

Peer Team Report
On
Technical Education Division

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Area 1: Mission

Findings:

The mission of the Technical Education Division is clear, to “provide high quality career and technical programs” for the students of Antelope Valley College. The division mission clearly aligns with the college mission, and the peer team found that the Technical Education Division works hard to follow their mission and offer strong certificate and degree programs that will allow students to find employment or to advance in their current profession.

Area 2: History

Findings:

The peer team found that the Technical Education Division succeeded in making many positive changes in the past four years. The new facilities for the Agriculture and Landscaping Sciences will offer students more varied and thorough lab opportunities. Development of curriculum has centered on improving and updating the training students receive in their respective programs, clearly seen in the Auto Body and Interior Design programs.

One area in particular that stood out for the peer team was the Northrop Grumman Corporation’s entry level training program option for the Aircraft Fabrication and Assembly students that complete the AVC program. This opportunity for our students emphasizes the success of the program and underlines the Technical Education Division mission.

Area 3: Curriculum

Findings:

The Technical Education Division consists of the following programs: Administration of Justice, Aeronautics and Aviation Technology, Agriculture/Landscaping, Air Conditioning and Refrigeration, Aircraft Fabrication and Assembly, Automotive Collision Repair and Refinishing (Auto Body), Automotive Technology, Clothing and Textiles, Electrical Technology, Electronics Technology, Interior Design, and Welding. These programs have high enrollment numbers and by their very nature need to be current with industry standards. This requires specific equipment and specialized facilities unique to the Technical Education Division and especially challenging in the current budget crisis.

Overall, the peer team found that the Technical Education Division is well-organized, with courses for each program regularly updated. Additionally, new courses have been developed in Refrigeration Basics, Introduction to Fashion, and Robotics. A new associate degree has been

approved for Wildland Fire Technology as well as a new certificate in Firefighter 1 Academy, demonstrating expansion and currency in course curriculum.

Attention to course development and revision can be seen throughout the division. However, due to budget constraints, further development of certain programs, such as Administration of Justice (new to the division) and Welding, have been halted. The new facilities, the Technology Building and the Environmental Horticultural Sciences buildings, offer well-equipped laboratories in which the instructors are able to provide a strong, up-to-date curriculum for their students. However, many other classroom facilities are old and operating at full capacity. Lacking additional faculty and updated facilities have limited the course offerings to students, thereby causing frustration for students who are having difficulty completing programs in a timely manner.

To address some of the funding issues, the Technical Education Division has been pro-active in finding funds to help support its many programs. Receiving Perkins IV funding has enabled instructors to not only modernize equipment (i.e. tools, computers, software, diagnostic equipment, and training systems), but to revise curriculum, having a direct impact on student learning.

As many of the programs only have one or two full-time instructors, with the exception of Welding that does not have any full-time instructors, it was clear to the peer team that the entire division was involved in the program review process. Adjunct faculty members collaborated with full-time lead instructors who then wrote the self-study for their individual programs. Due to this high level of involvement, and emphasized in the interviews with faculty members, it was found that the faculty felt the self-study report is balanced and accurate, reflecting what each program needed and what progress had been made since the last self-study.

Area 4: Student Support and Development

Findings:

The peer team noted that the division offers student access to all the campus student support services, as well as directing students to the Math Specialist in the Learning Center, a particular need for technical students. However, it was pointed out to the peer team that though the Library has a data base specifically directed for the Technical Education Division, it is rarely used by faculty or students.

Seeing that the Technical Education programs are often certificate or degree programs, the faculty tend to spend many hours with students as the students progress through the various classes. The faculty, therefore, are able to speak with and listen to their students often. Additionally, the division office provides faculty a student survey for evaluation purposes.

The Technical Education students have difficulty registering for necessary courses due to limited offerings. This seems to result in extremely long waiting lists and a particular problem

for Aircraft Fabrication as students have resorted to arriving on campus at midnight to camp out in front of classrooms to crash courses.

Area 5: Data Analysis and Environmental Scan

Findings:

The peer team found the data showing enrollment growth in the Technical Education Division to reflect what would be expected from the current economy. The technical programs have experienced recent growth when the programs could accommodate it. Gender ratios show students are still predominately male, with the exception of Clothing and Textiles and Interior Design.

Retention and student success was deemed higher than the college average, and the overall completion rate of students of certificate and degree programs increased. Each course has developed SLOs and has been through one assessment cycle.

Area 6: Student and Program Learning Outcomes Assessment

Findings:

As the Technical Education Division noted in their Program Review, assessment strategies that were previously developed for SLOs is not working as intended. The peer team believes this knowledge valuable and finds that the division awareness of needed revision a positive result of Program Review.

Area 7: Collaboration with Other Programs

Findings:

Many of the divisional programs collaborate with programs from the related industries and community. However, the peer team noticed that a few of the programs collaborate with each other within the Technical Education Division, but few branch out to the college community itself. A few programs do work with the college Career Center or the Learning Center, but more interaction is needed.

Area 8: Outreach Activities

Findings:

It was obvious to the peer team that the Technical Education Division participates in many outreach activities and is successful in gaining new students by the recent growth of many of its programs. The division is strong in the area of outreach.

Area 9: Goals and Objectives

Findings:

The peer team found that most programs are concerned with the immediate need for funding, for all aspects of instruction, from new faculty hires to replacement equipment to expansion of course offerings. The goals include expansion or updating of classroom and lab space and installing current technology.

Area 10: Long Term Resource Planning

Findings:

Interviews supported the crucial need for additional faculty and space. Too many programs are operating on only one or two full-time faculty, or none at all in one situation. The programs are barely remaining stable, much less allowing for growth. Additionally, classrooms and labs are needed to support student success.

Area 11: Recommendations and Comments

1. When budget allows, full-time hires are a priority for programs such as Administration of Justice, Automotive, and Welding.
2. Faculty need to promote use of the Library data base in classes to optimize all resources.
3. Waiting lists need to be created via Banner (computer-generated) for the students to help with the registration process and reduce the amount of students attempting to crash classes.
4. As the data becomes available, the division needs to use the SLOs to help improve student learning and retention.
5. Revise current assessment practices for SLOs that faculty deem unwieldy or ineffective.
6. Continue outreach events to encourage more women to enter traditionally male programs.
7. Divisional programs need to work with the Learning Center to strengthen student's basic skills.
8. Add classroom space for the Airframe and Powerplant program to the plans for the Technology Education II building.
9. Include Welding program space with the expansion of the Automotive building.
10. Increase instructional supplies funding when the budget allows.