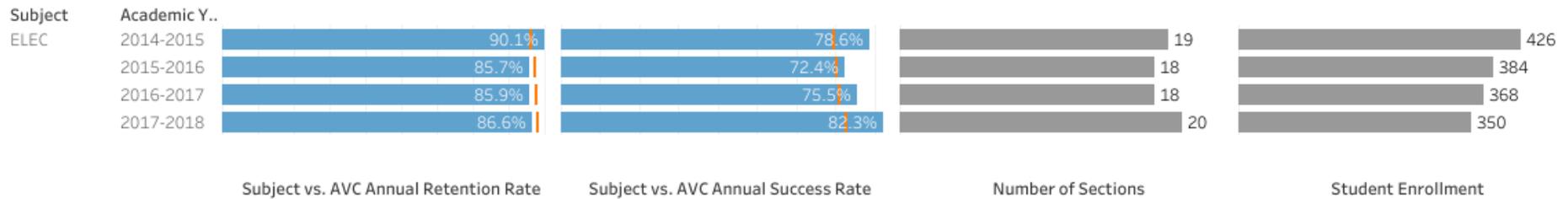**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Counselor	Repeat	On Staff Already	Recurring	Patty King
Classified Staff	Marketing	New	On Staff Already	Recurring	TBD
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other	Job Placement	New	On Staff Already	Recurring	Sara Rivas

Retention, Success, Number of Sections, & Enrollment in ELEC (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
ELEC	2014-2015	90.1%	78.6%	19	426
	2015-2016	85.7%	72.4%	18	384
	2016-2017	85.9%	75.5%	18	368
	2017-2018	86.6%	82.3%	20	350

Enrollment and Number of Sections by *Modality* in ELEC

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Traditional	19	18	18	20
Enrollment	Traditional	426	384	368	350

Enrollment and Number of Sections by *Location* in ELEC

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	19	18	18	20
Enrollment	Lancaster	426	384	368	350

Number of Degrees/Certificates Awarded in ELE & ELE1

MAJOR	Major ..	Deg. /Cert.	Academic..	Number of Awards
Electrical Technology	ELE	Degree	2014-2015	5 /AS
			2015-2016	13 /AS
			2016-2017	9 /AS
			2017-2018	7 /AS
Electrical Technology Cert	ELE1	Certificate	2014-2015	12 /CL
			2015-2016	13 /CL
			2016-2017	20 /CL
			2017-2018	14 /CL
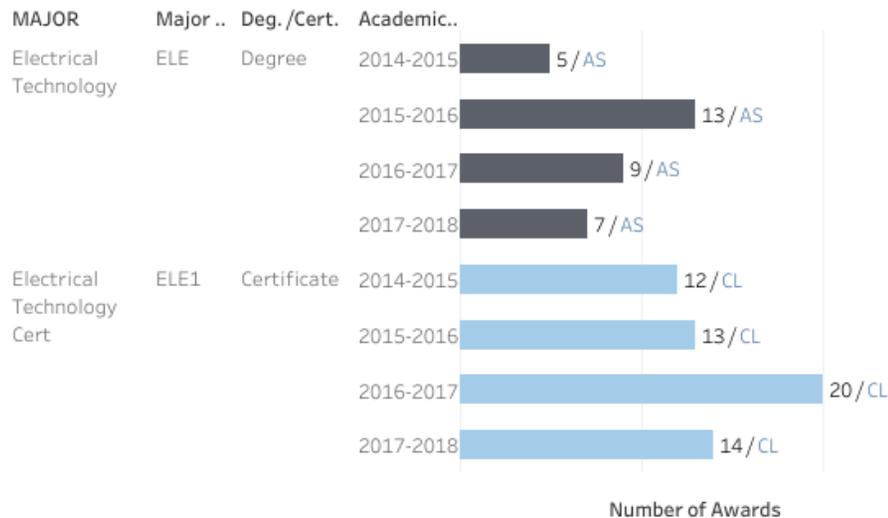
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ELEC

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.9	1.9	1.6	0.9
FT/Regular	1.1	0.8	0.9	1.2
FT/Overload				0.3
TOTAL FTEF	3.1	2.7	2.5	2.5
PT/FT	1.7	2.4	1.8	0.8
FTES	35.0	32.4	27.3	22.8
FTES/FTEF Ratio	11.4	11.8	11.1	9.2
WSCH/FTEF Ratio	342.3	355.2	331.9	276.8

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2018-2019 Program Review Report

Division/Area Name: CTE/Electronics Technology/Avionics	For Years: 2020-2021
Name of person leading this review: Rick Motawakel	
Names of all participants in this review: Rick Motawakel	

Part 1. Program Overview:

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

1.2.State briefly program highlights and accomplishments:
> *The Electronics Technology program ELTE major enrollment growth occurred in the last four years. All core courses were updated to industry standard. A new course was developed based on input from the advisory committee. The new course that was developed was ELTE 145 Acceptability of Electronic Assemblies and this course was being offered in the spring 2016.*

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

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

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

- *The program provides internship with the industry for the students*
- *The program have a 95% job placement for the graduates*
- *All courses that were taught during the four years conducted assessment on SLOs*

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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

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

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

• Based on the 2019 ELTE Advisory Committee meeting, the following suggestions were made: 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. • According to the CA EDD Labor Market Info. The Occupational Projections for electronics and avionics technicians shows growth of 22% from 2015 – 2026.

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

Strengths	ELTE program provides necessary coursework for Electronics Technology students, as well as other CTE majors. The number of Electronics Technology degrees awarded continues to increase significantly.
Weaknesses	Enrolment is low in ELTE courses due to the nature of electronics is mathematic base and student's shay away from math.

Opportunities	Job opportunities in electronics and avionics continue to grow. Students can find employment with aerospace industry in this valley with Electronics Technology Degree/Certificate or continue on to a university to seek a bachelor's degree in Electronics Engineering.
Threats	The heavy mathematics and science base draw students away from the program to the engineering and science degrees.

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

We have made progress toward incorporating more hands on and lab work by adding a new course for the program. Electronics technology books are very hard to find in the market. We are always on the lookout to utilizing new technology and hands on and lab work.

Little or no progress has been made in terms of marketing the program, sending faculty to CTE conferences, or better utilizing work experience, and updating the class/lab environments.

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

We have made progress toward incorporating more hands on and lab work by adding a new course for the program. Electronics technology books are very hard to find in the market. We are always on the lookout to utilizing new technology and hands on and lab work.

Little or no progress has been made in terms of marketing the program, sending faculty to CTE conferences, hiring a LAB assistant, or better utilizing work experience.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Marketing & Outreach	ILO #4 ELTE PLO Action Plan #1	Increase awareness of program and job opportunities in the electronics and avionics field among prospective and incoming students. Promote the program as a viable pathway to employment.	-Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages.
#2 Work Experience	ILO #4 ELTE PLO Action Plan #2	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	-Market the work experience program -Provide administrative support to help the program run smoothly.
#3 Lab Technician Required	ILO #4 ELTE PLO Action Plan #2	Focus on utilizing proven instructional strategies that will foster transferable intellectual skills. Align instructional programs to the skills identified by the labor market	-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. |

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Need adjunct faculty and faculty for day AM classes.	Repeat	Unknown	Recurring	Rick Motawakel
Classified Staff	Lab/teacher assistant	Repeat	Unknown	Recurring	Rick Motawakel
Technology	Up to date lab equipment		Unknown	Recurring	Rick Motawakel
Physical/Facilities	Need a cleaner and comfortable (heating and cooling) class and labs for the ELTE students.	Repeat	Unknown	Recurring	Rick Motawakel
Supplies	Supplies to accommodate students and faculty.	Repeat	Unknown	Recurring	Rick Motawakel
Professional Development	Little or no progress has been made in terms of marketing the program, sending faculty to CTE conferences, hiring a LAB assistant, or better utilizing work experience.	Repeat	Unknown	Recurring	Rick Motawakel
Other	Increase awareness of program and job opportunities in the electronics and avionics field among prospective and incoming students. Promote the program as a viable pathway to employment.	Repeat	Unknown	Recurring	Rick Motawakel

Please Select **Subject** area (twice) and **Program** Major _or_ Code to get your data -->
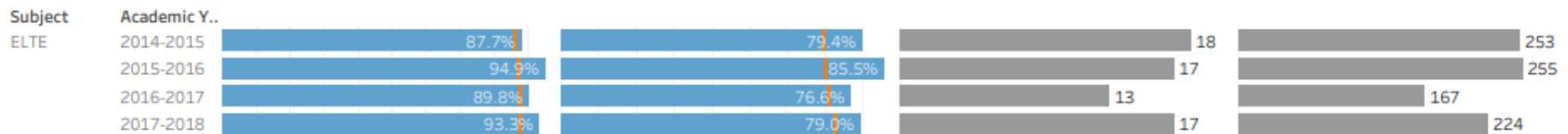
Select Subject	Select Subject again	and Select Major(s) for Program Aw..	or Select Major Code for Awards	Academic Year
ELTE	ELTE	Multiple values	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in ELTE (Total AVC rates are shown as │ _hover over to see data_)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
ELTE	2014-2015	87.7%	79.4%	18	253
	2015-2016	94.9%	85.5%	17	255
	2016-2017	89.8%	76.6%	13	167
	2017-2018	93.3%	79.0%	17	224

Enrollment and Number of Sections by _Modality_ in ELTE

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study	1			
	Traditional	16	16	13	17
	Work Experience	1	1		
Enrollment	Other Indep Study	1			
	Traditional	251	254	167	224
	Work Experience	1	1		

Enrollment and Number of Sections by _Location_ in ELTE

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	18	17	13	17
Enrollment	Lancaster	253	255	167	224

Number of Degrees/Certificates Awarded in ELT & ELT1

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Electronics Technology	ELT	Degree	2014-2015	14/AS
			2015-2016	17/AS
			2016-2017	7/AS
			2017-2018	5/AS
Electronics Technology Cert	ELT1	Certificate	2014-2015	18/CT
			2015-2016	17/CT
			2016-2017	6/CT
			2017-2018	4/CT
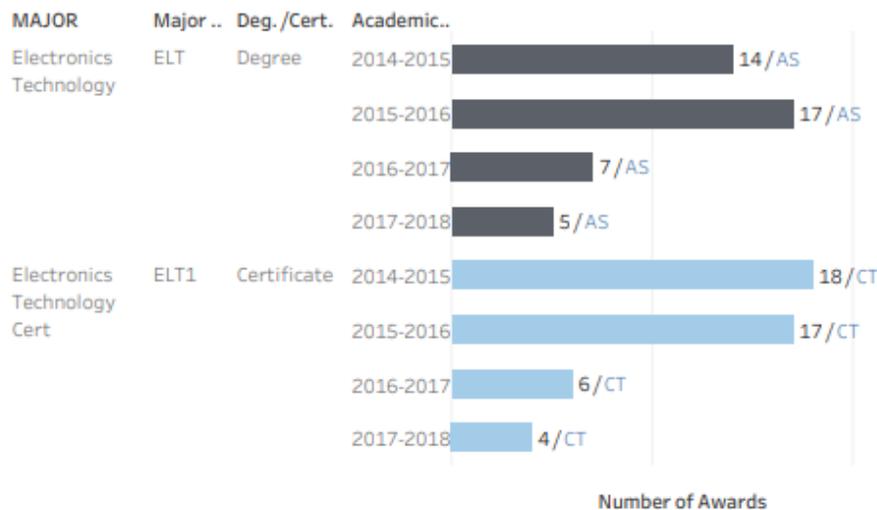
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ELTE

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.9	1.7	0.9	1.9
FT/Regular	0.9	0.9	0.7	0.9
FT/Overload	0.3			
TOTAL FTEF	2.1	2.6	1.6	2.7
PT/FT	1.0	1.8	1.4	2.2
FTES	20.5	25.2	12.8	19.5
FTES/FTEF Ratio	9.8	9.5	8.0	7.1
WSCH/FTEF Ratio	294.0	286.4	240.4	212.5

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2018-2019 Program Review Report

Division/Area Name: CTE / Business & Computer Studies / Management	For Years: 2020-2021
Name of person leading this review: Kathy Osburn	
Names of all participants in this review: Kathy Osburn David Adams Stacey Adams Deborah Sullivan-Ford	

Part 1. Program Overview:

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

1.2.State briefly program highlights and accomplishments:
Business and Computer studies is responsible for approximately 10% of all degrees and certificates granted from our institution. We are an extremely small department, yet we continue to help students achieve certificates and degrees. Using past data it was determined that online classes better suit student needs. We continue to increase the number of online course offerings and saw a continued increase in enrollment in our online sections. Our courses went from under-enrolled and frequently cancelled due to low enrollment to fully enrolled with full waitlists. As a small department in terms of number of full-time faculty members, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.
☐ XGoal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐ XGoal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ XGoal 5: Align instructional programs to the skills identified by the labor market.

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

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

We held an advisory group meeting last spring. Advisory committee members showed interest in and felt that a management certificate would be beneficial to their employees both in obtaining jobs and in upward mobility. Our advisory committee also decided that greater access to technology in the classroom would greatly benefit students.

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

Strengths	Our course enrollment is increasing in our distance education courses.
Weaknesses	We have a concentration in management, but few students know about it.
Opportunities	Advertise our management concentration
Threats	There are few bachelor degree programs with a management major in our area

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

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

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

By continuing to analyze the student demand for differing modalities and adjusting our course offerings, we are increasing enrollment in online management classes.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Increase student success rates by increasing availability to technology in the classroom.	ILO #2	Purchasing computers for the computers on the second floor will save students money and increase success rates allowing real-time research and data analysis	Obtain funding and administrative buy-in to purchase computers for second floor classrooms

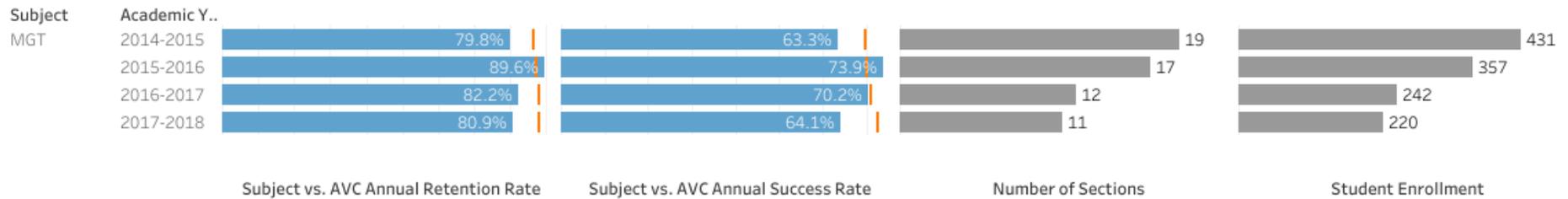**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology	Computers for second floor classrooms	Repeat	$90,000	One time	Kathy Osburn
Physical/Facilities					
Supplies					
Professional Development					
Other					

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
MGT	MGT	None	All	Multiple values

Retention, Success, Number of Sections, & Enrollmentin MGT (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
MGT	2014-2015	79.8%	63.3%	19	431
	2015-2016	89.6%	73.9%	17	357
	2016-2017	82.2%	70.2%	12	242
	2017-2018	80.9%	64.1%	11	220

Enrollment and Number of Sections by *Modality* in MGT

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online			3	6
	Other Indep Study	1			1
	Traditional	18	17	9	4
Enrollment	Online			82	149
	Other Indep Study	2			2
	Traditional	429	357	160	69

Enrollment and Number of Sections by *Location* in MGT

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	19	16	12	8
	Palmdale			1	3
Enrollment	Lancaster	431	342	242	146
	Palmdale		15		74

Number of Degrees/Certificates Awarded in AAA, AAHT, AAP and 157 more

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.8	1.6	0.8	0.6
FT/Regular				0.2
FT/Overload			0.2	0.2
TOTAL FTEF	1.8	1.6	1.0	1.0
PT/FT				3.0
FTES	23.2	18.7	9.7	9.6
FTES/FTEF Ratio	12.9	11.7	9.7	9.6
WSCH/FTEF Ratio	386.7	349.7	290.1	288.3

Division/Area Name: CTE / Business & Computer Studies/ **Marketing**	**For Years: 2020-2021**
Name of person leading this review: David Adams	
Names of all participants in this review: David Adams, Kathy Osburn, Deb Sullivan-Ford	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district _mission_: The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree & Certificate).
1.2.State briefly program highlights and accomplishments: The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals..

1.3.Check each _Institutional Learning Outcome (ILO)_ supported by the program.	
x☐Communication	x☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. x☐Demonstrates listening and speaking skills that result in focused and coherent communications
x☐Creative, Critical, and Analytical Thinking	x☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. x☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☐Community/Global Consciousness	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
x☐ Career and Specialized Knowledge	x☐Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4.Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program.	

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

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

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

During the 2018 Business, Marketing and Management Advisory Committee Meeting on May 18th, 2018, it was decided that students needed more access to technology in order to be better prepared for the external business environment.

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

Strengths	MKTG 130—Digital Marketing has recently been developed and is currently being offered this academic year.
Weaknesses	While we have developed a Concentration in Marketing, students are not yet aware of it.
Opportunities	Reach out to local high schools to create interest in our Concentration in Marketing.
Threats	Low enrollment due the continued strength of the economy.

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

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

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

The following is a list of the Program Review goals from last year: Goal #1—Offer a quality and consistent education utilizing professionals that are dedicated to the institution: AVC should hire an additional Full-Time Faculty to assist the Full-Time Instructors to develop curriculum and serves the needs of our students. Goal #2—Continue to modernize and update Marketing curriculum utilizing computers and other current technology: More and more faculty have updated their curriculum to incorporate and teach more technology to our students. Requests have been made to modernize the 2nd floor of the BE Building to provide more technology to our students. Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment: Marketing currently has no students utilizing work experience. AVC needs to develop standardized policies and procedures and administration needs to dedicate personnel and other resources to help AVC expand this program.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1—Offer a quality and	ILO—Communication	Full-Time faculty provide updated	Hire a new Full-Time Instructor.

consistent education utilizing professionals that are dedicated to the institution	ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	curriculum and provide dedicated support to our students. Full-time faculty help the school with its shared governance obligations and overall are an asset to the community.	
Goal #2--Continue to modernize and update Marketing curriculum utilizing computers and other current technology	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	As the world becomes more dependent on technology our students need to be more technology savvy. Ways that this can be done is providing students access to technology in the classroom and to ensure that the curriculum is geared towards technology.	Offer more training in Canvas and textbook software (e.g., McGraw-Hill Connect) to assist instructors to implement technology into the classroom. Provide computers and updated technology on the 2nd floor of the BE Building.
Goal #3—Better utilize work experience to help students gain job skills and prepare them for full-time employment	ILO—Communication ILO—Creative, Critical and Analytical Thinking ILO—Career and Specialized Knowledge	For many years the Work Experience program at AVC for Business and floundered. Administration needs to provide an updated Work Experience manual. In addition, administration needs to establish a marketing program and dedicate administrative assistance to assist faculty implement the program.	Update the Work Experience Manual. Provide marketing materials for Work Experience. Provide administrative assistance to assist faculty.

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

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

Please Select **Subject** area and **Program** Name or Code to get your data ---------->

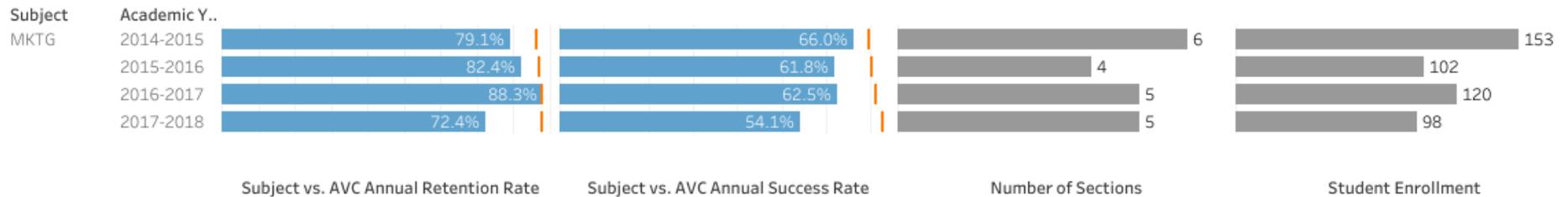| Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
MKTG	MKTG	None	All	Multiple values

Retention, Success, Number of Sections, & Enrollment in MKTG (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
MKTG	2014-2015	79.1%	66.0%	6	153
	2015-2016	82.4%	61.8%	4	102
	2016-2017	88.3%	62.5%	5	120
	2017-2018	72.4%	54.1%	5	98

Enrollment and Number of Sections by *Modality* in MKTG

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Traditional	6	4	5	5
Enrollment	Traditional	153	102	120	98

Enrollment and Number of Sections by *Location* in MKTG

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	6	4	5	5
Enrollment	Lancaster	153	102	120	98

Number of Degrees/Certificates Awarded in AAA, AAHT, AAP and 157 more

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.6	0.4	0.6	0.6
TOTAL FTEF	0.6	0.4	0.6	0.6
PT/FT				
FTES	7.4	5.8	8.3	5.8
FTES/FTEF Ratio	12.3	14.5	13.8	9.7
WSCH/FTEF Ratio	367.5	435.0	414.0	290.5

2018-2019 Program Review Report

Division/Area Name: CTE / BCS / Office Technology	**For Years: 2020-2021**
Name of person leading this review: Deborah Sullivan Ford	
Names of all participants in this review: Deborah Sullivan Ford, Kathy Osburn	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: The Office Technology Program consists of four certificates and three local Associate degrees in the areas of Office Support, Office Specialist, Administrative Assistant and Administrative Medical Assistant. These certificates and degrees are designed to equip students with the knowledge and necessary hands-on training and skills required to obtain entry-level and mid-level employment in the fields of clerical, administrative, secretarial, and medical billing (front office) support. Courses provided allow students to complete a two-year degree, transfer to a four-year university, or seek immediate employment in support of Career Technical Education.

1.2.State briefly program highlights and accomplishments: The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded last academic year. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals. Office Technology Advisory Committee Meetings are held in the Spring semesters with the most recent meeting held in Spring 2018. Outcomes assessments for all OT programs exceed 84% for the past four years.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.
☐ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
[X] Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
[X] Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

Office Technology Advisory Committee Meetings are held in the Spring semesters with the most recent meeting held in Spring 2018. Members of the committee represent AVC faculty, Olive View Hospital, Unisys, Kaiser Permanente, and Northrop Grumman. Recommendations are to develop current certificates toward Business Information Worker and Health Information Technology Certificates to provide stronger and more viable skill sets and education for students regarding employer expectations.

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

Strengths	Annual retention rates increased by 4.7% over four years with success rates increasing by 4.5% over the same period. Based on the last program review, it was noted that increasing the number of online sections to better meet student needs should increase the number of sections offered in the future. It was also noted that the steady decrease in enrollment reflected the need to revise curriculum and bring it up to industry standards. Online modality has increased slightly over the past four years, and efforts have been taken to introduce the first of two new stackable certificates for business information workers. This also includes the development of newer courses more relevant to employer demands. One year is insufficient time to determine whether expected outcomes are attainable. Therefore, more time is needed to present a fair assessment.
Weaknesses	PT/FT and PT/Adjunct numbers are down by 7.6 and .9 respectively for the past four years.
Opportunities	Modality has reduced for on-campus instruction and increased for online instruction which is a great benefit for working students and other students not located in close driving distance to the college campus. All OT program courses are offered on the Lancaster Campus. The opportunity exists to expand course offerings to include use of the Palmdale campus; however, doing so requires additional access to computer lab space at that location.
Threats	Enrollment numbers have reduced by 122 students over the past four years.

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

The only issue to pursue regarding action plans was to monitor the reliability of the publisher's repository system for keyboarding courses. Due to consistent unreliability and excessive downtime, texts were switched to a different publisher and repository system.

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

Past program review goals #1, #2, and #3 involved the development of a Health Information Technician Certificate and Degree, Medical Billing and Coding Certificate and Degree, and a master stackable certificate that combines the Office Support Award, Medical Billing and Coding certificate and Health

Information Technology Certificate. Subsequent Advisory Committee meetings with industry partners and Health Sciences faculty resulted in recommendations that certificates for Medical Billing and Coding (front office and back office) issues as they relate to Health Information Technology be developed by the Health Sciences Department and not by Business & Computer Sciences. Past program review goal #4 involved the recommendation to hire a full-time Office Technology Instructor. This request has been a part of program goals for well over 8 years with no funding or support to meet the goal being offered despite repeated recommendations by OT Advisory Committee Members and faculty.

Program Review goals for 2019-2023 planning were to increase student success rates, increase student participation in the Work Experience Program, and the offering of a modern curriculum that is updated to current industry standards. Data for the past four years reveals student success rates have increased by 4.5%. One full-time faculty member and one part-time faculty member are currently working with students actively enrolled in work-experience programs. The first tier of the Business Information Worker certificate has been submitted through Curricunet for approval by the curriculum committee (AP&P). The second tier of the certificate and the new courses needed to support the certificate cannot be created and submitted for approval until eLumen is fully implemented and faculty have been trained to use the new application. The expected timeframe for this is 6 – 9 months.

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

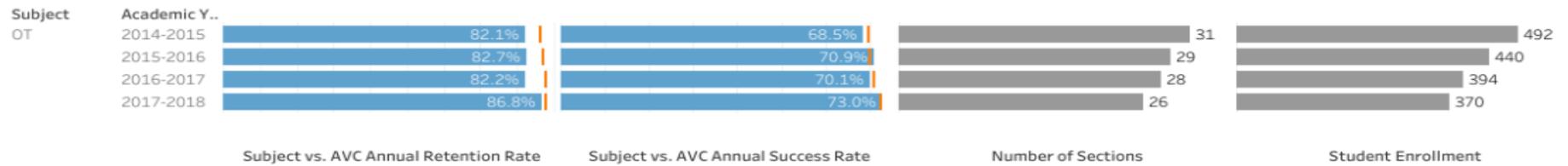| Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Office Technology/Goal #1	ILO 2, 4, 6	Increase student success and job readiness by updating curriculum and offering a consistent, quality education utilizing professionals that are dedicated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

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Hire full-time Office Technology Faculty	Repeated	$90,000	Recurring	Kathy Osburn

	Member	request for past 8 years			
Classified Staff					
Technology	Purchase site license for SharePoint Application needed to support second tier of BIW Certificate	New	$5,270	Recurring	Kathy Osburn
Physical/Facilities	Increase access to computer labs at Palmdale Campus to support expanded OT course offerings	New	UNKNOWN	One-Time	Rick Shaw
Supplies					
Professional Development					
Other					

THE FOLLOWING DATA WAS EXTRACTED TO ASSIST WITH THIS PROGRAM REVIEW:

Retention, Success, Number of Sections, & Enrollment in OT (Total AVC rates are shown as |)

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
OT	2014-2015	82.1%	68.5%	31	492
	2015-2016	82.7%	70.9%	29	440
	2016-2017	82.2%	70.1%	28	394
	2017-2018	86.8%	73.0%	26	370

Enrollment and Number of Sections by *Modality* in OT

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	1	1	4	5
	Other Indep Study	1		1	1
	Traditional	29	28	23	20
Enrollment	Online	26	22	70	97
	Other Indep Study	2		1	1
	Traditional	464	418	323	272

Enrollment and Number of Sections by *Location* in OT

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	31	29	28	26
Enrollment	Lancaster	492	440	394	370

Number of Degrees/Certificates Awarded in None

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	3.1	2.7	2.4	2.2
FT/Regular	0.3	0.3	0.3	0.5
TOTAL FTEF	3.3	3.0	2.6	2.7
PT/FT	11.6	10.2	8.9	4.0
FTES	35.8	32.1	23.5	23.5
FTES/FTEF Ratio	10.7	10.8	8.9	8.7
WSCH/FTEF Ratio	320.5	323.2	268.1	260.7

Division/Area Name: CTE / Business & Computer Studies / Real Estate	For Years: 2020-2021
Name of person leading this review: Richard E Fleishman	
Names of all participants in this review: Richard E Fleishman, Stacey Adams	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: The faculty and staff of the Business & Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.
1.2.State briefly program highlights and accomplishments: State briefly program highlights and accomplishments: The Business & Computer Studies Department has produced approximately 10.5% (321 of 3,068) of AVC degrees and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
xCommunication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
XCreative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
XCommunity/Global Consciousness	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

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

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

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

- Labor Market: According to EDD labor market data, employment in the real estate field will increase by 20.2% over the period 2014 – 2024.
- Advisory Committee: Organize and implement a work experience program. Work experience is already in the Antelope Valley College curriculum but needs local real estate offices to participate

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

Strengths	Retention continues to be strong, the number of certificates has been stable over the last 4 years.
Weaknesses	The number of sections and enrollment are stagnant, no full time instructor, curriculum needs to be updated.
Opportunities	Creating a broader and more stable program to attract additional students, creating work experience opportunities for our students with local professionals.
Threats	Competition from real estate companies and schools in the Antelope Valley continue to attract students who could be coming to AVC.

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

No progress has been made on the SLO and PLO action plans, as there is no faculty to lead the program, and no resource requests have been granted.

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

No progress has been made on the Program Review goals, as there is no faculty to lead the program, and no resource requests have been granted.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1 Technology	ILO #2 & #4 RE 105 Action Plan, RE PLO Action Plan	Students need to be prepared to utilize the technology used in industry in order to be employable and accordingly need access to computers in the classroom. RE and	-Acquire computers for BE lecture classrooms.

		the Business Department overall, need lecture classrooms with computers throughout the 2nd floor of the BE building, approx. 160 computers.	
#2 Work Experience	ILO #4 RE 101 Action Plan, RE PLO Action Plan	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	-Update work experience procedures / handbook / manual -Market the work experience program -Provide administrative support to help the program run smoothly.
#3 Marketing & Outreach	ILO #4	Increase awareness of program and job opportunities in the accounting field among prospective and incoming students. Promote the program as a viable pathway to employment.	-Provide administrative support to create printed materials (pamphlets, fliers, info sheets) and update webpages.
#4 Provide consistent, quality education	ILO #4 RE PLO Action PLan	The RE program needs the consistent support of a full-time faculty to update curriculum, provide support to students, and create connections in the RE community.	-Hire full-time instructor

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Hire full-time instructor	Repeat	$65,000	Recurring	Richard E Fleishman/Kathy Osburn
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
RE	RE	Multiple values	Multiple values	Multiple values

Retention, Success, Number of Sections, & Enrollment in RE (Total AVC rates are shown as |)

Subject	Academic Y..				
RE	2014-2015	88.9%	79.1%	13	296
	2015-2016	92.3%	79.6%	12	260
	2016-2017	87.2%	75.3%	10	242
	2017-2018	86.3%	69.5%	10	262

Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
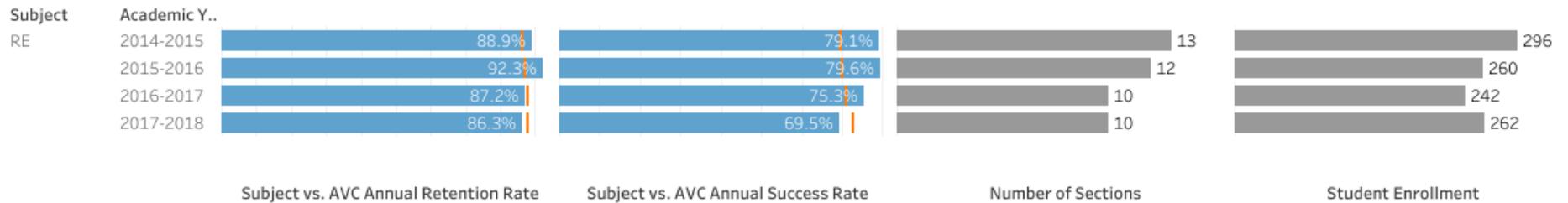
Enrollment and Number of Sections by *Modality* in RE
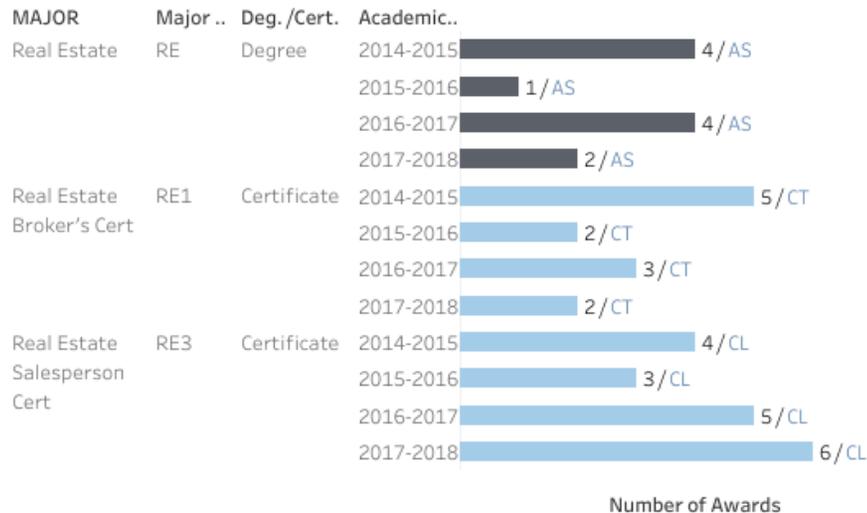
	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study		1		
	Traditional	13	11	10	10
Enrollment	Other Indep Study		2		
	Traditional	296	258	242	262

Enrollment and Number of Sections by *Location* in RE

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	13	12	10	10
Enrollment	Lancaster	296	260	242	262

Number of Degrees/Certificates Awarded in RE, RE1, RE3

MAJOR	Major ..	Deg. /Cert.	Academic..	Number of Awards	
Real Estate	RE	Degree	2014-2015		4/AS
			2015-2016		1/AS
			2016-2017		4/AS
			2017-2018		2/AS
Real Estate Broker's Cert	RE1	Certificate	2014-2015		5/CT
			2015-2016		2/CT
			2016-2017		3/CT
			2017-2018		2/CT
Real Estate Salesperson Cert	RE3	Certificate	2014-2015		4/CL
			2015-2016		3/CL
			2016-2017		5/CL
			2017-2018		6/CL

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	1.2	1.0	1.0	1.0
TOTAL FTEF	1.2	1.0	1.0	1.0
PT/FT				
FTES	18.1	14.4	13.5	13.5
FTES/FTEF Ratio	15.1	14.4	13.5	13.5
WSCH/FTEF Ratio	453.3	431.4	404.1	404.1

75

Division/Area Name: CTE / Trades & technologies / Welding	For Years: 2020-2021
Name of person leading this review: TT Department Chair - Joseph Owens	
Names of all participants in this review: Joseph Owens & Gary Wheeler	

Part 1. Program Overview:

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

The faculty and staff of the Welding Program are dedicated to providing students with the hands-on training required to enter into the Welding Industry or field with continuing education, professional development, and the opportunity to learn the fundamentals necessary to be well educated in the Welding Industry.

Courses are provided for students who wish to complete a certificate program, apply themselves toward two-year AS degree and enter the workforce, or upgrade their skills for a L.A. City Building Code Certification. The Welding program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with a Welding Certificate and AS Degree.

1.2.State briefly program highlights and accomplishments: Students completing the Welding Certificate or Degree Program, have found employment locally in the Aerospace industry to include Space-Ex Northrup Grumman, Lockheed, and manufacturing industries to include Kinkisharo Electric Rail LLC, BYD Electric Vehicle Co. and Lance Camper in the Antelope Valley. Students have also found employment working in L.A. for various construction companies working with structural steel. Students enrolled in our program have competed in Regional and State level SKILLs competition earning Gold, Silver and Bronze awards.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

☒ **Communication**	☐ Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒ Demonstrates listening and speaking skills that result in focused and coherent communications
☒ **Creative, Critical, and Analytical Thinking**	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.
☒ **Community/Global Consciousness**	☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒ Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4.Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program.
✓ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
✓ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
✓ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
✓ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
✓ Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

According to the Bureau of Labor Statistics Occupational outlook handbook - shows growth from 2016 through 2026 for:

Short Term Occupational Projections (2018-2020)

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

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
California	Welders, Cutters, Solderers, and Brazers	30,700	31,700	1,000	3.3	3,750

Long Term Occupational Projections (2016-2026)

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

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

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

Strengths	Our success rates in Welding courses are well above the Institutional average and increasing. The number of sections being offered has remained constant with enrollment consistent or near unchanged.
Weaknesses	While retention rates in the Welding program/courses have maintained over the past year, Enrollment numbers have remained constant as well as Degrees. Certificates awarded this past school year (2017-2018) dropped, however there should be an increase in certificates and degrees for the 2018 – 2019 academic year. We still need an adjunct pipe welding instructor.

Opportunities	Job opportunities in the Welding Industry continue to grow. We are always working to form relationships with local businesses to foster work experience and job placement.
Threats	Students leave the program for work without completing a certificate or degree. Need to counsel students on the importance of a degree for future better earnings.

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

Presently, Student learning outcomes and Program learning outcomes are being monitored with results looked at by our program instructors and advisory board members for input into action plans.
While there are a few action plans in place, at this time, it has been determined that we should continue to participate in the planning and development of the new TE building. We have also determined that the continued documentation of SLOS's and PLO's should help justify the need for course repeatability in WELD 212 which was a common theme during the 2019-2023 comprehensive Program Review Self Study Report. We have received good feedback from Union advisory board members on the curriculum, SLO's and PLO's. Pipe-welding courses have yet to be addressed. Human resources has a hiring notice for an adjunct instructor with pipe welding experience, which should increase the possibility of getting a pipe welding courses through AP&P.

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

Since hiring a fulltime faculty to oversee the Welding program, sections offered has risen from 24 (2012-2013) to 43 (2017-2018) maintaining. We have noticed a slight decline in student enrollment, which may be attributed to our economy and improvement in the job market. An adjunct pipe welding instructor will improve the overall instruction for the welding program and its course offerings.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
#1 Improve Retention/Completion of Program Certification &Degree	ILO #1, 2 & 4 EMP #1 & 3	Increase number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.
#2 Marketing & Outreach	ILO #1, 2 & 4 EMP #2 & 5	Increase the number of incoming students by promoting the program as a viable career path.	Faculty to work with Marketing and Outreach to generate new pamphlets, flyers, webpage and possible marquee space.
#3 Work Experience/Job	ILO #1, 2 & 4	Utilize work experience/job	Faculty to work with current CTE

| Placement | EMP #3 & 5 | placement to help students gain job skills and prepare them for full-time employment. | job placement specialist to find local businesses for possible apprenticeship/intern placement. |
| #4 Improve the quality and quantity of hands-on training achieved in the Welding Program courses. (The time with hands on practical applications is critical to build confidence, gain experience and improve dexterity) | ILO #1, 2 & 4
EMP #2 & 3 | Add repeatable instruction – lab only (add repeatable courses – credit / non-credit) to accommodate practice opportunities with different welding applications. These include Shielded Metal Arc, Flux Cored Arc, Gas Metal Arc and Gas Tungsten Arc Welding to the curriculum. | Increase course repeatability to allow Students the practice necessary on skills learned while building confidence preparing for taking the LA county and State Welding certification exams and job readiness. |

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Adjunct Instructor – Pipe Welding	Repeat	$25,000	Recurring	Wheeler, CTE Dean Flores
Other	Revise WELD 212 to be a repeatable course. A maximum of three times – necessary to improve welding skills, dexterity and co-ordination.	Repeat	$5000 for instructional materials	Recurring	Wheeler / CTE Dean Flores
Other	Job placement	New	On Staff already	Recurring	Sara Rivas
Faculty	Counselor	New	On Staff already	Recurring	Patty King
Classified Staff	Marketing	New	On Staff already	Recurring	TBD

Select Subject	Select Subject *again*	and Select **Major(s)** for Program Aw..	or Select Major Code for Awards	Academic Year
WELD	WELD	Multiple values	Multiple values	All

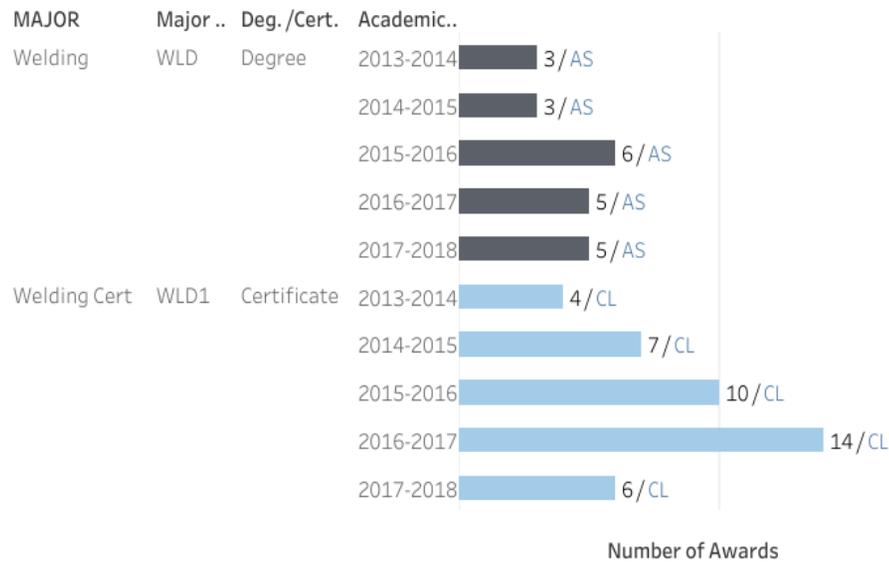## Retention, Success, Number of Sections, & Enrollment in WELD (Total AVC rates are shown as | *hover over to see data*)

Subject	Academic Y..				
WELD	2014-2015	92.5%	81.0%	40	348
	2015-2016	90.5%	78.2%	43	357
	2016-2017	92.9%	76.8%	36	308
	2017-2018	91.4%	80.8%	43	303

Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
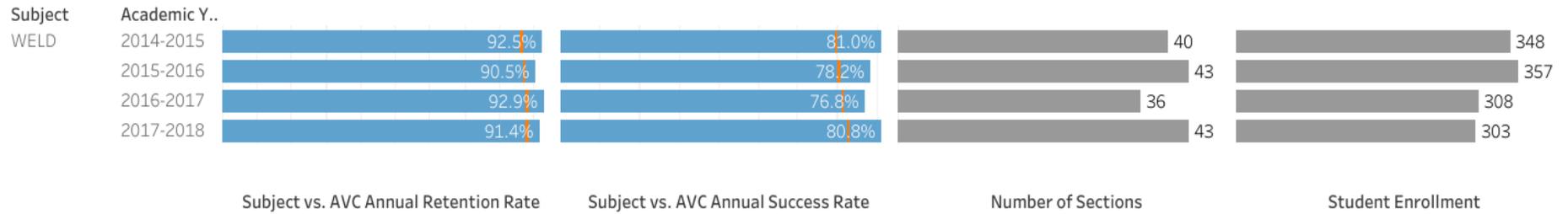
Enrollment and Number of Sections by *Modality* in WELD

	Instr. Met..	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Inde..		1			1
	Traditional	24	39	43	36	41
	Work Expe..					1
Enrollment	Other Inde..		1			1
	Traditional	230	347	357	308	301
	Work Expe..					1

Enrollment and Number of Sections by *Location* in WELD

	Location	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	24	40	43	36	43
Enrollment	Lancaster	230	348	357	308	303

Number of Degrees/Certificates Awarded in WLD & WLD1

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Welding	WLD	Degree	2013-2014	3 /AS
			2014-2015	3 /AS
			2015-2016	6 /AS
			2016-2017	5 /AS
			2017-2018	5 /AS
Welding Cert	WLD1	Certificate	2013-2014	4 /CL
			2014-2015	7 /CL
			2015-2016	10 /CL
			2016-2017	14 /CL
			2017-2018	6 /CL

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.9	0.9	2.0	0.9
FT/Regular	1.1	1.1	1.1	1.1
FT/Overload		0.2	0.2	0.2
TOTAL FTEF	2.0	2.2	3.3	2.2
PT/FT	0.8	0.8	1.9	0.8
FTES	26.5	24.1	23.5	19.4
FTES/FTEF Ratio	13.5	11.2	7.1	9.0
WSCH/FTEF Ratio	405.6	335.3	212.3	269.6