



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: AIAAT/ABDY	For Planning Years: 2026-2027
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Name of person leading this review: Tim Sturm

Names of all participants in this review: Tim Sturm, Keith Cone, Pedro Mejia, David Mcwilliams

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 complete all the badges that are provided by I-CAR, this will add value to the students employment resume.

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

- The ABDY retention rates during 2023/2024 were70%, and in 2024/2025 they were73% so we see a 3% increase.
- The ABDY awards are as follows, AA in 2023/2024 was 19 totals, this is up by 13 students from 2022/2023.
- The ABDY certificates awarded in 2023/2024 was 29, The certificates awarded in 2024/2025 were 11 so far. So, we are seeing a good tend upward in these areas.
- White students seem to complete with the highest rates followed closely by Hispanic students.
- The largest performance gaps seem to be in the Black/African American students.
- The ABDY program has a very strong advisory committee that wants to see the program grow, we have moved our teaching curriculum to all I-CAR based this is allowing the students that really want to enter the auto body industry as a career to study more in depth and earn the badges take will convert to training time once in the trade. Chief automotive systems are considering using our facility for a local training facility for shops to come

and receive frame rack training. This last year we have started a racing club that is tied to Autobody, Automotive and Welding this has exposed a lot of students from other disciplines to our shops that never realized we had an auto lab.

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

The opportunities for the ABDY program will be a direct connection between the program and local body shops as well as manufacturers that require fabrication as well as painting. This will keep our students desirable for local shops as future employees. The one main challenge at this time is size of the facility, the students are having to work outside in the elements both hot and cold and at night they are challenged to have enough light, also this does not allow a lot of the products that we use to dry in a timely fashion. Also due to not having a lab large enough this is causing our 80,000-dollar equipment to have to stay out in the weather. ABDY would also like to pursue going to 2 full time Instructors to help streamline the work load on one full time instructor as well as keep the assessment of the students more in line with each instructor. With the current lab area, we have to do a lot of rework due to weather conditions, when there is weather we can not work and to keep students in a classroom for a lecture for 5 hours is not an effective learning experience. Students are working on top of each other with grinders and we are using a 3 d measuring system outdoors and this practice is not an accurate way to use this tool, as the sun can make for false measurements. The alignment rack is only 2 years old and has already had to have parts replaced due to the sun beating on the reservoir. When the ABDY Program has a larger facility, we would like to be able to run the ABDY AND Refinishing classes at the same time, this would keep the classes running without a semester gap before they can take the advance classes. With the gap in between semester we lose a lot of students and they do not complete the program.

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

The ABDY program would like to continue to be the school that local shops seek their next entry level employees from, also there has been expressed interest in AVC providing paint training classes for both BYD and Northrup as well as Lockheed. In order to do this efficiently the facility is going to have to be larger, at this point we have no room for future equipment. The need is known by the college and is on the radar for expansion, once this happens we will be able to double the enrollment because we will have more classes and will not have to run 4 overlay classes. This will make it much easier for the students to succeed as well as the instructors to do a better job providing the material. The ABDY program just purchased the latest frame rack measuring system as well as a new Proliance plastic welder, it is essential for us to be teaching with the latest most modern equipment to remain on the cutting edge of training our students. We have always been a source for some of our students to take their skills learner here in the ABDY program and seek employment at the local aerospace shops, but there has been a freeze on hiring and we hope when hiring happens again we can maintain that relationship. Cutting-Edge Technology: Integrate the latest technologies in autobody repair, such as advanced diagnostic tools and eco-friendly materials.

Hands-On Experience: Expand hands-on training opportunities, including partnerships with local auto shops for real-world experience. Skill

Competitions: Encourage student participation in national and regional autobody competitions to showcase skills and enhance visibility. Career Counseling: Provide comprehensive career counseling and job placement services for students.

Soft Skills Training: Incorporate soft skills training, including communication and teamwork, to prepare students for the workplace. New Courses: Introduce additional courses or special topics, such as automotive electronics or business management for aspiring shop owners

N/A

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

Discussed:

ADAS Advanced Drivers Assist System

Action Taken:

Motioned by Mike Townley and second by Frank Morgan, to explore the purchase of the ADAS.

All In Favor, Passed Tim introduces the ideas of the potential new custom painting class. Stephen Sturm presents the many opportunities that come with providing this class. Marla Hughes states that this would be an excellent draw to the program and that there is a demand for learning this style of painting and students are paying for this type of class up to \$1,500. Mike Townley states that it is important to clarify the expectations of this class. Tim Sturm States this would be for the painter who would like to have great knowledge and add to his skillset.

Action Taken: Motion by Mike Townley and Marla Hughes to move forward, to explore and write the class and get it submitted Tim Sturm explains the need to write a Strong Workforce Grant to complete the Race Program.

Action Taken: Motion to the Strong Workforce Grant, First by Mike Townley and Second by Marla Hughes, All in Favor - Passed

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

(Linked to "Occupation Profile") 2022

Employment Annual

Job Openings (1)

493021 Automotive Body and Related Repairers 16,700 15,250

Total 16,700 15,250

(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.

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

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

To use the I-CAR academy curriculum	I-CAR curriculum is being used as the sole source of ABDY training.
To increase the number of students completing the course.	Numbers continue to rise.

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

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

Past Goal	Progress Made
To use Perkins and SWP grant towards program update.	Plastic welder is purchased, 3 d measuring system is purchased, c train is ordered, and getting quotes on remaining items.
To add second full time instructor.	We will need a larger facility, with more than one class room to make this happen.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Engaging Curriculum: Develop a curriculum that is relevant, interactive, and aligned with students' interests and career goals. Incorporating project-based learning and real-world applications can enhance engagement.	Establish specific, measurable objectives for improving student experience and success. Involve faculty, staff, students, and administration in creating a comprehensive plan that addresses identified needs. Create opportunities for social interaction and collaboration through clubs, events, and group projects. Course has been submitted and is being reviewed now. We have already hired a person to teach the class.	Course Completion Rates: Track the percentage of students successfully completing courses or programs. Analyze trends in retention (students continuing from one year to the next) and graduation rates over time.
#2	ILO 4. Career and Specialized				Goal #5 Education: Expansion of offerings and effective course scheduling.	ABDY program has put forth to ap&p a restoration course to run	Restoration course has been approved and we plan to run it in summer of	This is a noncredit course that will be open to the public, success will be

	d Knowledge					during the summer, we have also written a stand-alone estimating class that is going thru the AP&P process now.	2026, the estimating course will also run in the summer once approved.	determined by community involvement. The estimating course will be tied to the ABDY program, and success will be measured by enrollment.
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	A race car project-based learning (PBL) initiative can significantly enhance student engagement in an auto body program by offering hands-on, real-world experiences that spark interest and foster deeper learning. Here's how it can be beneficial	We have applied for a swp grant, that has been approved and we will continue a funding source to keep project going.	Participation in races or showcases can give students a platform to demonstrate their skills to potential employers or the community. Regular assessments and reflections during the project encourage a growth mindset and help students understand the learning process, as of now we have been operating as a race club, while the college looks into how to allow students to become more involved, we have attended many outreach activities to support growth for the CTE programs and the community has been amazed with this program.
#4	Choose ILO				Choose an item.			

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Physical/Facilities	To increase the size of the current facility or build new facility altogether.	#3	Repeat	unknown	One-time	Tim Sturm
Faculty	Hire a second full time instructor, to teach the Restoration class and possibly the night program	#2	Repeat	unknown	Recurring	Tim Sturm
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

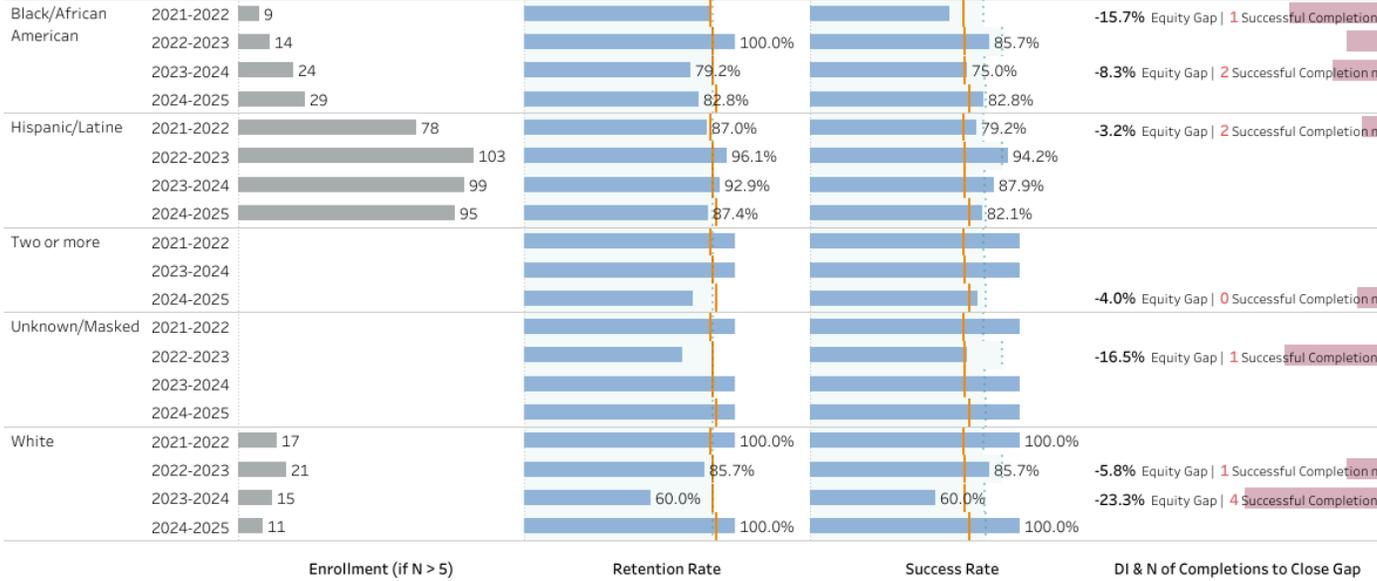
- Enrollment tab
- Equity tab

AVC Total Retention and Success are shown in vertical | **ABDY Success Rate is Green** |

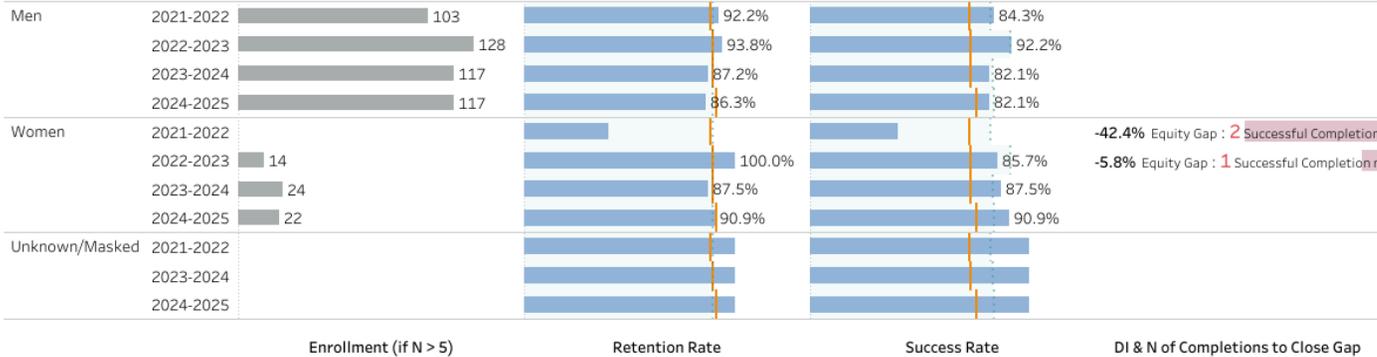
When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ABDY Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ABDY Enrollment, Retention & Success for by Gender (if greater than 5)

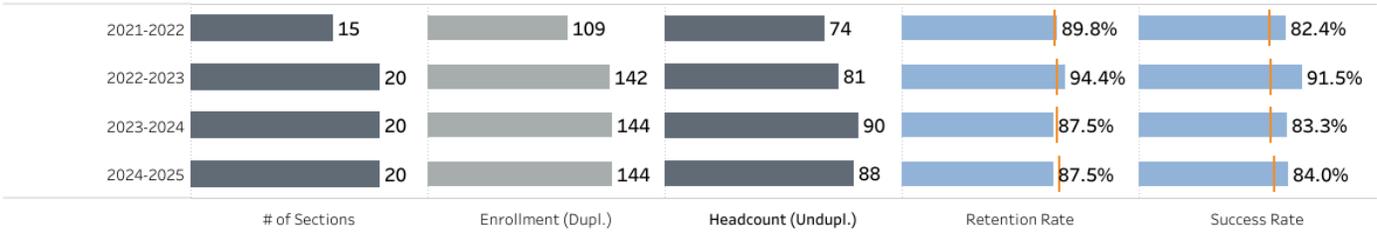


Guiding Questions for Reviewing DI Data:

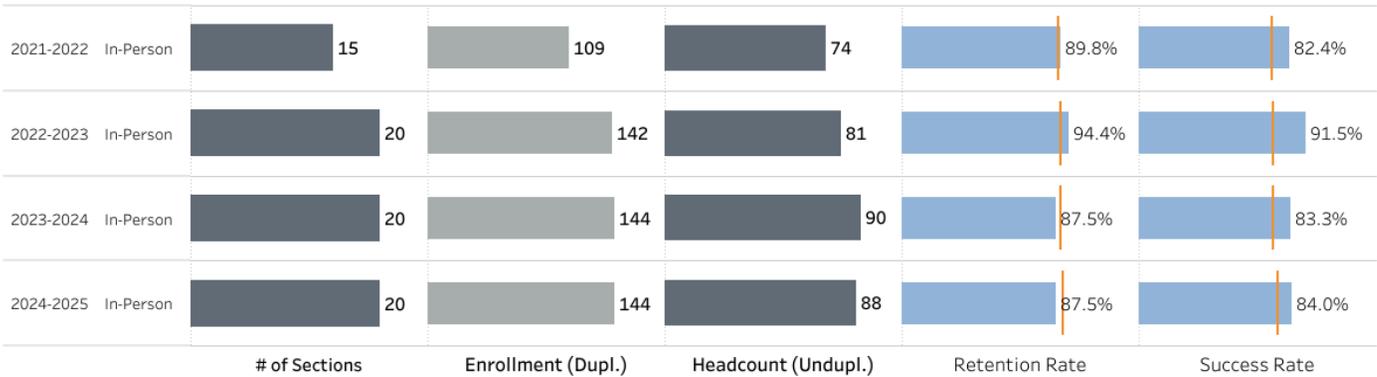
- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



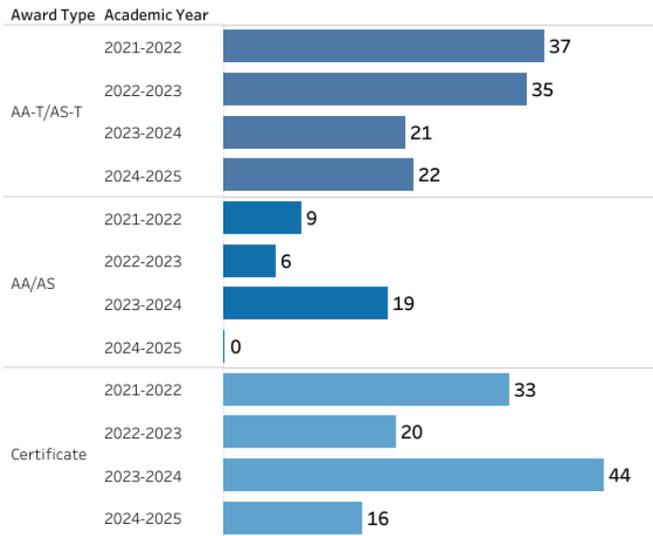
ABDY : Enrollments, # of Sections, Retention and Success



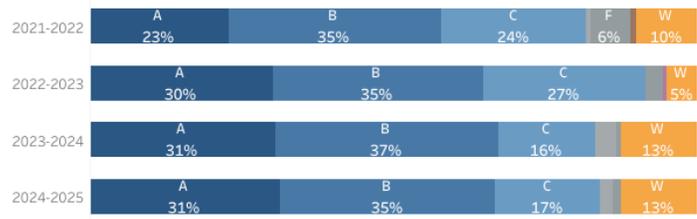
ABDY: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T English, Auto Coll Repair & Refin Spec, Auto Coll F Refin Spec Cert and 4 more



Grade Distribution for ABDY



Classroom Teaching FTEF in ABDY

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.55	1.11	1.11	0.55	0.55
Full-time FTEF	1.10	1.10	1.10	1.10	1.65
Overload FTEF				0.28	
Grand Total	1.65	2.21	2.21	1.93	2.21
FTES	17.8	26.4	32.9	32.6	31.3
FTES/FTEF Ratio	10.8	12.0	14.9	16.9	14.2
WSCH/FTEF Ratio	323.7	359.2	447.8	506.9	425.0
WSCH	535.2	792.6	988.2	978.3	937.8



Click for Fill Rates

Click for FTES





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: AIAAT/ACRV	For Planning Years: 2026-2027
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Name of person leading this review: Larry Oribio

Names of all participants in this review: Travis Lee

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

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

The Air Conditioning and Refrigeration (ACRV) Program provides students with high-quality, hands-on technical education aligned with industry standards and community workforce needs. The program prepares students for employment or career advancement as HVAC/R technicians, installers, and system specialists through coursework emphasizing theory, safety, and applied practice.

By integrating laboratory experience with theoretical instruction, ACRV advances the district mission of fostering student success and preparing a skilled workforce for regional economic development. With the appointment of full-time instructor Larry Oribio, the program now benefits from consistent leadership, enhanced curriculum coordination, and strengthened assessment of student learning outcomes.

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
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- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
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Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Across 2021–2025, enrollment has remained stable, averaging between 95 and 150 students annually across 6–10 sections. Retention has shown sustained improvement from 91.5% (2021–22) to 96.8% (2024–25), and success rates increased from 81.1% to 92.6%, demonstrating consistent instructional effectiveness.

Program awards also show steady throughput with minor annual variation: Associate Degrees (8 → 6 → 3 → 4) and Certificates (17 → 10 → 10 → 5). These trends reflect strong persistence, though some students exit early for immediate employment, particularly in local HVAC service roles.

Equity Analysis

Disaggregated equity data indicate overall parity among major student groups, with continued gains in success and retention for Hispanic/Latine and male students. Hispanic/Latine students—the largest subgroup—maintained retention rates between 96–99% and success rates from 87–94%, closing earlier gaps. White and multi-race students also achieved success above 90%.

The remaining disproportionate impact is seen among Black/African American students, with success rates ranging from 54–85%, a gap of approximately 17–28 percentage points compared to the program average. This corresponds to roughly two to three additional successful completions per year required to eliminate the gap.

Gender parity has been achieved: male and female students now complete courses at comparable rates, with female students in the low 90% range despite smaller enrollment numbers.

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

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps? - Update lab facilities for new A2L/HFO refrigerants.
 - Encourage degree and certificate completion among students exiting for employment.
 - Strengthen advisory and internship partnerships with regional contractors.
 - Expand inverter and digital diagnostic systems instruction.

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

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future? The ACRV program aims for continued regional leadership in HVAC/R education with emphasis on sustainability, safety, and advanced technology training.

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

N/A

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

Advisory Council Meeting Summary – April 11, 2025

Instructor: Lawrence Oribio – ACRV Program, Antelope Valley College

Industry Representatives:

- Delta Automation Controls – Building Automation manufacturer
- Southland Industries – Delta Controls distributor/integrator
- Vortex Mechanical Systems – Owner & Building Automation Controls Designer
- Student Representative: Current AVC ACRV student completing degree

Key Points

- Meeting focused on integrating Building Automation Controls (Delta Controls) into AVC’s ACRV curriculum.
- Industry partners strongly supported moving forward with procurement and implementation.
- High workforce demand: Technicians understand HVAC systems but lack automation and controls expertise.
- Integration will modernize AVC’s Commercial Air Conditioning Controls course and address industry skill gaps.
- Recommended actions:
 - Purchase Delta Automation training equipment.
 - Upgrade classroom infrastructure (LAN drops, wired computers).
 - Continue funding Interplay Learning and Amatrol software licenses.
- Enhancements align with Strong Workforce and Perkins V priorities for workforce readiness and technology modernization.
- All attendees agreed this initiative will produce job-ready graduates for the high-demand Building Automation and Energy Management field.

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

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5,520	5,140
	Total	5,520	5,140

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

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

Past Course Improvement Plans	Progress Made
Modernize laboratory equipment and materials	Initial assessment of equipment needs has begun, with plans to secure funding for upgrades.
<p>To address the SLOs that are falling below the expected performance standards, the program must implement comprehensive changes to enhance student outcomes. It is essential to modernize our tools, materials, and teaching methods to align with current industry practices. Over the past decade, advancements driven by climate change and energy efficiency have significantly transformed the HVAC/R field. Unfortunately, some of our lab practices still rely on outdated methodologies from 20 years ago. Our objective is to update hands-on labs to reflect contemporary controls and refrigerants that students will encounter in their careers. Achieving this will require</p> <p>Progress Made Initial assessment of equipment needs has begun, with plans to secure funding for upgrades. investment in modern equipment and supplies, such as transitioning to lower GWP refrigerants and adopting digitally controlled refrigeration systems.</p>	<p>Currently Purchased a small amount of GWP refrigerant and Air Conditioning Systems.</p> <p>Currently in the process of purchasing automation controls.</p>

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

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

Past Goal	Progress Made
This program needs to hire a dedicated full-time instructor. The adjunct instructors would also benefit from continued education in the field in order to teach modern and current methodology	A Full time instructor was hired .This is my first semester as a full time.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	<p>Redevelop the current curriculum to ensure it remains relevant, interactive, and aligned with students' career objectives. Integrating project-based learning and real-world applications will further increase student engagement and practical skill development.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Curriculum Analysis: Review all current course outlines, SLOs, and CSLOs to identify areas needing modernization or stronger alignment with industry standards. <input type="checkbox"/> Integrate Industry Feedback: Collaborate with the ACRV Advisory Council and local employers to ensure curriculum outcomes reflect current workforce expectations and emerging technologies. <input type="checkbox"/> Expand Project-Based Learning: Embed hands-on, real-world projects in each course to connect theory with field applications and promote critical thinking. <input type="checkbox"/> Enhance Digital and Interactive Learning Tools: Incorporate Interplay Learning simulations, Amatrol modules, and manufacturer-based training content to support interactive learning. <input type="checkbox"/> Update Instructional Materials: 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improved Student Learning Outcomes: Increases in course and program SLO/CSLO achievement rates as measured through assessments and lab evaluations. <input checked="" type="checkbox"/> Higher Student Engagement: Positive student feedback from course evaluations and surveys indicating greater engagement, relevance, and satisfaction with project-based and interactive learning. <input checked="" type="checkbox"/> Industry Validation: Advisory Council confirmation that updated course content reflects current industry practices, technologies, and skill requirements. <input checked="" type="checkbox"/> Enhanced Course Completion and Retention Rates: Documented improvement in student success data (course pass rates, retention, and program completion).

						<p>Revise textbooks, lab manuals, and assessments to align with the new curriculum structure and updated program outcomes.</p> <p><input type="checkbox"/> Faculty Collaboration and Training: Provide opportunities for instructors to collaborate on redesign efforts and receive training on new technologies and teaching methods.</p> <p><input type="checkbox"/> Pilot and Evaluate: Implement updated modules in select courses, gather student and instructor feedback, and make refinements before full rollout.</p>	
#2	ILO 4. Career and Specialized Knowledge			Goal #6 Success: Boost success rates by prioritizing the student experience.	<p><input checked="" type="checkbox"/> Integrate project-based learning and simulations (Interplay Learning, Amatrol) to improve critical thinking and problem-solving skills.</p> <p><input checked="" type="checkbox"/> Include real-world examples and employer input to ensure students graduate with industry-relevant skills.</p> <p><input checked="" type="checkbox"/> Align course content with updated program and course SLOs to enhance student learning outcomes.</p>	<p><input checked="" type="checkbox"/> Replace outdated HVAC/R lab equipment with modern systems that mirror what students will encounter in the field.</p> <p><input checked="" type="checkbox"/> Upgrade lab infrastructure, including electrical panels, control trainers, and safety systems, to ensure students can train safely and effectively.</p> <p><input checked="" type="checkbox"/> Collaborate with the ACRV Advisory Council to select technology and tools that best prepare students for employment.</p>	<p><input checked="" type="checkbox"/> Students can demonstrate mastery of modern HVAC/R tools and technologies during lab assessments.</p> <p><input checked="" type="checkbox"/> Documented reduction in lab-related safety incidents due to upgraded infrastructure and training.</p> <p><input checked="" type="checkbox"/> Increased student confidence and competence in troubleshooting current-generation systems.</p> <p><input checked="" type="checkbox"/> Positive advisory and employer feedback confirming that student lab</p>

						<input checked="" type="checkbox"/> Provide students with hands-on training on current control systems, digital instrumentation, and environmentally sustainable equipment. <input checked="" type="checkbox"/> Incorporate clear safety training and testing before students operate new equipment.	experience reflects industry standards.	
#3	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Strengthen Industry Partnerships and Work-Based Learning Opportunities	<input checked="" type="checkbox"/> Expand partnerships with local HVAC/R employers for internships, job shadowing, and guest lectures. <input checked="" type="checkbox"/> Create formal agreements (MOUs) with industry partners to provide on-site training opportunities. <input checked="" type="checkbox"/> Invite advisory board members to conduct live demonstrations and student mentoring events.	<input type="checkbox"/> Increased number of active partnerships and student placements in work-based learning. <input type="checkbox"/> Employer feedback indicating students are better prepared for field employment. <input type="checkbox"/> Documented participation from industry partners in advisory and instructional activities.
#4	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance Faculty Professional Development and Instructional Capacity	<input checked="" type="checkbox"/> Support faculty attendance at industry-recognized HVAC/R and Building Automation conferences (e.g., HVAC Excellence, SkillsUSA, Delta Controls training). <input checked="" type="checkbox"/> Provide on-campus professional development on emerging control	<input checked="" type="checkbox"/> Faculty certifications and professional development records showing growth in technical expertise. <input checked="" type="checkbox"/> Integration of new technologies and teaching methods into course syllabi and lab activities. <input checked="" type="checkbox"/> Positive peer and student evaluations reflecting

							<p>technologies and teaching with digital tools (Interplay, Amatrol, Wrightsoft).</p> <p>☐ Establish annual instructional planning retreats to review course performance and share best practices.</p>	<p>improved instructional quality.</p>
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

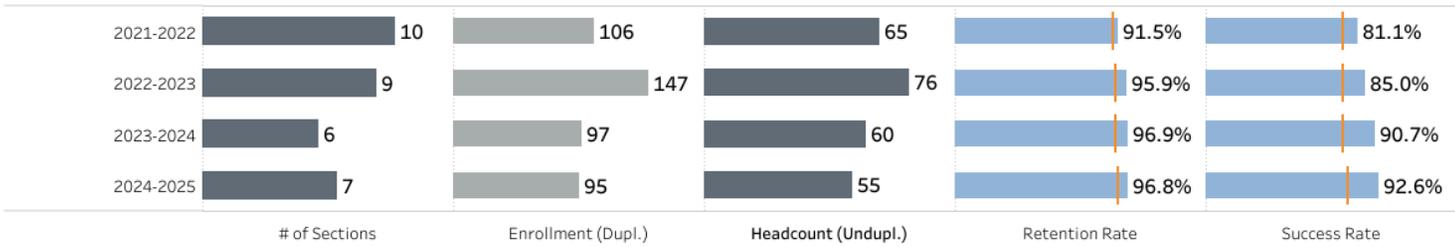
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Physical/Facilities	Dedicated hard wired network LAN drops installed from the EL Building to the ACRV classrooms for 48 students (24 per class)	Goal 1 , 2 , 3	New	\$150,000	One-time	Larry Oribio , Jim Landreth.
Technology	Software license annual expenses for Amatrol and Interplay HVAC interactive software learning programs to supplement the lack of hands on equipment.	Goal 1 , 2 , 3	New	92500	Recurring	Larry Oribio , Jim Landreth.
Professional development	Funding for ACRV Instructors and Instructional Assistants to attend annual Industry conferences to keep abreast of Industry Technology.	Goal #4	New	\$20,000	Recurring	Larry Oribio , Jim Landreth.
Technology	Dedicated new computers (48)	Goal 1 , 2 , 3	New	\$50000	One-time	Larry Oribio , Jim Landreth.
Choose an item.			Choose an item.		Choose an item.	

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

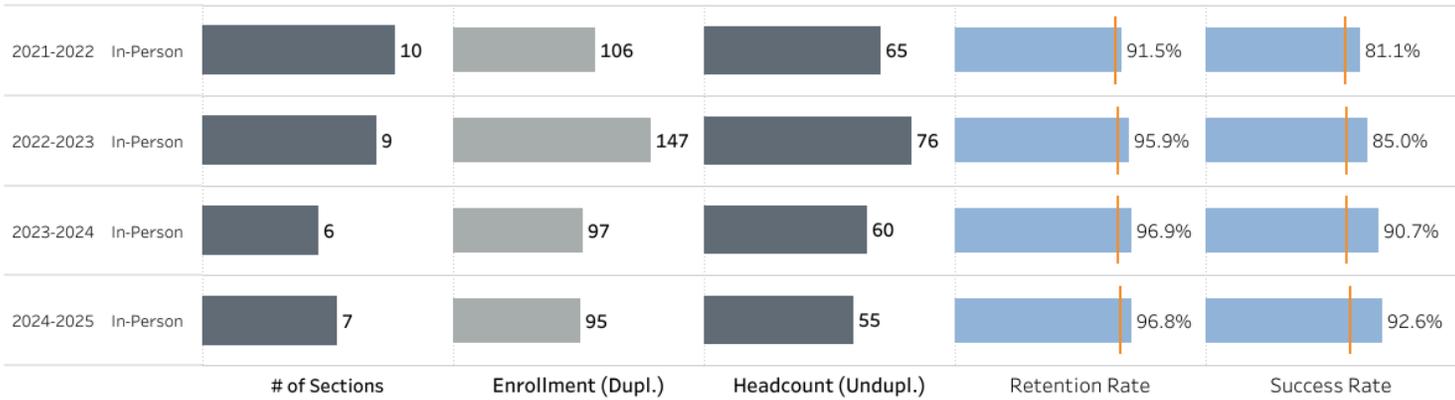
Required:

- Enrollment tab
- Equity tab

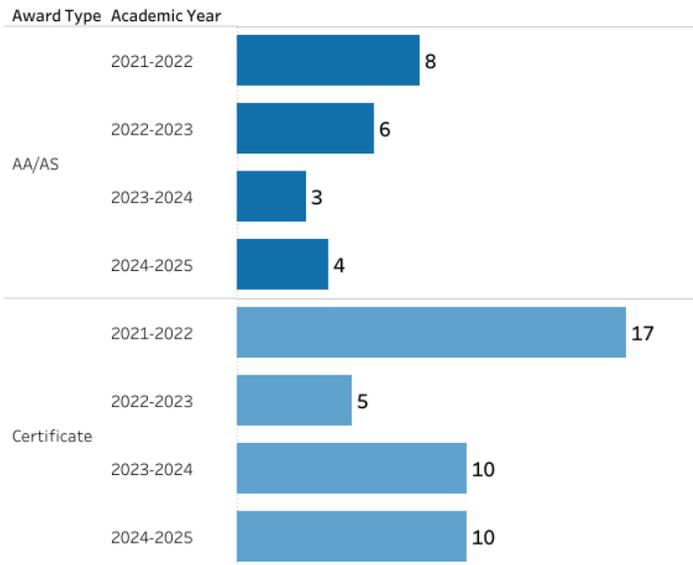
ACRV : Enrollments, # of Sections, Retention and Success



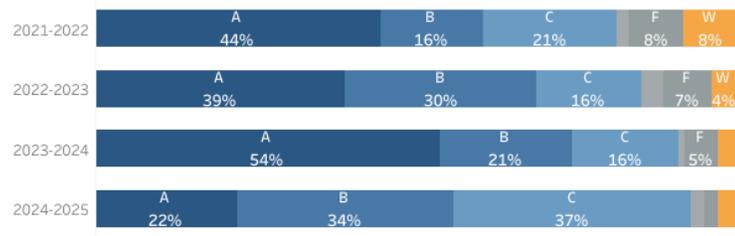
ACRV: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Air Cond & Refrig Spec Cert, Air Cond & Refrigeration S Air Conditioning Spec Cert and 1 more



Grade Distribution for ACRV



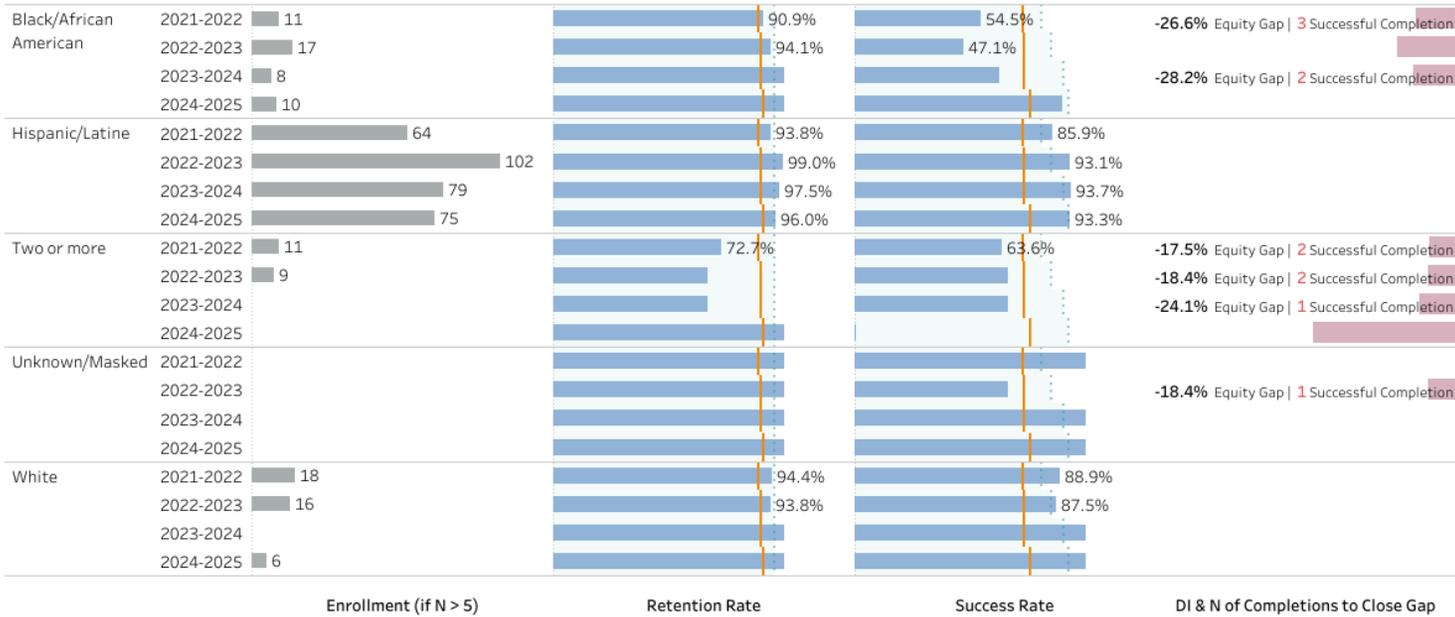
Classroom Teaching FTEF in ACRV

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.66	1.11	2.77	1.66	1.05
Full-time FTEF	0.55	0.55			
Grand Total	2.21	1.66	2.77	1.66	1.05
FTES	21.6	11.5	29.2	17.9	11.0
FTES/FTEF Ratio	9.8	7.0	10.6	10.8	10.5
WSCH/FTEF Ratio	293.2	208.6	317.1	322.6	314.1
WSCH	648.9	346.2	877.2	535.5	329.4

AVC Total Retention and Success are shown in vertical | **ACRV Success Rate is Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ACRV Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ACRV Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies/ Aeronautical Sciences and Technology/Aeronautical & Aviation Technology (AERO)	For Planning Years: 2026-2027
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Name of person leading this review: Samuel Padilla & Jack R Halliday Sr

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

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

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

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

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

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

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

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

The AERO program emphasizes both the technical and professional skills essential for success in the aviation maintenance industry. In addition to technical competencies, the program fosters critical work habits such as attention to detail, teamwork, and a strong safety mindset. These habits are not only vital in aviation maintenance but are also highly transferable to related technical fields, making AERO graduates well-rounded and adaptable.

The curriculum is intentionally designed to integrate key professional behaviors—such as regulatory compliance, safety awareness, and effective collaboration—into all aspects of instruction. These elements help students build a strong sense of purpose and professionalism, which in turn supports program retention by fostering a deeper connection to their career path.

While the primary focus is on preparing students for careers in aviation maintenance, the program also equips them with transferable skills that are valuable across a range of technical industries. This broader skill set expands career opportunities and reinforces student commitment, as they recognize the relevance and applicability of their training beyond aviation.

The AERO program's recent acquisition of two regional jets reflects a strong commitment to hands-on, industry-relevant training. Access to these aircraft allows students to gain practical experience on current systems, mirroring the technology used in the field. This investment in up-to-date equipment significantly enhances students' technical skills and deepens their engagement by directly connecting coursework with real-world applications. As a result, students are more motivated and better prepared, contributing positively to both retention and overall program success.

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

The program is already working to update its curriculum in alignment with the new FAA FAR 147 standards; however, there may be further opportunities to ensure it remains responsive to emerging trends and technologies in aviation maintenance. While the Federal Aviation Administration (FAA) defines standards and curriculum requirements, regularly integrating input from industry partners could help fine-tune the curriculum to better reflect current needs, giving students a competitive edge. Since FAA certification is a critical milestone for students, offering targeted support—such as practice exams, certification workshops, and study sessions—could improve pass rates. This type of focused preparation strengthens both knowledge and confidence, directly contributing to student success.

As training incorporates new jet aircraft systems, it is essential that all students have ample opportunities for hands-on experience. This may require strategies such as rotating schedules, extending lab hours, or adding resources to maximize access to equipment and strengthen technical skills, ultimately improving post-graduation outcomes.

Although the Program Review Data does not currently identify equity gaps, proactively addressing equitable access can further enhance student success. Initiatives such as loaner toolkits, supplemental instruction, and peer mentoring could help reduce barriers. Providing extra support for students facing financial hardship or those from underrepresented backgrounds ensures more equitable learning opportunities. Additionally, partnerships with local industry professionals to establish mentorship programs—particularly aimed at underrepresented students—can offer valuable guidance, networking opportunities, and encouragement. Such support helps students build confidence and develop the connections necessary for long-term success in aviation careers.

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

The AERO Program is recognized for its curriculum that aligns with industry standards, particularly FAA FAR 147 requirements, ensuring students receive training that reflects the latest regulations and expectations. This alignment provides students with the technical knowledge and practical skills needed to excel in aviation maintenance. With access to real-world equipment—including newly acquired regional jets—students gain hands-on experience in environments that replicate industry settings. This training develops their expertise in airframe maintenance, powerplant repair, and jet systems, preparing them to succeed in their future careers.

Widely regarded as one of California's leading Airframe and Powerplant schools, the program has earned a reputation for producing skilled, workforce-ready technicians. Strong employer demand for AERO graduates highlights both the program's quality and its effectiveness in preparing students for aviation careers. With an anticipated shortage of 12,000 technicians over the next decade, expanding program facilities is essential. Increasing capacity will allow more students to enroll, directly addressing the workforce gap by training additional qualified technicians.

The planned expansion would not only increase enrollment but also enhance advanced training opportunities. Potential improvements include specialized lab spaces, upgraded equipment, and integration of technologies such as virtual and augmented reality to simulate complex aircraft systems. These investments will ensure that graduates remain prepared for both current industry requirements and future technological developments. Expansion also creates opportunities to serve a more diverse student population. Through targeted outreach, scholarships, and partnerships with workforce development organizations, the program can promote equity while meeting industry demand. By supporting access for underrepresented students, the program helps build a stronger, more inclusive aviation workforce.

Advisory meeting is scheduled for 1/16/2026

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

Advisory The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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

Occupations Matched to Top Code(s):

095000 *Aeronautical and Aviation Technology*

Geography: Los Angeles County

Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2022 Employment	Annual Job Openings ¹
493011	Aircraft Mechanics and Service Technicians	3,930	3,860
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	560	440
492091	Avionics Technicians	430	450
	Total	4,920	4,750

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

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

Past Course Improvement Plans	Progress Made
Update Electronic Training Equipment & Virtual Reality	Equipment Purchased and Installed and is being used - Completed
Update Runnable Engine & Systems	2 Jet Engines Purchased – Completed
Purchase Aerotrainer to help pass written exams conducted by the FAA	Students are utilizing Aerotrainer to prepare for FAA exams – Completed Has dramatically improved the outcomes

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

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

Past Goal	Progress Made
Update Curriculum based on Part 147 Rules	The curriculum has been updated to meet the new FAA 147 requirements, but project materials still need to be revised accordingly
Purchase Electronic Flight Information System	Purchased 2 Jet Aircraft with updated flight systems - Completed
Expansion Facilities at Fox Field	Pending completion—The Dean is seeking additional funding to expand the Fox Field facility with a new hangar, classrooms/labs, and instructor offices, with the goal of doubling the AERO program to meet growing industry demand.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	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 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration	By purchasing updated equipment that enhance their skills in all aspects of aviation maintenance.	Evaluating students on performance and knowledge retainability.

						and application of knowledge and skills. Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts		
#3	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Demonstrates knowledge, skills and abilities related to student educational goals, including career, Transfer and personal enrichment	Discuss with the students, tips to taking the exams. Assisting them with good study habits to help in their success in taking tests.	By increasing the number of students that take and pass the FAA written/oral and practical exams .
#4	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Develop Test Prep Classes for current NGC employees and DoD personnel.	Develop course curriculum and hire expert instructors, and facility expansion.	Successful passing of FAA required exams for A&P certification.

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

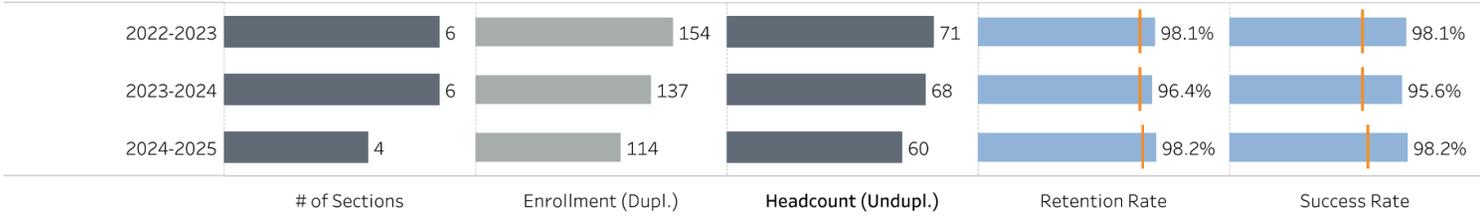
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Will need 2 additional faculty. One or future for expansion and curriculum development and another for the Airframe, Powerplant and General written prep course exam.	Expansion of Facility	Repeat	\$400,000	Recurring	Alfred Breubaker
Physical/Facilities	Will need additional hangar and classrooms, offices at Fox Field Location for expansion	Expansion of Facility	Repeat	\$3,000,000	One-time	Alfred Brubaker
Professional development	Will need training on new systems per new 147 requirements	Expansion of Facility	Repeat	\$10,000 to \$25,000	Recurring	Alfred Brubaker
Supplies	Will need Online access to Aircraft and Engine Manuals	Expansion of Facility	Repeat	\$10,000 to \$15,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	

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

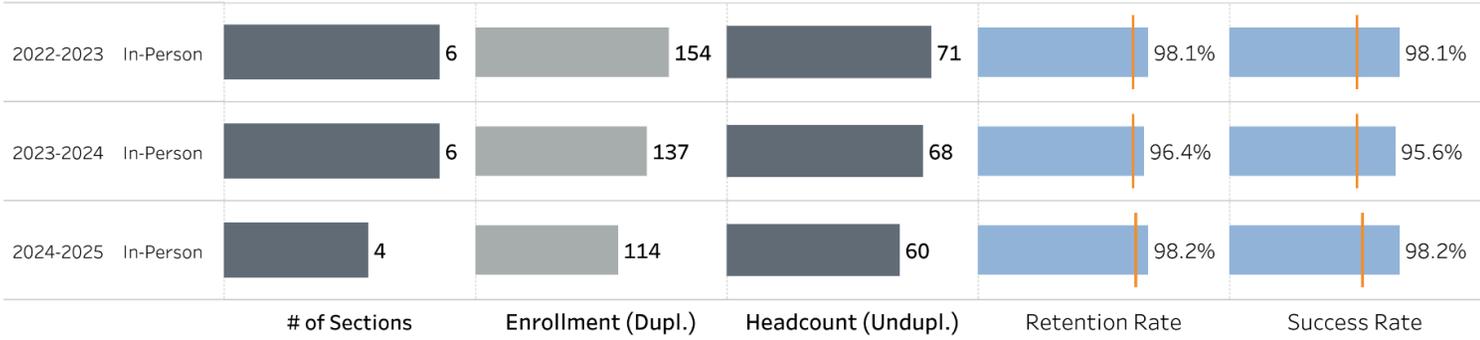
Required:

- Enrollment tab
- Equity tab

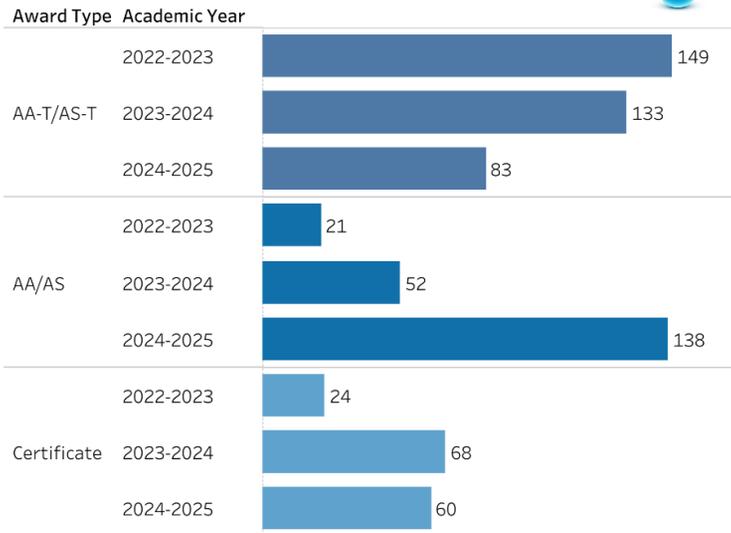
AERO : Enrollments, # of Sections, Retention and Success



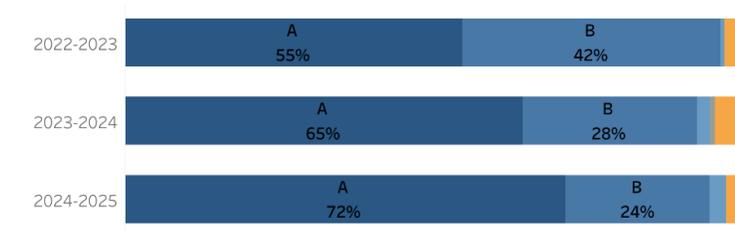
AERO: Enrollments, Number of Sections, Retention and Success by **Modality**



Program Awards: **AS-T Business Admin 2.0, AS-T Business Administration, Bus Computer Info Sci Cert and 9 more**



Grade Distribution for **AERO**



Classroom Teaching FTEF in **AERO**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	2.75	2.75	2.75	2.75	2.75
Grand Total	2.75	2.75	2.75	2.75	2.75
FTES	45	48	47	41	51
FTES/FTEF Ratio	17	17	17	15	19
WSCH/FTEF Ratio	497	525	516	450	562
WSCH	1,364	1,442	1,416	1,236	1,544



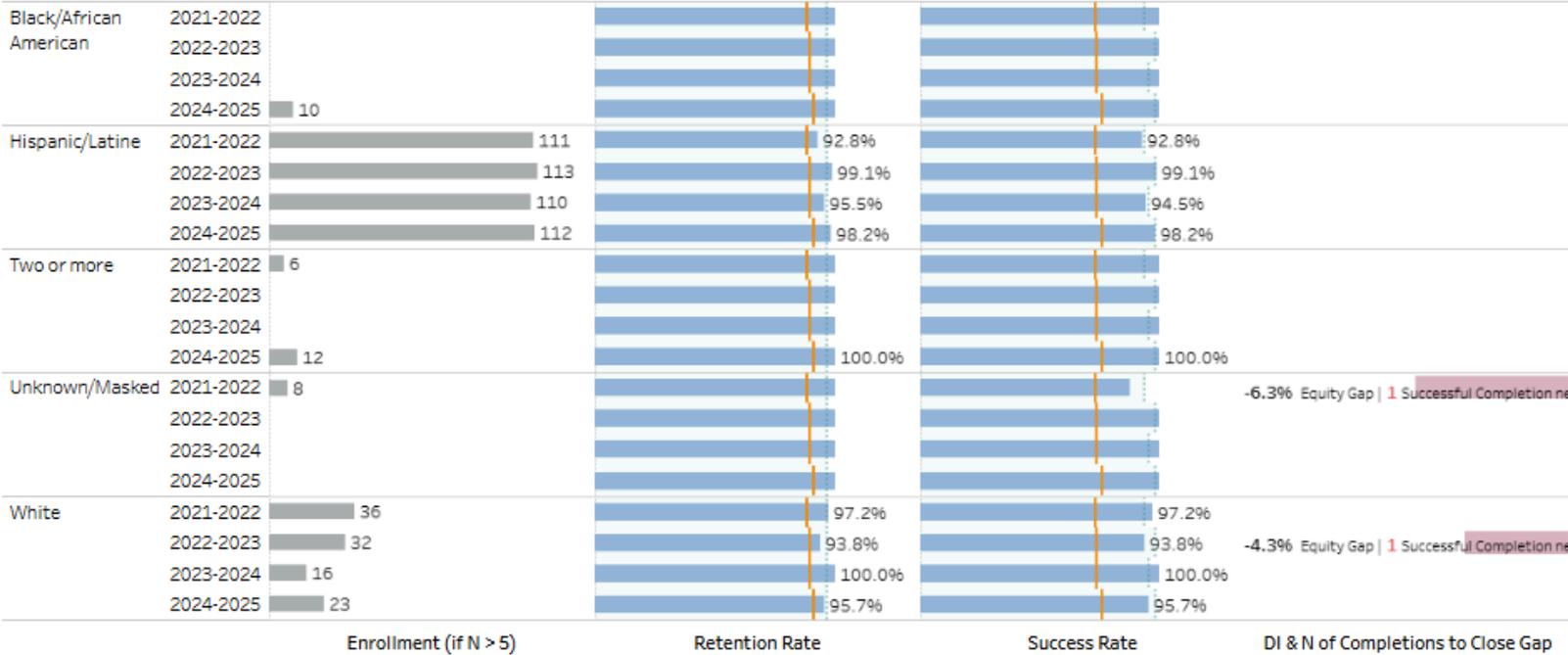
Click for FTES

Click for FTES



AVC Total Retention and Success are shown in vertical | AERO Success Rate is Green |
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

AERO Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



AERO Enrollment, Retention & Success for by Gender (if greater than 5)





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies/Aeronautical Sciences and Technology/ Aircraft Fabrication and Assembly (AFAB)	For Planning Years: 2026-2027
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Name of person leading this review: Alfred Brubaker

Names of all participants in this review: Alfred Brubaker

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

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

AFAB courses consistently achieve success and retention rates above 90 percent, higher than the AVC average. This reflects strong student engagement and support, a curriculum aligned with industry standards, and graduates who are competitive and job ready. Close partnerships with industry leaders guide ongoing curriculum updates, create networking opportunities, and strengthen job placement. To sustain and improve outcomes, the program updates courses regularly based on employer input and provides real world training that mirrors workplace environments. These practices keep content current, build student confidence and competence, and maintain high success and retention. To increase

program awards, the program will encourage students to apply for available certificates and highlight their value as formal recognition of skills, which should raise the overall award count.

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

Consider the following questions:

- AFAB demand and enrollment are rising. To sustain our above 90 percent success and retention rates, we need at least two additional full-time faculty members and a logistics coordinator to support five labs across three sites. The loss of four AFAB composites instructors has strained coverage, lab supervision, and instructional quality. Adding staff will keep class sizes reasonable, reduce downtime, and support completions.
- To improve student success and create more pathways, we plan to expand into Air Traffic Control and Dispatch, Airfield Operations Management, and UAV production and maintenance. We ensure equitable access to tutoring, lab materials, and career counseling, and actively help students apply for certificates to increase awards.

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

The AFAB program strives to be known for world-class, industry-aligned training that produces job-ready aviation technicians across traditional airframe and powerplant roles and emerging specialties. Building on success and retention rates above 90 percent and strong employer partnerships, we will continue to adapt quickly to technological change so students receive a forward-looking education and are positioned as leaders in the field.

Our desired future is to expand facilities, capacity, and resources to meet rising enrollment and global workforce demand while sustaining 90-percent-plus success and retention. We will grow completions and certificate awards by adding specialized tracks in advanced avionics, precision measurements, and low observable technologies, enabling more students to gain targeted skills and transition seamlessly into high-demand careers.

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

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

CIP Code(s):

470607 Airframe Mechanics and Aircraft Maintenance Technology/Technician

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
493011	Aircraft Mechanics and Service Technicians	12,500	12,280
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1,900	1,520
492091	Avionics Technicians	1,800	2,160
	Total	16,200	15,960

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

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

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

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

Discovery Metrology and NDI Lab fully functional	Both Labs are completed
Renovate Existing Composite & Structures Labs	Renovation of the Composite Lab (EL123/125) is complete. A new oven and power supply are still needed, and the autoclave requires recertification. The Structures Lab equipment is installed and operational.
Full-Time, Adjunct Faculty and classified personnel	One full-time faculty member has been hired; however, the expected impact has not yet been realized. We have hired three adjuncts to cover Composites and ANDI, but additional adjunct faculty and an instructional assistant are still needed.
Development of new programs requested by industry	We are exploring the development of Air Traffic Control and Dispatch programs and evaluating UAV production, maintenance, and sustainment pathway. However, we currently lack the facilities, faculty, and staff needed to expand program offerings.

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

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

Past Goal	Progress Made
Facilities- The renovation and improvement on existing programs, funding to continue to run these programs and facilities needed for these programs, all the new programs that industry is requesting will need facilities and tooling and equipment	The Composite Lab (EL123/125) has been renovated. There is uncertainty regarding the status of the Structures Labs in 2026, and funding for new facilities has not yet been secured.
Coordinator Supervisor - this is a must, if the program is going to continue to grow, and if new certificate programs are going to be developed, per industry request.	No progress made.
Implementation of new certificate programs is underway, with new offerings scheduled for Spring 2026.	We are currently implementing advanced ANDI classes and ultimately an advanced NDI certificate.

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Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Students must be prepared with the knowledge and hands-on skills employers expect. This requires access to rigorous classroom instruction as well as shop and lab projects. To support this, the AFAB program needs to renovate and upgrade existing AVC labs, purchase new tooling and equipment, and build additional lab spaces for upcoming certificate programs.	Continue collaborating with the advisory committee to implement lab-update recommendations. Continue pursuing grant funding to renovate existing labs and develop new labs for both current and upcoming certificate programs.	This is an ongoing goal, as industry is constantly changing with new technology.
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	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 aforementioned needs	Request and develop a coordinator or supervisor position for the AST Department	When coordination of new programs are adequately covered and growing.

#3	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Industry has identified the need for new programs and certificates, and the AST Department must be ready to implement courses and programs that address these needs. New offerings are targeted for Spring 2026 and Fall 2026. The department will identify the necessary labs, equipment, tooling, and faculty to ensure these programs prepare students for the workforce.	Continue to develop and Implement courses and programs	This is an ongoing goal, as industry is constantly changing with new technology.
#4	Choose ILO				Choose an item.			

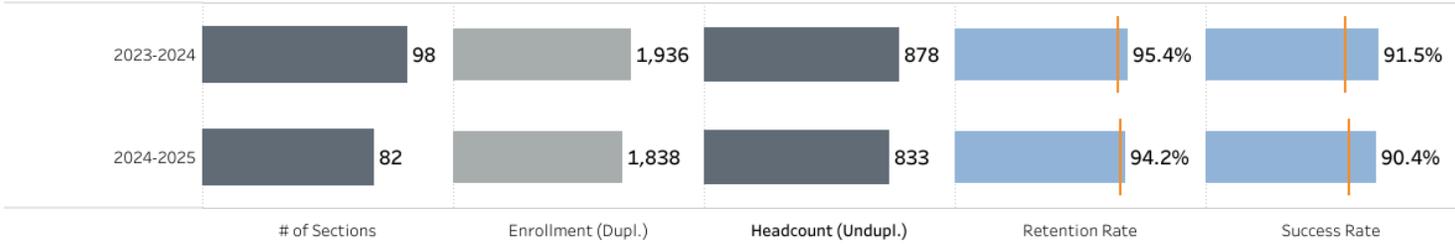
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Will need additional faculty in the future for expansion of programs	Meet Industry Demands	Repeat	200,000	Recurring	Alfred Brubaker
Physical/Facilities	Will need to continue to renovate current labs and additional hangar and classrooms, offices at Fox Field Location for expansion of programs	Meet Industry Demands	Repeat	500,000+ for renovations	One-time	Alfred Brubaker
Professional development	Will need training for new and existing programs	Meet Industry Demands	Repeat	40,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

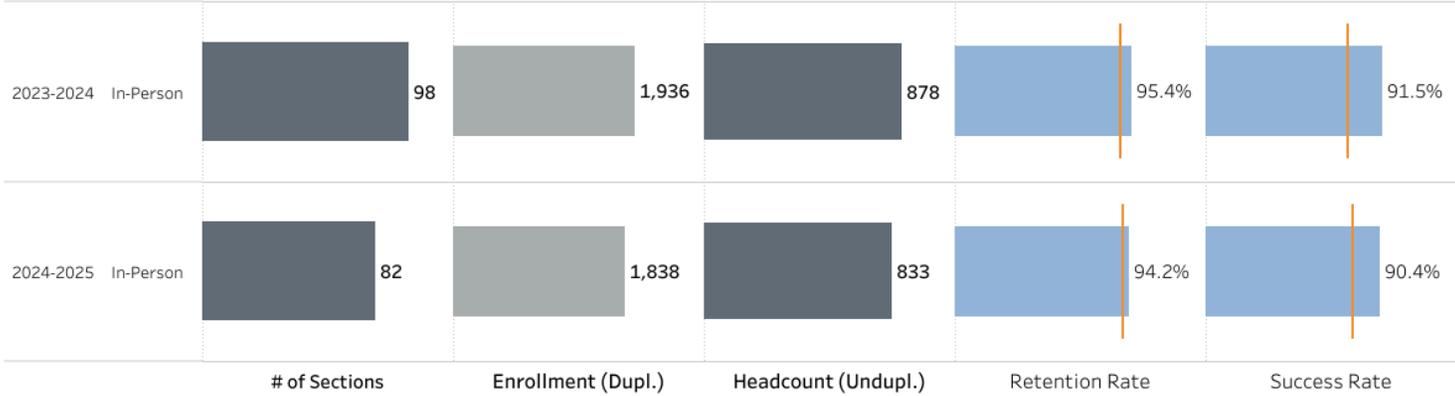
Required:

- Enrollment tab
- Equity tab

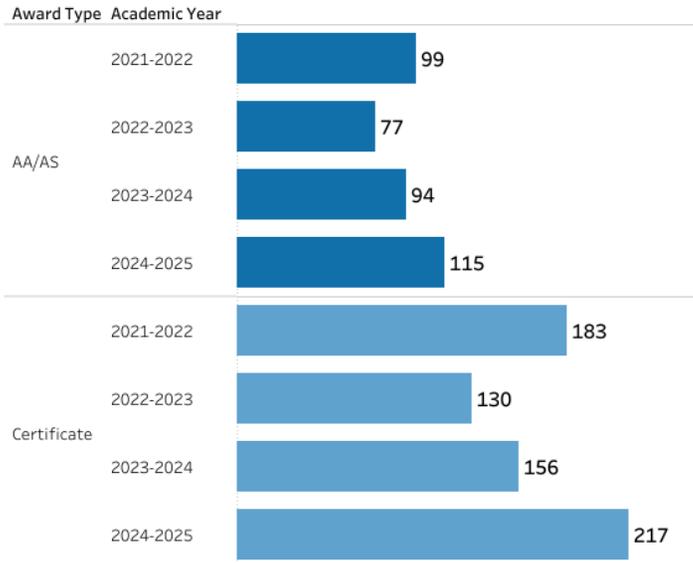
AFAB: Enrollments, # of Sections, Retention and Success



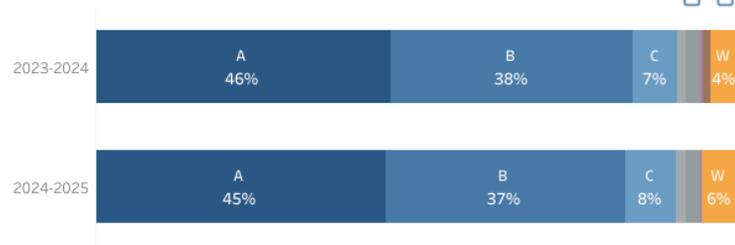
AFAB: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Advanced Aircraft Structures, Aircraft Fab & Assem Ce
Aircraft Fabrication&Assembly



Grade Distribution for AFAB



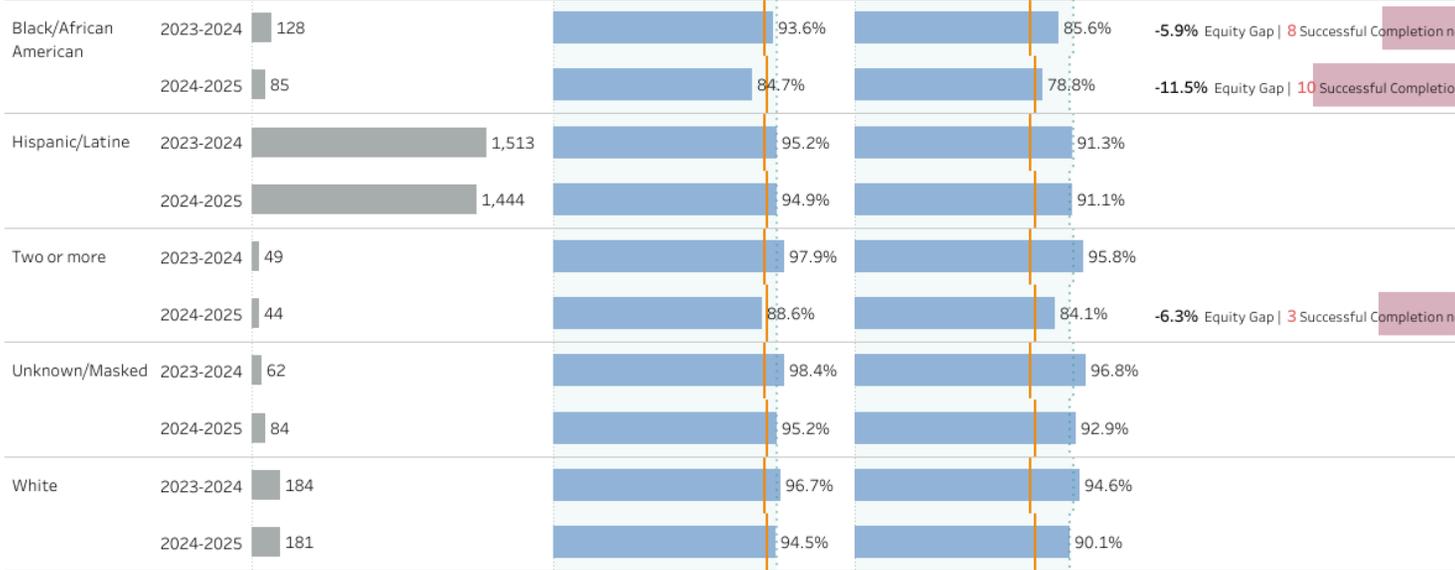
Classroom Teaching FTEF in AFAB

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	9.80	6.13	9.01	9.90	7.37
Full-time FTEF	2.20	2.80	3.80	2.80	5.00
Overload FTEF	1.00	0.84	2.80	2.53	1.57
Grand Total	13.00	9.77	15.61	15.23	13.93
FTEF	161	111	165	150	126
FTEF/FTEF Ratio	12	11	11	10	9
WSCH/FTEF Ratio	371	341	316	295	270
WSCH	4,820	3,328	4,936	4,490	3,767

AVC Total Retention and Success are shown in vertical | **AFAB Success Rate is Green** |

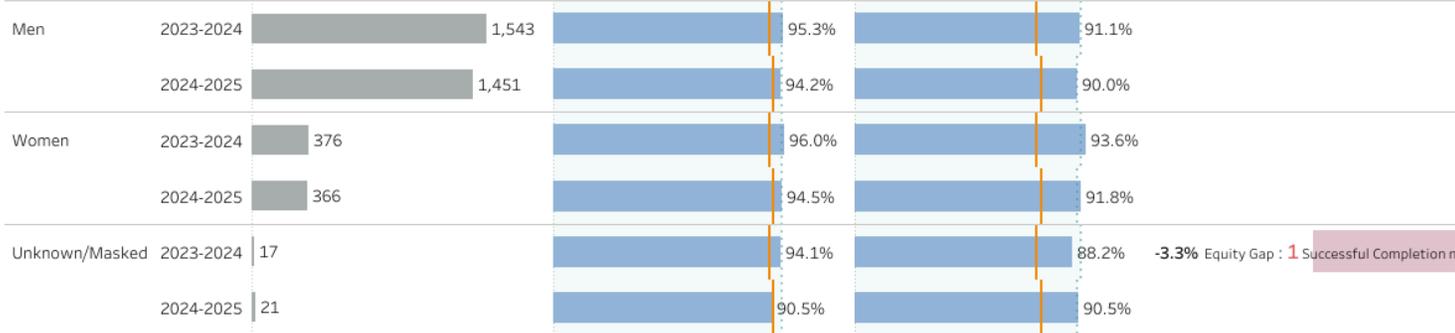
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

AFAB Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

AFAB Enrollment, Retention & Success for by Gender (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies/Aeronautical Sciences & Technology/ Airframe Manufacturing Technology – Baccalaureate Degree (AFMT)	For Planning Years: 2026-2027
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Name of person leading this review: Alfred Brubaker

Names of all participants in this review: Alfred Brubaker

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

The Airframe Manufacturing Technology Program (AFMT) contributes to the district mission by offering career technical education that provides local aerospace industry students with advanced understanding of production, logistics, and management tailored for efficient aircraft production. The program enhances higher educational attainment by being an integral part of workforce development and meeting industry demands.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

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

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

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

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

The Airframe Manufacturing Technology (AFMT) program continues to post high success and retention rates, demonstrating strong preparation for aerospace careers. Results are consistent across racial and ethnic groups, with no significant equity gaps, supported by inclusive instruction and robust student services. The curriculum builds core skills in aircraft structures and composite fabrication, then advances into modern composites, Lean manufacturing, and program management aligned with industry roles. Students gain extensive hands-on experience at the Fox Field facility, working on real airframes, engines, and aircraft systems—learning the theory and immediately applying it on fully operational aircraft. Together, this advanced skill development, practical training, and inclusive approach produce job-ready graduates and meet the aerospace industry’s evolving workforce needs.

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

We must keep our curriculum current to align with the demands of the aerospace industry. Additionally, we should contemplate offering a part-time track for students who are unable to attend on a full-time basis. With the pursuit of ABET accreditation, our program will become even more valuable, enhancing its credibility and providing our graduates with a competitive edge in the job market.

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

Our program has become a model of diversity and inclusion, earning recognition for welcoming and supporting every learner. My vision is for it to be known for its life-changing impact—creating opportunities that drive generational change. This year, we will launch the ABET accreditation process to further strengthen our credibility and the value of our degrees. As we expand, we should add a daytime track to improve access for students who can't attend full-time or in the evening, and continue growing our facilities to support higher enrollment. These investments will help us graduate more skilled professionals, meet rising industry demand, and fuel regional innovation and economic growth.

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

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

095000 Aeronautical and Aviation Technology

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
493011	Aircraft Mechanics and Service Technicians	12,500	12,280
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1,900	1,520
492091	Avionics Technicians	1,800	2,160
	Total	16,200	15,960

(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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Save or View in Excel

Back to Occupation List

New Search

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

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

Past Course Improvement Plans	Progress Made
Renovate Existing Composite & Structures Labs	Hydraulic shears installed—awaiting Fox Field composite lab upgrades.
More Full-Time and Adjunct Faculty	We will continue recruiting adjunct faculty to deepen expertise, expand course coverage, and support additional AFMT course tracks.

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

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

Past Goal	Progress Made
Program Marketing	We’ve made limited headway in marketing, so additional efforts are essential to sustain and accelerate growth. Once ABET accreditation is secured, a major, high-visibility campaign will deliver the biggest impact.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	X	X		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To ensure workforce readiness, instruction should integrate theory with applied lab and project experiences. Given AFMT’s dependence on AFAB labs, targeted renovations and	To achieve this student-focused goal, we will align instruction with industry needs by pairing clear classroom theory with extensive hands-on shop and lab practice so students are job-ready. We will work closely with	Success will be clear when our graduates secure jobs in aerospace and related fields at high rates; the industry advisory committee consistently affirms that our curriculum and facilities meet current standards; the AFAB labs at

					enhancements at the AVC campus are required to meet educational objectives and current industry expectations.	our advisory committee to guide new programs and facility updates, ensuring our offerings match current employer expectations. We will renovate and enhance the AFAB labs at the AVC campus to support AFMT and related programs with modern equipment and space. Finally, we will complete ABET accreditation to validate program quality, strengthen credibility, and attract students and industry partners.	AVC are fully renovated with modern, hands-on equipment; ABET accreditation is achieved for applicable programs; and enrollment grows alongside the launch of additional programs informed by industry needs.	
#2	ILO 2. Creative, Critical, and Analytical Thinking	X	X		Goal #5 Education: Expansion of offerings and effective course scheduling.	Prepare students for the rapidly evolving aerospace industry by aligning instruction with current processes, procedures, and advanced technologies used in 5th and 6th generation aircraft. Students will build strong critical-thinking and analytical problem-solving skills and learn to proactively address operational and production challenges to prevent delays and defects. We will stay current with industry trends and foster a	To achieve this student-focused goal, we will deliver specialized, industry-aligned training on the latest aerospace technologies and processes, developed in collaboration with industry partners. We will strengthen critical thinking and problem-solving through simulations, case studies, and strategy exercises that mirror real operations. We will embed continuous-improvement methods (Lean, Six Sigma) and provide dedicated instruction in aerospace risk management—	Success will be clear when the AFAB labs are fully upgraded with modern tools and equipment that support true, hands-on training; enrollment and applications increase alongside positive feedback from industry partners, showing our programs match labor market needs; and regular evaluations—projects, simulations, and assessments—confirm students are proficient in critical thinking, problem-solving, continuous improvement, risk management, and regulatory compliance,

					<p>culture of continuous improvement and innovation so graduates are ready to lead and keep organizations competitive.</p>	<p>teaching students to spot and assess risks, report findings, and use predictive analytics—while building a solid understanding of regulations and compliance. Finally, we will develop essential soft skills such as communication, teamwork, and adaptability so graduates can lead and collaborate effectively in diverse aerospace settings.</p>	<p>demonstrating real workforce readiness.</p>
#3	Choose ILO				Choose an item.		
#4	Choose ILO				Choose an item.		

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

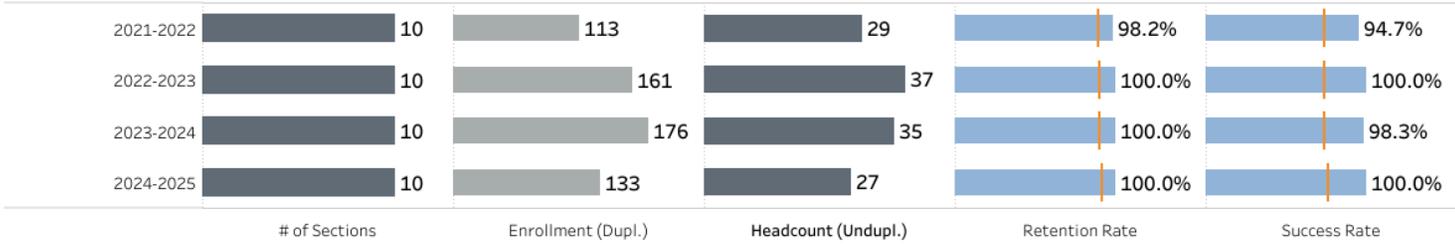
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Will need additional faculty in the future for expansion of programs	All	Repeat	200,000	Recurring	Alfred Brubaker
Physical/Facilities	Will need additional hangar and classrooms, offices at Fox Field Location for expansion	All	Repeat	500,000+	One-time	Alfred Brubaker
Professional development	Will need training for new and existing programs	All	Repeat	50,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

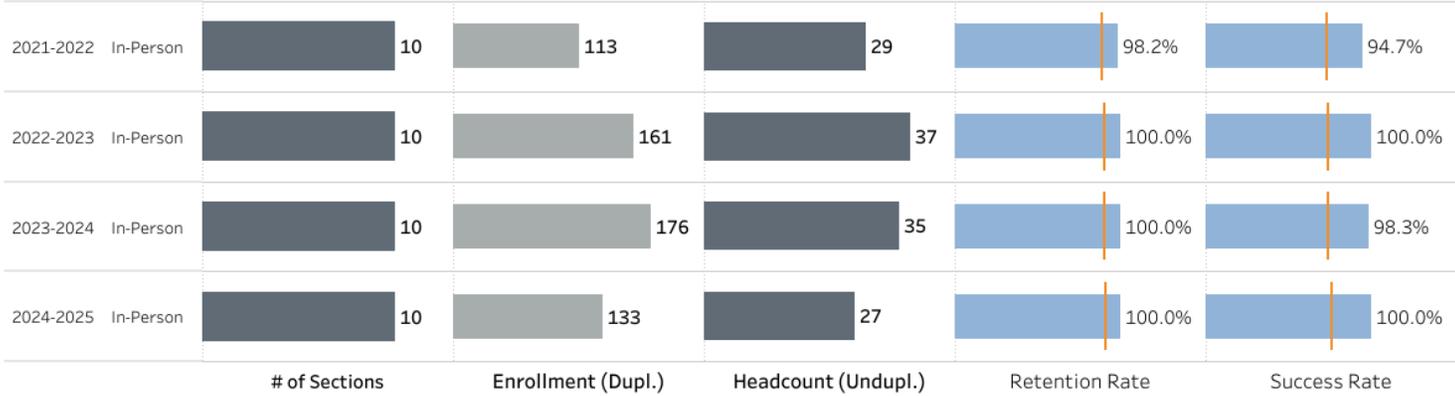
Required:

- Enrollment tab
- Equity tab

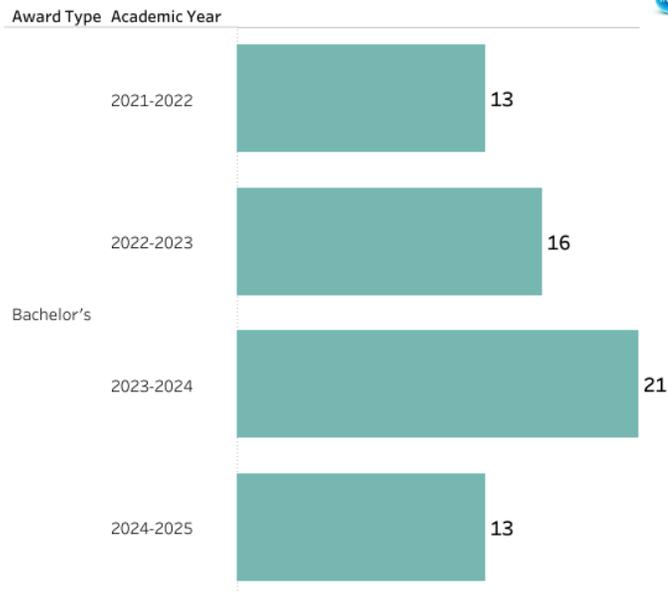
AFMT: Enrollments, # of Sections, Retention and Success



AFMT: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Airframe Manufacturing Tech



Grade Distribution for AFMT



Classroom Teaching FTEF in AFMT

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.44	0.53	0.53		
Full-time FTEF	0.57	0.53	0.67	0.67	1.07
Overload FTEF		0.13		0.53	0.13
Grand Total	1.01	1.20	1.20	1.20	1.20
FTEF	13.5	6.0	8.7	12.1	8.2
FTEF/FTEF Ratio	13.3	5.0	7.3	10.1	6.8
WSCH/FTEF Ratio	399.7	150.0	218.3	302.0	204.3
WSCH	405.0	180.0	261.9	362.4	245.1



Click for Fill Rates

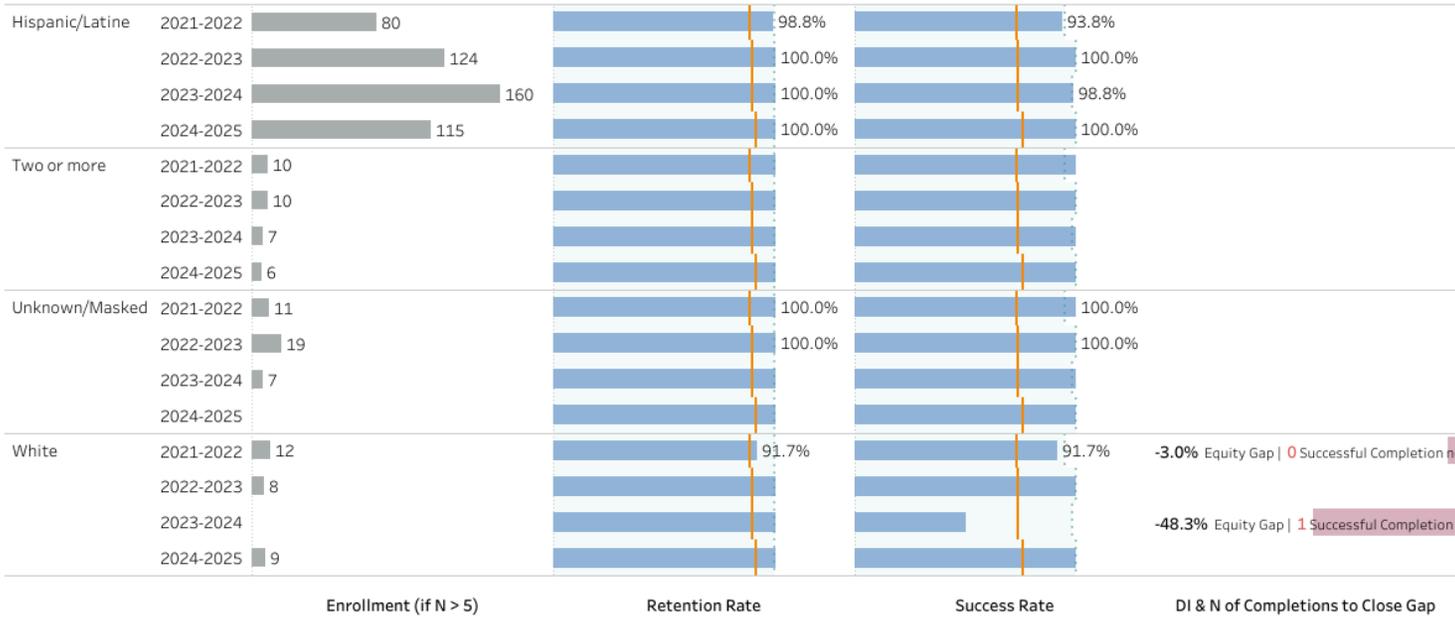
Click for FTES



AVC Total Retention and Success are shown in vertical | AFMT Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing Disproportionate Impact (DI) under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

AFMT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



AFMT Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies /Aeronautical Sciences & Technology/ Aerospace Leadership and Management (ALM)	For Planning Years: 2026-2027
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Aerospace Leadership & Management (ALM) certificate advances AVC’s mission to provide a quality, comprehensive education in service to our community by preparing current and aspiring aerospace professionals for leadership in aircraft-production environments. As a Career Technical Education program, ALM builds practical, job-ready skills—leading teams, making data-informed decisions, applying lean manufacturing and total quality management, understanding manufacturing processes and controls, and managing budgets, schedules, and reporting metrics—thereby strengthening student success, employability, and the region’s aerospace workforce and economic development.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> data to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>Success & Retention</i> data including S&R by Ethnicity and Gender data to inform your analysis)	
<ul style="list-style-type: none"> • Which ethnic / gender student groups complete their courses at the highest rates? • Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>ALM courses provide the necessary skills and knowledge to meet current employer demand for employees with a solid understanding of aerospace leadership and management. Through a blend of instructor-led lectures and hands-on process improvement activities, the program covers essential topics like 5S, Earned Value Management Systems (EVMS), and Total Quality Management (TQM). By collaborating closely with industry leaders, we ensure our students are equipped to interpret budgets, manage schedules, and analyze reporting metrics, directly preparing them for success in aerospace leadership roles. This approach addresses industry demand by fostering a workforce-ready graduate pool proficient in management fundamentals and process efficiency.</p>	

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

We will keep the curriculum aligned with industry needs by regularly updating our courses to include current aerospace leadership and management practices—such as 5S, EVMS, and TQM. We will also address low enrollment through targeted marketing and outreach.

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

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

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

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

CIP Code(s):

150699 Industrial Production Technologies/Technicians, Other

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	4,300	4,280
	Total	4,300	4,280

(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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[Save or View in Excel](#)

[Back to Occupation List](#)

[New Search](#)

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

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

Past Course Improvement Plans	Progress Made
We have no significant operational challenges to report. We are completing the final course for the Aerospace Leadership and Management (ALM) certificate. Our current priorities are addressing low enrollment and	We successfully completed the first cohort and received positive student feedback. Enrollment is trending upward, though it has not yet reached our target level.

strengthening industry engagement through targeted outreach, employer partnerships, and advisory input. At this time, the annual program reviews appear to add limited value beyond our ongoing continuous-improvement efforts.

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

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

Past Goal	Progress Made
New goal Our goal is to increase enrollment and deepen industry support by expanding employer engagement, building stronger partnerships, and promoting the program to prospective students.	In work

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	X			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Our goal is for students to become future-ready, agile, and innovative aerospace professionals. They will build strong critical-thinking and problem-solving skills to anticipate and prevent operational and production issues,	The program will stay current by updating courses with the latest aerospace processes, procedures, and tools used for 5th- and 6th-generation aircraft. We will teach agile project methods so students can adapt to change and provide hands-on practice	We'll know we've met our goal when students show strong critical thinking and problem-solving by earning high scores on assessments, projects, and simulations aligned to current aerospace practices; when graduates secure jobs in aerospace leadership and

					avoiding delays and defects. They will stay ahead of industry trends, practice continuous improvement, and drive innovation to support the development of advanced 5th- and 6th-generation aircraft.	with modern equipment and simulation software. Classes will use cases, simulations, and analytical projects to build critical thinking, problem-solving, and proactive leadership. We will strengthen communication and team skills, encourage innovation through labs and collaborative projects, and connect students with industry through partnerships and an active advisory board. Regular feedback from students, alumni, and employers will guide continuous improvement, and engagement with publications, research, and guest speakers will help everyone stay ahead of new trends.	management, advance into higher roles, and are recognized for their impact; and when the program grows—evidenced by increased enrollment, better retention and completion rates, and stronger industry collaboration through internships, guest lectures, joint projects, and positive feedback from employers and students.
#2	Choose ILO				Choose an item.		
#3	Choose ILO				Choose an item.		
#4	Choose ILO				Choose an item.		

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

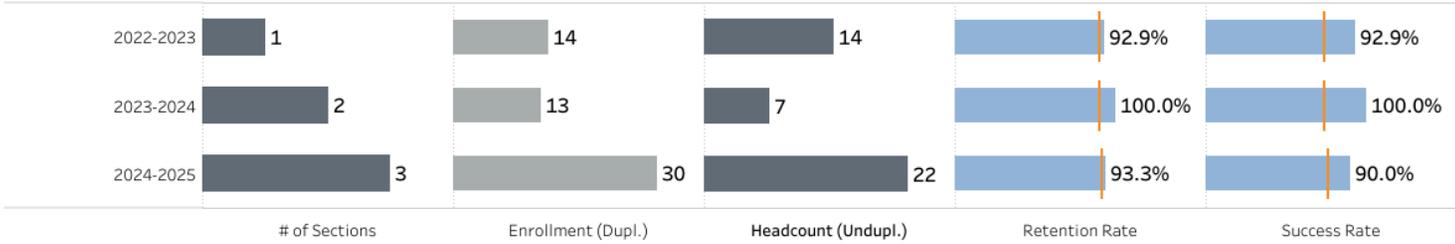
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	No request at this time		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

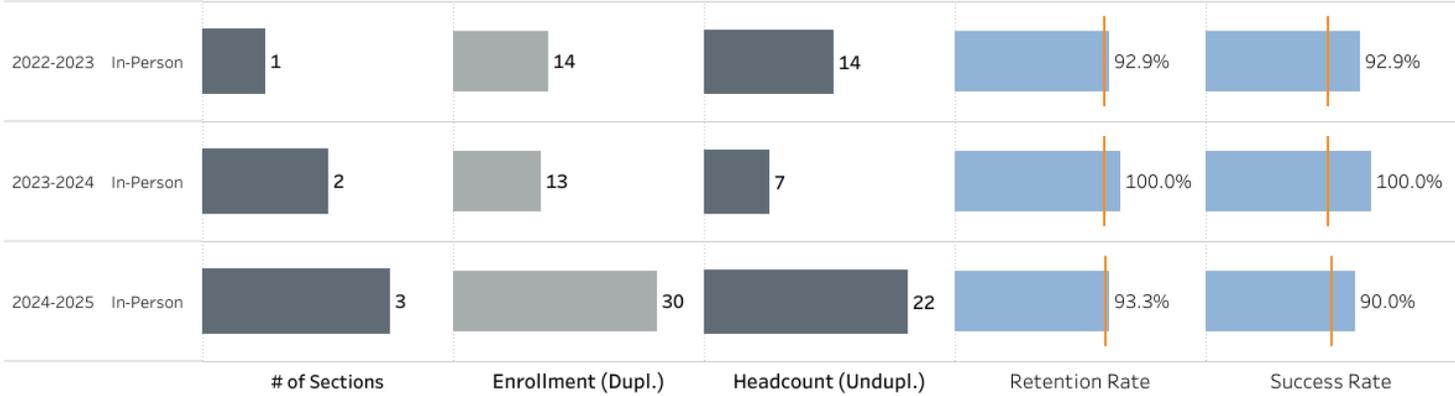
Required:

- Enrollment tab
- Equity tab

ALM: Enrollments, # of Sections, Retention and Success



ALM: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: None



Grade Distribution for ALM



Classroom Teaching FTEF in ALM

	Fall Terms	
	Fall 2023	Fall 2024
Full-time FTEF	0.20	
Overload FTEF		0.40
Grand Total	0.20	0.40
FTES	0.0	0.7
FTES/FTEF Ratio		3.7
WSCH/FTEF Ratio		109.5
WSCH	0.0	21.9



Click for Fill Rates

Click for FTES

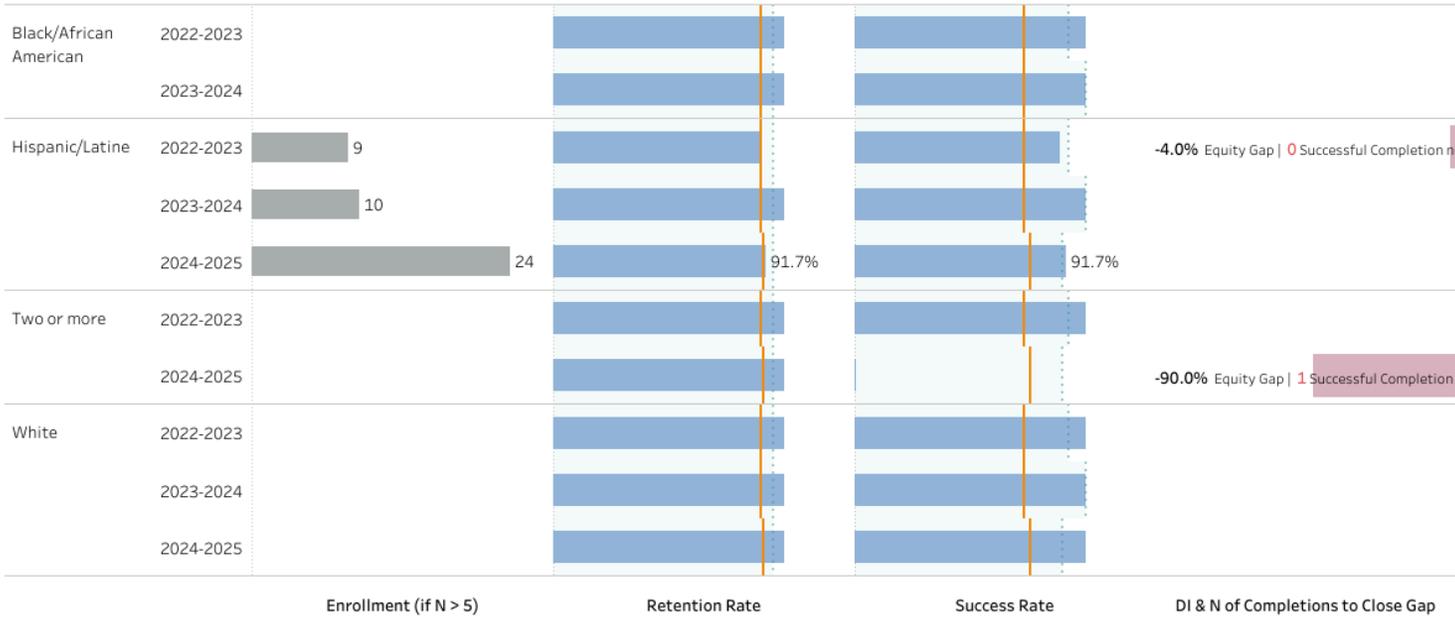


AVC Total Retention and Success are shown in vertical | ALM Success Rate is Green |

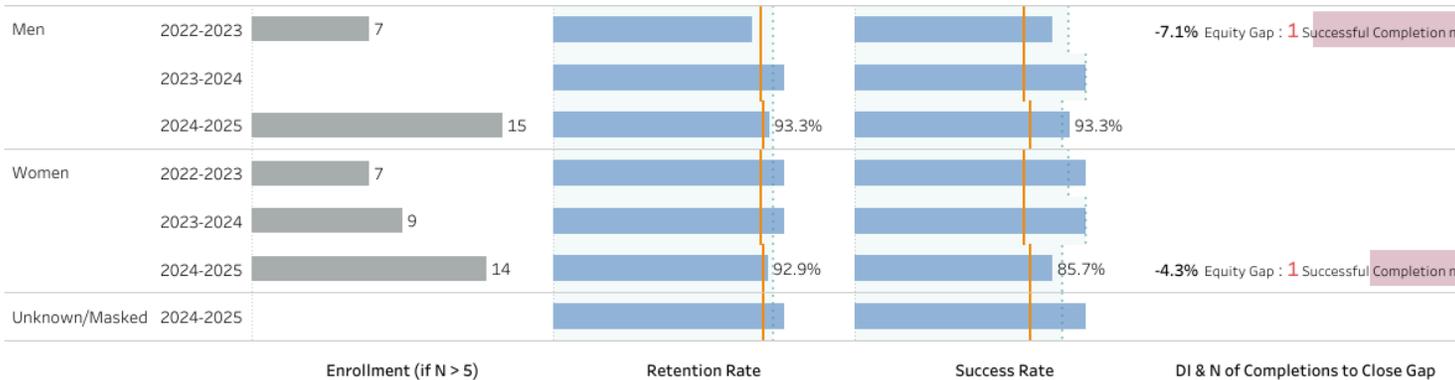
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

ALM Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ALM Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies /Aeronautical Sciences & Technology/ Aeronautical Non-Destructive Inspection (ANDI)	For Planning Years: 2026-2027
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Aeronautical Non-Destructive Inspection program supports the district's mission as a career technical initiative by offering essential instruction in the aviation and aerospace manufacturing fields. It equips students with the skills and knowledge necessary to secure long-term employment in high-wage, high-skill careers.</p> <p>Additionally, the program provides the local aerospace industry with skilled entry-level non-destructive technicians.</p>	

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Use the following questions to guide your analysis: Overall (Use the <i>Success & Retention</i> and <i>Program Award</i> data to inform your analysis) <ul style="list-style-type: none"> What are the success and retention rates for your discipline? Did they decrease or increase in the last year? What are the trends for the number of awards granted? Are the number of awards going up or down? Equity (Use the <i>Success & Retention</i> data including S&R by Ethnicity and Gender data to inform your analysis) <ul style="list-style-type: none"> Which ethnic / gender student groups complete their courses at the highest rates? Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>
<p>The ANDI curriculum equips students with the skills and knowledge employers require for entry-level roles. Developed at the direct request of industry, it is uniquely positioned to meet the aerospace sector's growing need for Non-Destructive Inspection/Testing (NDI/NDT) technicians as composites play a larger role in manufacturing. Industry partners have approached us to add advanced NDI courses and certificates, and we are preparing those offerings to strengthen workforce readiness.</p>
Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>
<p><i>The program's biggest challenges are the lack of a dedicated full-time instructor to lead outreach and support, limited marketing to industry partners, high cost and limited availability of equipment, and too few OJT placements for students to earn certification hours.</i></p>

To improve success and close equity gaps, hire a full-time program lead, launch targeted employer outreach, and secure equipment through donations, surplus, and phased purchases. Formalize OJT partnerships with guaranteed slots, expand tutoring and mentoring, reduce barriers to OJT and guide students through clear certification steps and certificate applications.

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

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

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

Market Data

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

CIP Code(s):

150702 Quality Control Technology/Technician

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
519061	Inspectors, Testers, Sorters, Samplers, and Weighers	58,000	65,670
	Total	58,000	65,670

(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 11/8/2025 1:58:20 PM

[Save or View in Excel](#) [Back to Occupation List](#) [New Search](#)

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

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

Past Course Improvement Plans	Progress Made
We have no significant challenges to report. We are in the process of completing the final class for the Aeronautical Non-Destructive Inspection (ANDI) certificate.	We completed the first ANDI cohort. Demand was so strong that we added additional sections to meet student needs.

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

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

Past Goal	Progress Made
Update the curriculum based on recommendations from aerospace advisory committees and leadership.	We continually update the curriculum to reflect industry-specific requirements, integrating proprietary processes and documentation so students receive the most current and relevant training. We are also expanding course and certificate offerings to meet emerging employer needs.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Students in the Aeronautical Non-Destructive Inspection program will become future-focused, agile, and proactive professionals who can adapt to a rapidly evolving aerospace industry. They will develop advanced critical thinking and analytical problem-solving skills in non-	We will update the curriculum each term with current aerospace processes and fifth- and sixth-generation technologies, integrating agile and project management. Labs will be equipped with modern tools and simulation software, and we'll use problem-based learning to build critical thinking and leadership. We will	We will measure student competency by stronger critical thinking, problem solving, and use of current technologies, shown by high scores on assessments, projects, and simulations aligned with modern aerospace practices. Graduate success will be measured by high job placement in relevant roles, advancement into

					destructive testing and inspection methods. They will learn to identify potential operational and production issues early to prevent delays and reduce risk. They will master current and emerging NDI techniques, commit to continuous improvement, and foster innovation. These skills will prepare them to support state-of-the-art fifth and sixth generation aircraft.	deepen industry partnerships for input, guest lectures, internships/OJT, and use regular feedback to drive continuous improvement. A full-time faculty lead will promote the program, build employer pipelines, and keep students and faculty current through research, publications, and expert talks.	leadership, and employer recognition for innovative contributions. Program growth and collaboration will be measured by rising enrollment, retention, and completion rates, and by stronger industry partnerships demonstrated through internships, guest lectures, joint projects, and positive feedback from students and employers.	
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Grow the Program	A Full-time faculty member is needed for this program to reach its full potential to not only promote the program but to build industry connections and create a pipeline for students to gain employment.	When a new full time faculty is hired.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

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

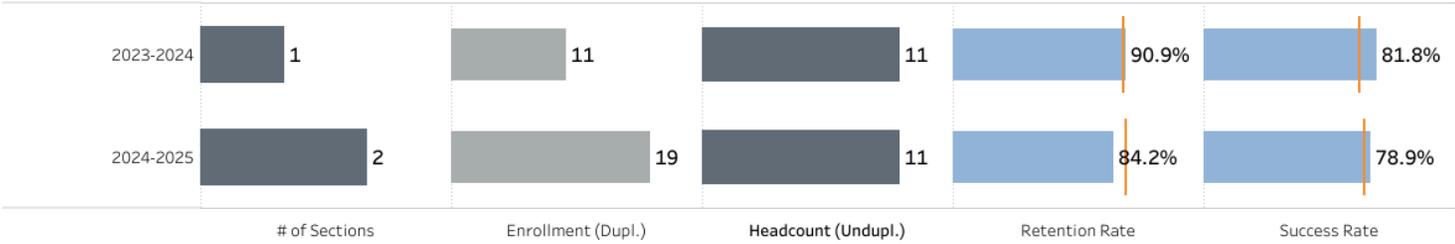
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	New probes and analysis software	ALL	New	400,000	One-time	Alfred Brubaker
Faculty	Full-time Faculty needed for the program to improve.	ALL	Repeat	100,000	One-time	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

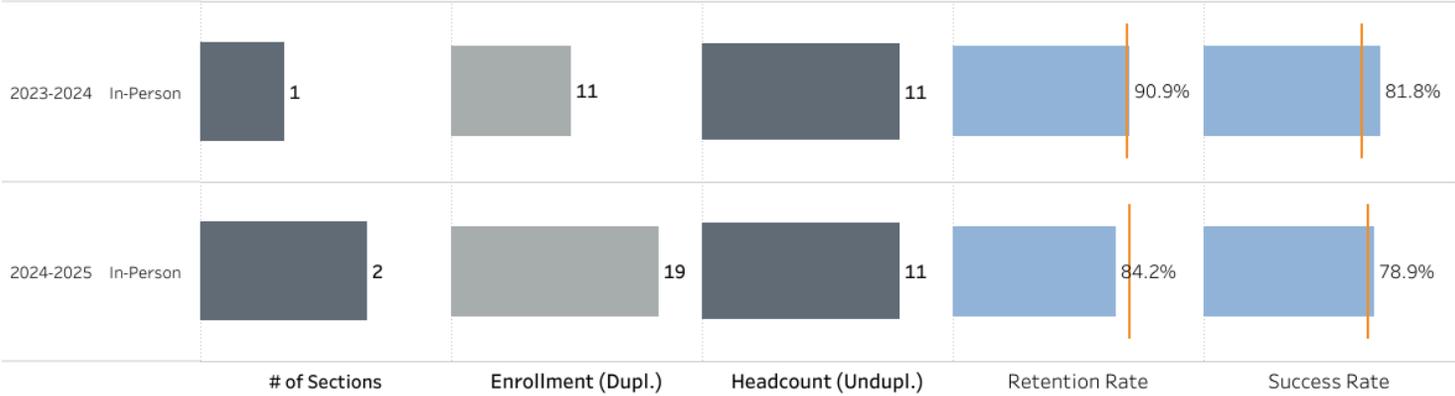
Required:

- Enrollment tab
- Equity tab

ANDI: Enrollments, # of Sections, Retention and Success



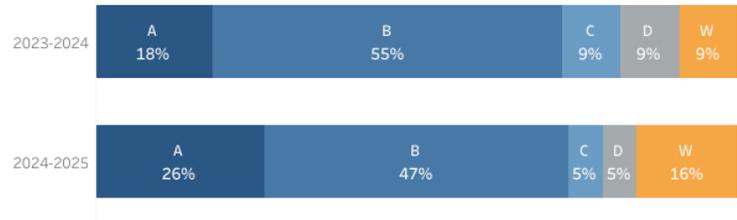
ANDI: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: None



Grade Distribution for ANDI



Classroom Teaching FTEF in ANDI

Fall Terms

		Fall 2024
Part-time FTEF		0.33
Grand Total		0.33
FTES	0.0	1.9
FTES/FTEF Ratio		5.6
WSCH/FTEF Ratio		166.5
WSCH	0.0	55.5



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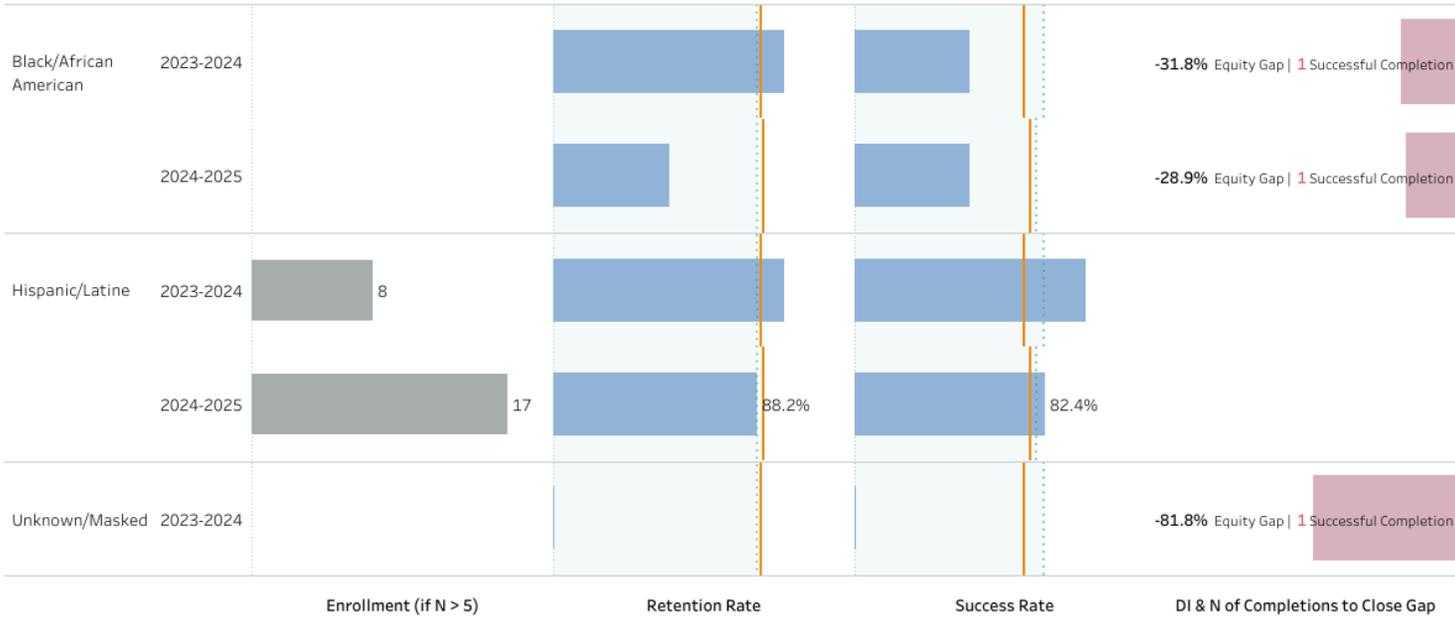
Click for FTES



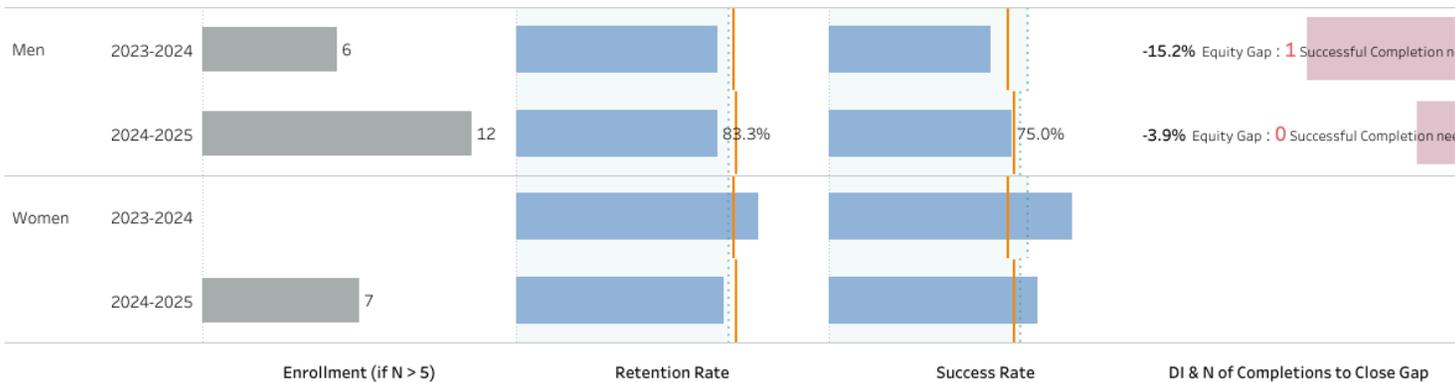
AVC Total Retention and Success are shown in vertical | **ANDI Success Rate is Green** | 

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ANDI Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ANDI Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts and Applied Technologies /Aeronautical Sciences & Technology/Advanced Manufacturing (AM)	For Planning Years: 2026-2027
--	--------------------------------------

Name of person leading this review: Alfred Brubaker

Names of all participants in this review: Alfred Brubaker

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

The AM Program advances the district mission by preparing students for industry through applied CAD and CAM training that leads directly to employment. The program offers three locally approved certificates: CAD CAM, CAD using SolidWorks, and CAD using CATIA 3D. It equips current and aspiring engineers and technicians with job ready skills and stronger technical communication. Graduates are prepared for a variety of positions, supporting student success and regional workforce development.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

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

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

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

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

Consider the following questions:

The Advanced Manufacturing program demonstrates strong employer alignment by delivering the skills and knowledge needed for entry level roles, supporting immediate job readiness. Enrollment increased compared to the prior academic year, indicating growing demand and effective outreach. Retention and course success rates remained generally steady year over year, reflecting consistent performance and sustained student achievement.

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

Enrollment increased, while retention and success were generally steady with a slight dip. We need to market more actively to local industry partners. Securing a dedicated full time instructor will strengthen outreach, employer engagement, and work-based learning.

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

We aim to be known for producing job ready CAD and CAM talent with strong technical communication, tight employer alignment, and meaningful work based learning. Our desired future is a program with a dedicated full-time instructor, strong industry partnerships, and sustained enrollment growth. We will raise retention, success, and completion by expanding targeted supports, flexible and hybrid options, OER use, and internships and mentoring. We will also track disaggregated outcomes to close equity gaps.

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

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

TOP Code(s):

095600 Manufacturing and Industrial Technology

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	4,300	4,280
	Total	4,300	4,280

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

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

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

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

Past Course Improvement Plans

Progress Made

New full-time faculty	No progress made

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

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

Past Goal	Progress Made
Purchase upgraded software	Software purchased and in use.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Grow the program	Continue to work with advisory committee and recommendations to promote program	Classes are full and add additional sections to support student and program growth.
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	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	Having a full-time faculty member and program champion will enable us to expand offerings and strengthen student and industry outreach.

#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

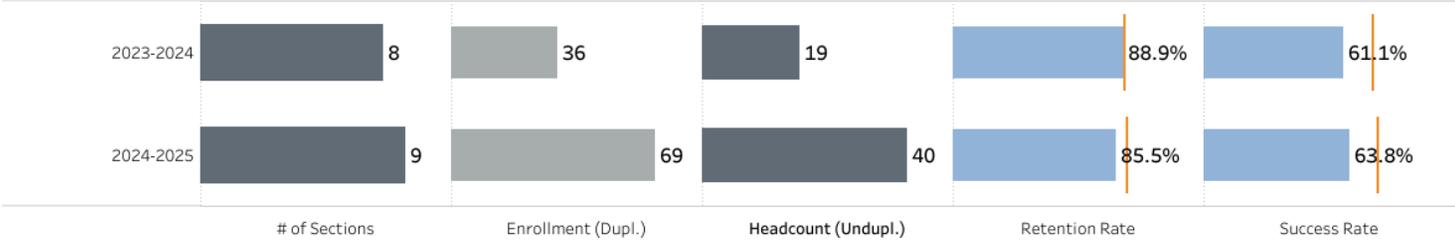
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Full-time Faculty needed for the program to improve	All	Repeat	100,000	Recurring	Alfred Brubaker
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

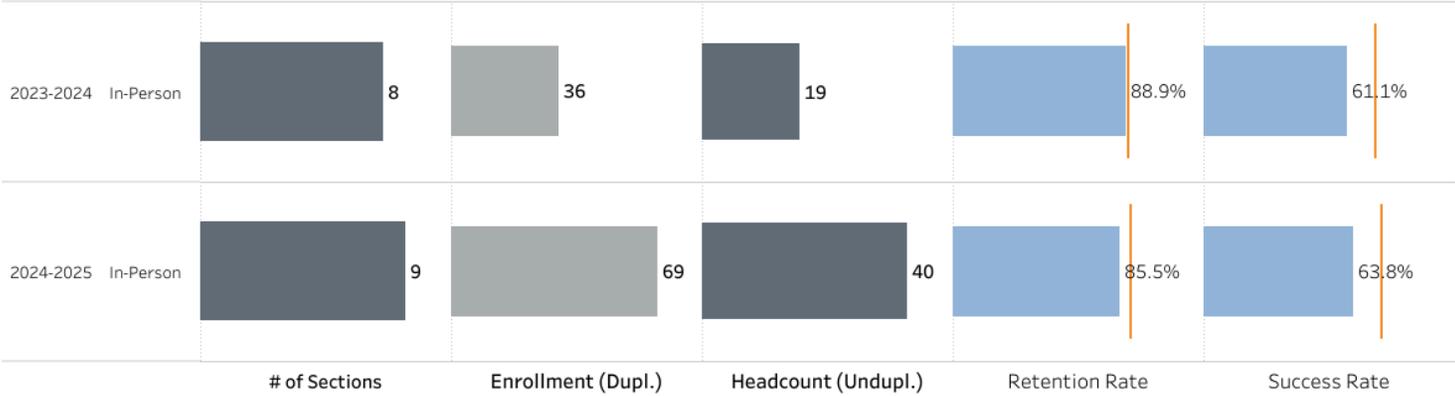
Required:

- Enrollment tab
- Equity tab

AM: Enrollments, # of Sections, Retention and Success



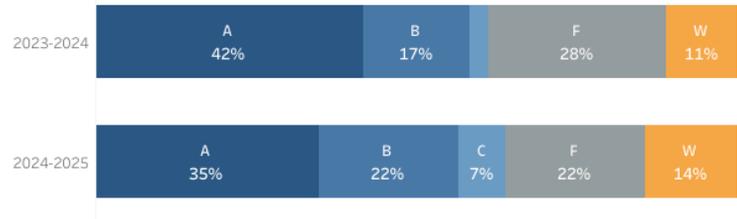
AM: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: None



Grade Distribution for AM



Classroom Teaching FTEF in AM

Fall Terms

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.33	0.86	0.66	0.66
Grand Total	0.33	0.86	0.66	0.66
FTEF	1.9	6.0	3.3	6.2
FTEF/FTEF Ratio	5.7	7.0	5.0	9.4
WSCH/FTEF Ratio	170.0	210.0	150.5	282.3
WSCH	56.1	180.6	99.3	186.3



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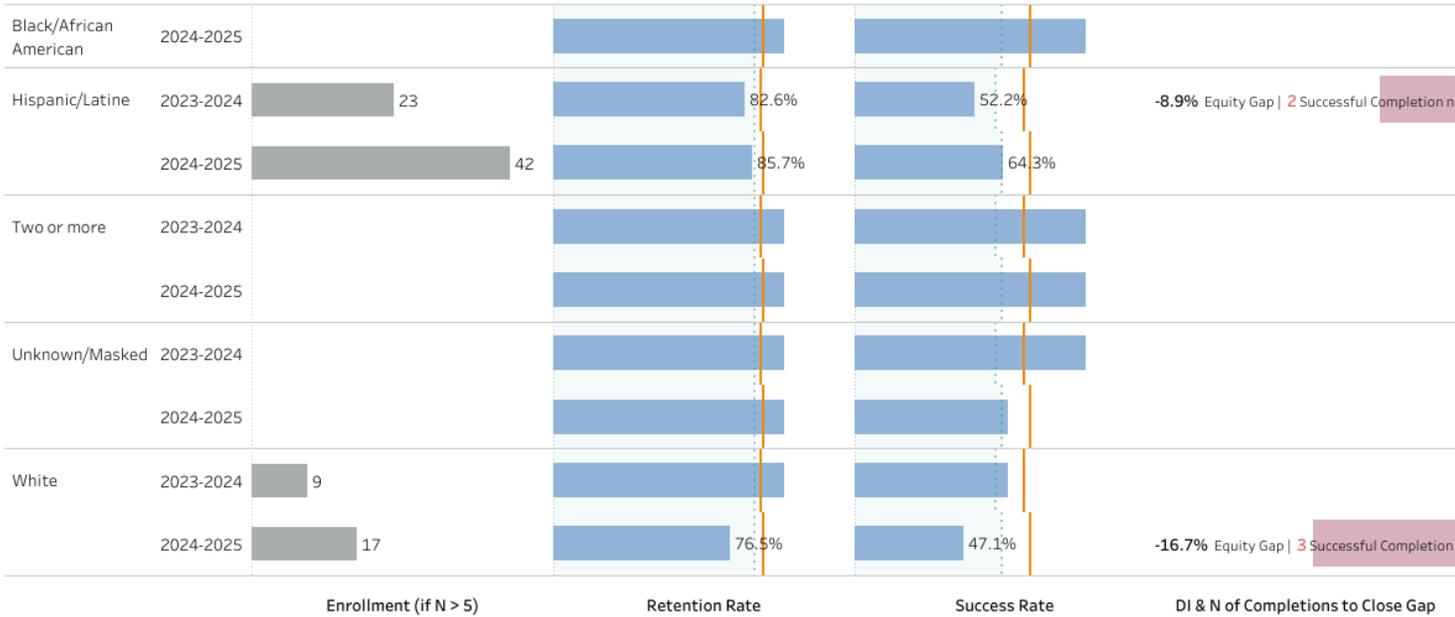
Click for FTES



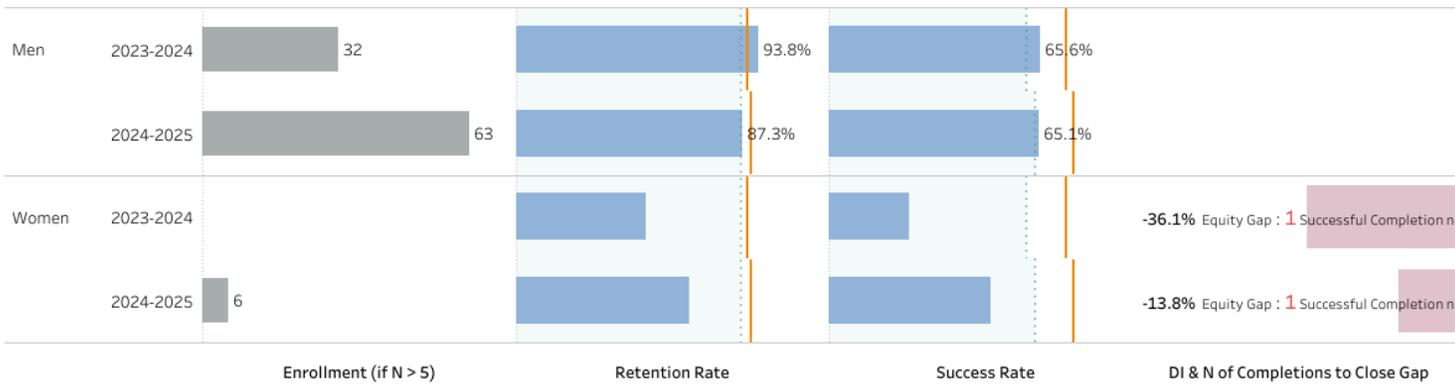
AVC Total Retention and Success are shown in vertical | AM Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

AM Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



AM Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts & Applied Sciences / Automotive Technology	For Planning Years: 2026-2027
Name of person leading this review: Tim Sheppard	
Names of all participants in this review: Tim Sheppard, Frankie Morgan, Travis Lee	
<p>The AUTO program contributes to the districts mission by preparing AVC students for entry level positions in the Automotive Repair Industry, whether at a dealership, independent shop, franchise or a fleet environment. Many students leave with their EPA 609 License in refrigerants for Automotive HVAC systems.</p>	

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

- Use the following questions to guide your analysis:**
- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

AUTO has made great strides in increasing enrollment and retention over the last several years. In the 2024-2025 we had an increase of 83 unduplicated students in the period from the years 2022-2023 and a retention rate of 98.9% an increase of 2.7% for the same period. We have seen increases in in all ethnicities and women enrollees up to 82 in the 2024-2025 year over the 28 for the year 2023-2024.

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

Our facilities offer both opportunity and challenges. With the Shop update of the 2023-2024 year, we now have access to four, two-post lifts instead of only two. It means we can practically double the amount of lab space available. Yet at the same time, it poses a challenge because we still have twenty students working among four lifts which limits each students’ hands on experience. We need to increase our completion rate. To do so we are looking into expanding the adjunct instructors pool with highly qualified instructors with real world, industry experience. We need instructors so that we can offer all the courses that students need to complete their educational program in a timely manner.

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

We are actively recruiting qualified instructors so we may offer more of the course's students need to compete their programs. We would like to expand our offerings to include training in state-of-the-art equipment such as Hybrid Electric Vehicles, ADAS (Advanced Driver-Assist Systems) And Diesel We have been told time and again by industry that skilled technicians are hard to find and are in high demand. To train future generations of Technicians we will need the training and equipment necessary for the job. Frankie Morgan is working diligently to put in place everything that is necessary to gain ASE accreditation for our program and to become an ASE test center so that we can proctor exams so students can test for their ASE A1-8 certificates as they complete their program.

N/A

Supporting Evidence

1. Labor Market Demand

The regional labor market shows significant demand for technicians with both **electric/hybrid skills** and **specialty restoration experience**. According to the **Centers of Excellence for Labor Market Research (COE)**, California is projected to see:

- **29% growth** in jobs requiring hybrid/electric vehicle maintenance skills over the next 10 years, due to state zero-emission mandates (CARB ZEV mandate, 2035).
- **Ongoing demand in specialty restoration**, with classic vehicle repair representing a \$1.5 billion annual market in California, according to IBISWorld industry reports.

This validates the need for a new **Electric & Hybrid Basics noncredit course** and a **Vehicle Restoration noncredit course** as clear workforce entry points.

2. Employer Advisory Board Input

At the most recent Automotive Advisory Committee meeting (Fall 2025), local employers, including Diamond Hyundai, CarMax Automotive Repair and AV Highschool and Desert Winds High School:

- Their greatest hiring challenges involve technicians with hybrid/EV And Diesel diagnostic skills, Remove and Replace Technicians, Quality Service Writers
- There is strong demand for entry-level technicians who understand vehicle restoration fundamentals such as body prep, electrical rewiring, and drivetrain retrofitting. Safety Demands.
- Employers emphasized that students trained on outdated equipment cannot transition easily into modern shops, highlighting the urgent need to upgrade AVC's current fleet of vehicles, alignment racks, diagnostic scan tools, and trainers.
- High Schools stressed the need to energize and create repetitive outreach to students to give them alternative options for Trade Career path.

3. Regional Planning Alignment

This proposal directly supports the South-Central Coast Regional Consortium (SCCRC) Strong Workforce Plan (2023–2026), which identifies:

- Advanced Transportation & Renewables as a regional priority sector.
- The need to expand noncredit pathways for underserved learners.
- The importance of modernizing community college automotive programs to meet industry shifts toward zero-emission vehicles, Light Truck Desal Repair, Remove and Replace Technicians, ASE accreditation, And Diagnostics Technician that are trained on trainers that duplicate real life faults.

4. Program Review Data

Antelope Valley College's most recent **Program Review (2024)** indicates:

- A **22% increase in enrollment** in core courses (AUTO 100, AUTO 160) over the last three years.
- Student retention challenges tied to **insufficient and outdated equipment**.
- Clear recommendations to expand **hands-on training capacity** and to introduce new courses reflecting industry evolution (EV/Hybrid technologies and specialty restoration).

5. Validated Employer Input (Surveys)

Employer surveys conducted in 2024–2025 confirm:

- 87% of respondents reported difficulty hiring **EV/hybrid-trained technicians**.
- 62% reported a shortage of candidates with **basic restoration skills**, particularly in electrical rewiring, rust repair, and drivetrain rebuilding.
- Employers noted that AVC is “a critical pipeline” for their workforce, but urged **urgent equipment upgrades** to ensure student skills align with shop expectations.

Insert Labor Market Data here

<https://www.labormarketinfo.edd.ca.gov/commcolleges/> **Projections of Employment by Occupation, 2022 - 2032.**

Selections:

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")	2022 Employment	Annual Job Openings (1)
493023	Automotive Service Technicians and Mechanics	13,560	11,830
	Total	13,560	11,830

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

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

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

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

Past Course Improvement Plans	Progress Made
AUTO is developing a not for credit automotive restoration course that will	The scope of the class needed to be rewritten to better represent

be open to the public. To alert the larger community of our program and other	The goals of the program. Once the changes are accepted, we hope to move
possibilities on the AVC campus.	forward offering the course either during the summer session or winter intersession.

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

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

Past Goal	Progress Made
A race car project-based learning initiative to significantly enhance student engagement in an automotive program by offering hands-on, real-world experience that sparks interest and foster deeper leaning.	In conjunction with ABDY the rave car program has been very popular both with students and as a recruiting tool for the community at large as we have participated in events like AVC night at the AV Alta Football Club final home game.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer more classes and sections of classes so that students can progress through the program in the recommended timeframe.	Actively recruiting qualified adjunct faculty so that we have a broader pool of instructors to draw from. Instructors with industry and real-world experience.	Hopefully there will be a net increase in students successfully completing their program and attaining employment in the field.
#2	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase the number of students completing both the certificate and or degree.	Faculty to work with current counselors and express to students the importance of striving for educational completion. Inform students of the additional classes that are geared to our program so	Track the data.

							that they can graduate with an associate degree and not just a program certificate and the real-world possibilities it will open for them.	
#3	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Develop certificated course in skills that are most in demand from industry/ employers. Particularly Hybrid / Electric Safety and Advances Driver-Assist Systems (ADAS), and Deisel. Qualify for ASE program status.	Develop curriculum for each program. Apply for needed funding. Roll out program once everything is in place. Continue with application process for ASE accreditation.	Implementation of certificate programs and successful completion rate by both existing students and working professionals who would like the subject certificate. Acquire ASE accreditation.
#4	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	Painting brick wall around with images and messaging to promote AUTO and ABDY programs	Research providers, get quotes, secure funding submit proposals.	Track data for increased program interests and participation.

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	The means to successfully recruit qualified adjunct faculty.	Goal #1	Repeat	unknown	Recurring	
Other	Develop certificate programs for Hybrid / electric, ADAS (Advanced Driver-Assist Systems), and Deisel. Acquire ASE accreditation.	Goal #3	New	unknown	One-time	
Professional development	Send instructors for additional training on new equipment and certification classes that we already own to add more to the student experience.	Goal #1	New	unknown	Recurring	
Other	Mural painting on wall surrounding AUTO LAB to increase presence, awareness and community support of AUTO and ABDY programs.	Goal #4	New	unknown	One-time	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

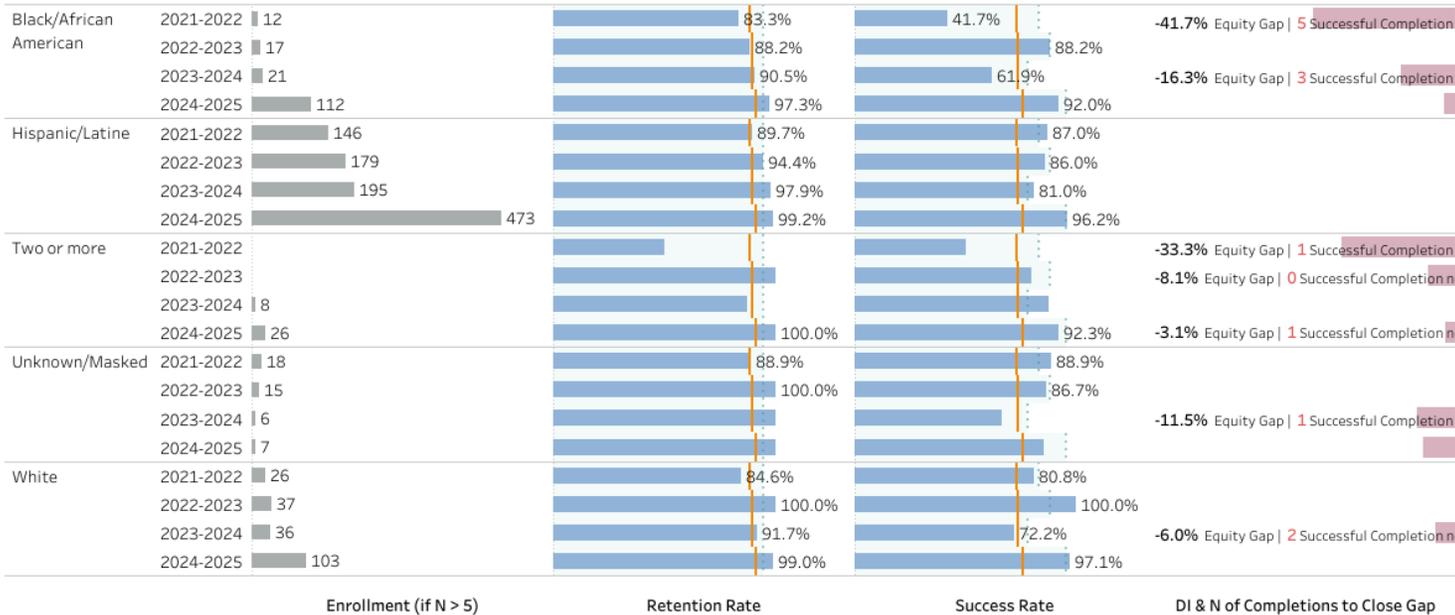
- Enrollment tab
- Equity tab

AVC Total Retention and Success are shown in vertical | **AUTO Success Rate is Green** |

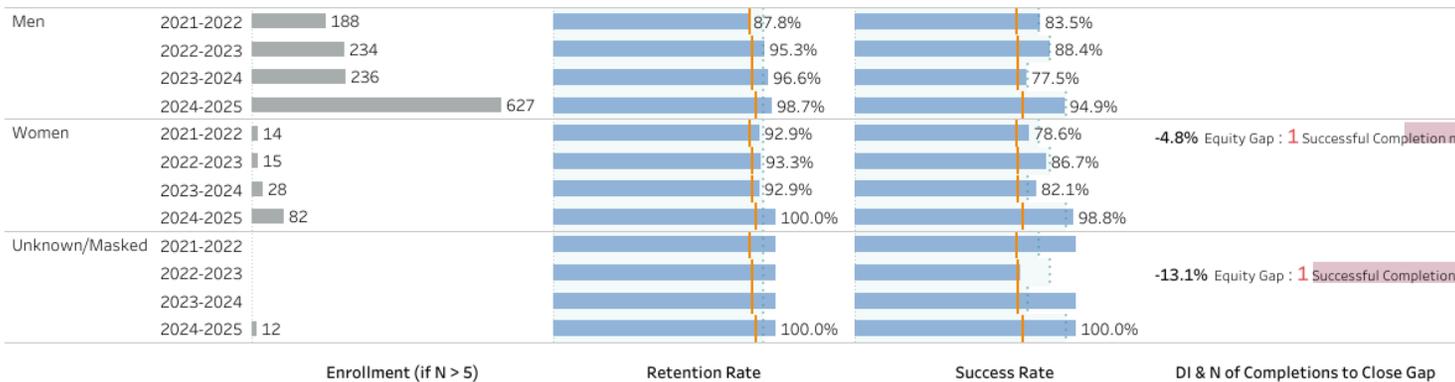
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

AUTO Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



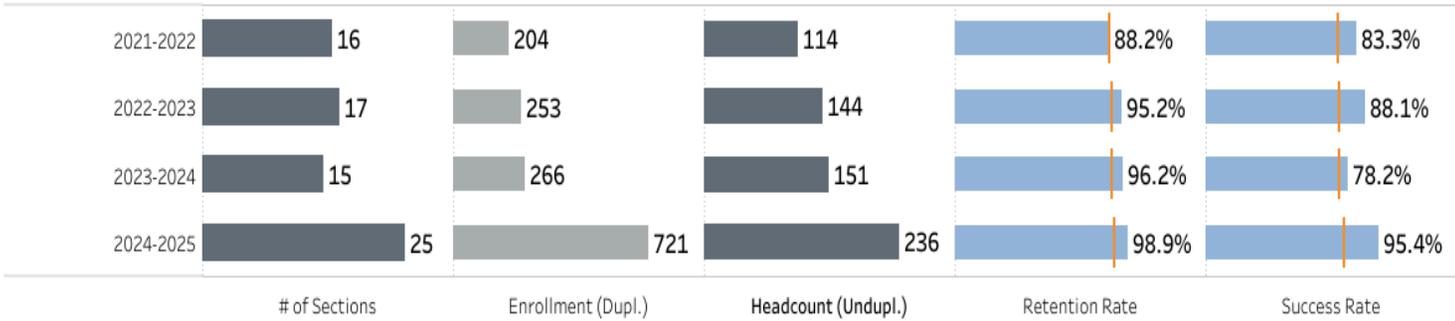
AUTO Enrollment, Retention & Success for by Gender (if greater than 5)



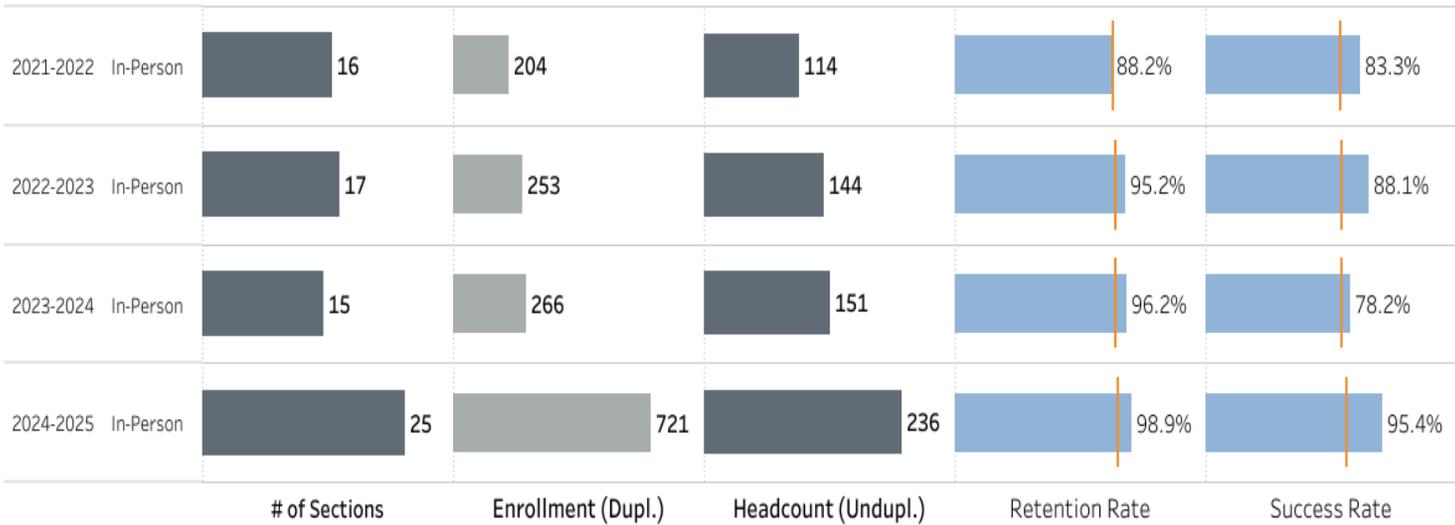
Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

AUTO : Enrollments, # of Sections, Retention and Success

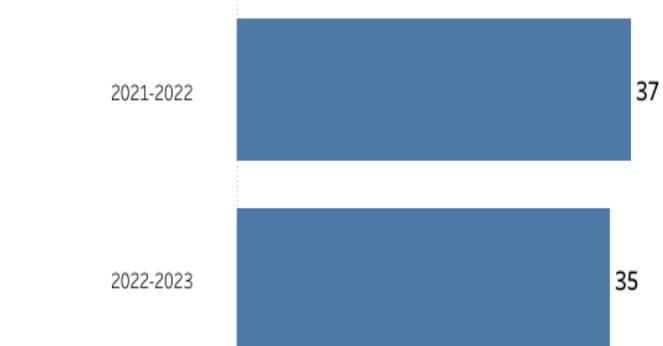


AUTO: Enrollments, Number of Sections, Retention and Success by **Modality**



Program Awards: AA-T English, English - Non Transfer, English - Transfer

Award Type Academic Year



Grade Distribution for **AUTO**



Classroom Teaching FTEF in **AUTO**

Fall Terms



Fall 2025 Program Review Report

Division: Industrial Arts & Applied Tech ELEC (Electrical Technology)	For Planning Years: 2026-2027
Name of person leading this review: Miguel Rodriguez	
Names of all participants in this review: Miguel Rodriguez	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>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.</p> <p>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.</p>	
Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>The Electrical Technology Program provides necessary coursework for State licensing and remains current on Accreditation curriculum. 2024-2025 success rates in ELEC courses remain steady at 94.2% vs. 88.3% 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 2024-2025 has increased with student retention rates increasing as well, 96.8% vs. 95.5% AVC annual, trending an overall positive direction for the program. An equivalency has been approved to employ highly skilled electricians with experience in working with electrical trainees. More students are getting their electrical trainee card to complete their hours under a contractor. The Electrical Technology Program will acquire a lab/lecture room at the Palmdale Center. The learning center has hired one of the Electrical Technology program students to tutor. Ladder/logic program constructor is now available for students in DL – 111 and Learning Center. This will help with the success rate for students when working on motor controls. Also, with addition of the Outage Outlaws Clubs to promote diversity into the program and electrical field. This will promote diversity and expand the program enrollment. Enrollments, Retention & Success for ELEC by Ethnicity. Hispanic/Latino retention rate 96.4% vs success rate 94.2%. Black/African American retention rate 100.0% vs success rate 98.0%. White retention rate 95.0% vs success rate 86.7%.</p>	
Opportunities and Challenges: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>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 Applied Tech and Industrial Arts programs as society shifts to more traditional trade driven career choices. This is including social media.</p>	
Aspirations: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<p>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</p>	

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 DPW, Magic Mountain, Edison, Metro, Amtrak, LADWP, City of Palmdale, Local Contractors, 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 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, Fluke meter testing, NIMS and or Go Green Renewables? Action Items: motion proposed more hands-on lab time with digital timers for lighting, occupancy sensors, photo electric sensors, VFDs for motor control, metal stud framing for commercial wiring, expanded work in single phase and 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 such as Solar Energy courses 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. 15 yes votes. A motion was passed to move this item forward for funding/resource request, 15 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. The ELEC program meets face to face. Over the course of 2020, online courses were offered in which simulating software has been introduced. 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. Robotics, automation and PLC. Software such as VFD programming, Scada update and Micrologix 1400, SkyCAD 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, 15 yes votes.

3) Facilities Update Lecture/Lab Space, Discussion Item: The Electrical Technology Program has been moved to the new Discovery Lab Building. Lab is held in DL 131 and lecture in DL 111. The program lost 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 on 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 number 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 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 amount of large equipment needed for students to be exposed to industrial electrical settings, would be tremendously beneficial. 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 specially in ELEC 140 – Commercial Wiring where students must use pipe benders and to bend five-foot raceways (EMT). A motion was proposed to apply for funding/resources to properly set up the new lab space after moving in. To include workstations, supplies, and storage.

Hiring additional staff, another full-time instructor, a dedicated student worker, to help with maximizing the use of the new facility space with the addition of more class days and times. A motion was passed to increase the number of days and times that classes are offered to fully utilize the new space, hire additional staff to teach on additional days/times, seek additional lecture/lab space scheduling, and move all items forward for funding/resource request, 15 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, 24 laptops that may handle four crucial software, equipment and teaching supplies, 3-D VR that would help students with real life scenarios, snap circuits, and HMI for PLC. Infrared Thermography. Solar programs and two solar projects for the electrical technology program would give student real life experience in the role of installation. 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 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, 15 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, 15 yes votes.

Projections of Employment by Occupation, 2020 - 2030

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	2020 Employment	Annual Job Openings
472111	Electricians	70,300	91,410
471011	First-Line Sup/Mgrs	74,100	83,580
473013	Helpers--Electricians	2,900	3,900
492098	Security and Fire Alarm Inst	11,200	14,570
	Total	158,500	193,460

Part 2C: Review and comment on progress toward past Course Improvement 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 Industrial Arts & Applied Tech 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 2025-2026 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 Industrial Arts & Applied Tech 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 2025-2026 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 Industrial Arts & Applied Tech, job placement specialist continue to explore these community relationships and develop a guided pathway to employment. This item will remain on the 2025-2026 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 2025-2026 goal list.

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

	Goal Supports which:		Description of Goal	Steps to be taken to achieve goal?	
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Program /Area Goal #	ILO	PLO	SLO	OO	EMP Goal Primarily Supported:		Measure of Success (How would you know you've achieved your goal?)	
#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 Industrial Arts & Applied Tech. counselors and express to students the importance of striving for educational completion.	More students are completing a certificate and 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, visiting schools, campus tours, 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 Industrial Arts & Applied Tech 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 repairing various electrical systems.	Obtain consistent/reliable district operating funds: CalWorks Block Grant for lab equipment, Prop 20 funding for instructional supplies and supplement with Perkins and Strong Workforce resources as needed to better prepare students for employment.	Improved outcomes data and student success rates.

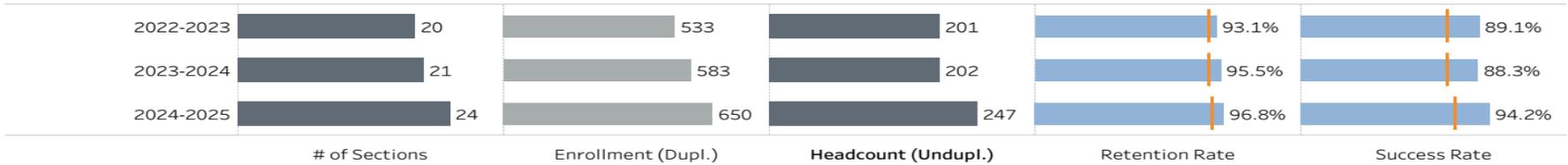
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Another FT to assist with the load of one FT. Allow to open more courses.	#1, #2, #3, #4	Repeat	\$200,000	Recurring	Miguel Rodriguez
Supplies	The electrical field continues to advance. Keeping students up to date will further assist in retention and success rate.	#1, #4	Repeat	\$100,000	Recurring	Miguel Rodriguez

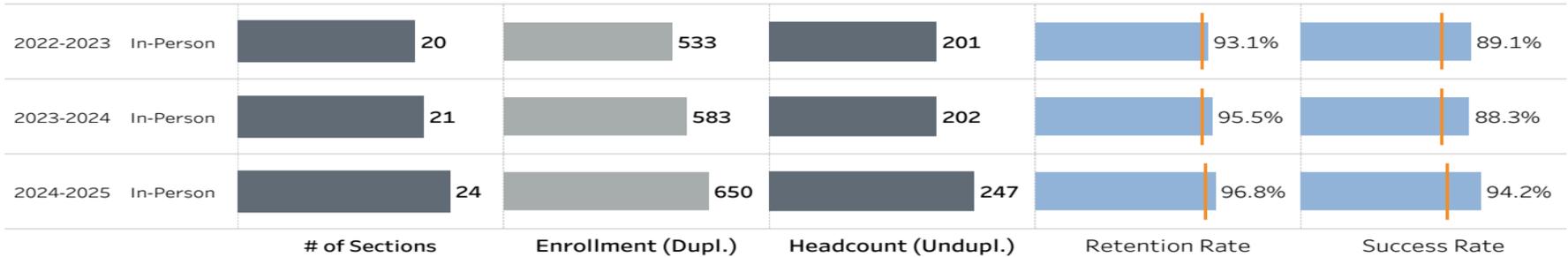
Classified Staff	A TA would help with gathering supplies and allowing the FT to focus on program review and students	#1	Repeat	\$100,000	Recurring	Miguel Rodriguez
Technology	The industry continues to change, and as new electrical systems are available, we must introduce to our students to maintain competitive.	#1, #3, #4	Repeat	\$300,000	Recurring	Miguel Rodriguez
Physical/Facilities	More space for bigger equipment, such as MCC buckets and mock training for real life scenarios.	#1, #4	Repeat	\$500,000	Recurring	Miguel Rodriguez

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

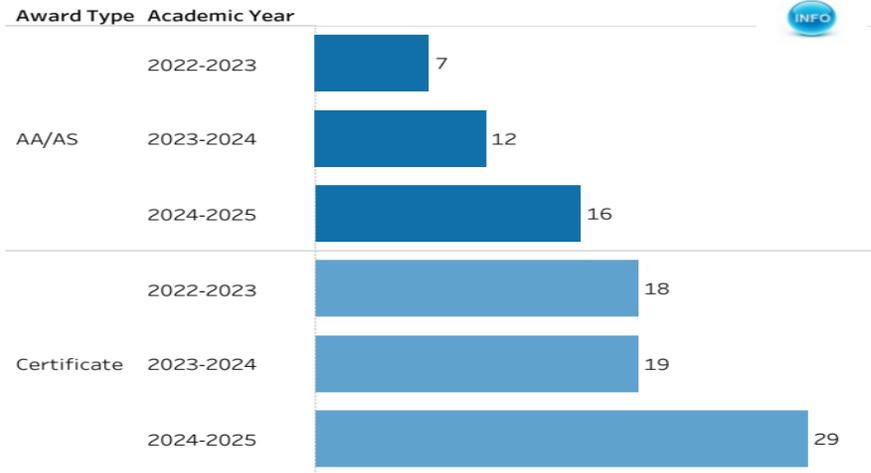
ELEC : Enrollments, # of Sections, Retention and Success



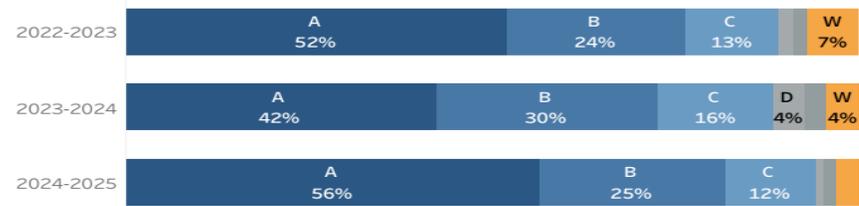
ELEC: Enrollments, Number of Sections, Retention and Success by **Modality**



Program Awards: Electrical Technology & Electrical Technology Cert



Grade Distribution for ELEC



FTEF in ELEC

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	1.27	1.00	0.60	1.27	1.27
Part-time FTEF	1.03	1.03	1.37	0.87	1.60
Overload FTEF		0.27	0.33		
Grand Total	2.30	2.30	2.30	2.13	2.87



[Click for Fill Rates](#)

[Click for FTES](#)

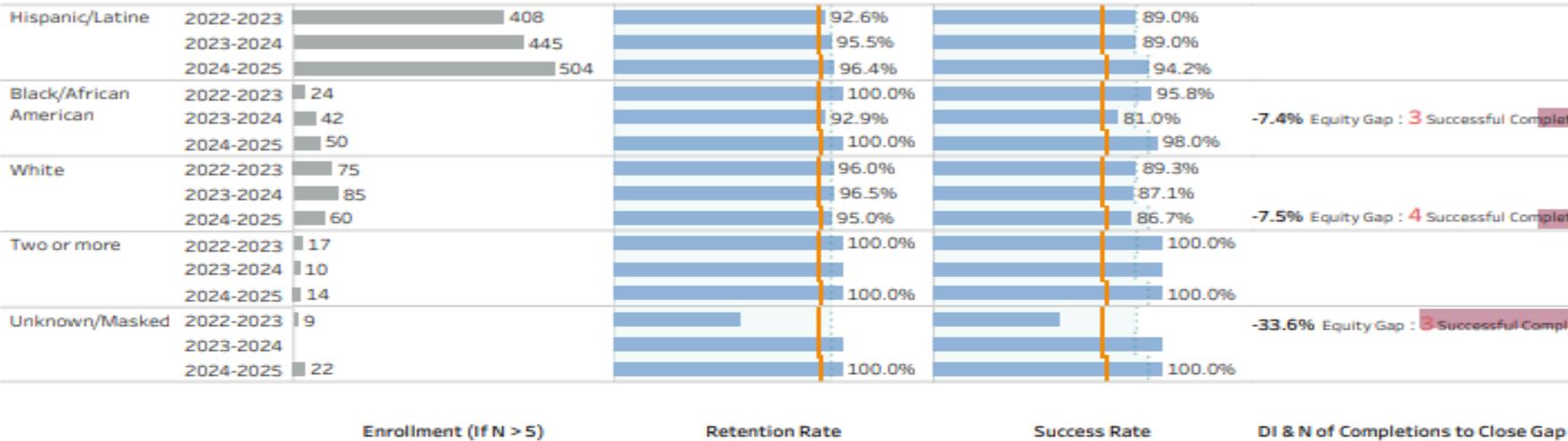


AVC Total Retention and Success are shown in vertical | **ELEC Success Rate is Green** |

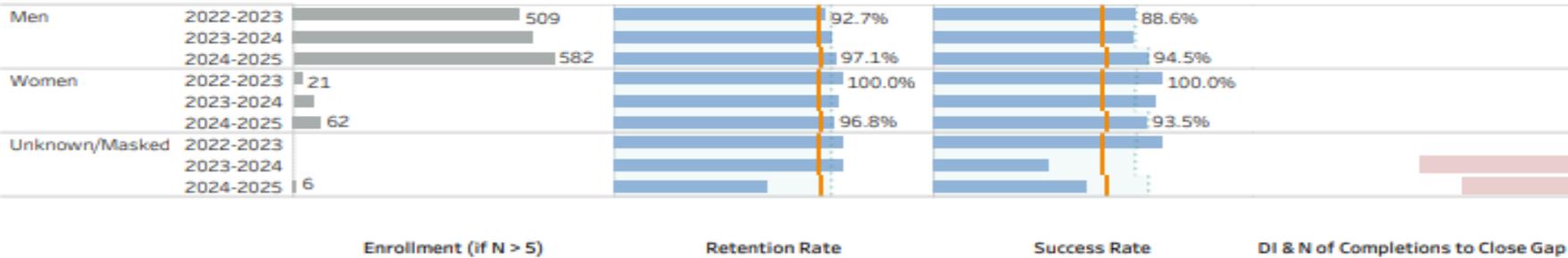
When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology.

To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

ELEC Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



ELEC Enrollment, Retention & Success for by Gender (if greater than 5)



- Guiding Questions for Reviewing DI Data:**
- What patterns or trends in the DI data suggest inequities among different student groups?
 - What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
 - What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
 - How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
 - What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f...



Division/Area Name: ELECTRONICS TECHNOLOGY	For Planning Years: 2026-2027
Name of person leading this review: Rick Motawakel	
Names of all participants in this review: Rick Motawakel	

Fall 2025 Program Review Report | Instructional Areas

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

The mission of the Electronics Technology program is to provide comprehensive and technical education to a diverse community of learners, preparing students for employment as electronic technicians. Electronics Technology programs take pride in providing a quality, hands-on education to produce and develop top-quality engineering technicians and electronic technicians. Our goal is 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 workforce in the following fields; aerospace, automotive, engineering, communications, robotics, to name a few. Electronics degrees equip students with the tools to succeed and continue their education or career upon graduation as productive members of the workforce.

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

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

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

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

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

- The program provides internships in the industry for students to get experience in the 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 rate for graduates
- All courses that were taught during the four years conducted assessments on SLOs
- Enrollment is higher in the program than last four years
- Retention, Success, Number of Sections, and Enrollment in ELTE are higher than AVC in the last four years
- FTEF/FTES and WSCH/FTEF are higher than in the last two years

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

- Electronics Technology is a high-tech program. It's always in need of UpToDate equipment to keep up with industry needs. The program will need UpToDate equipment for the laboratory.

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

Electronics technology is part of the aerospace industry. Students graduating from this program will get a job in the aerospace industry.

- The program has a 95% job placement rate for graduates
- All courses that were taught during the four years conducted assessments on SLOs
- Enrollment is higher in the program than in the last four years
- The number of sections offered is higher than in the last four years
- Retention, Success, Number of Sections, and Enrolment in ELTE are higher than AVC in the last four years
- FTEF/FTES and **WSCH/FTEF** are higher than in the last two years

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

N/A

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

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

Annual Job Openings by Occupation

SOC Code Occupation Title

(Linked to "Occupation Profile")

2020

Employment Annual

Job Openings (1)

173012 Electrical and Electronics Drafters 3,200 3,490

Total 3,200 3,490

(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.

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 industry met last October. The group suggested having more graduates because they need more qualified technicians in the industry. We need new equipment (soldering irons, lights, signal generators, etc.) have provided additional enhancements to the program. Some of them provided new capabilities for the program. Advisory committee feedback has been very positive. The students graduating from this program are doing very well in their jobs. The industry is satisfied and happy with our graduates working for them. This program needs more consumables, and the industry is willing to help and donate more parts for the students. Students requested more consumables for labs. Additional consumables were purchased enabled students more hands-on time with labs. Industry is asking for shorter program completion. They need more qualified technicians for the industry. Students graduating from this program get hired by Edwards Air Force Base, NASA Armstrong Flight Research Center, Mojave Air and Space Port, U.S. Air Force Plant 42, and the U.S. Navy's Naval Air Weapons Station China Lake, and all the major aviation and aerospace prime contractor as well as hundreds of specialty subcontractors who make the complex parts and components that go into aircraft. Students from this program become the workforce that has extensive experience and deep knowledge of advanced materials, precision manufacturing and aircraft assembly. The program provides experienced, adaptable workers with modern skills for more accommodating business rules and regulations.

Recommendations from the advisory committee:

"I think that the electronics industry is going more digital in terms of programming everything. Specifically, using FPGAs, PLAs, and PLCs for circuit development, programming, and deployment. We might want to think about how we can update our computer side of the program to help give students and understanding of these things and what to expect in industry. Guess this would tie into #5 with maybe getting some equipment to use as demonstrations for the students."

"Curriculum Alignment: Are there any new industry certifications, technologies, or skills that we should incorporate into the program to ensure our students are fully prepared for the current job market?"

Not sure about specific certifications, but obviously AI is the big hot buzz word. You guys could probably "Google" what AI certs are out there and find valid info. I do have other POCs in the TENG AI world if you want more info.

Large Language Models (LLMs) and other instantiations of AI are in use ubiquitously. If the college already has an AI lab, this would be a good

curriculum item.

"Prompt Engineering" to use AI effectively is a skill very useful in today's workplace. We're now using LLMs and Retrieval Augmented Generators (RAGS--1 think that's the acronym) to create things like Safety Plans and Test Plans using the data base of online test and evaluation documents at Edwards.

Workforce Needs: Do you foresee any shifts in demand within the electronics or related fields that we should consider when shaping the program's focus?

From my own little perspective, small UAS (sUAS) are in the news, just look at Ukraine. I've heard tell from my contact in Florida that smart young techs and engineers are needed in the drone space. Any electronic courses related to sUAS would likely be well attended and relevant as small drones continue to multiply.

Autonomy concepts and algorithms are increasingly becoming part of the Defense framework. Developers and testers of these may be in high demand as grey beards age out and retire.

Software repositories and environments such as GitLab, GitHub etc. are in widespread use, so competence in those will be very valuable. Modeling and simulation is a big area everywhere now (Although...in working with Test Resource Management Council this week...I heard that the Capitol folks DON'T like Modelling and Simulation anymore... it's "Virtual Test" now).

Industry Partnerships: Are there opportunities for deeper collaboration with employers in the area (internships, job placements, project partnerships) that would enhance the student's experience and job prospects?

Once we get through this hiring mess, I would definitely be able to connect you with our recruiting POCS, to look at internships or job opportunities.

I'm not aware of specific opportunities in the private sector, but I am sure they're out there.

The recent hiring fair at Edwards was a HUGE event with hundreds of job seekers present. I took one of my son's friends to network and get contacts. AVC may want to consider attending that to get a pulse on what the employers and DOW (yes.... Department of War) are looking for. I have POCs for the last event if you would like me to connect you."

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

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

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

The department has started offering new certificate for this program, and it was approved by the chancellor's office. The certificate for Avionics Technology certificate. Students can complete three courses for this certificate in one semester. They can get hired in the aerospace and automotive industries. This certificate was created by industry requests and needs.

Three adjunct faculty members 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 employers in the aerospace industry to meet the industry's needs for electronics/avionics technicians. The ELTE program hosted guest speakers from Northrop Grumman, FAA, Edwards Air Force Base, and NASA to address students' understanding of their expectations and hiring procedures.

Throughout the school years, Field Trips were taken to the FAA, Edwards Air Force Base, and NASA. Each outing explores aerospace technical

shops and historical significance and provides firsthand experience with experts who helped the students see what often remains hidden in plain sight. Participants in these 25-person groups get a unique field guide of the facility.

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

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

Past Course Improvement Plans	Progress Made
Up to date equipment for the lab	Applying for strong work force grant to purchase consumable for the lab and update the equipment
Upgrading the white board for students to see the board	On order
Rearranging the classroom for students to see the board	It's done

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

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

Past Goal	Progress Made
Increase efficient and effective use of resources: Technology; Facilities, Human Resources; Business Services.	Ongoing
Advance more students to college-level coursework-Develop and implement effective placement tools.	Ongoing
Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Ongoing

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO	2	1		Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Provide students with up-to-date, industry-relevant training aligned with aerospace and electronics workforce needs.	<p>Create an updated equipment list based on advisory committee recommendations (FPGAs, PLCs, PLAs, soldering stations, signal generators, consumables).</p> <p>Apply for Strong Workforce and Perkins funding.</p> <p>Purchase, install, and integrate new equipment into ELTE courses.</p> <p>Provide faculty training for new digital/AI-integrated tools.</p>	<p>All ELTE lab courses use upgraded equipment by Spring 2027.</p> <p>Student lab proficiency improves as measured by SLO assessments (10% increase in mastery).</p> <p>Advisory committee reports improved alignment with industry needs.</p>
#2	Choose ILO	3	2		Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success and retention in ELTE gateway courses.	<p>Implement supplemental instruction and tutoring for ELTE fundamentals.</p> <p>Expand hands-on lab hours.</p> <p>Increase early alerts for at-risk students.</p>	<p>Success and retention rates increase by 5% by Fall 2027.</p> <p>Reduction in D/W/F rates in ELTE 101 and ELTE 125.</p>
#3	Choose ILO	4	2		Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer flexible scheduling and new industry-aligned coursework.	Develop new digital electronics and AI-adjacent curriculum (FPGAs, PLCs, sUAS electronics).	Add at least two new courses by Fall 2027.

							<p>Offer evening, weekend, and hybrid sections.</p> <p>Increase course rotation frequency to ensure 3-semester completion.</p>	<p>Program completion time improves to consistent 3-semester pathway.</p>
#4	Choose ILO				<p>Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.</p>	<p>Create a more inclusive, accessible, supportive ELTE learning environment.</p>	<p>improve access to lab materials through expanded consumables budgets.</p> <p>Support first-generation and underrepresented students with targeted outreach.</p> <p>Track and address equity gaps in success and retention.</p>	<p>Equity gaps reduced by at least 3% in success and retention.</p> <p>Increase enrollment of disproportionately impacted groups by 5%.</p>

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Supplies	Wire, solder, breadboards, connectors, circuit components Upgrade ELTE lab equipment: soldering stations, digital multimeters, power supplies, signal generators, FPGA/PLA/PLC kits	#1, #4	New	TBD	One-time	Rick Motawakel
Classified Staff	Need teachers assistant for the department, Embedded tutors and extended lab hours	#2	Repeat	\$16,500.00	,One-time	Rick Motawakel
Faculty	Need faculty to teach new classes. and need teachers assistant for the department		Repeat	\$26,500.00	Recurring	Rick Motawakel
Professional development	Training in AI applications, FPGA systems, and industry updates, Conferences (CCCAOE, ACCCA)	#1, #3	Repeat	\$10,000.00	Recurring	Rick Motawakel
Technology	Replacement/upgrade of lab equipment: soldering stations, digital multimeters, signal generators, power supplies, FPGA/PLA/PLC kits Funding to develop new digital electronics, sUAS, and AI-related courses	#3,	New	\$45,000.00	Recurring	Rick Motawakel

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

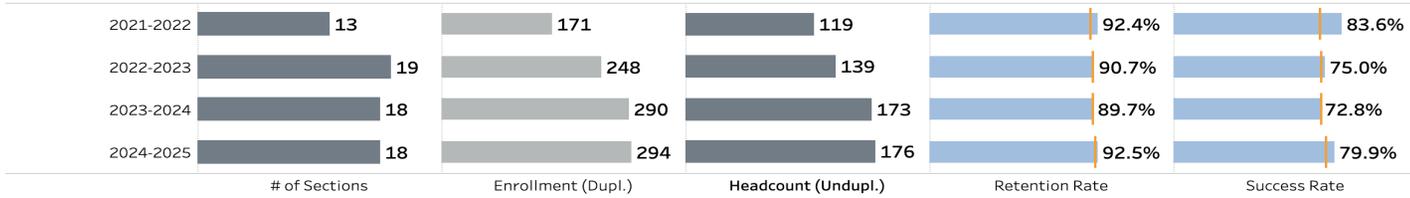
Required:

- Enrollment tab
- Equity tab

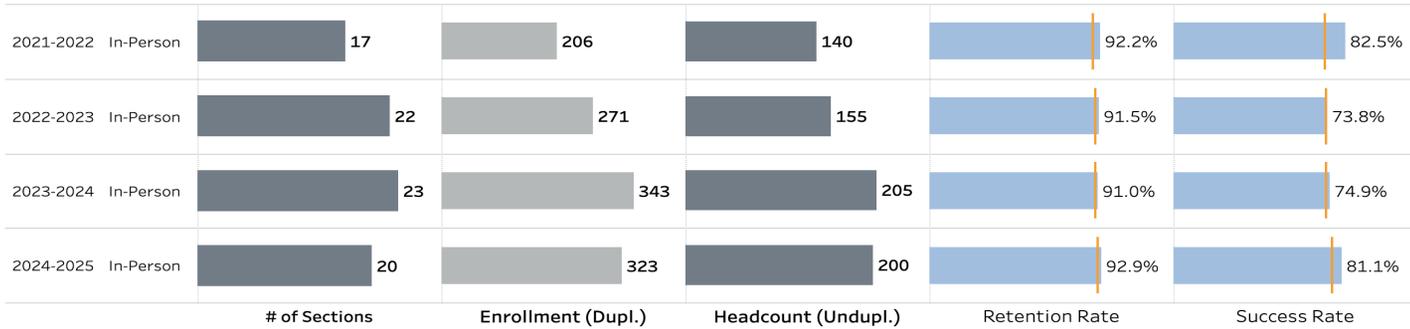
Optional:

Instructions and Definitions | **Enrollment** | Equity | Institutional Success & Retention

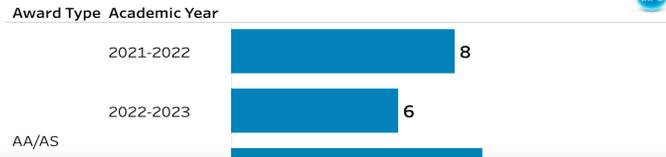
ELTE: Enrollments, # of Sections, Retention and Success



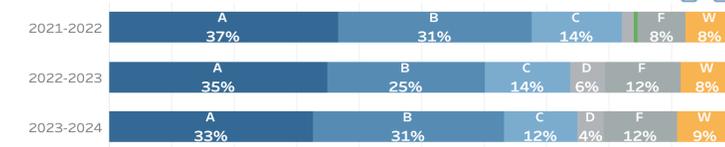
ELTE: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: Electronics Technology & Electronics Technology Cert



Grade Distribution for ELTE

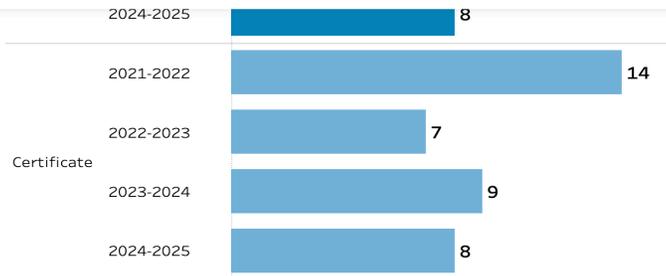


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Classroom Teaching FTEF in ELTE

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	2.41	1.31	1.75	2.08	1.84
Full-time FTEF	1.20	0.93	1.20	1.20	1.20
Overload FTEF					0.33
Grand Total	3.61	2.24	2.95	3.28	3.37
FTES	33.3	20.3	22.7	32.8	28.9
FTES/FTEF Ratio	9.2	9.1	7.7	10.0	8.6
WSCH/FTEF Ratio	276.7	272.0	230.7	299.6	257.1
WSCH	999.9	609.3	679.8	982.8	866.4



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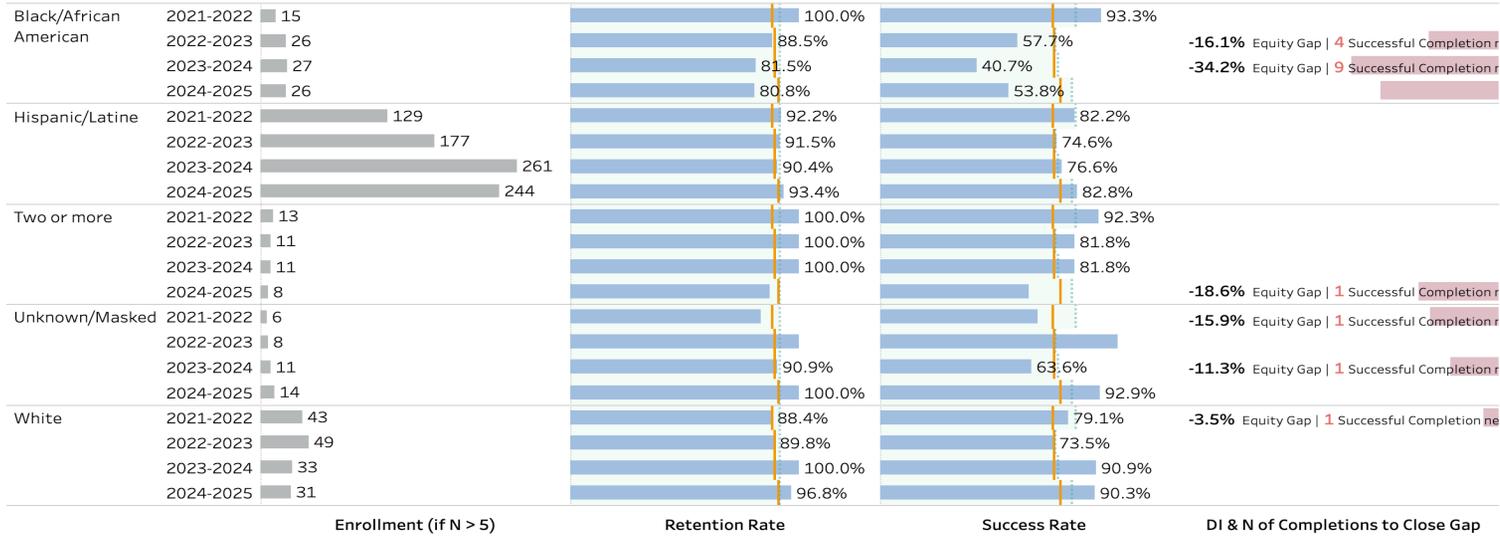
Click for FTES



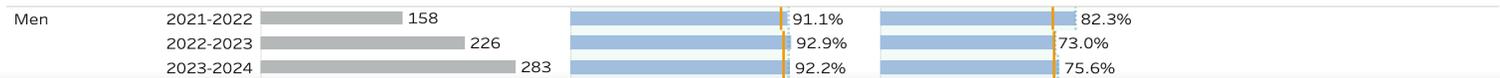
Instructions and Definitions | Enrollment | **Equity** | Institutional Success & Retention

AVC Total Retention and Success are shown in vertical | **ELTE Success Rate is Green** |
 When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

ELTE Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



ELTE Enrollment, Retention & Success for by Gender (if greater than 5)

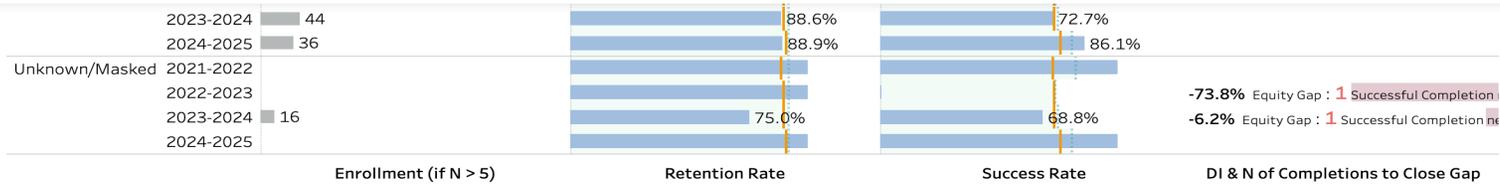


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Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: AIAAT/IMTA	For Planning Years: 2026-2027
---------------------------------------	--------------------------------------

Name of person leading this review: Travis Lee

Names of all participants in this review:

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

(How does your program/area help the college meet its mission?) The Industrial Manufacturing Technician Apprenticeship (IMTA) program operates in collaboration with BYD to provide a structured pathway combining technical education with paid, on-the-job training. This partnership bridges classroom instruction and real-world application, equipping participants with advanced manufacturing skills while addressing regional workforce needs. The program supports Antelope Valley College’s mission by preparing a diverse student body for sustainable, high-demand employment in industrial and manufacturing sectors. Apprentices earn progressive wage increases upon completion of each semester, reinforcing a strong link between academic success and career advancement.

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

IMTA continues to demonstrate exceptional outcomes in retention, success, and industry impact. Across 2021–2025, retention rates have remained between 97–100%, and success rates have exceeded 90%, reflecting exemplary student engagement and instructional effectiveness. Over this review period, the program has trained 106 participants, with each cohort maintaining consistent academic and employment performance.

Employer-verified outcomes show direct career progression resulting from the apprenticeship: four participants received promotions—one to management, one to a specialized technical role within BYD, and two who advanced to other companies. Additionally, all active apprentices receive incremental wage increases (averaging 5–8% per semester) upon maintaining a passing grade, a structure that incentivizes continued learning and performance.

Equity data indicate near parity across all subgroups, with Hispanic/Latine and African American participants achieving success rates above 90%, and no measurable gender gap observed. The program's success is rooted in small cohort sizes, personalized instruction, and close employer mentorship. Strengths include the integration of academic rigor with industrial experience, the high retention and completion rates, and strong employer validation of the curriculum.

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

Opportunities exist to expand participation to additional regional manufacturers and formalize performance metrics tied to promotions and long-term career tracking.

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

- This is an apprenticeship program tied directly to BYD N/A

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
No Advisory Recommendation at this time.

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

CIP Code(s):

150613 Manufacturing Technology/Technician

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	860	870
	Total	860	870

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

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans. The IMTA program operates as an apprenticeship initiative in direct partnership with BYD and the SMART Local 105. As an independent, jointly managed program, IMTA maintains responsibility for its own funding, administration, and worker outcome tracking. At this time, no program performance or outcome data has been made available for review.

Past Course Improvement Plans	Progress Made

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

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

The IMTA program operates as an apprenticeship initiative in direct partnership with BYD and the SMART Local 105. As an independent, jointly managed program, IMTA maintains responsibility for its own funding, administration, and worker outcome tracking. At this time, no program performance or outcome data has been made available for review.

Past Goal	Progress Made

The IMTA program operates as an apprenticeship initiative in direct partnership with BYD and the SMART Local 105. As an independent, jointly managed program, IMTA maintains responsibility for its own funding, administration, and worker outcome tracking. At this time, no program performance or outcome data has been made available for review.

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

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

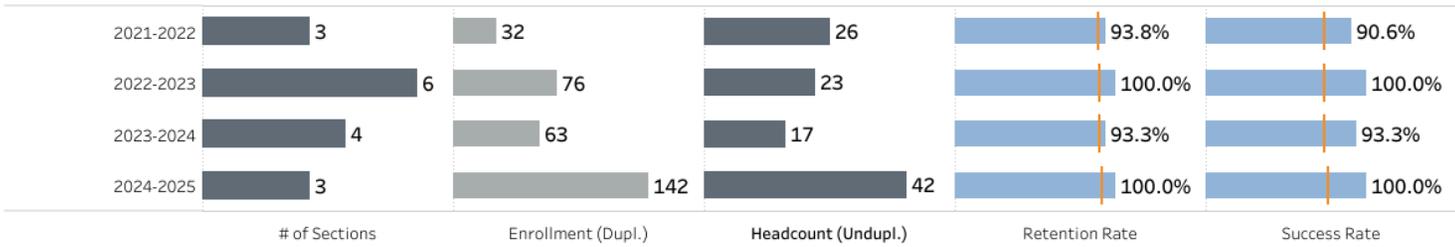
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.	Not Applicable.		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

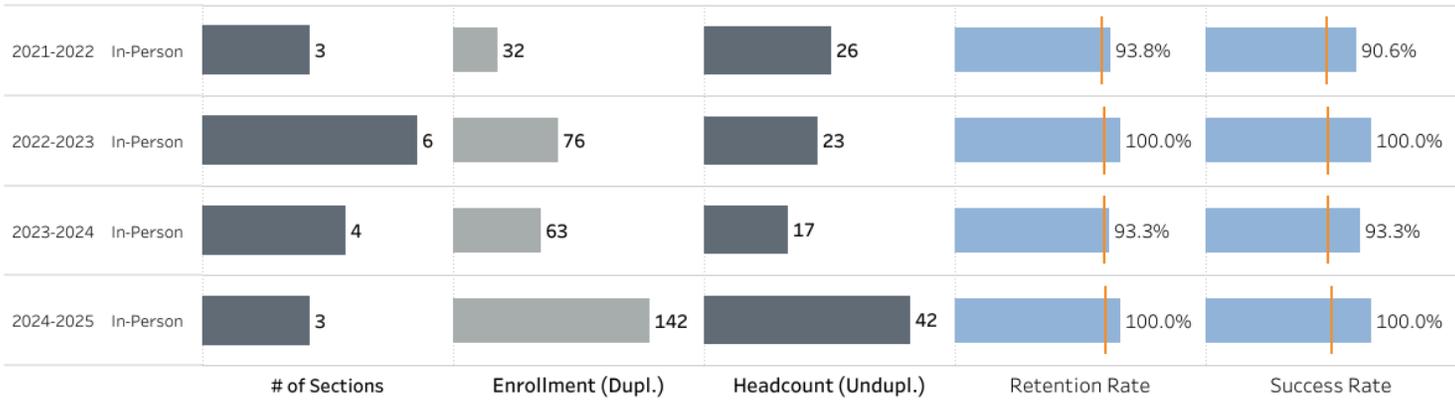
Required:

- Enrollment tab
- Equity tab

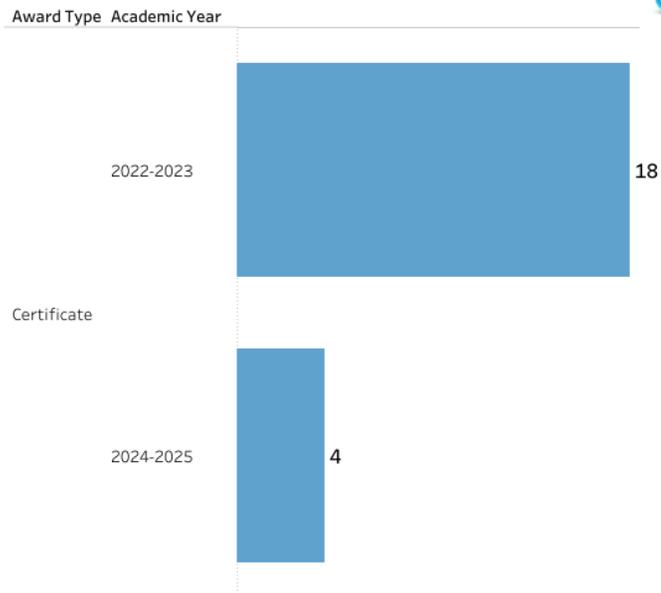
IMTA: Enrollments, # of Sections, Retention and Success



IMTA: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: **Indust Manuf Tech Apprent**



Grade Distribution for IMTA



Classroom Teaching FTEF in IMTA

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.70	0.27	0.27	0.27	0.13
Grand Total	0.70	0.27	0.27	0.27	0.13
FTEF	5.6	0.9	2.4	4.6	0.8
FTEF/FTEF Ratio	8.0	3.2	9.1	17.3	6.2
WSCH/FTEF Ratio	239.1	96.8	272.3	519.8	186.8
WSCH	167.4	25.8	72.6	138.6	24.9



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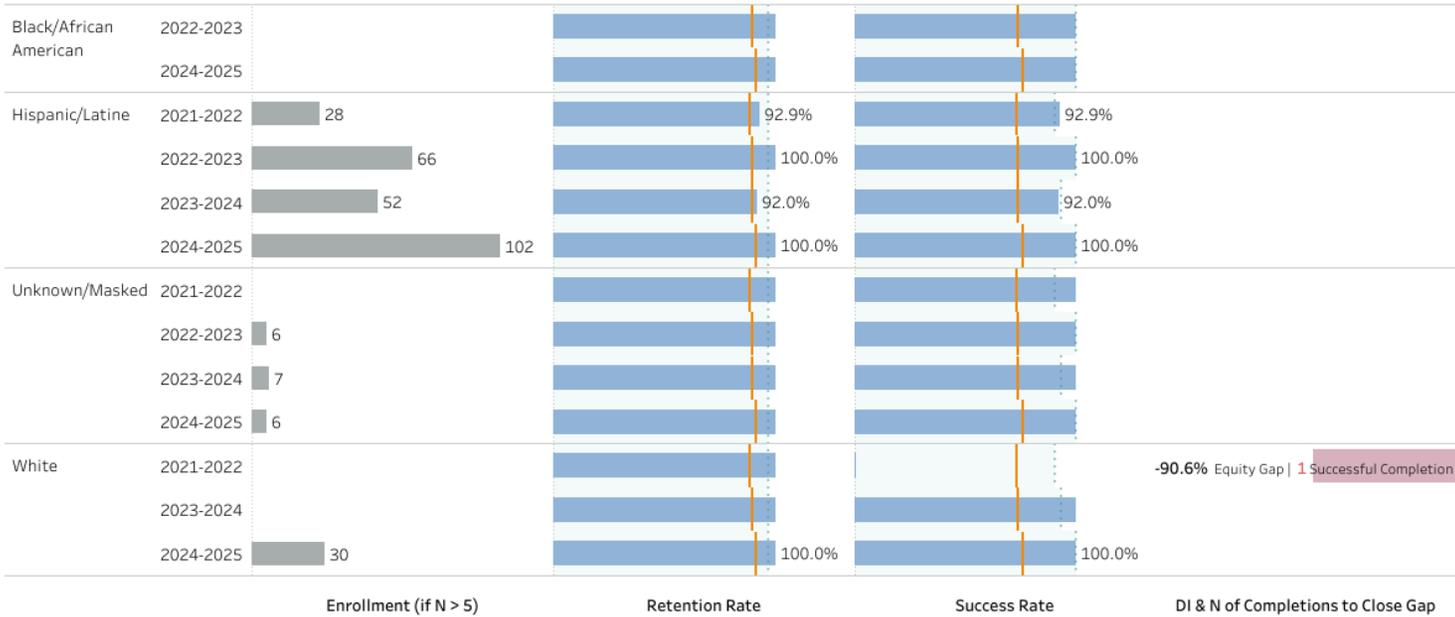
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AVC Total Retention and Success are shown in vertical | **IMTA Success Rate is Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

IMTA Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



IMTA Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Aerospace, Industrial Arts, and Applied Technologies /Aeronautical Sciences & Technology/ Metrology Sciences for Aerospace Manufacturing (MSAM)	For Planning Years: 2026-2027
Name of person leading this review: Alfred Brubaker	
Names of all participants in this review: Alfred Brubaker	
<hr style="width: 20%; margin: auto;"/>	
AVC’s Aeronautical Sciences & Technology Department partners with local aviation employers who contribute resources, provide adjunct instructors, and serve on our advisory committee. Our Career Technical Education (CTE) pathway awards a Certificate in Metrology Sciences for Aerospace Manufacturing, equipping students with the knowledge, hands-on skills, and professional mindset for entry-level computer-aided manufacturing roles and careers in aerospace manufacturing and maintenance.	

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)

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

Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)

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

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

Requested and shaped by industry, this one-of-a-kind program delivers precisely the skills needed in the modern aerospace workforce. Its outcomes align directly with employer expectations and current hiring needs.

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

AVC’s Metrology Sciences for Aerospace Manufacturing program has strong opportunities driven by regional demand for precision measurement, GD&T, and CMM programming. Key challenges are instructor availability and low enrollment. A limited pool of qualified faculty—especially with advanced CMM/PC-DMIS—restricts section offerings and scheduling, which can depress fill rates and slow student progress.

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

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

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

N/A

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

The AST Advisory Committee recommends:

- Expanding the Aerospace program with additional course offerings, including an FAA test-prep course.
- Developing programs in Air Traffic Control, **Aircraft Dispatcher**, and Airport Management.
- Creating advanced NDI/NDT courses.
- Launching a comprehensive UAV program covering licensure, operations, production, repair/maintenance, video inspection, and security operations.

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



Jobs



Claims



Employers



Newsroom



Search

Projections of Employment by Occupation, 2022 - 2032

Selections:

CIP Code(s):

150613 Manufacturing Technology/Technician

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
173026	Industrial Engineering Technicians	4,300	4,280
	Total	4,300	4,280

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

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

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

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

Past Course Improvement Plans	Progress Made
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New CIP For the Metrology program, expand the pool of qualified faculty through industry outreach and adjunct recruitment, while reactivating a coordinated marketing campaign to address low enrollment.	In work

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

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

Past Goal	Progress Made
Update the curriculum based on recommendations from aerospace advisory committees and leadership.	We continually adjust the curriculum to incorporate industry-specific committees and leadership requirements, implementing proprietary processes and documentation to ensure our students receive the most current and relevant education possible.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	X	X		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Specializing in Metrology Sciences for Aerospace Manufacturing (MSAM) makes students future-ready for a fast-changing aerospace industry. They develop strong critical-thinking and problem-solving skills in precision measurement and	To achieve this goal, we will continuously update course content to reflect the latest processes, procedures, and technologies used in fifth- and sixth-generation aircraft; integrate agile frameworks and project management into classes;	We'll know we've met the goal when students consistently earn high scores on assessments, projects, and simulations aligned to current aerospace practices—showing strong critical thinking, problem-solving, and effective use of modern

					quality assurance, allowing them to spot and prevent issues before they cause costly delays. By mastering modern metrology tools and staying current with industry trends, they drive continuous improvement and help keep their teams competitive in producing advanced fifth- and sixth-generation aircraft.	and invest in state-of-the-art equipment and simulation software for hands-on learning. We will build critical thinking, problem-solving, and proactive leadership through problem-based learning, simulations, analytical projects, and focused leadership workshops, while encouraging innovation in assignments and labs. Finally, we will strengthen industry partnerships and advisory input, use regular feedback from students, alumni, and employers to refine the program, and stay ahead of trends through engagement with industry publications, research assignments, and guest lectures.	technologies. Graduates secure relevant aerospace leadership and management roles, advance in their organizations, and are recognized for innovative contributions. Program metrics also improve—enrollment, retention, and completion rise—and industry partnerships deepen, evidenced by more internships, guest lectures, joint projects, and positive feedback from employers, alumni, and students.	
#2	ILO 4. Career and Specialized Knowledge	X	X		Goal #5 Education: Expansion of offerings and effective course scheduling.	Grow the program	A Full-time faculty member is needed for this program to reach its full potential to not only promote the program but to build industry connections and create a pipeline for students to gain employment.	When a new full time faculty is hired.
#3	Choose ILO				Choose an item.			

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

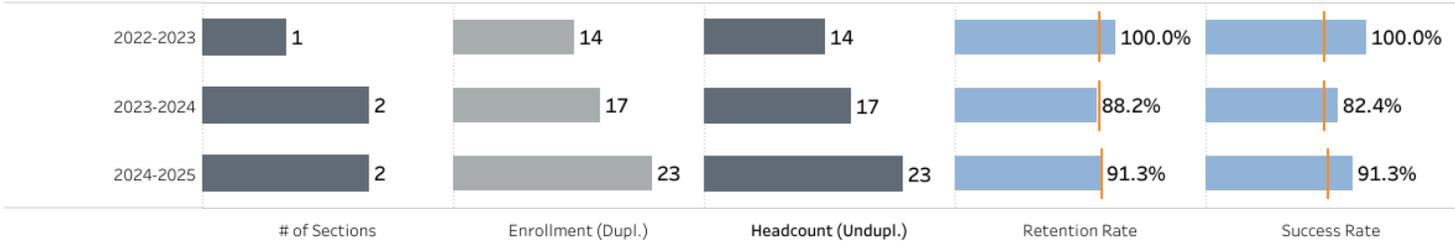
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full-time Faculty needed for the program to improve.	ALL	Repeat	100,000	Recurring	Alfred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

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

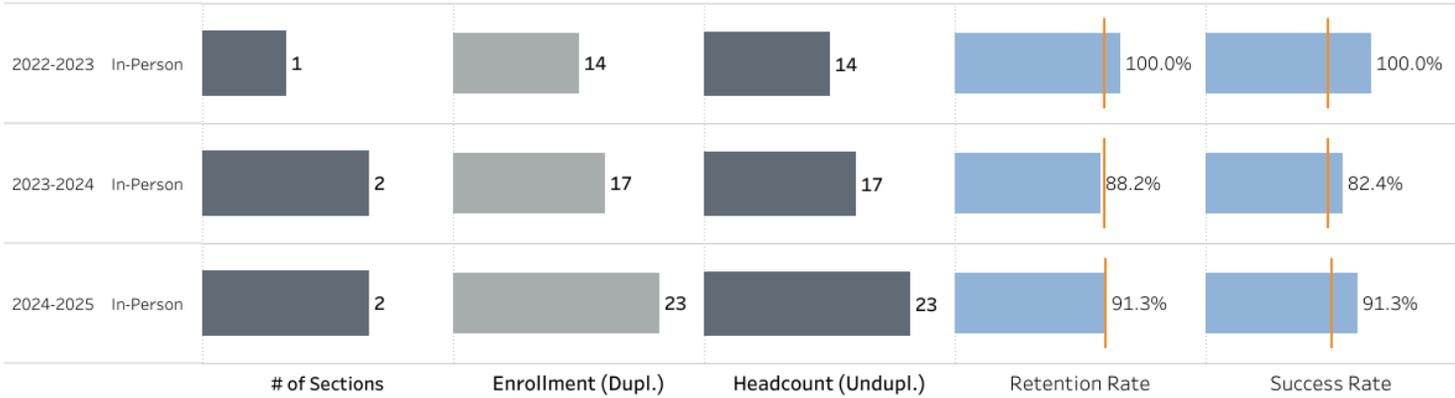
Required:

- Enrollment tab
- Equity tab

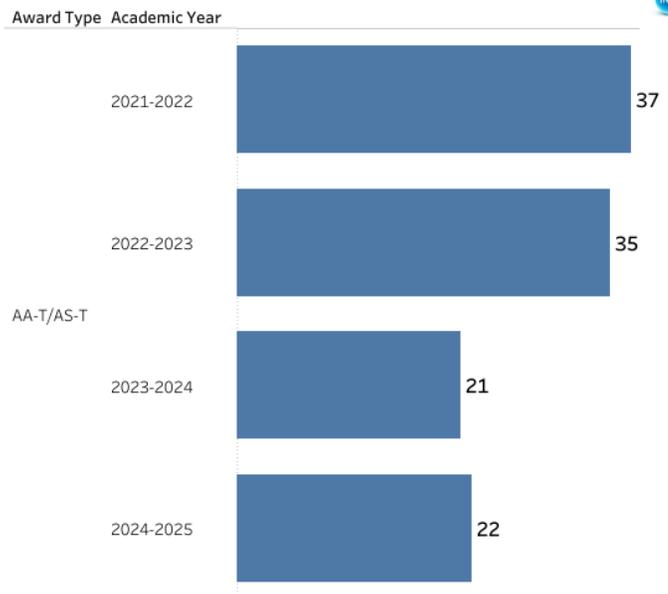
MSAM : Enrollments, # of Sections, Retention and Success



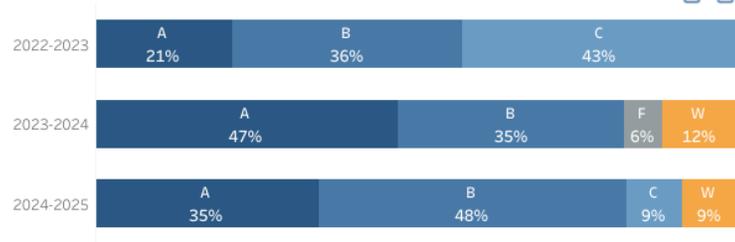
MSAM: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T English, English - Non Transfer, English - Transfer



Grade Distribution for MSAM



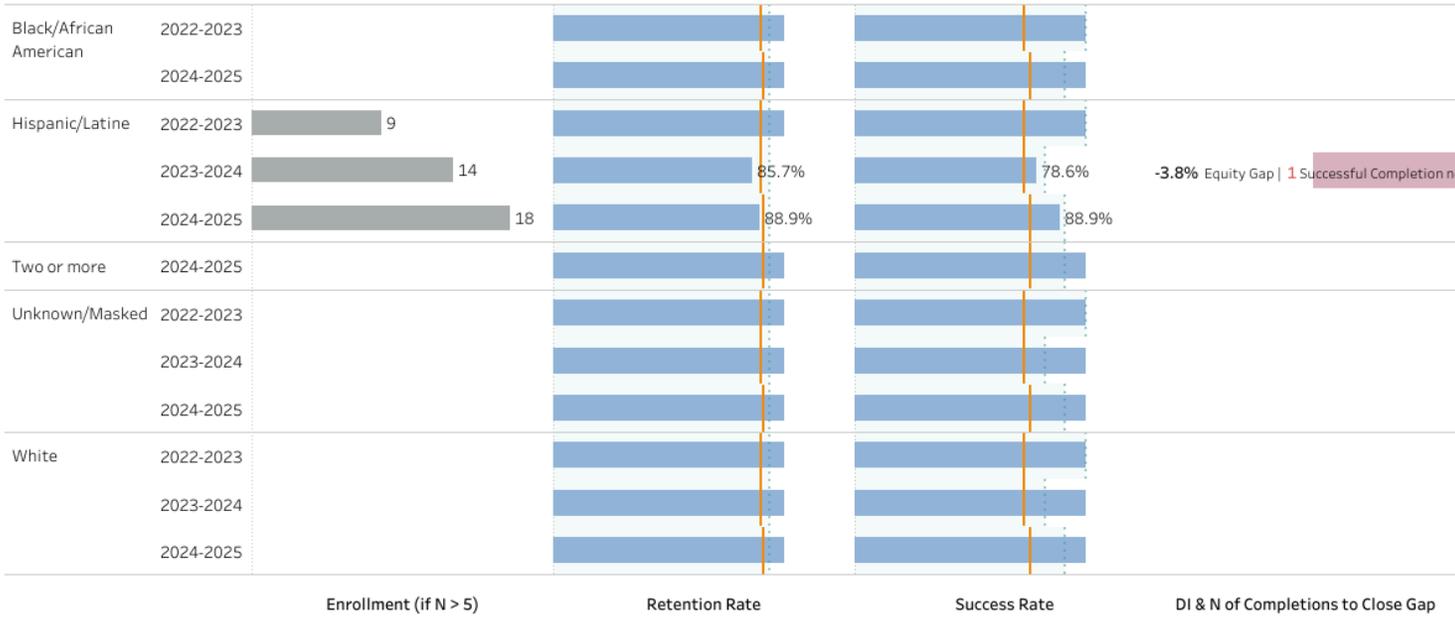
Classroom Teaching FTEF in MSAM

	Fall Terms	
	Fall 2023	Fall 2024
Part-time FTEF	0.53	0.53
Grand Total	0.53	0.53
FTEF	0.0	0.8
FTEF/FTEF Ratio	1.6	4.7
WSCH/FTEF Ratio	47.3	141.2
WSCH	0.0	25.2
		75.3

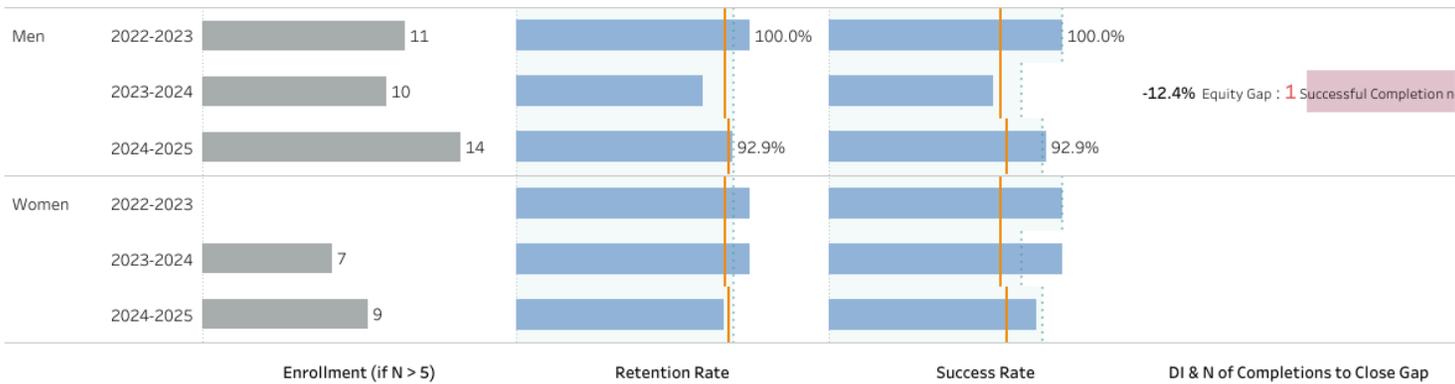
AVC Total Retention and Success are shown in vertical | **MSAM Success Rate is Green** |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

MSAM Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



MSAM Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Division/Area Name: AIAAT - WELDING	For Planning Years: 2026-2027
Name of person leading this review: Caleb Healey	
Names of all participants in this review: Travis Lee	

Fall 2025 Program Review Report | Instructional Areas

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

The Welding Program at Antelope Valley College provides students with industry-aligned hands-on training that prepares them for immediate employment in regional manufacturing, aerospace, construction, and industrial sectors. By offering both degree and certificate pathways, as well as industry welding certifications, the program directly supports the college's mission to provide workforce preparation, academic excellence, and opportunities for upward mobility within the community. The program also supports local employer needs by producing job-ready graduates with practical trade skills.

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

Use the following questions to guide your analysis:

- Overall (Use the *Success & Retention* and *Program Award* data to inform your analysis)
- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *Success & Retention* data including S&R by Ethnicity and Gender data to inform your analysis)
- Which ethnic / gender student groups complete their courses at the highest rates?
 - Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

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

Program enrollments and student outcomes have remained strong. Retention rates have consistently remained between 94–97%, with success rates rising to above 90% in 2024–2025. The number of certificates and degrees awarded has remained strong, indicating consistent completion and student progression.

- *Strong retention and success rates.*
- *Increased enrollment and course access.*
- *Multiple certificates and degrees awarded annually.*
- *Strong hands-on and practical skill development.*
- *Faculty mentorship and instructional support have positively impacted persistence.*

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

Equity gaps should be addressed with targeted academic support, embedded tutoring, and more structured practice lab time. Lab space and equipment capacity continue to limit enrollment growth. Additional instructional resources will be necessary to expand sections and maintain safe student-to-instructor ratios.

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

The program aims to expand lab capacity, increase access to aerospace and industry certification training, and strengthen employment pipelines. Long term, the program seeks recognition as a regional leader in high-skill welding training.

N/A

- Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
The Welding Advisory Committee met, with faculty, administrators, and industry representatives present.
- **Updates were given on new welding courses (W135, W137, W265, etc.) and the limited enrollment in the aerospace welding program until a larger facility becomes available.**
- **Funding was approved to support educational resources and a secondary welding location to help expand program capacity.**
- **The committee approved developing both credit and non-credit welding classes focused on certification and fabrication.**
- **Funding approval was granted for AVC Weld Club activities and participation in SkillsUSA competitions.**
- **Discussion included continued program growth to meet local workforce needs and create strong job placement pathways.**
- **Addendum feedback (May 2025) showed 100% support from surveyed industry partners for both a non-credit D1.1 certification program and a for-credit pipe welding certificate, reinforcing the committee's earlier decisions.**

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

Geography: Los Angeles County

Includes: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
514121	Welders, Cutters, Solderers, and Brazers	6,010	6,100
514122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	430	390
	Total	6,440	6,490

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

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

Past Course Improvement Plans	Progress Made
1. Refine Student Learning Outcomes (SLOs) to better align with industry Successfully restructured the SLOs, resulting in a curriculum that is more closely standards.	SLOs were updated and aligned to industry standards.
2. Expand hands-on training opportunities in welding courses.	Increased lab-based training opportunities.

3. Improve student support services to increase retention rates.	Strengthened academic support and mentoring to improve retention.

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

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

Past Goal	Progress Made
1. Enhance student retention and completion rates within the program	Completion rates remained strong.
2. Increase job placement rates for graduates in the local industry.	Job placement improved through expanded employer partnerships.
3. Improve the quality and effectiveness of hands-on training.	Hands-on training quality improved with updated equipment.
4. Elevate national certification success rates.	Certification preparation support increased student test readiness.

Part 3: Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Boost Student Success and Certification Readiness	<ol style="list-style-type: none"> ☑ Implement certification-focused practice sessions and mock test plate assessments. ☑ Provide targeted remediation for students struggling with weld technique and heat control. ☑ Integrate milestone skill checks earlier in the semester to prevent skill gaps 	☑ Fewer students needing to repeat skill-based courses. ☑ Reduced time-to-completion for certificate or degree pathways. ☑ Stable or improved retention from start to completion of each sequence.

							from compounding.	
#2	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Expand Course Offerings and Improve Scheduling Efficiency	<p>4. Add additional sections of high-demand welding courses at varied times (morning, evening, weekend).</p> <p>5. Align scheduling to reduce overlaps, allowing students to enroll in sequential skill courses within the same term.</p> <p>6. Hire additional qualified faculty and instructional assistants to support expanded offerings.</p>	<p>☑ Higher enrollment capacity without increased drop/waitlist volume.</p> <p>☑ Students complete certificate and degree pathways more quickly.</p> <p>☑ Improved student feedback regarding access to courses and scheduling options.</p>
#3	ILO 4. Career and Specialized Knowledge				Goal #3 Resources: Increase student awareness about campus resources.	Expand Welding Facilities to Support Safe, High-Quality Skill Development	<p>☑ Collaborate with Facilities and CTE leadership to design and propose a dedicated welding expansion building.</p> <p>☑ Acquire additional welding equipment (welders, tables, grinders, PPE storage, fume extraction).</p> <p>☑ Plan scheduling of course offerings to utilize both welding spaces efficiently once available.</p>	<ul style="list-style-type: none"> • Increase in student lab access hours and reduction of overcrowding. • Decrease in waitlists and number of students turned away from courses. • Improvement in student weld quality assessment scores and certification pass rates.

#4	ILO 4. Career and Specialize d Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Streamline Student Progression by Reducing Bottlenecks	<input type="checkbox"/> Identify courses in which students frequently face skill plateaus or waiting periods. <input type="checkbox"/> Add structured open-lab or guided practice sessions aligned with weekly skill benchmarks. <input type="checkbox"/> Improve coordination of material availability and equipment maintenance to prevent downtime.	<input type="checkbox"/> Fewer students needing to repeat skill-based courses. <input type="checkbox"/> Reduced time-to- completion for certificate or degree pathways. <input type="checkbox"/> Stable or improved retention from start to completion of each sequence.
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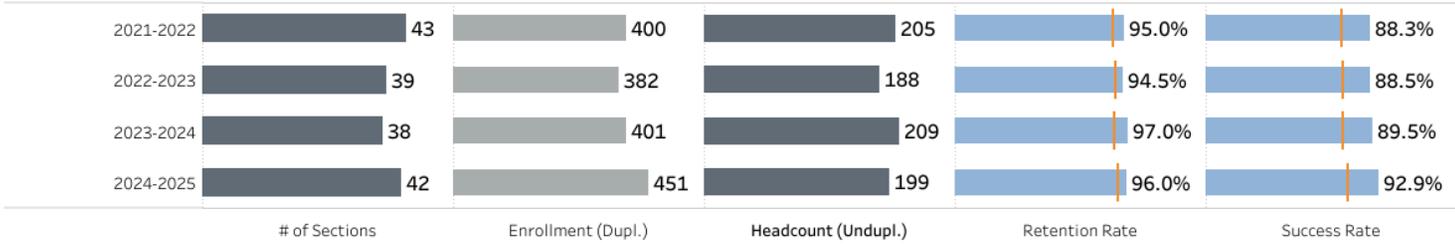
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Second instructional assistant	Goals 1-4	Repeat	\$56,000	Recurring	Caleb Healey or Travis Lee
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

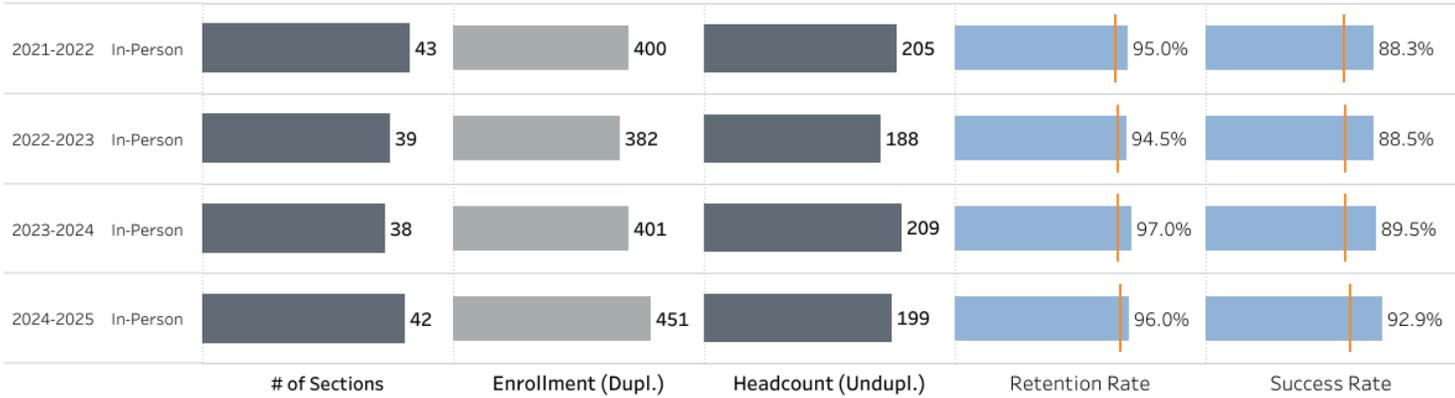
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

- Required:
- Enrollment tab
 - Equity tab

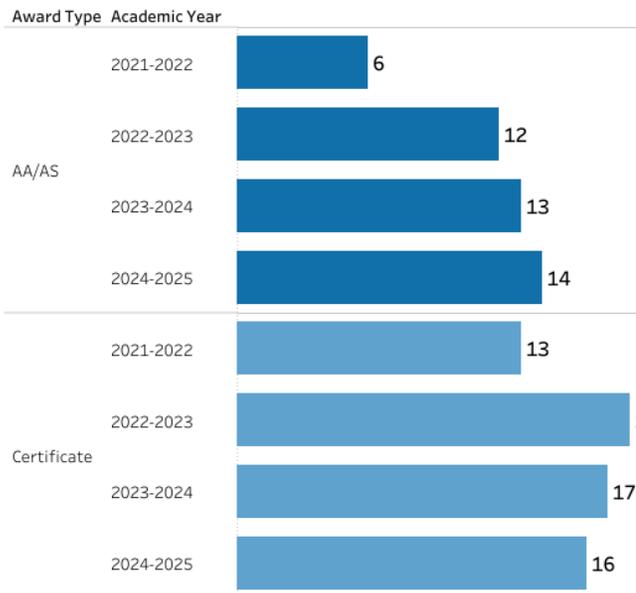
WELD : Enrollments, # of Sections, Retention and Success



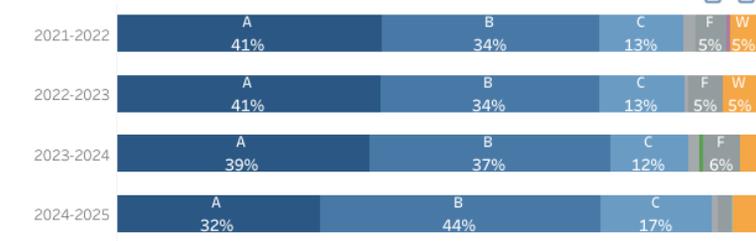
WELD: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: **Welding & Welding Cert**



Grade Distribution for WELD



Classroom Teaching FTEF in WELD

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.44	0.81			0.44
Full-time FTEF	0.64	1.08	1.50	1.72	1.72
Overload FTEF	0.22	0.22	0.88	0.66	2.42
Grand Total	1.30	2.11	2.38	2.38	4.58
FTEF	19	29	29	29	35
FTEF/FTEF Ratio	14	14	12	12	8
WSCH/FTEF Ratio	430	419	369	370	232
WSCH	559	885	878	880	1,062



Click for Fill Rates

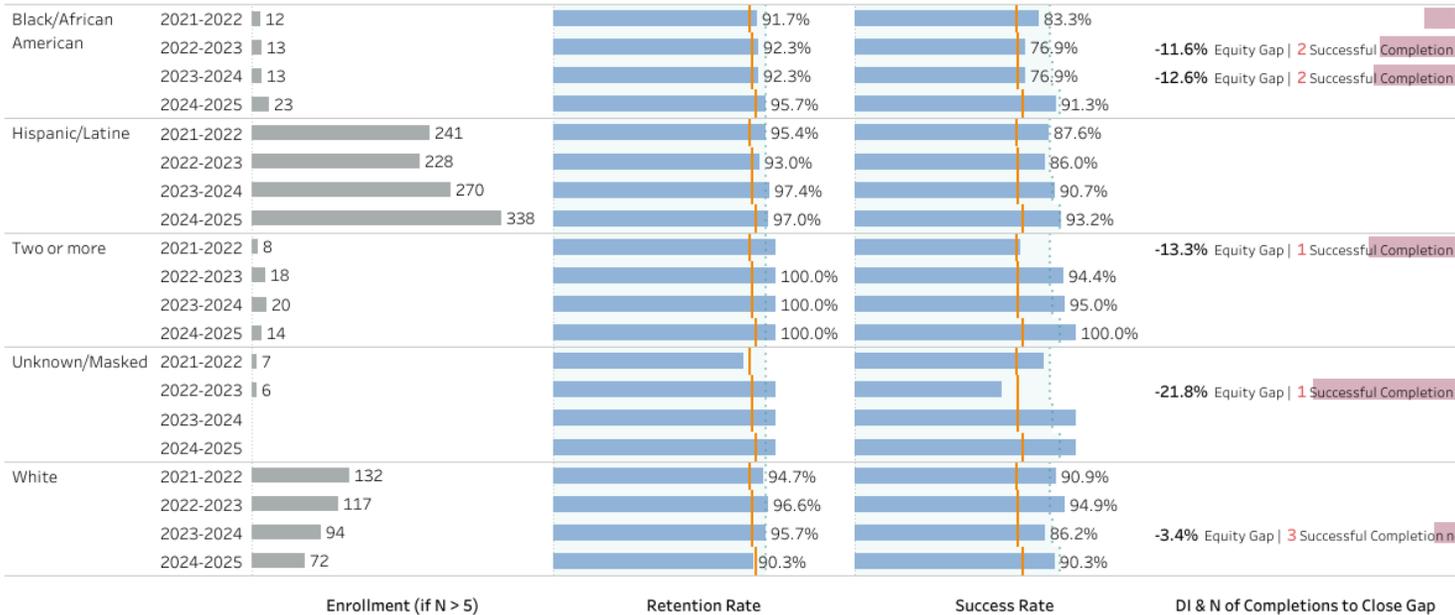
Click for FTES



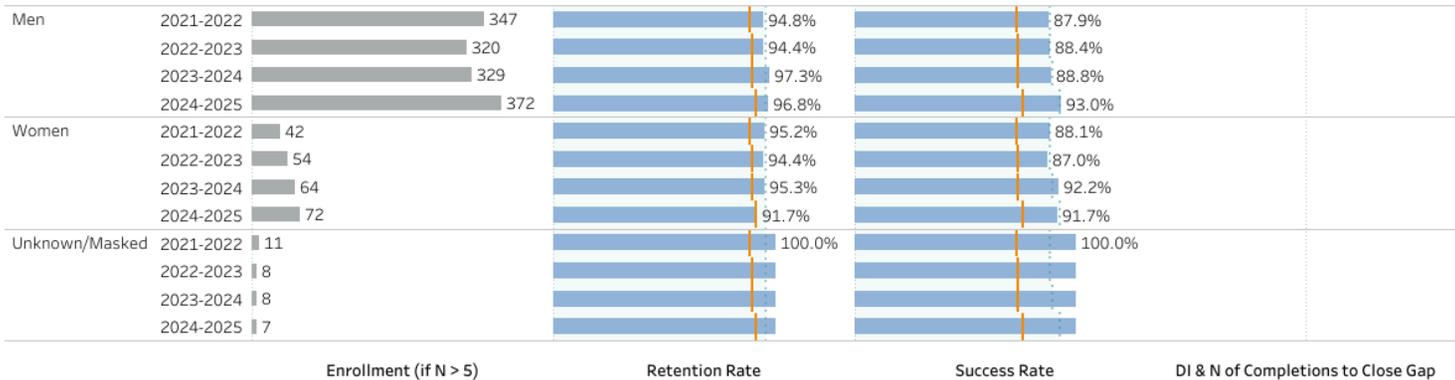
AVC Total Retention and Success are shown in vertical | **WELD Success Rate is Green** |

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WELD Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



WELD Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

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- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
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- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?