



Fall 2022 Program Review Report

Division/Area Name: ABDY/CTE	For Planning Years: 2023-2024
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Name of person leading this review :Tim Sturm

Names of all participants in this review: Tim Sturm, Tony Pustizzi, Alan Finch

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

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

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

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The ABDY program has been able to assemble one of the best advisory committees that we have had in years, and this is going to continue to help the progress of the program. We continue to place many of our students in local body shops as well as the aerospace industry. The program has also done well at getting the students to stick with and complete to 2 year program.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The ABDY program is always challenged to find new ways to teach the material in a way the keeps the students engaged. This can be hard due to most students having no mechanical background, practically no High schools offer shop classes. We continue to try and incorporate virtual training aids in hopes this will reach then in a way they are more used to.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The ABDY program would love to be the first place that a local body shop would look for their next entry level AVC certified as well as I-CAR certified entry level long term employee. The future would be to continue to pursue the local Aerospace industry to allow us to train their future employees. As well as finding more growth for the ABDY program.

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

Based on the spring 2022 Advisory meeting , the following suggestions were made:

- Issues Discussed:
1. Continue to encourage students to get their I-CAR cert to bring more value to the in the work force.
 2. To continue to update the lab and classroom, making sure the program stay up to date with the most current tools.
 3. The committee voted to have the program purchase with string work force fund; a virtual spray training machine.

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

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

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

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

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

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Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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

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

I am very happy to say that we have just about completed the programs review goals, ABDY program was awarded Perkins grant as well as strong workforce grant, we have updated the Classroom as well as our tool room and tools, purchased new welders and alignment rack.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Retention/co mpletion of program certification Degree	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college- level coursework- Develop and implement effective placement tools	Increase number of students retained in the program, completing a certificate and getting a degree	Faculty to work with current CTE counselor and express to students the importance of striving educational completion.	Track the data.
#2 Human resources	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college- level coursework- Develop and	To better increase student success and expansion of the program. Hiring a	Recruit applicants for the hiring pool, applicants must be able to teach both auto	By moving away from night Adjunk instructors to one full time night instructor, I

					implement effective placement tools	second fill time instructor that would teach both night classes, insuring the program is being taught similar across the program.	body and refinish, this would be how to justify the second full time and doing away with Adjunk instructors.	believe we will see more completers and more degrees.
#3	ILO 4. Career and Specialized Knowledge		SLO 1,2, 3,4		Choose an item.			

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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



Division/Area Name: CTE/ ACRV	For Planning Years: 2023-2024
Name of person leading this review: Robert Nemila	
Names of all participants in this review: Robert Nemila (Adjunct Instructor) Larry Oribio (Adjunct Instructor)	

Fall 2022 Program Review Report

Part 1. Program Overview: *Briefly describe how the program contributes to the district [mission](#)*

The faculty and staff of the ACRV Program are dedicated to providing students with the hands-on training required to enter into the Air Conditioning and/or Refrigeration Industry or into an Electro-mechanical field with continuing education, professional development, and the opportunity to learn the fundamentals necessary to be well educated in the Air Conditioning and Refrigeration Industry. Courses are provided for students who wish to complete a certificate or two-year degree, enter the workforce or upgrade their skill level. The ACRV program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with an Air Conditioning and/or Refrigeration Certificate and/or Degree.

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Students successfully completing the Air Conditioning and/or Refrigeration program and awarded a Certificate or Degree, have found employment locally in the community, in the Facilities Department at Northrup Gruman and Lockheed, Kinkisharo, BYD, Edwards AFB, Antelope Valley and Palmdale Hospitals, local and county School districts. Students have also found employment working in LA at the UCLA Medical Center. Students enrolled in our program have also found employment with local C-20 (HVAC) and C-38 (Refrigeration) contractors, performing installation, maintenance and repair of HVAC/R systems.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Job opportunities in the HVAC field remain consistent fostering a need to form relationships with local businesses for student work experience and job placement. The employees in this industry are essential workers, as they maintain facility environments, Refrigeration for preservation, and storage, not to mention comfort and indoor air quality.

Changes with the refrigerants used in the HVAC/R industries have been mandated by the EPA in efforts to curb both ozone depletion potential (ODP) and GWP (global warming potential). New HC (Hydro-carbon) and HFO (Hydro-Fluoro-Olefin) refrigerants are now used in small self-contained equipment and have been approved for use in smaller self-contained equipment. These new refrigerants are labeled as an "A2L" or Non-Toxic but slightly flammable, and require a completely new approach to the handling, use, and the manufacturing of system components. Of course, we need to bring our program around to get ahead of the curve, preparing our students for the change that is to come. Then, there is the Alternative Energy Industry (Solar and Wind turbines) which has been attracting some of

our students for their fundamental electro-mechanical skills. Students leave the program for work without completing a certificate or degree. We need to provide more counsel to students on the importance of a degree for improved future earnings and career advancement, and option of an incomplete contract.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

No Full time faculty on staff. Advisory committee meeting minutes missing and not available.

Insert Labor Market Data here

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0604000037&soccode=499021&search=Explore+Occupation>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

1. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?

SLOs that have met and/or exceeded the expected performance are due to the sustained support of materials in hand on labs. There is always a need for various materials and supplies. These items are used in both the demonstration of best practices in the field of refrigeration and in student projects. These projects both reflect and represent the type of refrigeration applications that the students will encounter as tradesmen in the field. Some examples of materials needed to maintain student success are refrigerant, electrical supplies, copper tubing, and welding materials. It is also necessary to maintain hand tools and machines particular to the refrigeration trade to produce work force ready skill sets.

2. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?

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

3. Indicate any additional resources needed to implement the changes.

This program needs to hire a dedicated full time instructor. The adjunct instructors would also benefit from continued education in the field in order to teach modern and current methodology.

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

This program does not have a full time faculty member on staff to map progress toward program goals.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success <small>(How would you know you've achieved your goal?)</small>
	ILO	PLO	SLO	OO				
#1 Retention/ Completion of Program Certification & Degree	ILO 1,2 & 4				EMP 1 & 3	Increase the number of students retained in the program, completing a certificate and getting a degree.	Faculty to work with current CTE counselors and express to students the importance of striving for educational completion.	More students completing a certificate or degree
#2 Marketing and Outreach	ILO #1, 2 & 4,				EMP #2 & 5	Increase the number of incoming students by promoting the program as a viable pathway to employment.	Faculty to work with Marketing and Outreach. Use new pamphlets, flyers, webpage and possible marquee space.	Increased enrollment
#3 Work Experience / Job Placement	ILO #1, 2 & 4				EMP 3 & 5	Utilize work experience/job placement to help students gain job skills and prepare them for full-time employment	Faculty to work with current CTE job placement specialist to find local businesses for possible apprenticeship /employment placement	More students completing a certificate or degree that gain employment.

<p>#4</p> <p>Instructional Supplies, Lab Equipment & Faculty</p>	<p>ILO 2 & 3</p>				<p>EMP 2 & 5</p>	<p>Hire full time & adjunct faculty. Update instructional supplies/lab equipment consistent with industry standards/ innovative technology to continue student success in program outcomes for analyzing, evaluating, and repairing various heating & air conditioning systems.</p>	<p>Work with HR to obtain new faculty. Obtain consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as needed to better prepare students for employment..</p>	<p>Improved outcomes data and student success rates.</p>
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

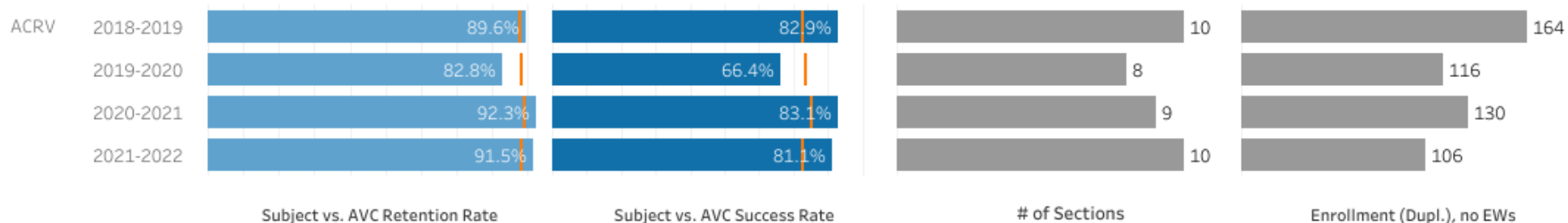
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

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



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



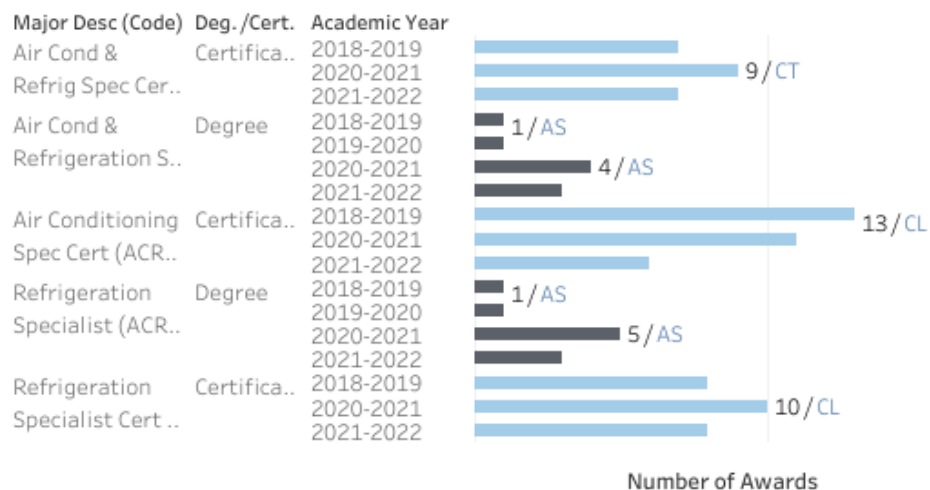
Enrollment and Number of Sections by **Modality** in ACRV

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Other Indep Study			1	
	Traditional	10	8	8	10
Enrollment	Other Indep Study			3	
	Traditional	164	122	127	106

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	10	8	9	10
Enrollment	Lancaster	164	122	130	106

Number of Program Awards in [Air Cond & Refrig Spec Cert \(ACR3\), Air Cond & Refrigeration Spec \(ACRC\), Air Conditioning Spec Cert \(ACR1\) and 2 more](#)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.2	1.7	1.7	1.1
FT (Regular) FTEF	1.1	1.1	0.6	0.6
TOTAL FTEF	3.3	2.8	2.3	1.7
PT/FT FTEF Ratio	2.0	1.5	2.8	2.0
FTES	33.3	28.2	21.6	11.5
FTES/FTEF Ratio	10.0	10.2	9.4	7.0
WSCH/FTEF Ratio	301.4	306.0	282.1	208.6

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

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



Fall 2022 Program Review Report

Division/Area Name: CTE/Aeronautical Science & Technology/AERO For Planning Years: 2023-2024

Name of person leading this review: Jack R. Halliday

Names of all participants in this review: Jack R. Halliday, Samuel Padilla, Dave Champieux, Doug Nuckolls

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

The Airframe and Powerplant Program contributes to the college mission as a career technical program. The program offers three associates degrees and three certificates to the students upon completion of the program. In addition, the program is also part of the college’s baccalaureate degree in Airframe Manufacturing Technology.

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The AERO Program trains students, the necessary and essential skills to be successful in the aviation maintenance industry. These skills and work habits will help them to be successful in other related career paths as well.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Update equipment that meets or exceeds industry standards. We are awaiting delivery of a runnable turbopfan engine to enhance student ability to become familiar with, and operate, a jet engine. We are in talks of obtaining a fully equipped 727 aircraft or similar. This will provide students the ability to maintain the aircraft in all subjects taught in General, Airframe and Powerplant. We would like to obtain an Electronic Flight system that will help students navigate through the complex displays and systems in an aircraft.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

AVC AERO Program strives to produce the finest technicians possible. We are considered one of the best Airframe and Powerplant schools in California, providing technicians to the industry with the training necessary to be successful and productive. Desired future is to expand the facility to accommodate a higher student enrollment , providing more trained technicians to the industry that has a projected 12,000 shortfall of technicians in the next ten years.

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

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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

The program is in the process of updating the electronic training equipment needed to educate the students on aircraft electrical and digital logic systems. The program has moved into its new facility, and it has allowed the program to operate more efficiently and increase student outcomes. The program is also awaiting a runnable pure jet engine to give students valuable hands-on training in jet engine operation. These should help increase student success in taking the written, oral, and practical exams. The program has obtained the computer-based training system from Aerotrain to help students pass the written exams conducted by the FAA.

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

The program has minimal updates to the curriculum from the recently released Federal Aviation Agency 14 CFR Part 147 regulations. The new Airman Certification Standards, ie ACS, added a few topics on modern aviation systems, and removed a few topics that were outdated. The program has not obtained an Electronic Flight Information system yet due to cost and finding a compatible system to be used for training. As stated previously, the program has moved to a new facility, which has increased the efficiency of the program.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication				Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	The FAA has updated the regulations related to A&P schools. The update allows students to gain skills and training to meet the changing industry standards.	Instructors have made minor updates to the curriculum to match these regulations.	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
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.	By purchasing updated equipment that enhance their skills in all aspects of aviation maintenance.	Evaluating students on performance and knowledge retainability.
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market.	Demonstrates knowledge, skills and abilities related to student educational goals, including career,	Discuss with the students, tips to taking the exams. Assisting them with good	By increasing the number of students that take and pass the FAA written/oral and practical exams.

						transfer and personal enrichment.	study habits to help in their success in taking the tests.	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

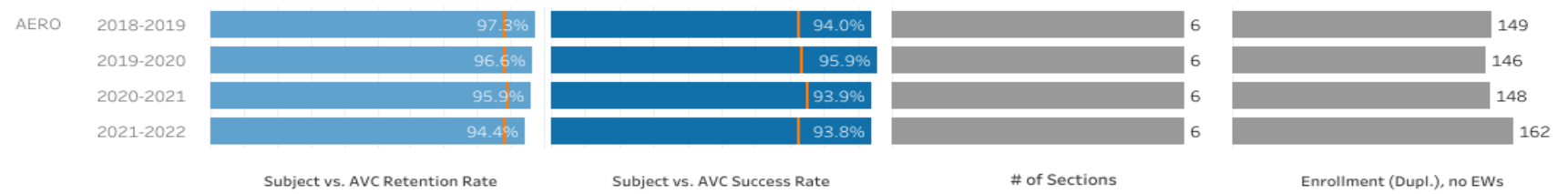
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

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



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



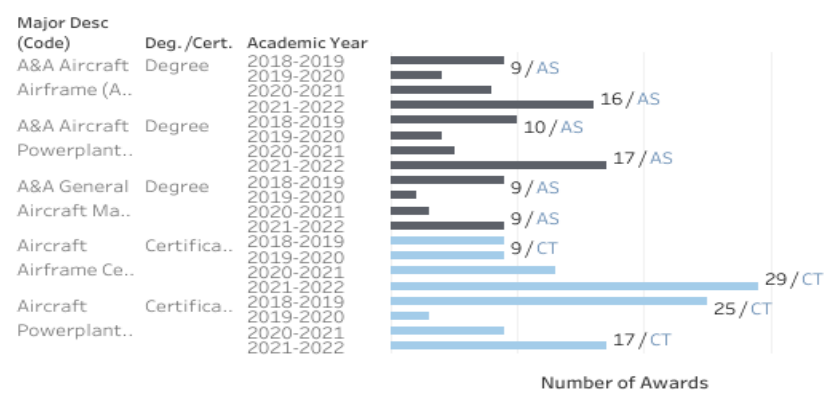
Enrollment and Number of Sections by **Modality** in AERO

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Traditional	6	6	6	6
Enrollment	Traditional	150	153	148	162

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster [Off Campus]	6	6	6	6
Enrollment	Lancaster [Off Campus]	150	153	148	162

Number of Program Awards in **A&A Aircraft Airframe (AAA), A&A Aircraft Powerplant (AAP), A&A General Aircraft Maint (AAT) and 2 more**



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.9	1.4		
FT (Regular) FTEF	2.7	1.4	2.7	2.7
TOTAL FTEF	3.7	2.7	2.7	2.7
PT/FT FTEF Ratio	0.3	1.0	0.0	0.0
FTES	41.2	45.5	45.5	48.1
FTES/FTEF Ratio	11.3	16.6	16.8	17.5
WSCH/FTEF Ratio	337.9	496.7	505.3	524.8

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

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



Fall 2022 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/ AFAB	For Planning Years: 2023-2024
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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: Briefly describe how the program contributes to the district mission

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

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

AFAB courses are providing the necessary skills and knowledge to meet current employer demands and requirements for entry level positions. The number of AFAB degrees and certificates (AFAB & AFX) awarded has increased since last year’s report. Success and retention rates in AFAB courses are higher than AVC rates and stay relatively the same (over 90%) for both markers. Contributing to the success rates for this program are the close partnerships with industry and the ability to provide students the necessary training and education to be successful by maintaining industry standards.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The AFAB program has been expanding over the past several years and a dedicated position to oversee the logistics of donations, procurement, lab upkeep (5 labs located at 3 different locations (Lancaster, Palmdale Technical Center and Fox Field) and housekeeping is imperative to the success of the program. At least 2 additional full-time faculty are needed in order to keep up with industry demand for sections and new programs. Industry has requested the following new certificate programs: Electrical, Precision Measurements, Low Observable and Aircraft Painting.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

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

Attached is the recent LMI Data <https://www.labormarketinfo.edd.ca.gov/commcolleges/> **TOP Code(s):**

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

- 095050 Aircraft Fabrication

Geography: Los Angeles County

Includes: Los Angeles County

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

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

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

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Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

We have made some progress as the Fox Field location is up and running however, the new Discovery building is still not been equipped with the instructional items that were needed for the spring 2022 term. The existing labs are still scheduled to be renovated and new lab equipment installed in the next academic year to bring up to industry standards. Progress has been made in terms of marketing students in the program. However, new programs will require new full-time faculty as well as qualified adjunct faculty to teach. As the returning Department Chair Action Plans will be directed toward the development of new programs and qualified faculty to teach the new programs/courses as well as adequate training facilities, equipment and tooling.

Progress to date: Development of new programs, facility in new DL building for 2 of the new (ALM, ANDI and MSAM) programs, and the purchase of specialized equipment for the 2 new programs. Still needed is new full time faculty for these new programs, as well as for the AFAB program.

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

- #1: Facilities -The renovation and improvement on existing programs, funding to continue to run these programs and facilities needed for these programs, all of the new programs that industry is requesting will need facilities and tooling and equipment as well as qualified faculty.
- #2 – Coordinator Supervisor - this is a must, if the program is going to continue to grow, and if new certificate programs are going to be developed, per industry request.
- #3 – Implement new certificate programs – This is currently being done with new programs being placed on the schedule (spring 2023) due to delays in the Discovery Building.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				

#1	ILO 4. Career and Specialized Knowledge	X	X		Goal 5: Align instructional programs to the skills identified by the labor market	Students need to be prepared with the proper knowledge and skills necessary to enter the workforce in order to be employable and accordingly need access to not only classroom theory but shop/lab work and projects. The AFAB program needs to renovate and improve on the existing labs at the AVC campus. In addition new tooling and equipment needs to be purchased as well as new labs for the new certificate programs.	-Continue to work with advisory committee and recommendations to update labs -Continue to apply for grant funding to support lab renovations and new lab development for existing and new certificate programs.	This is an ongoing goal, as industry is constantly changing with new technology.
#2	ILO 4. Career and Specialized Knowledge	x	x		Goal 5: Align instructional programs to the skills identified by the labor market	AST Department receives numerous donations of materials/tooling and equipment that has to be identified, picked up, distributed and tracked and then coordinated for three locations. In addition, 4 new programs are being added to the department that will also have these aforementioned needs.	-Request and develop a coordinator or supervisor position for the AST Department	When coordination of new programs are adequately covered and grow.
#3	ILO 4. Career and Specialized Knowledge	X	X		Goal 5: Align instructional programs to the skills identified by the labor market	Industry has identified needs for new programs/certificates and the AST Department needs to be - Implement courses and programs. Schedule new offering for spring 2022 and fall 2022. 26 prepared to address	- Continue to develop and Implement courses and programs.	This is an ongoing goal, as industry is constantly changing with new technology.

					these needs. The AST department will need to identified labs, equipment, tooling, and faculty for these new programs that can prepare our students for the workforce.		
--	--	--	--	--	---	--	--

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
AFAB

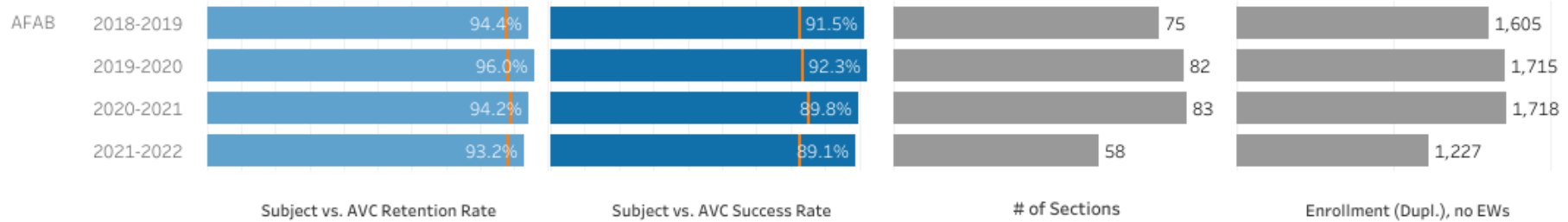
Select Subject **again**
AFAB

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



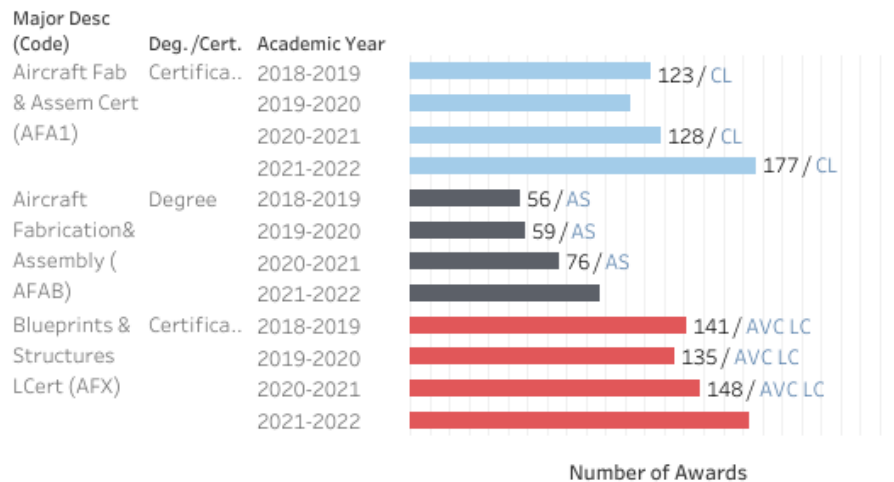
Enrollment and Number of Sections by **Modality** in AFAB

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Other Indep Study		2		
	Traditional	75	80	83	58
Enrollment	Other Indep Study		3		
	Traditional	1,605	1,744	1,732	1,228

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	49	54	57	41
	Lancaster [O..			3	3
	Palmdale	4	3	19	13
	Palmdale [Of..	22	25	4	1
Enrollment	Lancaster	1,003	1,085	1,141	845
	Lancaster [O..			56	51
	Palmdale	87	70	449	311
	Palmdale [Of..	515	592	86	21

Number of Program Awards in Aircraft Fab & Assem Cert (AFA1), Aircraft Fabrication&Assembly (AFAB), Blueprints & Structures LCert (AFX)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	6.4	10.4	11.1	7.5
FT (Regular) FTEF	4.2	3.4	2.2	2.8
FT (Overload) FTEF		0.6	1.0	0.8
TOTAL FTEF	10.6	14.4	14.3	11.1
PT/FT FTEF Ratio	1.5	3.1	5.0	2.7
FTES	148.0	172.0	160.7	110.9
FTES/FTEF Ratio	13.9	11.9	11.2	10.0
WSCH/FTEF Ratio	417.6	357.6	337.1	298.9

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

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



Fall 2022 Program Review Report

Division/Area Name: CTE/Aeronautical Sciences & Technology/ AFMT	For Planning Years: 2023-2024
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: 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.	

Part 2A: Analyze the <u>program review data (retrieval instructions)</u> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
Currently the AFMT program is providing the necessary skills and knowledge to meet employer demands and requirements.
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)
The number of AFMT Degrees awarded decreased from 16 for the 2020-2021 academic year to 13 for the 2021-2022 academic year. The first cohort in 2018-2019 had 9 graduates. The AFMT program has been slowly expanding over the past 4 years due to two factors: • Pilot status – which was removed October 2021 with AB 927 • Covid 19 – cohort 4 admitted 24 students which was prior to Covid 19, however enrollment dropped drastically during the 2020/2021 academic year and is slowly increasing, the current new incoming cohort has 22 students.
Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
The world’s leading aeronautical programs that continues to meet industry demands for qualified aviation technicians in a variety of aviation fields.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Advisory committee recommendations (3/29/2022) were to develop the following certificate programs, Low Observable, Aircraft Painting, Advanced Composite, Aerospace Electrician, and Precision Measurements.

Attached is the recent LMI Data <https://www.labormarketinfo.edd.ca.gov/commcolleges/> **TOP Code(s):**

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

- 095050 Aircraft Fabrication

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation			
SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)

173026	Industrial Engineering Technicians	1,030	1,000
	Total	1,030	1,000

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

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

Table Generated on 11/7/2022 3:30:28 PM

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

The AFMT program's full-time faculty member adjusts the curriculum to meet the current / future industry standards. The instructor continues work with industry partners and attend industry conferences / symposiums to ensure the program is meeting the requirements for employment and advanced positions.

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

The AFMT program utilizes both the AFAB labs at the AVC and Palmdale Technical Center as well as the AERO facility at Fox Field Airport. As discussed in the AFAB Program Review we are scheduled to renovate the AVC campus AFAB labs, which the AFMT program will utilize. Progress has been made in terms of marketing students in the program. However, more marketing needs to occur especially after the signing of AB 927.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	x	x		Goal 5: Align instructional programs to the skills identified by the labor market	Students need to be prepared with the proper knowledge and skills necessary to enter the workforce to be employable and accordingly need access to not only classroom theory but shop/lab work and projects. The AFMT utilizes the AFAB labs, and the AFAB program needs to renovate and improve on the existing labs at the AVC campus. In addition,	Continue to work with advisory committee and recommendations to update labs -Continue to apply for grant funding to support lab renovations and new lab development for existing and new certificate programs. 31 purchased as well as new labs for the new certificate programs.	This is an ongoing goal, as industry is constantly changing with new technology.

						new tooling and equipment needs to be -		
#2	ILO 4. Career and Specialized Knowledge	x	x		Goal 5: Align instructional programs to the skills identified by the labor market	AST Department receives numerous donations of materials/tooling and equipment that must be identified, picked up, distributed, and tracked and then coordinated for three locations. In addition, 4 new programs are being added to the department that will also have these needs	-Request and develop a coordinator or supervisor position for the AST Department	When coordination of new programs are adequately covered and grow.
#3	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Same as for the AFAB Program Review: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
AFMT

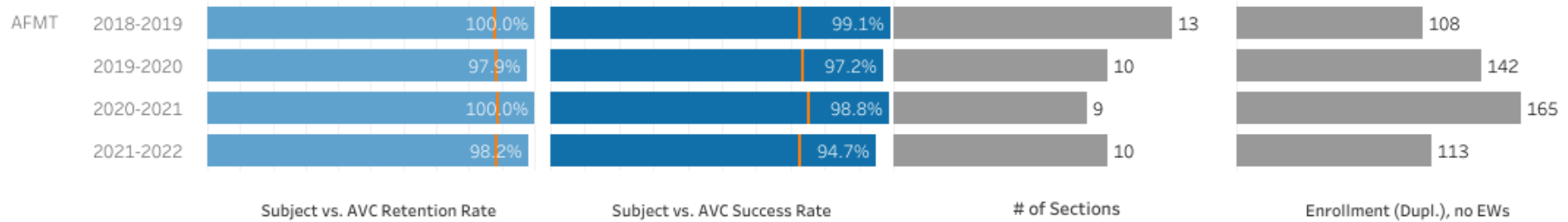
Select Subject **again**
AFMT

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



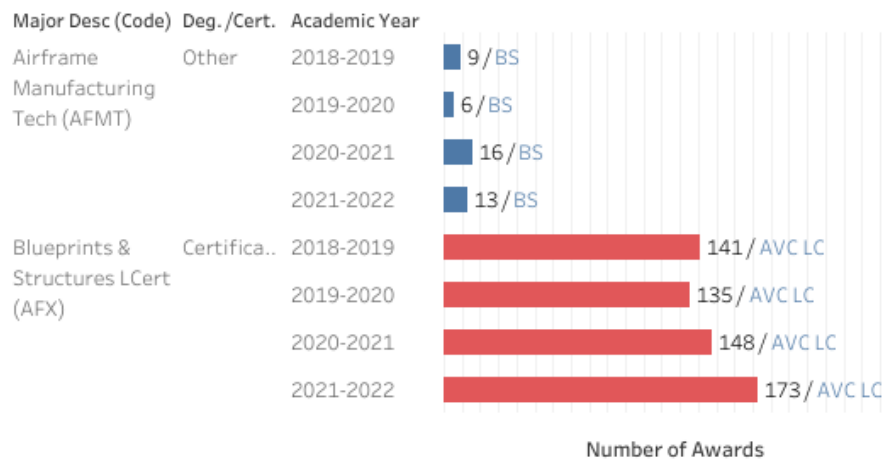
Enrollment and Number of Sections by **Modality** in AFMT

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Other Indep Study	2			
	Traditional	11	10	9	10
Enrollment	Other Indep Study	2			
	Traditional	106	142	165	113

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	13	10	6	5
	Lancaster [O..			2	3
	Palmdale			1	2
Enrollment	Lancaster	108	142	99	54
	Lancaster [O..			44	29
	Palmdale			22	30

Number of Program Awards in Airframe Manufacturing Tech (AFMT) & Blueprints & Structures LCert (AFX)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.8	0.4	0.4	0.5
FT (Regular) FTEF	0.9	0.4	0.6	0.5
FT (Overload) FTEF		0.1		0.1
TOTAL FTEF	1.7	1.0	1.0	1.2
PT/FT FTEF Ratio	0.9	1.0	0.7	1.0
FTES	5.3	5.5	13.5	6.0
FTES/FTEF Ratio	3.2	5.4	13.5	5.0
WSCH/FTEF Ratio	95.4	161.6	405.0	150.0

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

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



Fall 2022 Program Review Report

Division/Area Name: CTE/Trades & Technologies/Advanced Manufacturing/ AM **For Planning Years:** 2023-2024

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: Briefly describe how the program contributes to the district mission

The faculty and staff of the AM Program and AVC are dedicated to help prepare students CAD and CAM use in Industry. Students completing this program will have the necessary skillset to be employed in a variety of positions. Current Engineers / Engineering students will find this program helpful for advanced skill building. Technicians will use this program to strengthen their skill set and technical communication skills. The AM program offers three locally approved certificates in CAD - CAM, CAD – using Solid-works. and CAD using CAITIA 3D.

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The AM courses contain the necessary skills and knowledge to meet current employer demands and requirements for entry level positions.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Marketing – we have not had the chance to really market the program to local industry partners, and it does not have a dedicated full-time instructor to help promote the program.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

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

Attached is the recent LMI Data <https://www.labormarketinfo.edd.ca.gov/commcolleges/> **TOP Code(s):**

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

- 095050 Aircraft Fabrication

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation			
SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)

173026	Industrial Engineering Technicians	1,030	1,000
	Total	1,030	1,000

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

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

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Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Since classes have not been able to go due to low enrollment until this semester, we will have to assess the SLOs at the end of this term to determine and action plans. However, we can determine that marketing and the need of a full-time faculty member will be part of the action plans to be developed.

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

The previous Program Review's goals pertained to the purchase of software and remote access for students due to Covid 19 restrictions. Since Covid 19 restrictions have been lifted the need for remote access is no longer an issue. However, software updates are needed.

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

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

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
AM

Select Subject **again**
AM

Select Program Major(s)
Comp Aided Draft in SolidWorks (CADS)

Academic Year
Multiple values



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



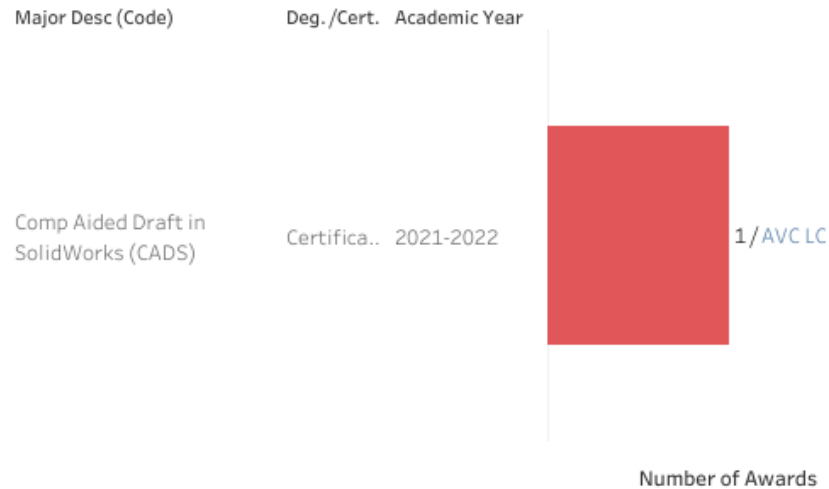
Enrollment and Number of Sections by **Modality** in AM

	Instr. Method	2019-2020	2021-2022
Number of Sections	Traditional	1	5
	Enrollment	2	51

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

	Location	2019-2020	2021-2022
Number of Sections	Lancaster	1	5
	Enrollment	2	51

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



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

	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF			0.3
TOTAL FTEF	0.0	0.0	0.3
FTES			1.9
FTES/FTEF Ratio			5.7
WSCH/FTEF Ratio			170.0

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

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



Fall 2022 Program Review Report

Division/Area Name: Career Technical Education/Automotive Technology	For Planning Years: 2023-2024
Name of person leading this review: Rosario Gonzalez	
Names of all participants in this review: Rosario Gonzalez	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <u>mission</u></i>	
The automotive technology program at Antelope Valley College contributes to the district mission by supporting students who are seeking a technical education. Students who graduate from the automotive technology program can enter the automotive industry and help fill the local needs in the community.	
Part 2A: Analyze the <u>program review data (retrieval instructions)</u> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:	
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
The automotive program has historically always had good retention rates, our numbers went down after the COVID19 pandemic, however 2021-2022 our retention rates have begun to come back above the AVC retention rates. Our program has also had higher success rates than the AVC success rates. In recent years we have worked hard to update our tools, equipment, and curriculum to reflect industry standards.	
Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)	
Our program needs to improve the number of sections taught; this can help our enrollment numbers increase. Again, since COVID19 our enrollment and sections have been negatively impacted. Our section and enrollment numbers have begun to increase, however when compared to previous years they do not compare. We continue to have low graduation numbers and continue to struggle to find qualified faculty members to teach automotive courses.	
Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	
Our program would like to improve its graduation numbers and help fill industry needs in the community. We hope that the curriculum updates being implemented will help increase graduation rates.	
Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data	
See below.	
See below. https://www.labormarketinfo.edd.ca.gov/commcolleges/	
Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):	
Ensuring students are not left behind has been one of the goals for the automotive program. We have been working towards this goal by implementing small changes in class like pairing up shy students with more outgoing students. We have also been ensuring students have projects to work on in the lab, this maintains the student's attention, gives them something to work on, boosts their confidence when they repair vehicles, and creates comradery in groups.	
Part 2D: Review and comment on progress towards past program review goals:	
Work experience: we made some minor progress in this area, however not substantial. We were able to begin an internship program with a new industry partner, and it gave 2 students the opportunity to gain some experience and be paid while doing it. It helped us launch an internship program for automotive, which we hope will help us with future industry partners. We would like to continue to offer this type of experience to students from other partners. Enrollment: our enrollment numbers are beginning to increase; we hope to continue to see this increase as we move past the pandemic and classes have returned to normal. Lab updates: we are continuing to update lab equipment, this year we have a major lab update that we would like to begin in December 2022.	

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge			Yes.	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increasing class sections offered, which can improve enrollment numbers.	Hire 2 nd qualified full time faculty member.	Enrollment numbers increase. More classes being offered. Classes filling up and not being dropped.
#2	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Continuing lab updates.	Utilize money granted for updates to lab, equipment, and tools. Request funding for more updates when opportunities become available. Align updates to trends in automotive industry.	Students being hired. Industry partners approving proposals in advisory committees.
#3	ILO 3. Community /Global Consciousness				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Build better community engagement.	Reach out to community partners. Attend local dealer meetings. Create partnerships with employers. Invite local employers to advisory meetings.	Advisory meeting attendance. Better job placement for graduating students.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Committee Members:

Tim Sturm-Autobody Instructor Antelope Valley College

Hernando Ojeda-Automotive Teacher Desert Winds High School

Laura Tweedy-Ferguson- High School Principal Desert Winds

Diane Walker-Antelope Valley High School Union District Industry Liaison

Greg Bormann- Dean of Health and Safety Sciences Antelope Valley College
Dr. Maria Clinton-Interim Dean of Career Technical Education

Nick Poretta-Snapon Industrial Representative

Damian Ramires-Antelope Valley College Automotive Student

Mike Breivogel-Fleet Manager
Antelope Valley Schools Transportation Agency

Tom Grabbit- Service Director Toyota of Lancaster

Janna Crawford- Smog Referee Victor Valley College

Steve Lucas- Region III Manager, Smog Check Referee Program Foundation for California Community Colleges
Marvin Guzman- Fleet Shop Manager Antelope Valley College

<h1>Automotive Advisory Meeting Minutes</h1>	<p>Thursday, October 2021 Meeting Place: Zoom Time: 6:00pm – 7:30pm</p>
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Type of Meeting: Automotive Technology Advisory Meeting/Joint meeting: AVUHSD Auto Shop and AVC Automotive Program
Note Taker: Brian Kies
Please Review/Bring: *Agenda, Minutes and Supporting Documents (will be provided at the meeting)*

Valley College

Elizabeth McKinstry- Director CTE AVUHSD

Cathy Hart- Interim Dean of Community Projects & Extended Learning

Jim Landreth- AVC instructional assistant of CTE

Items	Person	Action
I. Introductions	All	
II. Approval of Minutes: AVC Automotive.	Brian Kies	<p>Issues Discussed: Approval of AVC automotive May 6' 2021 advisory minutes.</p> <p>Action Taken: AVC automotive advisory meeting minutes approved, with the following abstaining votes: Greg Bormann.</p> <p>Follow Up Items: None.</p>
III. Approval of Minutes: AVUHSD Auto Shop.	AVUHSD AutoShop	

IV.	AVUHSD Review 2020-2021 Industry Sector Data Infographic Sheet	AVUHSD AutoShop	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> i. AVUHSD Industry Sector data shared with advisory. <u>Action Taken:</u> i. AVUHSD opens floor to comments/questions/concerns regarding Industry Sector data. <p><u>Follow Up Items:</u> None.</p>
V.	AVUHSD Respond to Guided Questions Re: System Alignment	AVUHSD AutoShop	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> i. AVUHSD opens floor to comments/questions/concerns. <p><u>Action Taken:</u> None.</p> <p><u>Follow Up Items:</u> None.</p>
VI.	Review Completed LMI Worksheet	AVUHSD AutoShop	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> i. AVUHSD opens floor to comments/questions/concerns. <p><u>Action Taken:</u> None.</p> <p><u>Follow Up Items:</u> None.</p>
VII.	Workplace Readiness Skills	AVUHSD AutoShop	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> i. AVUHSD opens floor to comments/questions/concerns. <p><u>Action Taken:</u> None.</p> <p><u>Follow Up Items:</u> None.</p>

VIII. Curriculum	AVUHSD AutoShop	<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. AVUHSD shared Autotech1 and Autotech2 course curriculum for advisory review and discussion. ii. Question: Does CTE program help develop highly skilled individuals? iii. <i>Tim Sturm, former Desert Winds alumni, believes CTE courses do help teach students skills. Believes CTE courses can help students be successful.</i> iv. Workplace readiness skills certification being offered to HS students. <ul style="list-style-type: none"> a. Company: Nexus Edge. b. Gives student digital badging. c. Focus on communication skills. d. Focus on work ethic. e. Contact Diane Walker for more information. <p>Action Taken: None.</p> <p>Follow Up Items:</p> <ul style="list-style-type: none"> i. Tim Sturm to visit High Schools and High Schools to visit AVC Auto Body and Automotive Technology.
IX. Certifications	AVUHSD AutoShop	<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. AVUHSD opens floor to comments/questions/concerns. <p>Action Taken: None.</p> <p>Follow Up Items: None.</p>
X. Program Updates: a. Auto Courses b. Auto Program Certificate c. Auto Program A.S d. Outcomes & Assessment	AVC Brian Kies	<p>Issues Discussed:</p> <p>No issues discussed as curriculum is still under revision since last advisory.</p> <p>Action Taken: None.</p> <p>Follow Up Items: Updates provided at next meeting, if available.</p>

<p>XI. a. Facilities Updates: b. Classroom c. Engine/Trans Lab Painted Lab</p>	<p>AVC Brian Kies</p>	<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. New items request: Brake lathe. Brake trainer. TPMS system. Updated Digital Multimeters. Battery trainer. New service lifts. ii. <i>Tim asks why new lifts are needed, when current lifts are fairly new?</i> iii. <i>Brian explains current lifts in shop are not commercial grade, they have begun breaking down from constant student use, and are not safe for automotive shop.</i> <p>Action Taken:</p> <ul style="list-style-type: none"> 1. Mike Breivogel calls a motion to approve requested facilities updates. <ul style="list-style-type: none"> a. Tim Sturm seconds motion. b. Motion is moved to a vote. c. Motion passes with 1 abstaining vote: Nick Poretta. <p>Follow Up Items: None.</p>
<p>XII. a. Equipment Updates: b. Brake Lathes c. Scan Tools d. Hand Tools e. AC Equipment Vehicles</p>	<p>AVC Brian Kies</p>	
<p>XIII. a. Jobs/Internships: b. High School students c. Graduating students Job experience while d. attending school. What recommendations of resources or methods to address career exploration activities within your industry</p>	<p>AVC Brian Kies/AVUH SD</p>	<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. Floor opened to industry partners: <ul style="list-style-type: none"> a. <i>Tom: Interested in internships, is currently working with Sara Rivas on setting up internship.</i> b. <i>Mike: AVSTA is interested in setting up internship with AVC.</i> Diane asked, "What recommendations of resources or methods to address career exploration activities within your industry sector can you provide?" ii. <i>Tim: entry level classes to start, do outreach at high school level, and excite students with projects that interest them.</i> <ul style="list-style-type: none"> a.

<p>sector can you provide?</p>	<ul style="list-style-type: none"> b. <i>Tom: interested in extending tour of Toyota Dealership for students.</i> c. <i>Nick: Will ask local fleet shops who would be interested in hosting tours.</i> <p>iii. Steve Lucas with California State Referee.</p> <ul style="list-style-type: none"> a. Discussion about State Referee at AVC. b. Performing smog inspections on vehicles that cannot be done in the field. c. Examples: Exotics, gray market, modified, etc. d. Help students and lead to full time hire position. e. Closest station to AVC is Bakersfield, Victor Valley College, and Pierce college. f. Many customers in Antelope Valley. g. Low income: hardship waiver and consumer assistance. <p>iv. Diane: Input from industry partners for cutting edge shop in High School?</p> <ul style="list-style-type: none"> a. <i>Hernando: High School shop at Desert winds outdated. Lifts breaking down. Tools needed.</i> b. <i>Laura: Desert Winds doing inventory to get tools for students. Working with Nick to update auto shop.</i> c. Invitation extended to Tom and Mike to go to Desert Winds High School. <p>Action Taken:</p> <ul style="list-style-type: none"> 1. Marvin Guzman calls a motion to explore potential partnership with California State Referee. <ul style="list-style-type: none"> a. Dr. Maria Clinton seconds the motion. b. Motion is moved to a vote. c. Motion passes unanimously. <p>Follow Up Items: None.</p>
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<p>XIV. a. Perkins & SWP Grants: Professional Development Updating Tools & Equipment Revising Curriculum Develop new courses & certificates</p>	<p>AVC Brian Kies</p>	<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. Is there something in the industry that partners want to recommend to college to develop? <ul style="list-style-type: none"> a. Hybrid technology. b. Diesel technology. <p>Diane: Point of contact with hydrogen station at Calstate LA.</p> <ul style="list-style-type: none"> a. Virtual tours for hydrogen fuel station. b. Setting up tours for a few programs. <p>Action Taken: None.</p> <p>Follow Up Item:</p> <ul style="list-style-type: none"> 1. Research community need for Hybrid technology program. 2. Research community need for Diesel technology program. 3. Interested parties for virtual tours, reach out to Diane.
<p>XV. a. Articulations: b. Current Dual Enrollment</p>		<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. Agreements must be updated between AVC and High Schools.
		<ul style="list-style-type: none"> a. AVC is investigating which path to take. b. High School waiting for direction from college to proceed with path. <ul style="list-style-type: none"> ii. Cal state LA open to articulation for courses at community colleges. <ul style="list-style-type: none"> a. AVC could explore transferable courses to CSU. <p>Action Taken: None Follow Up Item:</p> <ul style="list-style-type: none"> 1. Agreements between AVC and High School pending college decisions.
<p>XVI. Future Trends</p>		<p>Issues Discussed:</p> <ul style="list-style-type: none"> i. <i>Diane asks: What industry partners see as the biggest challenge over next 1, 3, 5 years?</i> <ul style="list-style-type: none"> a. Student preparedness: Automated vehicles. b. <i>Maria asks: Is there anything in Automotive like the Boeing report for aviation?</i> c. Details in Boeing report: job loss, perspectives on employment, etc.

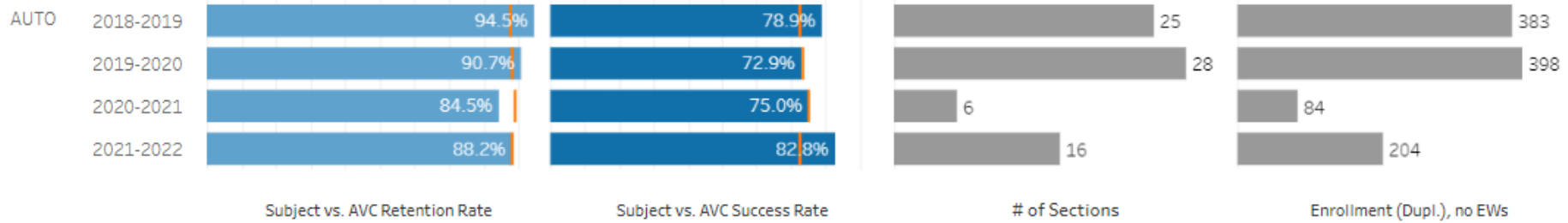
		<ul style="list-style-type: none"> d. Steve Lucas will check what the state has available. e. <i>Tim: Problems in work ethic, being on time, being prepared for college.</i> f. Prepare students for higher education. g. Treat shop class like other classes (Math & English). ii. <i>Damian: Has observed fellow students not being prepared.</i> <ul style="list-style-type: none"> a. He feels he learned about being prepared from working. b. Would like to see new technologies, High Voltage, Natural Gas Vehicles, etc. iii. AVC asks industry partners if they are interested in exploring apprenticeships. iv. Diane invites everyone to a focus group focusing on progression of work-based learning. <p>Action Taken: None Follow Up Item: None</p>
XVII.	Review Education Highlights Template	
XVIII.	How would industry partners like to become more involved?	
XIX.	Other	
XX.	Next Meeting Date	TBD March 2022

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

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



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



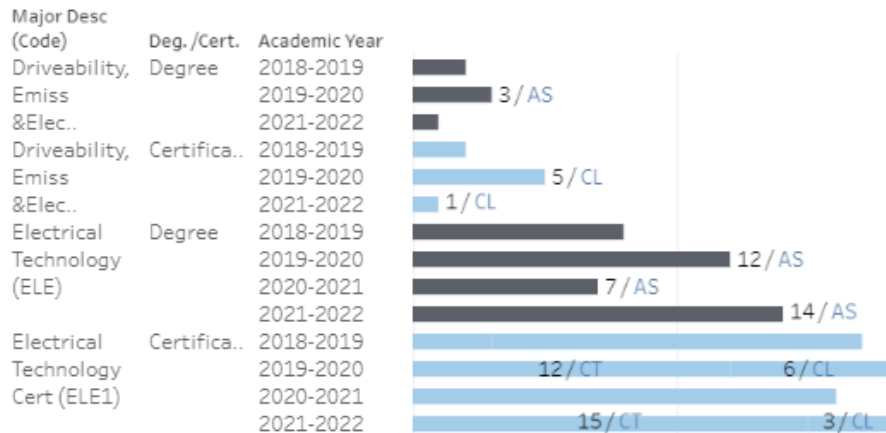
Enrollment and Number of Sections by Modality in AUTO

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections - Other Indep Study				1
Number of Sections - Traditional	25	28	6	15
Enrollment - Other Indep Study				1
Enrollment - Traditional	383	404	84	203

Enrollment and Number of Sections by Location in AUTO

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections - Lancaster	25	28	6	16
Enrollment - Lancaster	383	404	84	204

Number of Program Awards in Driveability, Emiss & Elec (AUTD), Driveability, Emiss & Elec Cert (AUT1), Electrical Technology (ELE) and 1 more



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.6	0.9		0.9
FT (Regular) FTEF	2.1	2.2	1.0	1.7
FT (Overload) FTEF	0.2	0.3		
TOTAL FTEF	2.9	3.4	1.0	2.6
PT/FT FTEF Ratio	0.3	0.4	0.0	0.5
FTES	41.7	44.2	11.0	22.9
FTES/FTEF Ratio	14.5	12.8	11.0	8.9
WSCH/FTEF Ratio	433.8	384.7	329.7	267.5

Click [here](#)

TOP Code(s):

- 094800 Automotive Technology

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
493023	Automotive Service Technicians and Mechanics	17,510	16,380
	Total	17,510	16,380

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

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

Table Generated on 11/1/2022 5:22:07 PM



Division/Area Name: CTE/ Trades & Technology/ELEC (Electrical Technology)	For Planning Years: 2023-2024
Name of person leading this review: Kimberly Sennett	
Names of all participants in this review: Kimberly Sennett	

Fall 2022 Program Review Report

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

The ELEC program specifically contributes to the district mission by supporting students seeking career technical education to enter the workforce or enhance their knowledge with an Electrical Technology Certificate & Degree.

The faculty and staff of the Electrical Technology Program provide students with the hands-on training required for a technical skills certification, continuing education, professional development, and the opportunity to learn the fundamentals necessary to be well educated in an electrical discipline. Courses are provided for students who wish to complete a two-year degree or certificate, enter the workforce, or upgrade their skills.

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Electrical Technology Program provides necessary coursework for State licensing and remains current on Accreditation curriculum. 2021-2022 success rates in ELEC courses remains steady at 87.6% vs. 72.4% AVC annual rates. All SLO and PLO achievement targets are being met with student completion in competencies trending on the high side of grading averages. The number of sections offered, ELEC degrees and ELEC certificates awarded in 2021-2022 has increased with student retention rates increasing as well, 91.6% vs. 88% AVC annual, trending an overall positive direction for the program.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Students leave the program to work for entry level jobs without completing a certificate or degree. We need to counsel students on the importance of a degree for future improved earnings and career advancement. Job opportunities in the electrical field show consistent growth, fostering a need to form relationships with local businesses for student work experience and job placement. The program would also benefit from a financial investment by the college in a professional marketing firm for all the CTE programs as society shifts to more traditional trade driven career choices.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

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

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

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

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

to apply for funding/resources to properly set up the new lab space after moving in. To include workstations, supplies, and storage. To hire additional staff, including a dedicated TA, to help with maximizing the use of the new facility space with the addition of more class days and times. A motion was passed to increase the amount of days and times that classes are offered to fully utilize the new space, hire additional staff to teach on additional days/times, seek additional lecture/lab space scheduling, and move all items forward for funding/resource request, 6 yes votes.

4) Funding Grants, Instructional Supplies & Lab Equipment (Perkins, Strong Workforce, Prop 20, Block Grant), Discussion Item: Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific safety related tools, diagnostic meters, laptops, equipment and teaching supplies. This greatly enhanced and encouraged a clean, conducive, well-organized environment for student success. The situational change created a firm foundation for improving student participation and performance in directly related course student learning outcomes & program learning outcomes. All SLO's and PLOs are being met at introduced, developed and mastery levels throughout the program which speaks to the programs educational success rate. It is the ELEC program's goal to continue student success for outcomes in analyzing, evaluating and repairing various residential, commercial, industrial & motor control systems, while continuing to build on the use of safe shop and work practice/industry standards acquired. The importance of secure and reliable funding allows for the appropriate targeting of course/program level outcomes, planning and application in advancing CTE programs. What types of innovative or industry standard instructional supplies and or equipment would you suggest we provide to keep our students relevant? Would you support a motion to request program support through district operating funds, CalWORKs Block Grant for lab equipment and Prop 20 funding for instructional supplies? Would you support a motion to apply/request for funding for updated lecture/lab equipment & supplies with Perkins and Strong Workforce resources as needed to keep current with technology and produce a stronger workforce? Would you support a motion to move this item forward for funding/resource request? Action Items: motion proposed the program procure funding for individual lab stations for three phase transformers with taps, troubleshooting motor control modules, dissectible motors, comprehensive new motor control panels, as well as agenda items 2, 3 & 4. Motion passed to request program support through district operating funds, Calworks Block Grant for lab equipment and Prop 20 funding for instructional supplies, 6 yes votes. Motion passed to apply/request for funding for updated lecture/lab equipment & supplies with Perkins and Strong Workforce resources as needed for agenda items to keep current with technology and produce a stronger workforce, 6 yes votes.

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to CIP Code(s):

460302 Electrician

Geography: Los Angeles County

Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title	2018 Employment	Annual Job Openings
472111	Electricians	12,520	16,430
471011	First-Line Sup/Mgrs	12,110	14,560
473013	Helpers--Electricians	1,720	2,510

492098	Security and Fire Alarm Inst	1,790	2,610
	Total	28,140	36,110

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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

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

#1 Improve Retention/Completion of Program Certification & Degree: The staff have been working with an on location CTE counselor in a time-sharing capacity to offer students better access to services provided by counseling without having to go to the student services building. Faculty are encouraged to council students on the importance of prescribed program completion. Students still tend to leave the program before completion of their program once employment is attained. This item will remain on the 2023-2024 goal list.

#2 Marketing & Outreach: In direct partnership with State Licensing the Electrical program greatly enhances education as a viable pathway to employment. According to the CA EDD Labor Market Projections of Employment by Occupation the County of Los Angeles still has an ever present need to fulfill job openings in the industry. The program would benefit from a financial investment by the college in a professional marketing firm for all the CTE programs, as society shifts to more traditional trade driven career choices, to raise awareness in programs the college has to offer. and enhance enrollment This item will remain on the 2023-2024, goal list.

#3 Work Experience/Job Placement: The Electrical Technology program continues to be a direct source of employees to local contractors, maintenance groups as well as county agencies. The need to foster apprentice style work experience is continually growing. The faculty and CTE job placement specialist continue to explore these community relationships and develop a guided pathway to employment. This item will remain on the 2023-2024, goal list.

#4 Update Instructional Supplies and Lab Equipment Consistent with Industry Standards and Innovative Technology: Block Grant and Prop funding allowed the Electrical Technology Program to purchase new trade specific equipment and teaching supplies to provide students with more hands-on experience with relevant industry components. This greatly enhanced and supported individual as well as group projects which in turn improved student success rates on competencies. The addition of new equipment and supplies created a firm foundation for improving student participation and performance in directly related Course SLO's & Program PLO's. It is the ELEC faculties plan to continue to build/sustain student success rates in outcomes as we transition to a new environment with unknown challenges

and continue to update/replace equipment. We will also be acting on Advisory Committee suggestions to procure resources needed to keep students current with technology and produce a stronger workforce. This item will remain on the 2023-2024 goal list.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success <small>(How would you know you've achieved your goal?)</small>
	ILO	PLO	SLO	OO				
#1 Retention/ Completion of Program Certification & Degree	ILO #1, 2 & 4				EMP #1 & 3	Improve/Increase the number of students retained in the program, completing a certificate, and getting a degree.	Faculty to work with current CTE counselors and express to students the importance of striving for educational completion.	More students completing a certificate or degree
#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 community exposure through flyers, webpage, and advertising.	Increased enrollment
#3 Work Experience/ Job Placement	ILO #1, 2 & 4				EMP #3 & 5	Utilize work experience/job placement to help students gain job skills and prepare them for full-time employment	Faculty to work with current CTE job placement specialist to find local businesses for possible apprenticeship /employment placement	More students completing a certificate or degree that gain employment.
#4 Instructional Supplies and Lab Equipment:	ILO # 2 & 3	PLO #2 & 4			EMP #2 & 5	Update instructional supplies/lab equipment consistent with industry standards/ innovative technology to continue student success in program outcomes for analyzing, evaluating, and	Obtain consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as	Improved outcomes data and student success rates.

						repairing various electrical systems.	needed to better prepare students for employment..	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
ELEC

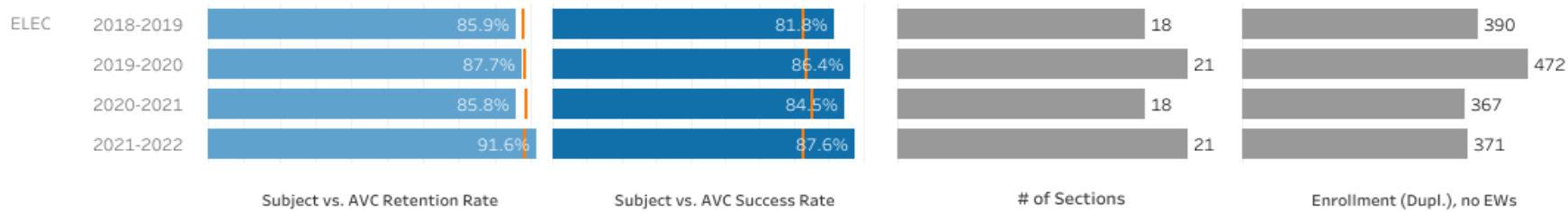
Select Subject *again*
ELEC

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



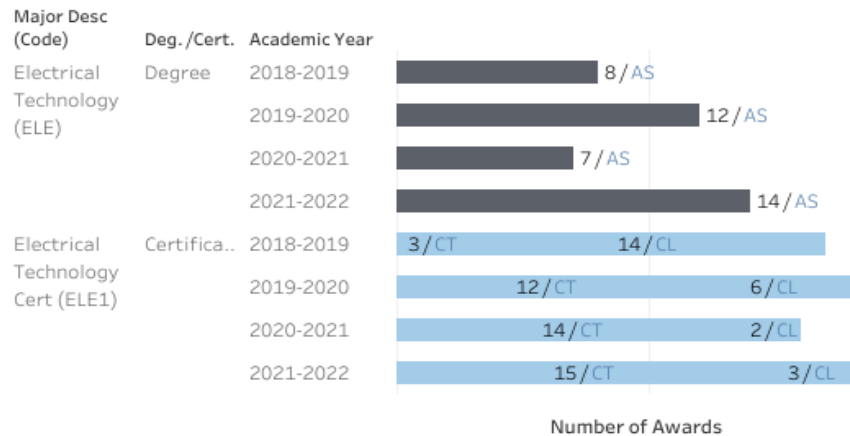
Enrollment and Number of Sections by *Modality* in ELEC

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	18	21	18	21
Enrollment	390	489	367	371

Enrollment and Number of Sections by *Location* in ELEC

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	18	21	18	21
Enrollment	390	489	367	371

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



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.3	1.5	1.5	1.5
FT (Regular) FTEF	1.0	1.3	1.3	1.0
FT (Overload) FTEF	0.3			0.3
TOTAL FTEF	2.5	2.8	2.8	2.8
PT/FT FTEF Ratio	1.3	1.2	1.2	1.5
FTES	33.4	38.0	27.6	28.7
FTES/FTEF Ratio	13.2	13.6	9.9	10.2
WSCH/FTEF Ratio	396.0	407.5	295.9	307.1

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

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



Fall 2022 Program Review Report

Division/Area Name: ELECTRONICS TECHNOLOGY	For Planning Years: 2023-2024
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Name of person leading this review: RICK MOTAWAKEL

Names of all participants: Rick Motawakel
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Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <u>mission</u></i>

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

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Electronics Technology program moved to its new home at Discovery Lab. The two classrooms/lab are the best accomplishment for the program. This will be a safer and heather environment for the students to learn in. This new environment will bring students to the program. We are in the beginning stages of preparing the program with new lab equipment’s for students to learn and be ready for today’s technology in the industry.

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

The department offering a new certificate for this program in 2018 and was approved by the chancellor’s office. The certificate is Avionics Technology certificate. Students can complete three courses for this certificate in one semester. They can get hired in the aerospace and automotive industry. This certificate was created by the industry request and need.

Two 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.

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

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

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

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

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

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

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.

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

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

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

The program have a 95% job placement for the graduates

- All courses that were taught during the four years conducted assessment on SLOs
- Enrollment is higher in the program than last four years
- Number of sections offered are higher than last four years
- Retention, Success, Number of Sections, and Enrolment in ELTE is higher than AVC in the last four years
 - FTEF/FTES and WSCH/FTEF is higher than last two years
 - Number of degrees and certificates awarded in electronics technology was higher than last year but lower than 2020-2021 years.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

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

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

- Retention, Success, Number of Sections, and Enrolment in ELTE is higher than AVC in the last four years
- FTEF/FTES and WSCH/FTEF is higher than last two years.

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

Insert Advisory Committee Recommendations here

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

Annual Job Openings by Occupation

<u>SOC Code</u>	<u>Occupation Title</u> (Linked to "Occupation Profile")	<u>2018</u> <u>Employment</u>	<u>Annual</u> <u>Job Openings (1)</u>
173024	Electro-Mechanical Technicians	660	630
173029	Engineering Technicians, Except Drafters, All Other	2,120	2,290
	Total	2,780	2,920

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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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

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

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

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

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

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

The program is in the process of expanding. To meet industry needs (local and national), we are introducing 3 new concentrations. The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics.

Although the new trainers have been implemented successfully, the students like them and the student success rate is expected to increase, two main problems remain. There is a very steep learning curve for the instructors and the new trainers do not cover all the courses taught at AVC (like Microprocessors or Microcontrollers).

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

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
ELTE/Goal #1	Choose ILO	PLO	SLO		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Form relationship with businesses	We are still using very outdated microprocessor lab kit/trainers for Microprocessors. Student learning is not as robust as it should be. Several options are being considered.	Quiz, Exams, Final Exams
ELTE/Goal #2	Choose ILO	PLO	SLO		Goal 5: Align instructional programs to the skills identified by the labor market	The additional aid in the lab environment will help with hands on practical and insuring a safe working environment in the lab.	There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes.	By testing and certification
ELTE/Goal #3	Choose ILO	PLO	SLO		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Relocation	We did relocating all of our equipment and supplies into our new facilities this year. This will provide and outstanding opportunity to reanalyze our current and future equipment needs	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

						and implement action plans to surplus or purchase whatever is required.	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.
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Part 4: Resource Requests that Support Program Needs (based on above analysis)						
Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name	
Faculty	There is currently an expansion of the need for qualified electronics technicians in the Antelope Valley and on the national level; electronic technicians are in high demand. We are working very closely with the FAA, the United States Air Force and other government organizations, as well as, contractors (Northrup, Lockheed, Boeing, etc.) to fill their needs. AVC's electronics programs is expected to expand very rapidly in the next few years and an additional teaching staff member will be required.	Repeat Request	\$65k	Recurring Cost	Rick Motawakel	
Classified Staff	There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes.	Repeat Request	\$35k	Recurring Cost	Rick Motawakel	

	Other California community colleges utilize students in this capacity.				
Technology	Once a way forward has been planned and coordinated for the introduction of a new course (in microcontrollers) or a comprehensive reorganization of the current Microprocessor class, equipment needs to be purchased and the course material updated accordingly.	Repeat Request	\$100k	One-Time	Rick Motawakel
Physical/Facilities	The program is in the process of expanding. To meet industry needs (local and national), we are introducing 3 new concentrations. The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics.	Repeat Request	\$150k	One time	Rick Motawakel
Supplies	Evaluate, relocate and purchase equipment for the new facility	Repeat Request	\$200k	One time	Rick Motawakel
Professional Development	Faculty need to participate in seminars to bring up to date information for the department	New	\$50k	One Time	Rick Motawakel
Other					

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

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

Select Subject
ELTE

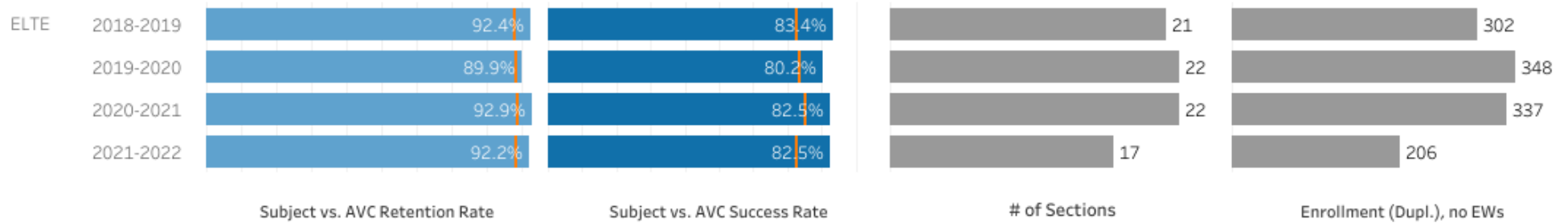
Select Subject *again*
ELTE

Select Program Major(s)
Multiple values

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



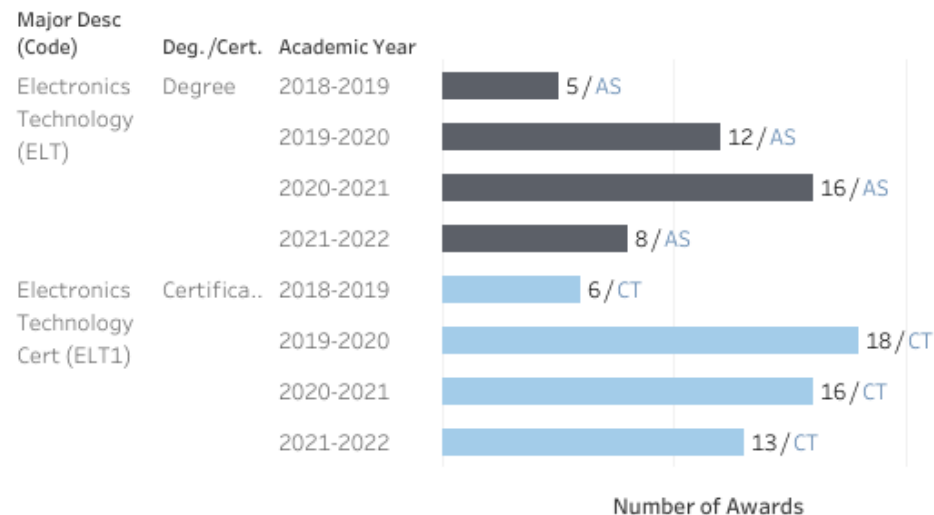
Enrollment and Number of Sections by *Modality* in ELTE

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Other Indep Study	1	1	1	2
	Traditional	20	21	21	15
Enrollment	Other Indep Study	3	1	3	4
	Traditional	299	396	334	203

Enrollment and Number of Sections by *Location* in ELTE

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	19	22	22	17
	Palmdale	2			
Enrollment	Lancaster	276	397	337	207
	Palmdale	26			

Number of Program Awards in Electronics Technology (ELT) & Electronics Technology Cert (ELT1)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.0	2.2	2.4	1.3
FT (Regular) FTEF	1.3	1.2	1.2	0.9
TOTAL FTEF	3.2	3.4	3.6	2.2
PT/FT FTEF Ratio	1.5	1.8	2.0	1.4
FTES	30.2	33.7	33.3	20.3
FTES/FTEF Ratio	9.3	9.9	9.3	9.1
WSCH/FTEF Ratio	280.3	295.8	277.8	272.0

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



Fall 2022 Program Review Report

Division/Area Name: CTE /Technical Trades Department/IMTA **For Planning Years: 2023-2024**

Name of person leading this review: Travis Lee

Names of all participants in this review: William Solorzano, Travis Lee

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

The faculty and staff of the IMTA program and AVC are dedicated to providing students with the hands-on training required to enter into the Industrial Manufacturing technician journey workers industry with the co-operation of the Sheet Metal, Air Rail Transportation (SMART) workers local Union 105 out of Kern and Northern LA counties. The IMTA is a local certificate program meeting the requirements of the Department of Workforce Development and Bureau of Apprenticeship Standard (DWD/BAS) to be recognized as a journey worker, an apprentice must successfully complete” Related Instruction” (RI) and on the job learning (OJL) requirements of the apprenticeship Workforce programs and job preparation courses (non-degree applicable) contribute to the educational and economic well-being of the community. IMTA courses are provided for students who wish to complete a certificate to enter the workforce or upgrade their skill level. The IMTA program specially contributes to the district mission by supporting students seeking technical education to enter the workforce or enhance knowledge with an Industrial Manufacturing Technician Apprentice certificate.

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

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Students successfully completing the IMTA program and were awarded a certificate. Students hired by (BYD) are working locally at the plant in Lancaster, and living in the community.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The IMTA must provide a bus that students can work on. The need for the proper equipment is necessary to ensure passing of SLO’s and training needed for students to be Job ready.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The IMTA program is for training students on how to build electrical buses which is the future. The continuation and growth of the program will assist in Local Job placement.

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

No Advisory Committee Recommendations at this time , Currently awaiting onboarding of new Instructors for this program.

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	5,000	5,310
	Total	5,000	5,310

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

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

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

No Information Available currently.

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

No Information Available at this time

Due to awaiting new Instructors for this program the curriculum has not been updated yet. Currently all IMTA Courses have an Expected SLO Performance of 0.0. This will need to be addressed as soon as Faculty are onboarded.

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

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	PLO	SLO	OO				
#1	Choose ILO				Choose an item.			
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

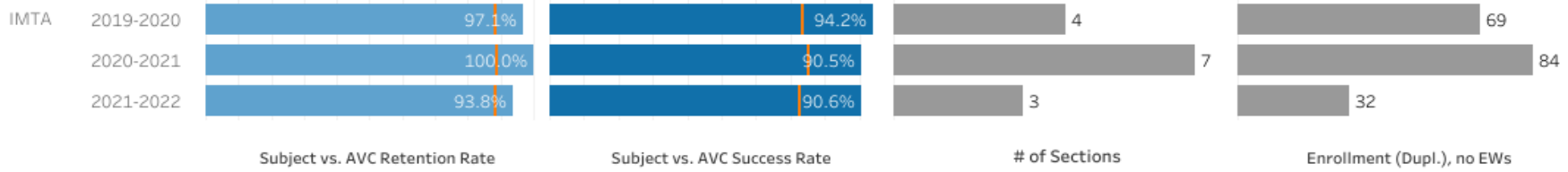
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

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

Select Subject IMTA Select Subject **again** IMTA Select Program Major(s) Indust Manuf Tech Apprent (IMTA) Academic Year Multiple values



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



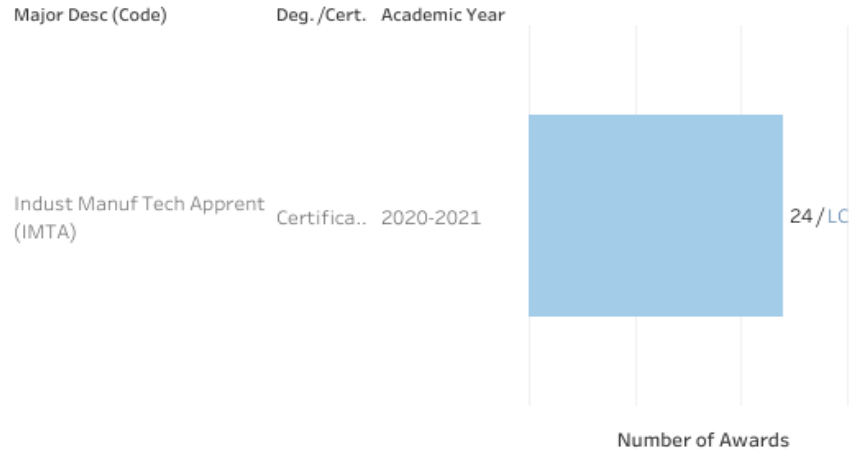
Enrollment and Number of Sections by **Modality** in IMTA

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

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

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

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



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

	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.4	1.1	0.3
TOTAL FTEF	0.4	1.1	0.3
FTES	4.1	5.6	0.9
FTES/FTEF Ratio	10.3	5.1	3.2
WSCH/FTEF Ratio	307.5	152.2	96.8

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

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



Division/Area Name: CTE Welding	For Planning Years: 2023-2024
Name of person leading this review: Travis Lee	
Names of all participants in this review: Travis Lee	

Fall 2022 Program Review Report

Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>
<p>The Welding program contributes to the district mission as a career technical program. It offers “essential career technical instruction” in the welding and fabrication field. The program provides students with the skills and knowledge necessary to secure long-term employment in high wage, high-skilled careers. In addition, the program provides the local industry with skilled entry level welding careers.</p>

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:
Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
<p>Students completing the Welding Certificate or Degree Program, have the ability to obtain many welding certifications including their L.A. City Certification from the Los Angeles Department of Building and Safety. Students have found employment locally in the welding industry due to the collaboration with the Local 433 Ironworkers Union, Smart Local 105 Sheet Metal Union, And other local welding industry partners in the Antelope Valley. Students have also found employment working in L.A. for various construction companies working with structural steel, and variants of welding and fabrication. The relationships with local industry partners has also gained scholarships and internships for welding students.</p>

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Job opportunities in the Welding Industry continue to grow. We are always working to form relationships with local businesses to foster work experience and job placement. The continued growth and expansion of the welding program will help advance these relationships. One of the main challenges that continues to afflict the Welding program, is that students leave the program for work without completing a certificate or degree. We continue to counsel students on the importance of a degree for future better earnings and growth in the welding industry.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Continue to grow and be the main training and certification testing agency in the local area for welding. Currently we are branching out to the local aerospace welding industry to accommodate the need for qualified aerospace welders in the Antelope Valley. And plan on incorporating pipe welding in the near future.

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

Based on the 2022 Welding Advisory Committee meeting, the following suggestions were made:

Issues Discussed:

1. New Course Development: Discussed the industry needs for possible new math classes.
2. Funding for outreach: Approved recommendation to request funding for a mobile welding trailer for outreach and to expand welding learning opportunities in the community.
3. Welding Program growth to meet new local industry needs for productive job placement of students. And a secondary weld shop to accommodate new courses and the Industry needs.
4. The need for Faculty certifications such as Certified Welding Inspector Licensing and other faculty education and training.

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

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

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

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

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
472152	Plumbers, Pipefitters, and Steamfitters	10,280	13,400
	Total	10,280	13,400

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

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

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<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

We have made progress toward incorporating new industry practices and standards into the welding curriculum, adopting new standards for grading and tracking of student learning outcomes and success. The Retention rate of students has held steadily over the past year at over 95% and the number of Certificates has more than doubled from the past year. Action plans that need to be put into place are alterations to SLO's in the current welding courses, to strengthen the skill level obtained by students to meet current Industry standards.

-

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

New courses have been created and have a start date of Fall of 2023. Welding also now has a second full time Instructor to allow for continued expansion of the welding program. The welding Program has strengthened its partnership with local labor Unions and other local industry partners such as the Ironworkers Local 433 and Delta Scientific and has achieved 100 percent job placement for students that apply for both of these locations. Retention and graduation rates continue to increase. The welding program has also increased the number of incoming students by promoting the program as a viable career path, via high schools and the use of other marketing tools. The welding programs enrollment numbers have also increased due to being able to add more sections having a second full time Instructor.

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

Program /Area Goal #	Goal Supports which:			EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success <small>(How would you know you've achieved your goal?)</small>
	<u>ILO</u>	P L O	S L O				
#1	Improve Retention/Completion of Program Certification/Degree			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.	Tracking the Data
#2	Job Placement			EMP #3 & 5	Increase the number of students obtaining Jobs in the local industry.	Strengthen collaboration with local industry partners such as the local 433 Ironworkers Union as well as other industry partners.	Currently we save data and track students who graduate and start work in the local industry.

#3	<p>Improve the quality and quantity of hands-on training achieved in the Welding Program courses. (The time with hands on practical applications is critical to build confidence, gain experience and improve dexterity)</p>				EMP #2 & 3	<p>Increase student's success necessary for taking the LA City and National Welding certification exams and job readiness</p>	<p>Currently we are a certified testing agency for the D1.1 LA City certification. Training for Faculty to obtain CWI license would give the opportunity for the welding program to certify in multiple welding certifications needed by local industry.</p>	<p>Tracking success rates of students who pass the certification test. Becoming a testing agency for the American Welding Society allowing us to exercise our CWI license once obtained, to test and certify students in multiple certifications.</p>
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

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

Select Subject
WELD

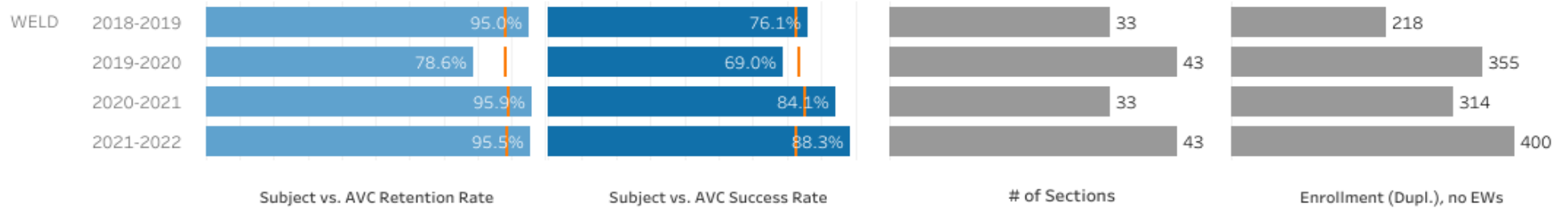
Select Subject *again*
WELD

Select Program Major(s)
Multiple values

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



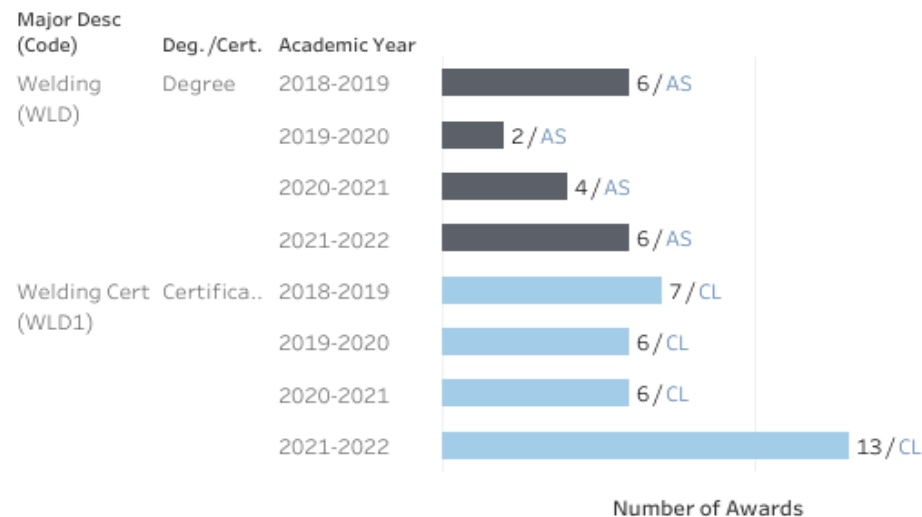
Enrollment and Number of Sections by **Modality** in **WELD**

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Other Indep Study	5	1	2	4
Traditional	28	42	31	39
Enrollment				
Other Indep Study	18	1	5	5
Traditional	200	395	310	395

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

Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections				
Lancaster	33	43	33	43
Enrollment				
Lancaster	218	396	315	400

Number of Program Awards in **Welding (WLD) & Welding Cert (WLD1)**



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.9	1.3	0.4	0.9
FT (Regular) FTEF	1.1	1.1	0.6	1.1
FT (Overload) FTEF	0.2	0.2	0.2	0.2
TOTAL FTEF	2.2	2.6	1.2	2.2
PT/FT FTEF Ratio	0.8	1.2	0.7	0.8
FTES	18.9	23.8	18.6	29.5
FTES/FTEF Ratio	8.8	9.2	15.5	13.5
WSCH/FTEF Ratio	262.5	274.5	465.8	405.8

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

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

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

Select Subject
ABDY

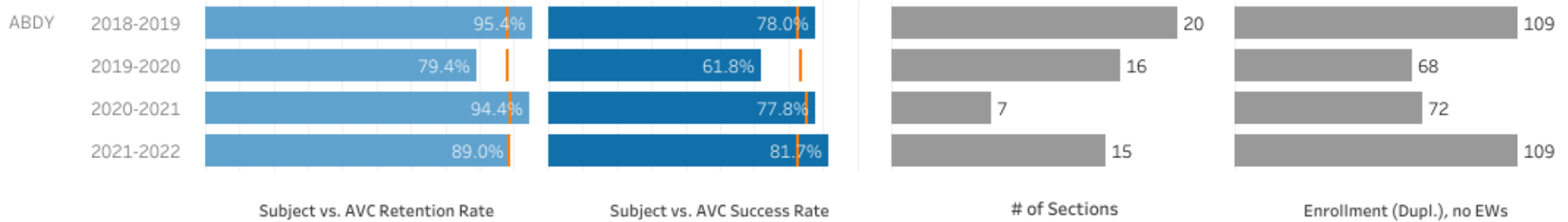
Select Subject *again*
ABDY

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



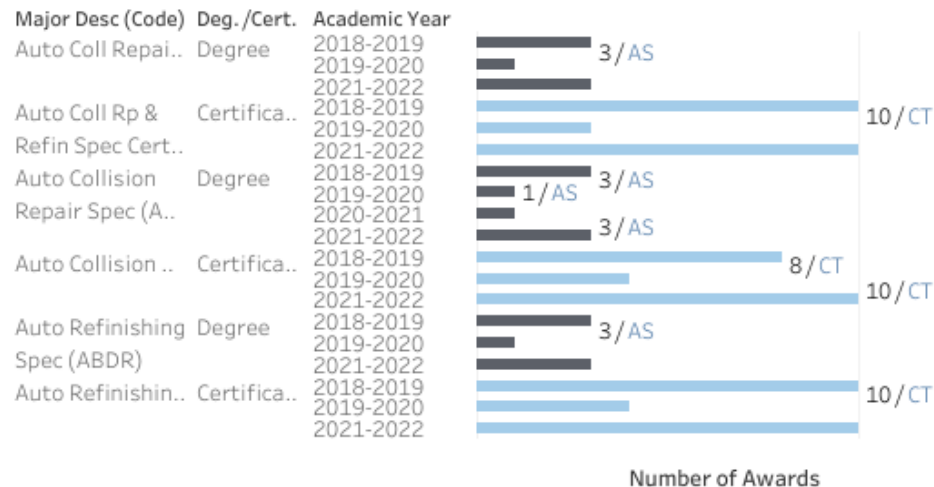
Enrollment and Number of Sections by **Modality** in **ABDY**

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Traditional	20	16	7	15
	Enrollment	109	105	72	109

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	20	16	7	15
	Enrollment	109	105	72	109

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



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.7	1.1	0.6	1.1
FT (Regular) FTEF	1.1	1.1	1.1	1.1
TOTAL FTEF	2.8	2.2	1.7	2.2
PT/FT FTEF Ratio	1.5	1.0	0.5	1.0
FTES	30.5	24.0	17.8	26.4
FTES/FTEF Ratio	11.1	10.9	10.5	12.0
WSCH/FTEF Ratio	332.4	326.7	314.8	359.2

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

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